

Your Child Can Write

Student Writing Intensive:

Middle School Students

by
Andrew Pudewa

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Institute for Excellence in Writing, L.L.C.

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Your Child Can Write
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
YourChildCanWrite.com

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Sample

Suggested Schedule

This writing course was recorded on four consecutive afternoons in two and one-half hour sessions. However, your student can enjoy the same instruction but at a more leisurely pace. Here is a possible schedule:

Week 1: Watch Disc 1 Part 1 (up to 00:38:15).

Complete the writing assignment, “The Sea Wasp.”

Allow 1 hour or more for instruction and writing practice.

Week 2: Watch Disc 1 Part 2 to the end of the disc.

Complete the writing assignment, “The Farmer and His Sons.”

Allow 1.5 hours or more for instruction and writing practice.

Week 3: Watch Disc 2 in its entirety.

Complete the writing assignment, “The Lion and the Shepherd.”

Allow 2 hours or more for instruction and writing practice.

Week 4: Watch Disc 3 Part 1 (up to 1:17:33).

Begin the writing assignment, “Humpback Whales.”

Allow 2 hours or more for instruction and writing practice.

Week 5: Watch Disc 3 Part 2 to the end of the disc.

Complete the writing assignment, “Humpback Whales.”

Allow 1 hour or more for instruction and writing practice.

Week 6: Watch Disc 4 in its entirety.

Complete the writing assignment, “Writing from Your Brain.”

Allow 2 hours or more for instruction and writing practice.

Adjust as needed.

Student Writing Intensive Level B Scene Listings

Note: When there is a pause for writing, the time signature zeroes out, so don't let that confuse you as you follow along on the lessons.

Disc 1

00:00:00	Introduction
00:02:48	"The Sea Wasp"
00:04:34	Key Word Outline - "The Sea Wasp"
00:12:43	Key Word Outline Continued
00:17:38	Testing the Key Word Outline
00:22:52	Writing Warm-up Exercise
00:24:43	Connecting Ideas with "which/who"
00:29:46	Double Space - No Erasing!
00:38:15	<<Pause for Writing Warm-up Exercise>>
00:00:00	Reading "who/which" Clauses
00:03:52	"The Farmer and His Sons"
00:06:40	Key Word Outline - "Farmer and Sons"
00:15:58	Testing the Key Word Outline
00:19:51	What is Style?
00:29:15	Dress-ups: "-ly" words
00:39:16	Dress-ups: who/which
00:41:56	Dress-ups: strong verbs
00:46:36	Banned Word: "said"
00:53:58	Banned Word: "thought"
00:56:54	Banned Word: "go/went"
01:00:01	Dress-ups: "because"
01:03:47	Writing Checklist
01:07:08	Getting Smarter
01:09:30	<<Pause for Writing - "The Farmer and His Sons">>
00:00:00	Choosing a Title
00:07:18	Typing or Rewriting Neatly
00:07:56	Reading Sample
00:09:04	Conclusion
00:10:26	End of Disc

Disc 2

00:00:00	Reading Student Samples
00:02:57	Dress-up Review
00:11:03	New Banned Word: "see/saw"
00:14:57	Dress-up: quality adjective
00:19:35	Banned Word: "good"
00:23:19	Banned Word: "bad"
00:25:37	Dress-up: adverbial clause
00:30:58	Story Sequence Chart
00:35:42	Story Sequence: characters/setting
00:39:06	Story Sequence: conflict/problem
00:42:55	Story Sequence: climax/resolution
00:48:04	"The Lion and the Shepherd"
01:01:14	Changing the Story Details
01:09:35	Using Dress-ups in the Story
01:10:26	Choosing "-ly" words for Story
01:16:54	Choosing Quality Adjectives for Story
01:22:39	Writing Instructions
01:27:47	The Most Likely Mistake
01:29:11	Acting Exercise
01:34:57	<<Pause for Writing>>
00:00:00	Read Student Samples & Title Review
00:09:03	End of disc

Disc 3

00:00:00	Reading Student Stories
00:05:53	Dress-up Review
00:09:38	New Banned Word: "eat/ate"
00:13:47	More Dress-up Review
00:15:13	Hidden Quality Adjective
00:18:55	New Banned Adjective: "big"
00:23:43	More Dress-up Review
00:25:48	Sentence Openers
00:27:58	Sentence Opener: subject
00:31:42	Sentence Opener: prepositional
00:40:14	Sentence Opener: "-ly" opener
00:48:10	Sentence Opener: V.S.S.
00:53:17	Writing Checklist
00:54:14	Report Writing: topic/clinch
01:00:27	Using Mini-books for Reference
01:10:41	Adding a Second Mini-book
01:17:10	Adding a Third Mini-book
01:17:33	<<Pause for Highlighting>>
00:00:00	Review Highlighting Results
00:03:33	Collecting Topics From Multiple Sources
00:09:00	Finding Overlapping Topics
00:10:48	Writing a Report
00:13:16	Outlining From Multiple Sources
00:20:04	Creating a Fused Outline
00:22:25	Report Writing Instructions
00:27:05	<<Pause for Writing>>
00:00:00	Reading Student Reports
00:04:46	Conclusion
00:06:20	End of Disc

Disc 4

00:00:00	Reading Student Reports
00:06:28	Dress-up Review
00:10:52	New Banned Verb: "like"
00:17:21	More Dress-up Review
00:20:25	New Banned Adjective: "fun"
00:26:25	More Dress-up Review
00:29:32	Sentence Opener Review
00:32:35	Sentence Opener: clausal
00:40:07	Sentence Opener: "-ing"
00:49:21	Samples of "-ing" Openers
00:56:20	Checklist and Review of Week
00:58:34	Taking a Brain Inventory
01:08:44	Select 3 Topics You Know Most About
01:10:59	Select the Most Interesting Topic
01:14:09	Finding Two Aspects of Topic
01:18:06	Outlining a 2-Paragraph Composition
01:21:40	Asking Questions to Get Details
01:28:00	Writing Instructions
01:29:43	<<Pause for Writing>>
00:00:00	Reading Student Reports
00:08:17	Conclusion
00:10:05	End of disc

The Sea Wasp

The sea wasp is the most venomous member of the jellyfish family. Its poisoning ability is many times greater than any snake. In its search for food such as small bottom dwelling shrimp, sea wasps often move very close to shore and to beach swimmers. It is so deadly that bathers stung by the sea wasp have died in the few seconds it takes them to stagger back to shore. It is almost completely transparent and can be difficult to see. Not found in the oceans near America or Europe, it is considered the scourge of Australia's beaches. This small blob of powerful neurotoxin could likely kill over fifty people. The sea wasp has been called the deadliest creature alive.

Composition Checklist

Write a paragraph on: The Sea Wasp

Due date: _____

Check:

- Composition is double-spaced.
- The word “which” is marked with an underline.
- Name is on the paper.

When you are done writing your paragraph (your rough draft), read through it to make sure everything is correct. Give it to your parent or teacher for a second edit. Once everything is fixed, write it up neatly, and put it in your notebook behind everything in the “Outlines/Compositions” tab.

You will be adding a title to your paragraph later, so hang onto it!