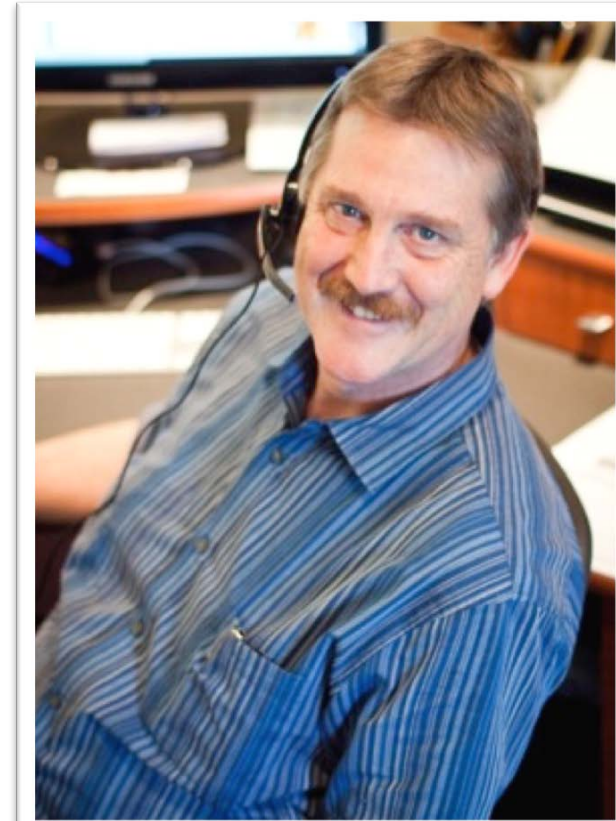


# Monthly Training Webinar

## Unit 5: Writing from Pictures

Andrew Pudewa

Director, Institute for Excellence in Writing



Institute for  
Excellence in  
Writing

Listen. Speak. Read. Write. Think!

# Welcome!

## A few instructions for those new to an IEW webinar

- Q&A box:
  - Only I and a few staff members will see what you type.
  - I'll answer as I'm able.
- Chat box:
  - All can see your comments.
  - Use this area to "pass notes in class."
  - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chatbox are "live."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded. You will be emailed a link to the recording and slides.

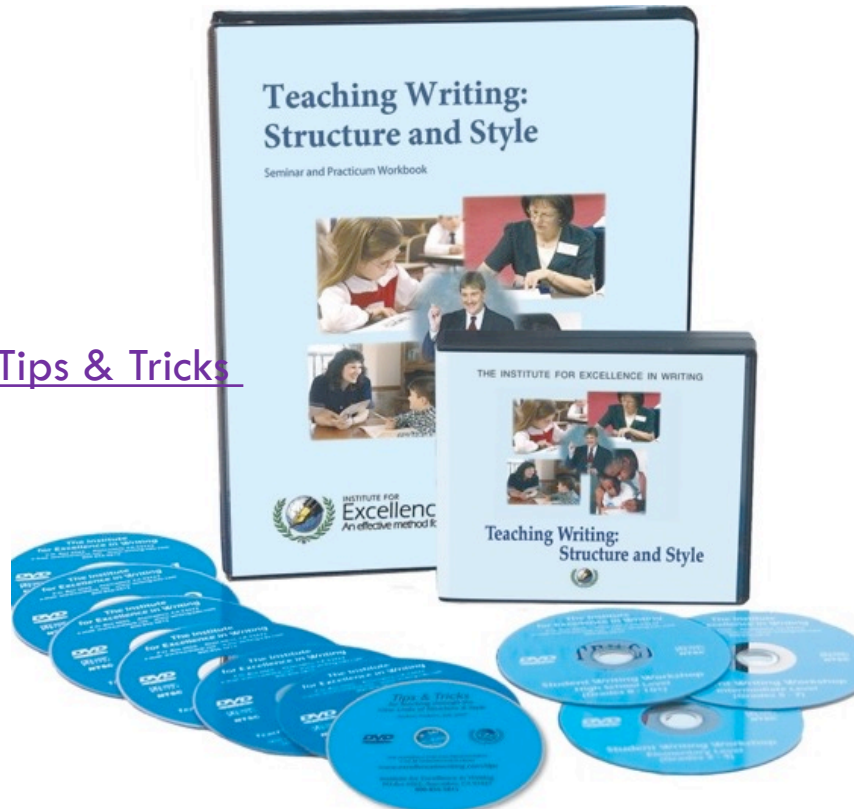


# Have handy your *Teaching Writing: Structure and Style Seminar Workbook*.

**First Edition: Pages 47–52 plus page 11–13 in Tips & Tricks Handout**

**Second Edition: Disc 5 plus 65–82 in the Seminar Workbook**

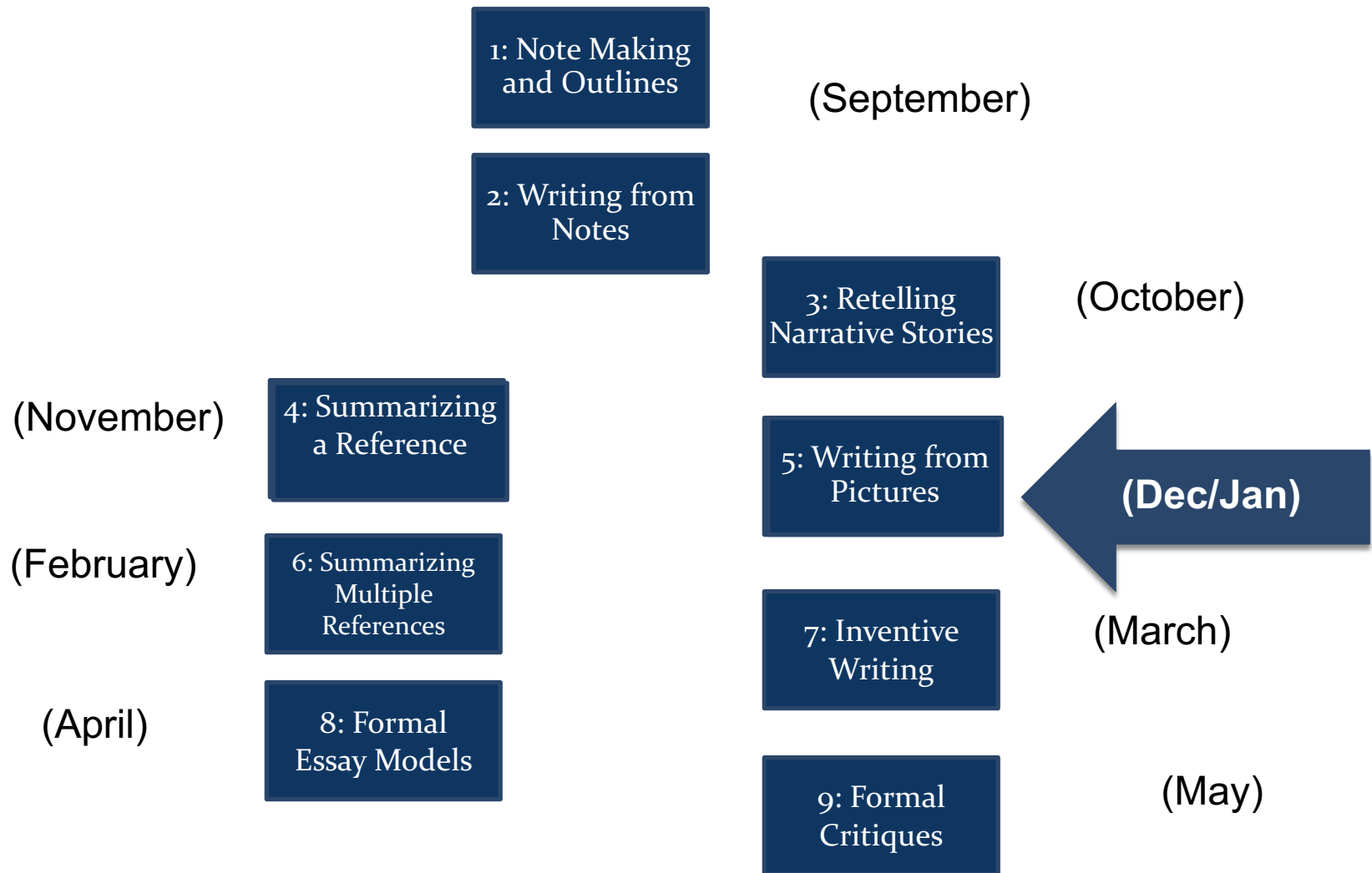
Tips & Tricks



Listen. Speak. Read. Write. Think!

[Click here](#) for more details about the new edition.

# An Overview of IEW's Nine Structural Models



# Tonight's Outline

- Goals and recommended materials
- Comparing Units 3 and 5
- Teaching procedure and practicum
- A few tips
- Why Unit 5 is so important
- Style
- Q&A

## UNIT

## 5

## Writing from Pictures

### I. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



### ASK QUESTIONS

Who?

What?

When?

Where?

Why?

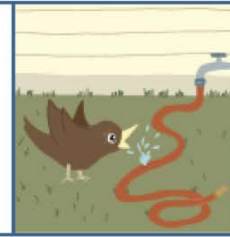
Before?

After?

Outside?

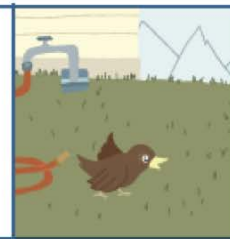
### II. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



### III. CENTRAL FACT

- 1.
- 2.
3. (details)
4. Clincher



### ADVANCED

**Central Fact:** past tense

**Details:** past perfect  
(had been, had done, had \_\_\_\_\_)

**Clincher:** past tense





## Goals for Unit 5

- For students to write three-paragraph “event descriptions” from a series of three pictures.
- To reinforce the topic-clincher rule and to show how the last sentence is used for both the title rule, and the topic-clincher rule
- To exercise imagination and creativity.
  - The pictures themselves say little.
  - All details, setting, characterization, motives, effects, etc. must be developed.
- To introduce the use of past participle verb forms as needed.

## Recommended Materials

- Unit 5 Poster – PDF of Unit Posters in your Premium Subscription
- Sequential Pictures
  - “Pictures for Writing” also in your premium subscription
  - Sequential pictures can also be found in children’s storybooks, comics
- Norman Rockwell images abound and are especially good for single picture assignments
- Have students draw their own simple pictures.
- Theme-based books



# Comparing Units 3 & 5

## Unit 3 : Retelling Stories

Three paragraphs using these questions

### I. Characters/Setting

Who – like? –personality? –situation?

When, Where [image, mood]

### II. Conflict/Problem

What ... want/need?

... think ? say? do?

### III. Climax/Resolution

How solved?

Message/lesson

(Epilogue)

## Unit 5: Writing from Pictures

Similar questions for each picture;  
one paragraph per picture

- ☐ Who
- ☐ What
- ☐ Where
- ☐ When
- ☐ Why
- ☐ How



[http://www.kipling.org.uk/poems\\_serving.htm](http://www.kipling.org.uk/poems_serving.htm)



# The Basic Model of 3 Pictures, 3 Paragraphs

- Model the process.
  - Start by describing the central fact of the first picture. Write the key words of that central fact in the topic line of the outline.
  - Using the questions listed on the model page, explore the event:
  - Add the word “clincher” at the end of the details to remind the student to finish the paragraph with a clincher that repeats or reflects two to three key words of the topic (central fact) of the picture.
  - Repeat the process with the remaining two pictures.
  - The last sentence is used for both the topic-clincher rule and title rule.
  - With older students as they become more familiar with the idea of central fact = topic sentence, introduce the use of past perfect tense and past participle verb forms: the past of the past.
- Who ?
  - What?
  - Where?
  - When?
  - Why?
  - How?
  - Before?
  - After?
  - Outside?





# Unit 5 is event description: Have your students assume one of these roles.

- A reporter first coming on to a scene
- A detective or spy
- Aliens watching from a spaceship



# Let's try one together!

- I'll do one on my paper.
- You do the same.
- I'll scan in and repost.



- Who ?
- What?
- Where?
- When?
- Why?
- How?
- Before?
- After?
- Outside?



# Let's try one together!



# Variation 1:

## Two pictures



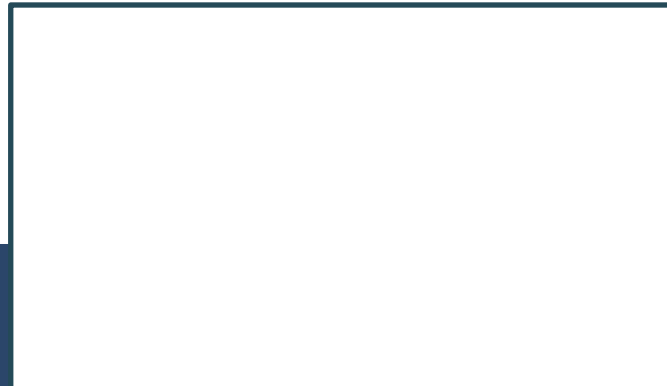
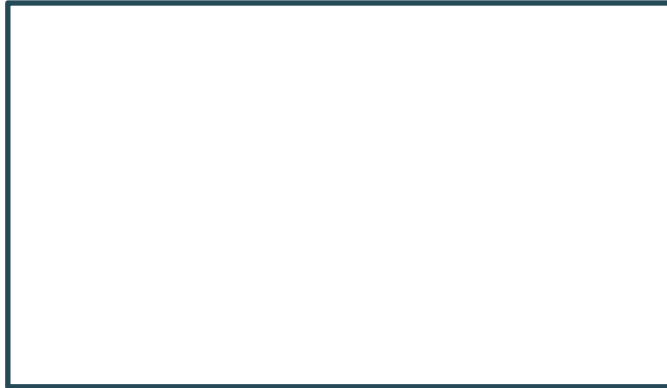
- Who ?
- What?
- Where?
- When?
- Why?
- How?
- Before?
- After?
- Outside?

# Variation 3:

## One picture



- Who ?
- What?
- Where?
- When?
- Why?
- How?
- Before?
- After?
- Outside?



## Unit 5 (Writing from Pictures)

### 1. Remember: “Event Description”

Does not follow Story Sequence Chart

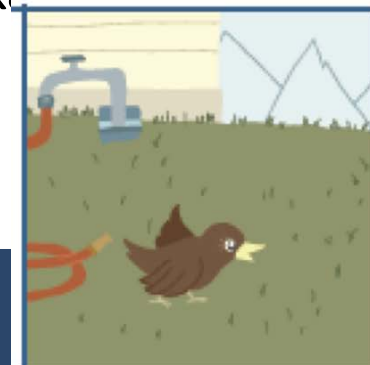
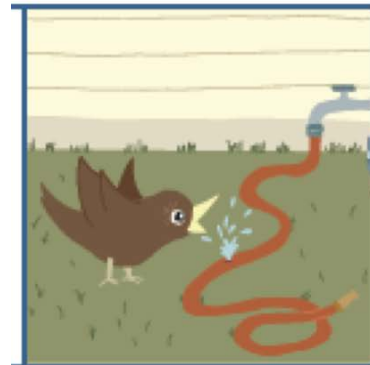
### 2. Possible questions are the same for each picture.

- who
- what (think, say, do)
- why
- where
- when
- how
- before
- after
- outside
- ???????

### 3. Length varies: 3¶ is chick model, but shorter or longer is ok

### 4. Ideas for source pictures:

comics, great art, stick figure drawings, ads





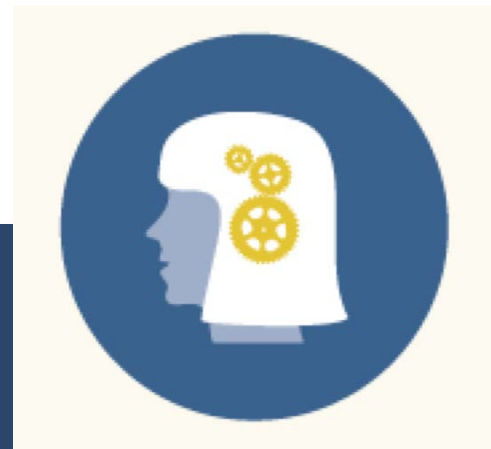
# Past Perfect Tense

- ***With older students*** as they become more familiar with the idea of central fact = topic sentence, introduce the use of past perfect tense and past participle verb forms: the past of the past.
- Show students a model, e.g., “Reducing Magic” on page 72 of *Seminar Workbook*.
- Do many samples together to help students master the process.
- A participle wall chart for irregular verbs may be useful. (One is included in the SW2 blackline masters).
- If your students understand, great. If not, skip it!



# Importance of Unit 5

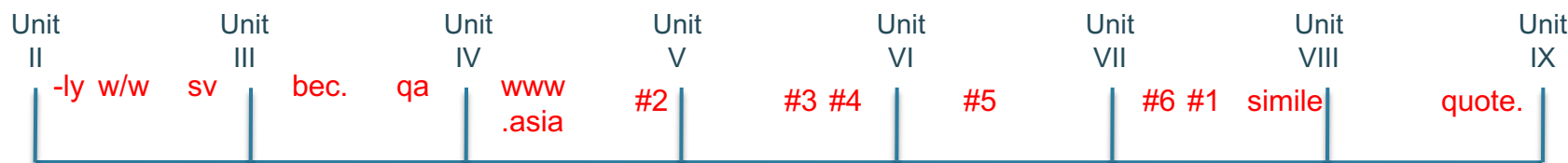
- Relief from constraint by facts (for some children)
- Relief from constraint by logic (for some children)
- Requires thinking skills (skill of asking questions)
- Reinforces Topic-Clincher rule in a more flexible way
- Important as a “weaning step” from dictated content to the blank page (Unit 7)
- Ultimately inspires imagination (in all students)
- Will help later with Unit 8



# Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become EASY\*.

- Example:



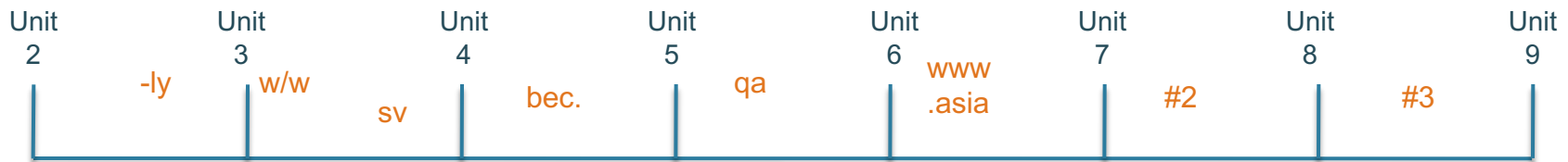
Odd numbered units often lend themselves more easily to new “style” instruction.

\*Easy = You can do it

- without much help and
- it doesn't sound too goofy most of the time.

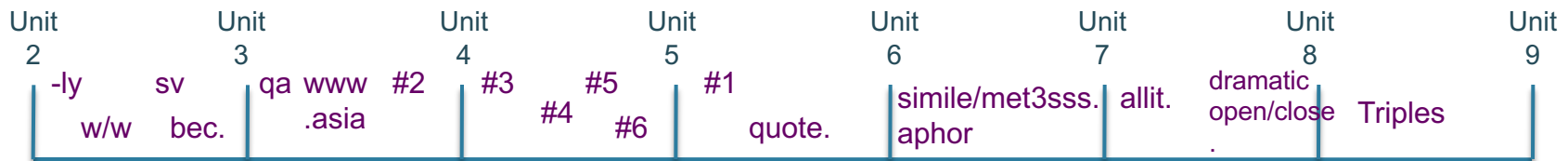
# Stylistic Techniques, cont.

An example of pacing for slower, younger, or less experienced students:



# Stylistic Techniques, cont.

An example of pacing for faster, older, more experienced students:



# Any questions?





# IEW Checklist Generator™

- Available only to IEW Premium Subscribers
- Become a Premium Subscriber one of three ways:
  - Buy the IEW.com/TWSS2-D or (TWSS Seminar with DVDs)
  - Buy the IEW.com/TWSS2-PREM or (TWSS Seminar)
  - Buy the IEW.com/TWSS2-PREM-GO (just the Premium Subscription)
- Premium Subscription Annual renewal fee is \$29

Summarizing a Reference

**Unit 4 Composition Checklist**  
Unit 4 Lesson 9 Colonial Life: Church

Name: \_\_\_\_\_

Source Text: \_\_\_\_\_

**STRUCTURE**

<input type="checkbox"/> Name and date in upper left-hand corner	_____
<input type="checkbox"/> Composition double-spaced	_____
<input type="checkbox"/> Title is centered and repeats 1-3 key words from final sentence.	_____
<input type="checkbox"/> Topic-clincher repeats or reflects 1-3 key words (highlighted or bold).	_____
<input type="checkbox"/> Checklist on top, final draft, rough draft, KWO	_____

**STYLE** Each paragraph must contain at least one of each element of style

**CHECK FOR BANNED WORDS:**

**§1 Doves-Ups (underline one of each)**

<input type="checkbox"/> -ly adverb	_____
<input type="checkbox"/> who-which clause	_____
<input type="checkbox"/> strong verb	_____
<input type="checkbox"/> because clause	_____

**MECHANICS**

<input type="checkbox"/> capitalization	_____
<input type="checkbox"/> end marks and punctuation	_____
<input type="checkbox"/> spelling and usage	_____
<input type="checkbox"/> complete sentences	_____

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# Here are some other ways IEW can help you:

1. [Podcast](#)
  - [IEW.com/podcast](#)
2. [Webinars](#)
  - [IEW.com/webinar](#)
  - Our next training webinar is [Jan. 15](#). (Style!)
3. [Blogs](#)
  - [IEW.com/blogs](#)
4. [Forum](#)
  - [IEW.com/forum](#)
5. [e-Newsletter](#)
  - [IEW.com/e-newsletter](#)
6. [Magnum Opus Magazine](#)
  - [MagnumOpusMagazine.com](#)



# Two (More) Announcements



**IEW.com/winter-retreat2017**  
**December 9**  
**Free!**

IEW.com/GA2017

- **Watkinsville, GA**
- December 14 - [Student Workshops](#)
- December 14 - [Nurturing Competent Communicators \[Free Event\]](#)
- December 15 - [Advanced Student Workshops](#)
- December 16 - [High School Essay Intensive](#)



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