

Student Writing Intensive Level A

A Video Seminar for Elementary School Students

Easy Start Instructions

1. Set up the Student Notebook. (See the back side of this page for detailed instructions.)
2. Read the Teacher's Instructions.
3. Turn to Lesson 1 and start the course.

Student Notebook Set-Up

Each student will need to have a writing notebook and plain, lined paper. Please observe our copyright policies.

Using the 3-ring binder with 5-tab inserts provided, prepare the Student Writing Notebook. The tabs are labeled as follows:

Models/Sources Checklists	Outlines/Compositions	Structural Models	Style Charts	“Banned” Words
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The next seven pages of this packet should be placed in the notebook as follows so it is all ready for your student:

1. Place the white “Key Ideas” page right in the front of the binder (before the tabs).
2. The “Models/Sources; Checklists” tab is left empty.
3. Put some lined paper behind the “Outlines/Compositions” tab.
4. Leave the “Structural Models” tab empty.
5. Behind the “Style Charts” tab, place the yellow “Stylistic Techniques” page, the pink “-ly Adverb List” and “Adverbs for Essays” pages, and the beige “Prepositions and Clausal Starters” page.
6. Use the “Banned Words” tab for the two sheets entitled “Banned Words List–Verbs” (white) and “Banned Words List–Adjectives” (beige).

The rest of the pages in this packet should be stored in a separate folder or notebook. The teacher’s notes tell the teacher/parent what to do each week. The student handouts in the rest of this packet should only be given to the student as they are presented in the course.

Now you are all set to start the course!

Be sure to read through the “**Teacher’s Instructions**,” and then follow the directions on the “**Teacher’s Notes—Lesson 1**” page to know what to watch on the DVD and to discover what you and your student are expected to do.

The Teacher’s Notes pages describe exactly how to pace the course. Generally, you can plan to complete one lesson every one to two weeks.

If you have any questions, check out IEW.com/swi-help

Student Writing Intensive Level A

Teacher's Notes and Student Handouts

by
*Andrew Pudewa
and Jill Pike*

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Student Writing Intensive Level A

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Teacher's Instructions for Using the Student Writing Intensive Level A

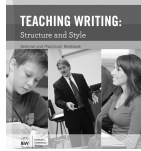
Overview

The Student Writing Intensive (SWI) was produced to give parents and teachers a jump-start for teaching writing to their students by providing direct instruction for students or model lessons for teachers. Although the SWI DVDs were taped in four consecutive afternoons, your students can enjoy the same teaching but at a more leisurely pace and with added practice to help them develop writing skills that will last.

The SWI provides all the handouts and supplementary materials you will need to teach your elementary level students to write paragraphs, stories, reports, and inventive writing all with added style. Simply follow the instructions on each Teacher's Notes page, and provide your students with the appropriate source texts and checklists as directed.

Generally, you will conduct a writing class once a week where you will watch the SWI DVD with your student. Then the rest of the week will be spent practicing what was learned on the DVD.

Teaching Writing: Structure and Style (TWSS)



The SWI is based on our teacher's seminar, *Teaching Writing: Structure and Style*. Although you can successfully use the SWI without the teacher's course, watching the teacher's program before watching the student lesson will provide you with many of the reasons behind the instruction on the SWI as well as other teaching tips to aid you in your teaching. The SWI Teacher's Notes will tell you when to watch a portion of the TWSS to prepare yourself for the SWI teaching.

The TWSS shows you how to teach all nine structural units as well as the full style list. The SWI will cover about half of what is taught in the TWSS. This will give your student a strong foundation for all his writing without overwhelming him or doing too much too fast. The rest of the units and style can be covered later. The last page of this packet (What Next?) will explain how.

If you do not have the teacher's course, you can still use the SWI successfully. Watch the *Structure and Style Overview* DVD (included with the student DVDs). It will give you an overview of our writing methods. Moreover, read the archived **blog and forum posts** on the Institute for Excellence in Writing website and explore our **Help and Support** section for additional help in using our programs. Visit IEW.com for more information.

Lesson Planning

The **Scope and Sequence** page gives you an overview of everything taught in the SWI Level A. The Required Sources are the ones that are used with the DVD teaching. The Optional Sources are the ones used in the reinforcement exercises (the homework) and can be omitted or substituted if you desire.

The Lesson (once a week) generally requires an hour of your time. After that, your student may be able to complete the Reinforcement Exercises on his own; however, be available to help him as much as needed. There is a Suggested Course Schedule located after the Scope and Sequence page, which you can use to plan your daily lessons. This schedule is just a suggestion. You may do writing daily, or combine the days to do writing just a few days a week.

Multiple Ages

The SWI Level A is suitable for teaching a range of students. Simply adjust the pace of the course to match your student's needs and help him as much as possible. If your student is still struggling with the physical act of handwriting, you can scribe what he says for him and then let him use what you wrote for copy work.

If you are finding that the reinforcement paragraphs in the early lessons are too difficult for your student, you can purchase easier ones from the Institute for Excellence in Writing. *Articles and Stories for Units 1 and 2* would be an appropriate replacement and is included in the *Writing Source Packet* at IEW.com/WSP-E.

If you have middle school or early high school students to teach, you will likely be happier with the *Student Writing Intensive Level B* which can be used with elementary students as well; however the SWI Level A still works well for older students. An older student can take the simple source texts provided here and do grade-level work with them.

Teacher's Notes

Each lesson begins with a page of Teacher's Notes. This page includes a chart indicating exactly what is to be watched on the DVD, the viewing time, the handouts for the lesson, and handouts for the practice assignments. The notes also contain all the whiteboard notes displayed on the DVD with additional teaching helps on the back.

If you still have questions about a lesson, many answers can be found at IEW.com/swi-help.

Viewing Instructions

Remember that the SWI was originally taught in four consecutive classes that were 2.5 hours each. This packet takes that intensive course and divides it into bite-sized chunks. Therefore, the DVD will not always tell you when to stop viewing. The Teacher's Notes will make it very clear when to start and when to stop, but you will have to watch with your student and stop the DVD, or you will likely watch too far.

Setting Up Your Student Notebook

The first page of this packet explained how to organize your Student Materials in the student notebook. Below is a suggestion for how to use them as you teach the course. Some of the documents (bolded below) should have been placed in the notebook before you begin. Others will be added as you move through the lessons.

The "**Key Ideas Page**" goes in the front of the notebook before the tabs.

Models/Sources Checklists	Students should use this area for current assignments: the source texts with the checklist printed on the back.
Outlines/Compositions	Place a few sheets of plain, lined paper in this section. Students can keep their outlines, first drafts, and final drafts here. You may want to teach them to keep the current work in the front of this section and place completed compositions in the back of this section.
Structural Models	This is a new tab for the course. It gives your student a place to keep the Structural Model posters that will be provided beginning in lesson 7. There is nothing behind this tab to start.
Style Charts	Find the Stylistic Techniques page here along with all the style lists (-ly Adverbs, Adverbs for Essays, and Prepositions).
Banned Words	The blank Banned Words sheets are kept behind this tab. They will be filled in during the DVD viewing to become a mini-thesaurus.

The rest of the teacher's notes and handouts should be retained by the teacher (in a folder or binder) and only given to your students as they are needed.

Final Recommendations

- ⇒ **Watch the DVD with your students.** Knowing what they have learned and the way they learned it will help you help them as they practice. This course is not meant to be completed by students independently. It should be used to facilitate the teacher/student relationship as the process of writing is modeled for the student.
- ⇒ **Spell words as needed.** Be your child's human dictionary. Keep spelling lessons separate from writing practice.
- ⇒ **Provide help as your students ask.** If your student is struggling to choose key words or insert a dress-up, brainstorm together. Your modeling will help your student become more independent next time.
- ⇒ **Edit instead of correct.** When your students hand you their written work, do what an editor does. Go through the piece making minimal spelling and grammatical corrections, and then hand it back with a smile, telling them to write it up. Use their mistakes to dictate what you will teach in your next writing/grammar lesson.
- ⇒ **Adjust the pacing according to the ability of the student.** Each lesson will usually take one to two weeks to complete. Provide whatever helps students need to achieve success on each page. The practice pages are optional. If your student has mastered the material, feel free to skip the extra practice and move on to the next lesson.

Thank you for purchasing this program. We truly appreciate the opportunity to be of service. Our hope is that it will give you and your students a huge boost in enthusiasm for writing and powerful tools to help them be more successful in whatever writing challenges they may face in the coming years. Please let us know if there is any way we can assist you toward that goal.

Andrew Pudewa and Jill Pike

Student Writing Intensive Level A

Scope and Sequence

Lesson	DVD Lesson (Necessary)	Reinforcement Lesson (Optional)	Required Sources (Necessary)	Optional Source (Substitute as desired)
Lesson 1 Disc 1	Unit 1: Note Making and Outlines and Unit 2: Writing from Notes		Sea Snakes	Desert Tarantula Pillbug
Lesson 2 (No disc)		Teacher reinforces Outlines and Summarizing		Starfish Oysters Pearls
Lesson 3 Disc 1	Review Unit 1, Introduce Dress-Ups: -ly, who-which		The Boy and the Nuts	The Cocks and the Eagle
Lesson 4 Disc 1	Choosing a title Strong Verb Banned Words (said, see/saw, go/went)			The Donkey and His Driver Peter the Great
Lesson 5 (No disc)		Teacher reinforces Outlines and Summarizing and Style learned thus far		The Mongols Genghis Kahn Camp Life Family Life
Lesson 6 Disc 2	Review More Banned Words (thought) Quality Adjectives -ly Imposters Because Clause			Our First President Andrew Jackson
Lesson 7 Disc 2	Unit 3 Retelling Narrative Stories		The Boy Who Cried Wolf	
Lesson 8 Disc 2	Review Titles	Teacher reinforces Story Writing		The Princess and the Pea
Lesson 9 (no disc)		Teacher reinforces Story Writing		The Lion and the Mouse
Lesson 10 Disc 3	Review Dress-Ups More Banned Words (eat, good) Changing Adverbs to Adjectives Clausal (www.asia)	Teacher reinforces Story Writing		(Your choice of a story)
Lesson 11 Disc 3	Unit 4 Summarizing a Reference		Whooper Mini-Books (3 of them)	
Lesson 12 Disc 3	Conclusion to Unit 4	Teacher reinforces Report Writing		Ant Articles (3 of them)
Lesson 13 Disc 4	Review Dress-Ups New Banned Words (like, bad, fun)	Teacher reinforces Report Writing		(Library books on one subject)
Lesson 14 Disc 4	Unit 7 Inventive Writing		(your student's brain)	
Lesson 15 Disc 4	Conclusion to Unit 7	Teacher reinforces Creative Writing		(your student's brain)

Student Writing Intensive Level A Scene Breakdown

Disc 1	
00:00:00	Introduction
00:02:42	“Sea Snakes”
00:04:14	Keyword Outline – “Sea Snakes”
00:05:17	Sentence 1 Keywords
00:09:05	Sentences 2–5 Keywords
00:16:11	Sentence 6 Keywords
00:18:25	Testing the Outline
00:24:12	Warm Up, Combining Ideas with “Which”
00:29:28	Double space, no erasing
00:34:13	Writing “Sea Snakes” composition
00:37:11	Pause for Writing
00:00:00	Reading Student Samples
00:02:46	“The Boy and the Nuts”
00:05:32	Keyword Outline “The Boy and the Nuts”
00:14:37	Testing the Outline “Boy and the Nuts”
00:17:36	Changing the Details
00:21:12	What is Style?
00:28:49	Dress-Ups: -ly words
00:38:58	Dress-Ups: who-which clause
00:42:48	Dress-Ups: strong verb
00:54:22	Strong verb continued
01:01:05	Writing Checklist
01:06:21	Pause for Writing
00:00:00	Choosing a Title
00:07:16	Reading Student Samples
00:14:40	End of Disc 1

Disc 2	
00:00:00	Review of Dress-Ups
00:08:04	New Banned Word: “thought”
00:12:26	Strong verb practice
00:14:02	Dress-Up: Quality Adjective
00:21:38	-ly adjectives, Imposters
00:26:18	Dress-Up: “because”
00:27:54	Story Sequence Chart
00:32:57	Story Sequence: Characters and Setting
00:36:56	Story Sequence: Conflict
00:43:05	Story Sequence: Climax
00:49:49	“The Boy Who Cried Wolf”
00:54:01	Story Sequence: “The Boy Who Cried Wolf”
01:03:13	Changing the Story Details
01:08:55	-ly Words for “The Boy Who Cried Wolf”
01:15:58	Choosing Quality Adjectives for Story
01:19:59	Writing Checklist
01:25:43	Pause for Writing
01:25:43	Review of Writing Titles
01:27:03	Reading Student Samples
01:39:14	Conclusion

Disc 3	
00:00:00	Reading More Stories
00:05:01	Review of Dress-Ups
00:09:59	New Banned Word: “eat”
00:13:59	More Review of Dress-Ups
00:20:31	Changing Adverbs to Adjectives
00:25:31	Dress-Up: Adverbial Clause
00:40:21	Report Writing: Topic/Clincher
00:46:58	Mini-Books for Reference
00:51:19	Highlighting Topic/Clincher Keywords
01:00:15	Adding a Second Mini-book
01:10:25	Adding a Third Mini-book
01:18:32	Collecting Topics from Multiple Resources
01:29:39	Choosing Topics for a Report
01:32:48	Game Break
01:38:39	Outlining a Topic
01:43:37	Writing Instructions
01:46:19	Pause for Writing
01:46:19	Reading Student Samples
01:50:28	Conclusion and Homework
01:56:35	End of Disc 3

Note: The times on the disc often zero out after writing pauses. There are no pauses on the discs when the lesson is over, so do watch the disc directions included in each lesson.

Disc 4	
00:00:00	Reading More Student Samples
00:02:58	Stylistic Technique Review
00:09:07	New Banned Word: “like”
00:14:33	More Review
00:16:14	Banned Adjectives
00:25:15	Finish Review
00:26:25	Prepositional Sentence Opener
00:32:48	Prepositional Opener Practice
00:38:58	Taking Notes from your Brain
00:53:32	3 Things you know most about
00:56:06	1 thing most interesting to someone else
00:58:36	Planning a composition
01:03:09	Thinking of details, asking questions
01:09:07	Writing instructions
01:11:58	Pause for writing
00:00:00	Reading Student Samples
00:08:10	Conclusion
00:10:07	End Disc 4

Suggested SWI A Course Schedule

These suggestions spread the SWI-A over 30 weeks. If you wish to complete the course in 15 weeks, simply double-up each day's assignment. These are only suggestions! Be sure to adjust them to meet your individual student's needs.

Week	Day	Lesson	Homework
1	1	Complete Lesson 1	(Begin writing the paragraph as part of the lesson).
	2		Finish writing the "Sea Snakes" article using the composition checklist. Have a teacher or parent check your paragraph.
	3		Write up the corrected paragraph neatly.
	4		Create a keyword outline of "Desert Tarantula." Test the outline.
	5		Write a paragraph from your outline.
2	1		Using the checklist, edit the paragraph written. Have your teacher or parent check the paragraph.
	2		Write up the corrected paragraph neatly.
	3		Create an outline of "Pillbug." Test the outline.
	4		Write a paragraph from your outline. Using the checklist, edit the paragraph written. Have your parent or teacher check the paragraph and fix any errors.
	5		Write up the corrected paragraph neatly.
3	1	Complete Lesson 2	(The "Starfish" paragraph should be outlined and tested.)
	2		Write a paragraph from the "Starfish" outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		Create a key-word outline of the "Oysters" paragraph. Test the outline.
4	1		Write a paragraph from the "Oyster" outline. Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	2		Write up the corrected paragraph neatly.
	3		Create a key-word outline of the "Pearls" paragraph. Test the outline.
	4		Write a paragraph from the "Pearls" outline. Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
5	1	Complete Lesson 3	
	2		Write a paragraph using the "Boy and Nuts" outline created during Lesson 3.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
6	1		Create a key-word outline of the "Cocks and the Eagle" paragraph. Test the outline.
	2		Write a paragraph from the "Cocks and the Eagle" outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
7	1	Complete Lesson 4	
	2		Create a key-word outline using "The Donkey and His Driver" paragraph. Test the outline.
	3		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Week	Day	Lesson	Homework
8	1	(4 continued)	Create a key-word outline using the “Peter the Great” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
9	1	Complete Lesson 5	Create a key-word outline using “The Mongols” paragraph. Test the outline. Brainstorm possible dress-ups.
	2		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	3		Write up the corrected paragraph neatly.
	4		Create an outline using the “Camp Life” paragraph. Test the outline.
	5		.
10	1		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph
	2		Write up the corrected paragraph neatly.
	3		Create a key-word outline using the “Family Life” paragraph. Test the outline. Brainstorm possible dress-ups.
	4		Write a paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
11	1	Complete Lesson 6	Create a key-word outline based on the “Our First President” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
12	1		Create a key-word outline based on the “Andrew Jackson” paragraph. Test the outline.
	2		Write a paragraph using the Composition Checklist.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
13	1	Complete Lesson 7	
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
14	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Begin to write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
15	1	Complete Lesson 8	(Create a Story Sequence outline of “The Princess and the Pea.”)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.

Week	Day	Lesson	Homework
16	1	(8 continued)	Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
17	1	Complete Lesson 9	(Create a Story Sequence outline of “The Lion and the Mouse.”)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
18	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
19	1	Complete Lesson 10	(Pick a story to use as a model)
	2		Decide if you want to change the characters and setting. Adjust the outline as necessary.
	3		Begin writing the story. Finish the first paragraph.
	4		Write the second paragraph.
	5		Write the third paragraph.
20	1		Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.
	2		Continue editing.
	3		Have a teacher or parent check the story.
	4		Write up the corrected story neatly.
	5		Finish writing the corrected story neatly.
21	1	Complete Lesson 11	(One paragraph on the habitat of whoopers was outlined in the lesson.)
	2		Write a paragraph on the habitat of whoopers using the outline created in the lesson.
	3		Edit the paragraph using one column of the Composition Checklist.
	4		Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
22	1		Create 1–2 key-word outlines on another topic or two about whoopers.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
23	1	Complete Lesson 12	(Create a key-word outline on one topic based on the “Ants” articles.)
	2		Write a paragraph on one topic about ants using the outline created.
	3		Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Week	Day	Lesson	Homework
24	1	(12 continued)	Create 1–2 key-word outlines on another topic or two about ants.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
25	1	Complete Lesson 13	
	2		Go to the library and find some books about a single subject. Scan the books for topics. Choose 2–3.
	3		Create a key-word outline on one topic.
	4		Write a paragraph on one topic about your subject using the outline created. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
26	1		Create 1–2 key-word outlines on another topic or two about your subject.
	2		Write a paragraph or two based on the outline.
	3		Edit the paragraph(s) using the other column(s) of the Composition Checklist.
	4		Have your teacher or parent check the paragraph(s).
	5		Write up the corrected paragraph(s) neatly.
27	1	Complete Lesson 14	(Create a brain inventory.)
	2		Create a key-word outline based on one topic from your brain inventory.
	3		Write a paragraph from the outline.
	4		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	5		Write up the corrected paragraph neatly.
28	1		Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
29	1	Complete Lesson 15	Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		
30	1		Create a key-word outline based on another topic from your brain inventory.
	2		Write a paragraph from the outline.
	3		Edit the paragraph using the Composition Checklist. Have your teacher or parent check the paragraph.
	4		Write up the corrected paragraph neatly.
	5		

Lesson	Disc 1 Times	Disc 1 Section Title	Student Handouts for Lesson	Reinforcement Materials
1	00:00:00	Introduction	“Sea Snakes” Composition Checklist (Note: There is a checklist printed on the back of the Sea Snakes handout.)	“Desert Tarantula” Composition Checklist “Pillbug” Composition Checklist
	00:02:42	“Sea Snakes”		
	00:04:14	Keyword Outline “Sea Snakes”		
	00:05:17	Sentence 1 Keywords		
	00:09:05	Sentences 2–5 Keywords		
	00:16:11	Sentence 6 Keywords		
	00:18:25	Testing the Outline		
	00:24:12	Warm Up, Combining Ideas with “Which”		
	00:29:28	Double space, no erasing		
	00:34:13	Writing “Sea Snakes” composition		
	00:37:11	Pause for Writing		



Teaching Writing: Structure and Style

If you have our teacher’s course, review Unit 1 (Note Making and Outlines) and Unit 2 (Writing from Notes). For specific disc times, reference the TWSS Viewing document at IEW.com/swi-help.

The Lesson

- Watch Disc 1 of the Student Writing Intensive and stop at the writing pause, but do not resume after the pause. Be sure you watch through the portion where Mr. Pudewa introduces how to combine facts using a who-which. (*Viewing time is approximately 37 minutes.*)
- Concepts presented on the DVD:
 - Note Making and Outlines (Unit 1)
 - Writing from notes (Unit 2)
 - Introduce dress-ups: who-which clause
- Have your students write out their “Sea Snakes” paragraph as directed by Mr. Pudewa on the disc. You may have the write on another day, but most students are anxious to do the writing after watching the DVD.
- This first writing is your student’s rough draft. Once it is completed, plan a time (the next day?) for you to review his writing, make spelling/grammar corrections, and brainstorm how to add any other necessary elements to meet the requirements of the checklist. Once this editing is complete, have your student write up a final copy of the assignment to keep. For a suggested schedule for what to do each day, see page 3 of these notes.
- For more help with editing and grading, check out the “Marking and Grading” and “Four Deadly Errors.” articles at: IEW.com/article-list.

Sea Snakes

1. most, poisonous, world
2. scientists, venom, 50x, cobra
3. (not) always, inject, bite
4. nobody, sure, why
5. slow, effect, fatal 25%
- 6.

Reinforcement Exercises

- To help your student master this process of creating and outline and summarizing from notes, repeat the process learned on the DVD using the next two paragraphs: “Desert Tarantula” and “Pillbug.” Sample outlines for these paragraphs are provided on the reverse side of this page.
- Feel free to substitute in other paragraphs if desired. Simpler paragraphs may be purchased for extra practice. The *Writing Source Packet* at IEW.com/wsp-e includes *Articles and Stories for Units 1 and 2*.

Lesson 1 Possible Outlines

These outlines are not intended to be copied by the student, nor are they the perfect outline. Rather, they are included here to provide the teacher with suggestions to help students create key-word outlines. Model the choosing of key words as long as the student needs your help. Any words will work, as long as they are key words—usually the nouns, verbs, and adjectives.

Desert Tarantula

Before creating a key-word outline, be sure to discuss the paragraph thoroughly with your student. You may need to find pictures of tarantulas and talk about the way spiders eat before you begin to outline. This is also a great paragraph to teach the male and female universal symbols. The male is a circle with an arrow going off to the upper right, the female is a circle with a cross underneath.

Possible Outline:

1. largest, spiders, world
2. movies, ♂ dangerous, humans
3. live, underground, burrows
4. entrance, night, insects
5. mating season, (symbol for male), search (symbol for female)
6. (symbol for male) 10–11 years, die > mating
7. (symbol for female) 25+ years
8. mate, lay, several x

Remember to brainstorm “which” clauses before writing.

Some suggestions:

- Tarantulas, which are the largest spiders in the world, are not really dangerous to humans.
- Tarantulas, which live underground in burrows, sit at the entrance at night waiting for victims.
- Males, which only live ten or eleven years, die after mating.

Desert Tarantula
Tarantulas are the largest spiders in the world. In spite of how they are portrayed in the movies, they are not really dangerous to humans. Tarantulas spend most of their lives underground in burrows. Sitting by the entrance at night, they wait for insects and other small animals to wander too close. Tarantulas are most often seen during mating season, when males leave their burrows and search for the burrows of adult females. Males live to be 10 or 11 years old, and they die after mating. Females can live 25 years or more. They can mate and lay eggs several times during their lives.

Pillbug

If your child has not heard of “crustaceans” before, you might need to discuss a little biological classification, or just drop that part from the paragraph. Look up pictures of sowbugs and lobsters, and discuss how gills work.

Possible Outline:

1. common, backyard, inhabitants
2. disturbed, roll, pill
3. sowbug, close, relative
4. flatter, ♂ roll up
5. crustaceans, crabs, lobsters
6. breathe, gills, ♂ lungs
7. underside, moist, damp

Remember to brainstorm “which” clauses before writing.

Some suggestions:

- Pillbugs, which are commonly found in the backyard, can roll up like a pill when disturbed.
- Pillbugs, which are crustaceans, breathe through gills.

Pillbug
Pillbugs are common backyard inhabitants around the world. They are called pillbugs because when they are disturbed they can roll into a ball like an old-fashioned pill. The sowbug is a close relative. It looks similar but is a little flatter and can't roll itself up. Pillbugs are actually crustaceans, like crabs or lobsters. Just like these underwater crustaceans, they breathe through gills instead of lungs. The gills, located on the underside of the pillbug, must be kept slightly moist—that's why you usually find these animals in damp places.

Sea Snakes

The most poisonous snake in the world is not the coral snake or the death adder; it is the sea snake. Marine scientists estimate that the venom of a sea snake is fifty times more powerful than that of the king cobra.

Sea snakes, however, do not always inject venom when they bite.

Nobody is quite sure why this is so. The poison is slow to take effect, but when it does, it will be fatal about 25% of the time. Fishermen are the most likely to become victims, either by stepping on or handling a snake carelessly.

Lesson	Disc 1 Times	Disc 1 Section Title	Student Handouts for Lesson	Reinforcement Materials
3	00:00:00	Reading Student Samples	"The Boy and the Nuts" Composition Checklist	"The Cocks and the Eagle" Composition Checklist
	00:02:46	"The Boy and the Nuts"		
	00:05:32	Keyword Outline "The Boy and the Nuts"		
	00:14:37	Testing the Outline "Boy and the Nuts"		
	00:17:36	Changing the Details		
	00:21:12	What is Style?		
	00:28:49	Dress-Ups: -ly words		
	00:38:58	Dress-Ups: who-which clause		



Teaching Writing: Structure and Style

If you have our teacher's course, review the Stylistic Techniques section on Dress-Ups. For specific disc times, reference the TWSS Viewing document at IEW.com/swi-help.

The Lesson

- Resume watching Disc 1 from the Pause for Writing to the end of "who-which clause." Stop before the "strong verb" is described (*viewing time 43 minutes*).
- Note: **There is no writing pause to tell you when to stop.** If Mr. Pudewa begins talking about the "strong verb," you have watched too far.
- Concepts presented on the DVD:
 - Review key word outline using the paragraph "The Boy and the Nuts."
 - Introduce dress-ups
 - ly adverb
 - who-which clause
- You will usually introduce only one new dress-up at a time and have your student practice it until it is easy before adding any more. If you find that this program is moving too quickly for your student, you can always reduce the style requirement on the checklist. See the "4 Deadly Errors of Teaching Writing" at IEW.com/article-list.
- Have your students write a paragraph from the "The Boy and the Nuts" outline using the checklist printed on the back of the source paragraph.

Boy and Nuts

- young, pitcher, reached
- grabbed, tried, pull
- fist, bulging, ~~out~~
- unwilling, drop, unable
- burst, tears
- nearby, "satisfied, fewer"
- give

Dress-Up

- ly
- who-which

Reinforcement Exercise

- Extra practice paragraph provided: "The Cocks and the Eagle." Possible key words are provided on the next page.
- Feel free to substitute in another paragraph if desired.
- A Composition Checklist is printed on the back of the source paragraph.

Lesson 3: Possible Outlines

Cocks and the Eagle

Before outlining, talk about the story. Discuss chickens and roosters and their habits. The word “cock” in this story is synonymous with “rooster.” Discuss barnyards, discussed what is meant by “crowing.”

1. 2 cocks, same farmyard
2. hated, terrible fight
3. after, crawled, hide
4. winner, top, crowed
5. Eagle, circling overhead
6. boasting rooster, swooped
7. rival, saw, master

Students may retell this story, or change it if they wish. Keep it to one paragraph. Brainstorm options for alternative narratives.

Before writing, brainstorm who-which and -ly adverb options.

The Cocks and the Eagle

Once there were two cocks living in the same farmyard. They hated each other so much that one day they flew up to fight it out, beak and claw. After a terrible fight, one of them was beaten and crawled off to a corner to hide. The Cock that had won the battle flew to the top of the henhouse, where he flapped his wings and crowed with all his might to tell everyone about his victory. Just then an Eagle was circling overhead. He heard the boasting rooster and swooped down to carry him off to his nest. The rival Cock saw the deed and, coming out of his corner, took his place as master of the farmyard.

For the who-which, you can combine details or find nouns and add a who-which after it. Since the animals in this story are given human attributes, your student may use who instead of which.

Example who-which clauses:

Two cocks, which lived in the same barnyard, hated one another.

An Eagle, which heard the Rooster crowing and boasting, swooped down and snatched him up.

The rival, who realized he was now the only rooster on the farm, came out and took his place as master.

For -ly adverbs, find verbs and choose an -ly adverb from the list to fill in the blank:

- _____ly hated
- _____ly crawled
- _____ly crowed
- _____ly swooped

The Boy and the Nuts

A young boy saw a pitcher full of walnuts and reached in to get some. He grabbed as many as he could hold, and then tried to pull out his hand. However, his fist was bulging with the nuts and he could not get it out of the pitcher. Unwilling to let go of any of the nuts, he was unable to pull out his hand. He burst into tears. A nearby man saw him crying and said, “If you will be satisfied with fewer nuts, you will be able to get your hand free. Sometimes you have to give up a little to get what you wish.”

Composition Checklist

Paragraph on: The Boy and the Nuts

Due Date: _____

Check:

- Composition is double-spaced
- Dress-ups marked with an underline
- Name is on the paper

After you write your paragraph, be sure you have included each of the dress-ups taught so far. Check them off in the chart below as you underline them in your paragraph.

Dress-Ups

who-which clause	
-ly adverb	

****You will be adding a title to your paragraph in Lesson 4, so hang onto it! ****

Lesson	Disc 2 Times	Disc 2 Section Title	Student Handouts for Lesson	Reinforcement Materials
7	00:27:54	Story Sequence Chart	Story Sequence Chart "The Boy Who Cried Wolf" Composition Checklist	(No extra assignment this lesson.)
	00:32:57	Story Sequence: Characters and Setting		
	00:36:56	Story Sequence: Conflict		
	00:43:05	Story Sequence: Climax		
	00:49:49	"The Boy Who Cried Wolf"		
	00:54:01	Story Sequence: "The Boy Who Cried Wolf"		
	01:03:13	Changing the Story Details		
	01:08:55	-ly Words for "The Boy Who Cried Wolf"		
	01:15:58	Choosing Quality Adjectives for Story		
	01:19:59	Writing Checklist		
	01:25:43	Pause for Writing		



Teaching Writing: Structure and Style

If you have our teacher's course, review Unit 3 (Retelling Narrative Stories). For specific disc times, reference the TWSS Viewing document at IEW.com/swi-help.

The Lesson

- Watch Disc 2 starting at "Story Sequence Chart" and continuing through to the "Pause for Writing" (*viewing time 58 minutes*).
- Concepts presented on the DVD:
 - Story Sequence Chart (Unit 3)
 - Change story details
 - Brainstorm dress-ups
- The "Story Sequence Chart" from the whiteboard on the DVD is reproduced on the back of this Teacher's Notes for your convenience.
- Note: The handouts include a *Story Sequence Chart* for your student's writing notebook. Place it behind the middle "Structural Models" tab.
- A new checklist is printed on the backside of "The Boy Who Cried Wolf" story. Note the **three** columns for ensuring that every dress-up is included in EACH paragraph. Sometimes students use conversation in a story and thus need to have paragraph marks within the paragraph. Simply have your student double-double space between the parts of the story, and consider each part to be a single paragraph.
- Assist your student as much as necessary with this assignment. Some students struggle to transition from taking notes from every sentence to taking notes on the answers to the story sequence questions. There are quite a few helps for teaching Unit 3 at: IEW.com/swi-help.

Many of our teachers say this is the hardest lesson to teach because the procedure for creating the outline is very different. You can find help to teach this unit at: IEW.com/swi-help.

We also have a writing teachers group where you can get help to teach this unit and more. Find the IEW forums at IEW.com/forum.

Lesson 7 Board Notes

Story Sequence Chart (The Boy Who Cried Wolf)

<p>Characters</p> <p>Setting</p> <p>who – like condition</p> <p>where – <i>image</i></p> <p>when – <i>image</i></p>	<p>I. (boy), (shepherd), <u>foolish</u></p> <p>1. (hillside, village)</p> <p>2. <u>watching</u>, (sheep), tired, bored</p> <p>3. (father), “<u>careful</u>,” <u>warning</u></p> <p>x</p> <p>x</p>	<p><u>Dress-Up Ideas</u></p> <p>___ village</p> <p>small</p> <p>junky</p> <p>busy</p> <p>peaceful</p>
<p>Conflict/Problem</p> <p>What – think?</p> <p>say?</p> <p>do?</p>	<p>II. lonely, call, come</p> <p>1. (“wolf”), “rush,” “don’t”</p> <p>2. overwhelmed, (?)</p> <p>3. furious, “don’t ever!”</p>	<p>___ hillside</p> <p>grassy</p> <p>soft</p> <p>rocky</p> <p>snowy</p>
<p>Climax/Solution</p> <p>How solved?</p> <p>Message</p> <p>Moral</p> <p>Epilogue</p>	<p>III. real, (teeth, eyes)</p> <p>1. terrified, (“wolf”)</p> <p>2. (villages), ignored, (“wolf~~~”)</p> <p>3. rushed, found _____</p> <p>4. not lie, nobody believe</p>	<p>___ boy</p> <p>foolish</p> <p>young</p> <p>disobedient</p> <p>(wiser, terrified)</p>

These dress-ups were discussed orally:

-ly adverb		
The boy was ---ly watching his sheep He ---ly grew tired and bored his father ---ly warned him.	the boy ---ly called wolf the villagers ---ly rushed up they ---ly told him....	the real wolf ---ly emerged the boy ---ly shrieked the villagers ---ly ignored they ---ly found him ---ly he learned his lesson

<p>because clause</p> <p>His father warned him because....</p> <p>The boy had to watch the sheep every day because....</p> <p>He gradually got tired and bored because.....</p>	<p>strong verb</p> <p>find weak ones and make them stronger</p>
--	--

The Boy Who Cried Wolf

A long time ago there was a boy who watched his father's sheep. Each day he took them to a pasture on the hillside above the village, and there he sat and watched them all day long. In the afternoon, as the sun began to go down, he drove the sheep home again.

Often he became quite lonely because he had no one to play with. How he longed for just a little bit of company! One day when he became very lonely indeed, he remembered what his father had told him when he first began to care for the sheep. "You must always beware of the wolf," his father had said. "And if you should see one, be sure to call for help."

Now the boy had never seen a wolf. But he thought that it would be so pleasant to have some company that he decided to make-believe. "Wolf! Wolf!" he cried at the top of his lungs. "Wolf! Wolf!" Far below, the villagers heard him. They all dropped their work, seized their axes and rushed up to the pasture. But when they got there, they saw only the sheep and the boy. There was no wolf at all. He was so glad to see them that they were not very angry at him for having fooled them. But they told him that he must not do it again.

For a long time he did not. One day, though, he was feeling lonelier than ever. He knew that he shouldn't, but he cried out as loudly as he could, "Wolf! Wolf! Again the villagers came rushing to help him. But when they got there, they saw only the sheep and the boy. They were every upset at having been disturbed at their work again, and told the boy that he absolutely must not do it again.

And he did not. One day as he sat quietly watching his sheep, he saw a big gray wolf come slinking out of the forest. "Wolf! Wolf!" he called with all his might. "Wolf! Wolf!" The villagers, far below, heard his cries, but went on with their work. They did not want to be fooled again. "Wolf! Wolf!" cried the boy. "Wolf! Wo——"

At this the villagers were startled. Perhaps he did need help. They dropped their work, seized their axes and rushed to the pasture. But they were too late. When they got there the wolf had gone, and all they ever found of the little boy was his pointed shepherd's cap.

Composition Checklist

Story: _____ The Boy Who Cried Wolf _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups are marked with an underline (one of each)
- Title is centered and name is on the paper
- Title repeats key words of final sentence

Dress-Ups	I	II	III
-ly adverb			
who-which clause			
strong verb			
quality adjective			
because clause			

Banned Words (do not use — find better ones):

said, see, or saw, go/went, thought

Lesson	Disc 3 Times	Section Title	Student Handouts for Lesson	Reinforcement Materials
11	00:40:21	Report Writing: Topic/Clincher	Whooper Mini-books (3 books) Composition Checklist *You will need a highlighter for this lesson.	(No extra assignment this lesson)
	00:46:58	Mini-Books for Reference		
	00:51:19	Highlighting Topic/Clincher Keywords		
	01:00:15	Adding a Second Mini-book		
	01:10:25	Adding a Third Mini-book		
	01:18:32	Collecting Topics from Multiple Resources		
	01:29:39	Choosing Topics for a Report		
	01:32:48	Game Break		
	01:38:39	Outlining a Topic		
	01:43:37	Writing Instructions		
	01:46:19	Pause for Writing		



Teaching Writing: Structure and Style

If you have our teacher's course, review Unit 4 (Summarizing a Reference). In this lesson, Andrew will be treating the three mini-books as a single reference. For specific disc times, reference the TWSS Viewing document at IEW.com/swi-help.

This lesson in the SWI A will teach the topic/clincher and then will use the three mini-books as a long reference to create a single outline. Although there are three sources for this report, they are treated as one for outlining purposes.

The Lesson

- Watch Disc 3 from where Report Writing is introduced to the “Pause for Writing” (*viewing time approximately 66 minutes*).
- You will need a highlighter for this lesson, and you will find the whiteboard notes for this session reproduced on the back of this page.
- Concepts presented:
 - Report Writing (Unit 4)
 - Topic/clincher rule
- Mr. Pudewa created a keyword outline on one topic with the students in the class. Your students can choose another one or two topics to outline and write on. The checklist has three columns, permitting three paragraphs on three different topics about Whoopers from these books, but you may adjust the checklist as desired.

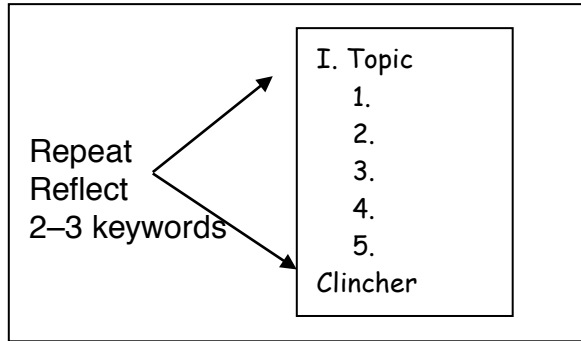
Note: You will need a highlighter for this lesson.

At the beginning of this lesson, Mr. Pudewa has the students copy the paragraph model onto their “Key Ideas” page, which should be located at the front of the Student Notebook.

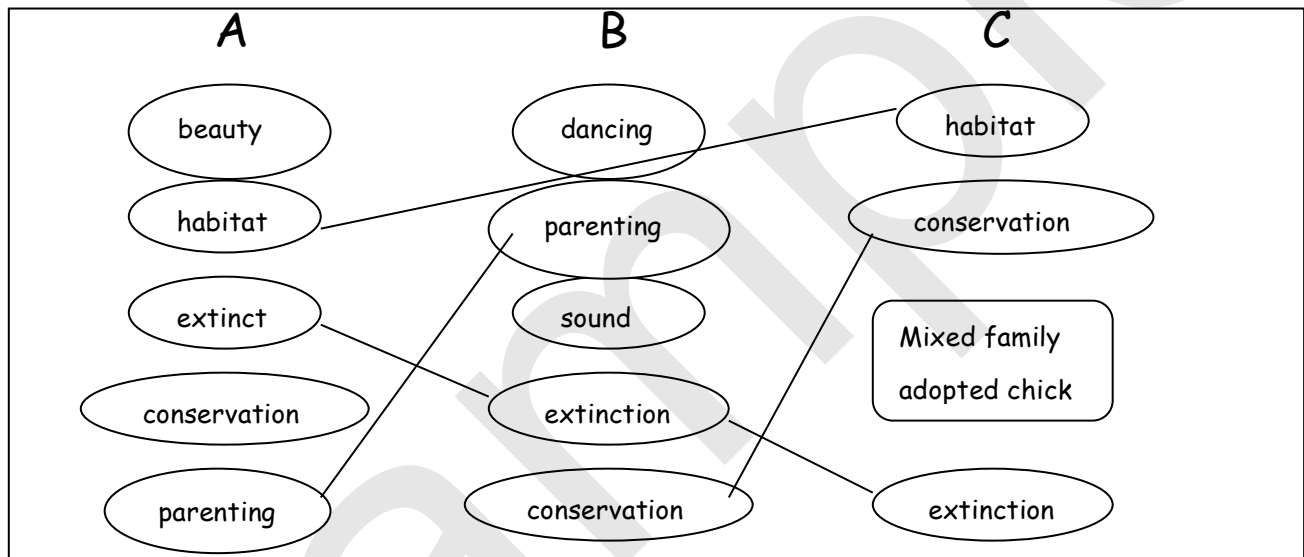
Note: The point of the students highlighting the key words in the first and last sentence of each paragraph was to cement the topic/clincher rule: The topic sentence and the clincher sentence must repeat or reflect two to three key words. You will find that this is not true in most reference materials. The first sentence will often include the topic, but not always.

Lesson 11 Board Notes

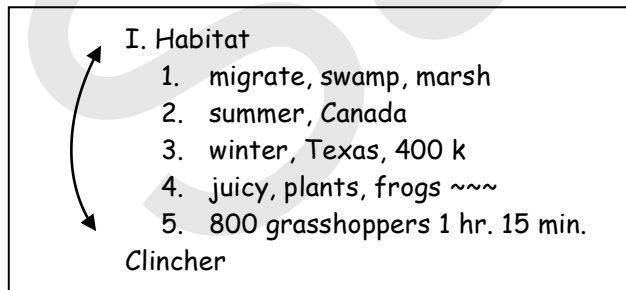
“Topic/Clincher Rule”



Mini Book Topics



Sample Outline



Composition Checklist

Write a _____ paragraph report on Whoopers

Outline for Paragraph 1 Due Date: _____

First Draft Paragraph 1 Due Date: _____

Outline for Paragraph 2 Due Date: _____

First Draft Paragraph 2 Due Date: _____

Outline for Paragraph 3 Due Date: _____

First Draft Paragraph 3 Due Date: _____

Final Draft all _____ Paragraphs Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Topic and clincher sentences repeat or reflect the same key words in *each* paragraph (highlighted)
- Title repeats key words of final sentence

Dress-Ups	I	II	III
-ly adverb			
who-which clause			
strong verb			
quality adjective			
because clause			
when, while, where, as, since, if, although			

Banned Words: *said, see, or saw, go/went, thought, eat, good*



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What Next?

Practice What You Have Already Learned

You can have your student continue practicing what he learned by giving assignments using what he is already studying in history, science, and literature.

Note Taking, Outlines, and Writing from Notes (Units 1 and 2)

If your student still struggles to make an outline independently, then spend some practice time here. You can take paragraphs out of your science or history book, reader, Weekly Readers, or encyclopedia. Just be sure the model is at or below your child's reading level.

Retelling Narrative Stories (Unit 3)

Continue to write stories using ones they have read as models. Fairy tales, Aesop's fables, Bible stories, and historical stories all make great models. You can even write up a family story such as, "The Day I Dropped the Spaghetti on the Carpet."

Summarizing a Reference with Topic/Clincher Paragraph (Unit 4)

If your student outlines single paragraphs easily, then continue to work on this unit. You might want to back up a step and have your student create outlines from one source before tackling multiple sources. He can outline and write on encyclopedia articles, textbook chapters, articles, and so on. You can also purchase more mini-books from Excellence in Writing.

Inventive Writing (Unit 7)

Your child's brain is a wealth of information once he learns to ask questions! Continue to encourage this process by doing paragraphs on things he knows—from hobbies to friends to what you just told him to do for a chore. He can also use this model to describe things and people in history.

Move On Using the TWSS

Continue to teach your student more writing techniques using your *Teaching Writing: Structure and Style* teacher's course. In addition to the structural models below, finish teaching the rest of the sentence openers. If your student is ready for more, watch the section on Decorations and Triple Extensions and try adding some of those to your student's writing checklist.

Unit 5: Writing from Pictures

Watch the Unit 5 (Writing from Pictures) section of the TWSS with your student. Do the practicum with your students, and then practice a few more exercises using the set of pictures included with the Seminar Workbook. You can even have your students draw their own set of pictures or use comics (white out the words) for models.

Unit 6: Research Reports

If your student is doing well with the Unit 4 reports, watch Unit 6 of the TWSS (Summarizing Multiple References). Complete the practicum with your student using the elephant mini-books and continue to practice using other library books or mini-books.

Unit 7: Inventive Writing

Expand the inventive writing unit you did with your student on the SWI by watching Unit 7 (Inventive Writing) with him. This section will teach your students how to add an introduction and conclusion to his essay. Continue to practice this model using the prompts listed in your TWSS syllabus, or make up your own.

Unit 8: Formal Essay Models

Turn a report into an essay by adding an introduction and conclusion to body paragraphs written in Units 4 and 6.

Unit 9 (Formal Critique)

Use this model to write a "book report" on fiction and nonfiction books.

More Lessons on DVD

If you would like to have Andrew continue to teach your students to write more in-depth research reports, writing from pictures, essays, not to mention proofreading their own papers, then you will want to get *Student Writing Intensive Continuation Course Level A (SICC level A)*. This course picks up where the *Student Writing Intensive* left off and offers 9 more DVDs with 32 more suggested lessons. See IEW.com/sicc for more information.

Theme Based Writing Lessons

If you are looking for writing lessons to go with whatever you are studying in history, our Theme Based Writing Lessons are a great place to start. Sample lessons are available on the Excellence in Writing website. Search for "theme based writing."