

Wonders of Science Writing Lessons

Implementing the Structure and Style® Writing Method

Student Book

First Edition © March 2023
Institute for Excellence in Writing, L.L.C.

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Wonders of Science Writing Lessons: Implementing the Structure and Style® Writing Method Student Book

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Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various science themes and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as a science curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Mechanics**
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Critique Thesaurus**
This appendix provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature. This page will be used in Unit 9.
- **Appendix IV: Adding Literature**
This appendix suggests various books and stories to be read or listened to.
- **Appendix V: Vocabulary**
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-two lessons include new vocabulary words. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference. Each week you should study the words for the current lesson and continue to review words from previous lessons.

Checklists

Each lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Suggested Weekly Schedule

All of the instructions for what to do each week are included in the Assignment Schedule located on the first page of each lesson. While there may be slight variations, most lessons are organized as follows:

Day 1

1. Review vocabulary words or past lesson concepts.
2. Learn a new structural model and/or writing concepts.
3. Read the source text, write a key word outline (KWO), and tell back the meaning of each line of notes.

Day 2

1. Review the KWO from Day 1.
2. Learn a new stylistic technique and complete practice exercises.
3. Study the vocabulary words for the current lesson and complete vocabulary exercises.
4. Begin the rough draft using the KWO. Follow the checklist.

Day 3

1. Review vocabulary words.
2. Finish writing your composition and check each item on the checklist.
3. Submit your composition to an editor with the completed checklist attached.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

The lessons are organized in such a way that all new concepts regarding structure are introduced on day 1, and new style concepts and vocabulary words are introduced on day 2.

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source text and begin KWOs with a teacher. These instructions are also found on day 1.

The instructions on day 3 and day 4 may be completed by students more independently. However, teachers and/or parents should be available to help and to edit.

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 1 1	Dead Ants introduction to structure	introduction to style	pungent, secure signal, transport
Unit 2 2	Honey Bees	-ly adverb	craft, efficiently instinctively, intently
3	Bombardier Beetles		aggressively, caustic generate, lethally
4	Monarch Migration title rule	<i>who/which</i> clause	arduous, intuitively vital, wondrous
Unit 3 5	Daedalus and Icarus		construct, glide resolutely, surreptitiously
6	Archimedes	strong verb banned words: <i>think/thought, go/went</i>	conclude, ingenious reside, substantiate
7	Jack and the Beanstalk	<i>because</i> clause	clamber, desperately germinate, vigorously
8	Rumpelstiltskin	banned words: <i>say/said</i>	alchemist, brag dash, incredulously
Unit 4 9	Steam Engines topic-clincher sentences		
10	Model T Ford	quality adjective banned words: <i>good, bad, big, small</i>	fabricate, launch momentous, significant
11	Flight	<i>www.asia</i> clause	enthraling ponderous, replicate, suspend
12	Spacesuits	#2 prepositional opener	durable, explosively monitor, penetrating
Unit 5 13	Meteorite		dilapidated, mesmerized reveal, speedily
14	Message in a Bottle	#3 -ly adverb opener	bob, cautiously pen, resourceful
15	Science Lab		ardently, detect methodically, rancid

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 6 16	Nikola Tesla source and fused outlines		
17	Albert Einstein, Part 1	#6 vss opener	accept, accomplish inquisitively, technical
18	Albert Einstein, Part 2 works consulted		grieved, instantly plead, solve
19	Maria Telkes additional sources required		devise, immigrate industriously, potable
Unit 7 20	Favorite Invention, Part 1 body paragraphs	#5 clausal opener <i>www.asia.b</i> clause	alter, innovative persistently, unique
21	Favorite Invention, Part 2 introduction and conclusion		certainly, consequently furthermore, similarly
22	Exploring a Place Outdoors, Part 1		explore, investigate meander, scrutinize
23	Exploring a Place Outdoors, Part 2		
Unit 8 24	Albert Einstein, Part 3	#1 subject opener #4 -ing opener	achievement, advantage benefit, contribution
25	A Prominent Scientist, Part 1 additional sources required		
26	A Prominent Scientist, Part 2		
Unit 9 27	George Washington Carver, Part 1		antagonist, climax protagonist, theme
28	George Washington Carver, Part 2		
29	Nathaniel Bowditch, Part 1 character analysis		
30	Nathaniel Bowditch, Part 2		

SAMPLE

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Dead Ants**Goals**

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *pungent*, *secure*, *signal*, *transport*

**Assignment Schedule****Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Dead Ants.” Read it again and write a key word outline (KWO).

Day 2

1. Review your KWO from Day 1.
2. Look at the vocabulary cards for Lesson 1. Complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.

Day 3

1. Prepare to give an oral report using your KWO. Read. Think. Look up. Speak. Practice telling back the information one line at a time. Read a line; then, look up and talk about it. Then read the next line, look up, and talk about it. Continue through the outline this way.
2. Practice until the presentation of the paragraph is smooth. It is important to realize that you are not trying to memorize the exact words of the source text. You are trying to remember the ideas and communicate those ideas in your own words.

Day 4

1. Review the vocabulary words.
2. After practicing, use your KWO and give an oral report to a friend or family member as explained on Day 3. If applicable, be prepared to give the oral report in class.

Literature Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix IV.

Introduction to Structure and Style

In this book you will learn many ways to make your writing more exciting and more enjoyable to read. You will learn to write with *structure* and with *style*.

Structure

What is structure? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

What has structure? Think of a house. What had to happen before the house was built? The architect had to draw the blueprints, the plans, for the builders to follow. The builders had to follow the plans so that each contractor could arrive on time. You cannot put the walls up before the foundation is poured. You certainly cannot put the roof on before the frame is finished. Each step must be completed in order so that the house has proper structure.

Writing a paper, in some ways, is similar to building a house. A paper contains many facts and ideas. If you were just to begin writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. In this course you will “draw plans” for everything before you write. Your “plans” will be outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a wedding than to go to a baseball game. That is because formal events require a formal style of clothing, whereas casual settings do not.

Similarly, there are also different styles of language. Below are two sentences that communicate the same information in different styles. Which do you like better?

He mixed the liquids.

After the scientist combined the two elements, he cautiously stirred the mixture as green smoke filled the room.

You probably like the second sentence better because it is more descriptive. When you write, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

New Structure

Note Making and Outlines

In Unit 1 you will practice choosing key words to form an outline—a key word outline (KWO). A KWO is one way to take notes. Key words indicate the main idea of a sentence. By writing down these important words, you can remember the main idea of a text.

Read the source text. Then locate two or three important words in each sentence that indicate the main idea. Transfer those words to the KWO. Write the key words for the first fact of the KWO on the Roman numeral line. Write no more than three words on each line.

Symbols, numbers, and abbreviations are “free.” Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words. Can you guess what each of the following might stand for?



123

 H_2O

ea.

X

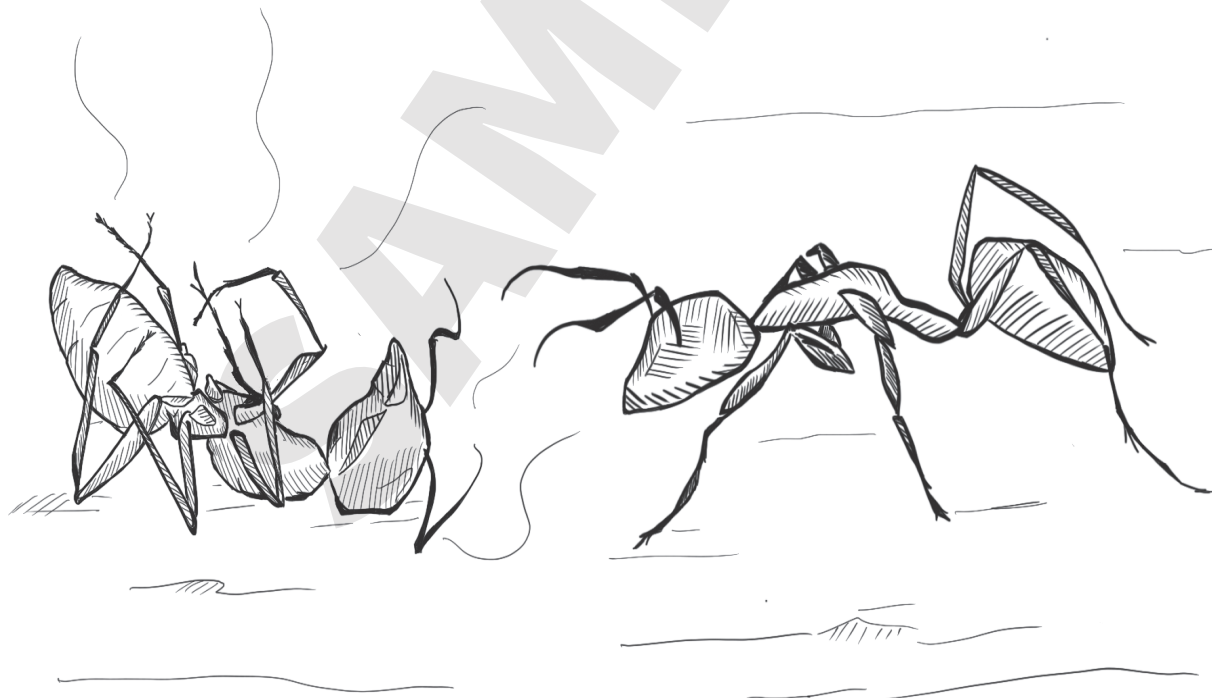
As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas.

After you have completed the KWO, you must test it to ensure the words you chose will help you remember the main idea of the sentence. For this reason whenever you finish writing a KWO, put the source text aside and use your outline to retell the paragraph line by line, sentence by sentence.

Source Text

Dead Ants

When an ant dies, it produces a chemical called oleic acid. The smell of the oleic acid alerts the other ants in the colony. They then carry the dead ant to the midden. The midden is the garbage dump that is also known as the ant cemetery. If oleic acid is placed onto a live ant, the other ants will try to carry the live ant to the midden. This is because most ants do not have eyes or ears, so they rely on their sense of smell. Burying their dead is called necrophoresis. It helps prevent the spread of disease in their nest. Oleic acid allows the ants to deal with their dead while keeping the colony safe.



Mechanics

Contractions are not used in academic writing.

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 1 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write four sentences using one of this lesson's vocabulary words in each sentence. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

pungent

secure

signal

transport

Think about the words and their meanings so you can use them in your assignments.

UNIT 2: WRITING FROM NOTES

Lesson 2: Honey Bees**Goals**

- to learn the Unit 2 Writing from Notes structural model
- to create a key word outline (KWO)
- to write a paragraph from the KWO
- to add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to use new vocabulary words: *craft*, *efficiently*, *instinctively*, *intently*

**Assignment Schedule****Day 1**

1. Play No-Noose Hangman. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read Mechanics and New Structure—Writing from Notes.
3. Read “Honey Bees.” Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Learn how to dress-up your writing. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. You will need to underline one -ly adverb. You may use more than one, but only underline one. Also, label the vocabulary words that you use. Put a check in the box for each requirement on the checklist you have completed.
6. See Appendix I. It explains how to format your papers.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist to guide you. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached. The back side of all checklists are blank so that they can be removed from this consumable book.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Study for Vocabulary Quiz 1. It will cover words from Lessons 1–2.

Mechanics

Numbers

Occasionally you will incorporate numbers into your writing. Here are rules to keep in mind:

1. Spell out numbers that can be expressed in one or two words.
twenty, fifty-three, three hundred
2. Use numerals for numbers that are three or more words.
123, 204
3. Spell out ordinal numbers.
the fifth flower, the first circle
4. Use numerals with dates. Do not include st, nd, rd, or th.
January 1, 2020
December 25 not December 25th
5. Use numerals with symbols.
\$500 100°C 25 mph
6. Never begin a sentence with a numeral.
100°C (212°F) is the boiling temperature of water. (incorrect)
The boiling temperature of water is 100°C (212°F). (correct)

New Structure

Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write from key word notes, you may use your own words, sentences, and ideas.

This is the first sentence of the source text:

Honey bees must have nectar and water to make honey.

Your key word notes may look something like this:

I. HB, nectar + H₂O = honey

Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence. Use a thesaurus for help. Here is an example:

Honey bees use flower nectar and water to make honey.

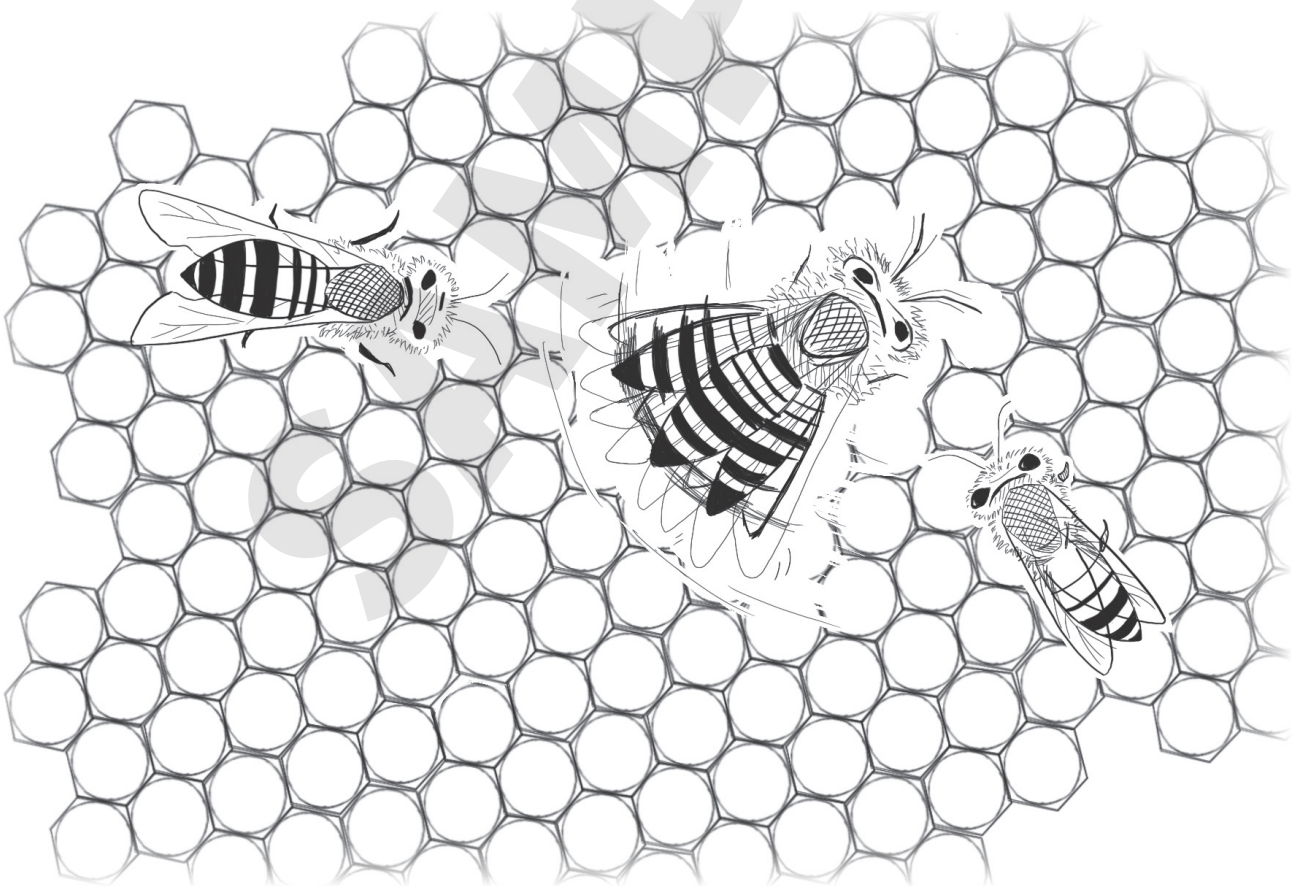
The Editor

Selecting and “hiring” an editor is key to your writing success. You will need to acquire an editor to complete your assignments in this book. The purpose of the editor is to look over your work to amend anything that is not correct or complete. When you receive your paper back with the corrections marked, you will then rewrite your paper including the changes suggested by your editor. This process is very important because through the editing process you will receive useful feedback from your editor and learn correct spelling, punctuation, and proper grammar usage.

Source Text

Honey Bees

Honey bees must have nectar and water to make honey. When worker bees find flowers full of nectar, they fly back to the hive to tell the other bees. They do not use words or maps to show where the nectar is. They perform the waggle dance. The waggle dance looks like the number eight. The honey bee makes one circle and waggles as it turns around to make the other circle. This dance tells the other bees exactly where to find the flowers. The waggle dance is an innate behavior. No one has taught the honey bee how to do it. It just knows how.



Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

New Style

Dress-Ups

There are many IEW elements of style. The first element you will be introduced to is called a dress-up because it will help you “dress up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To indicate that you have added a dress-up to a sentence, you should underline it. Although you may use more than one of a specific type of dress-up in a paragraph, only underline one of each type in each paragraph.

-ly Adverb Dress-Up

In this lesson you will learn the first dress-up: the -ly adverb.

An -ly adverb is an adverb that ends in -ly. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done.

Notice how the meaning of this sentence changes when different -ly adverbs are added:

Honey bees perform the waggle dance.

Honey bees eagerly perform the waggle dance.

Honey bees instinctively perform the waggle dance.

Now you choose an -ly adverb.

Honey bees _____ perform the waggle dance.



From now on, include an -ly adverb in each paragraph you write.
Mark the -ly adverb by underlining it.

-ly Adverbs

angrily

anxiously

boldly

carefully

eagerly

excitedly

fearfully

foolishly

futilely

hopefully

humbly

hysterically

innocently

intrepidly

joyfully

longingly

mysteriously

probably

savagely

sheepishly

smugly

stubbornly

suspiciously

tirelessly

woefully



Style Practice**-ly Adverb Dress-Up**

You must include an -ly adverb in the paragraph you write for this lesson. You may look at the list on the previous page or at a longer list found on the *Portable Walls for Structure and Style® Students* or on the IEW Writing Tools App. Some of your vocabulary words may be helpful as well. Write a few ideas on the lines below.

Note: A vocabulary word that is an -ly adverb may count as an -ly adverb and a vocabulary word.

What -ly adverbs could express . . .

1. how the worker bees fly back to the hive?

2. how the honey bees find the flowers?

3. how the bees make honey?

4. how the dance tells other bees where to find the flowers?

Look at your KWO and consider -ly adverbs to include in your composition.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 2 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the part of speech and the definition beside each word.

craft

efficiently

instinctively

intently

Think about the words and their meanings so you can use them in your assignments.



Unit 2 Composition Checklist

Writing
from
Notes

Name: _____

**Institute for
Excellence in
Writing**
Listen. Speak. Read. Write. Think!**STRUCTURE**

- | | | |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 25 pts |
| <input type="checkbox"/> title centered | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE**¶1 Dress-Ups** (underline one of each) (25 pts each)

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| <input type="checkbox"/> capitalization | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences | _____ | pts |
| <input type="checkbox"/> correct spelling | _____ | pts |

VOCABULARY

- | | |
|--|--|
| <input type="checkbox"/> vocabulary words – label (voc) in left margin or after sentence | |
|--|--|

Total: _____ 100 pts

Custom Total: _____ pts

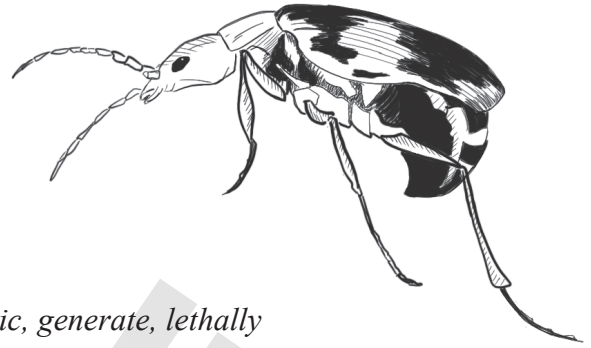
Intentionally blank so the checklist can be removed.

SAMPLE

UNIT 2: WRITING FROM NOTES

Lesson 3: Bombardier Beetles**Goals**

- to practice the Units 1 and 2 structural models
- to create a 1-paragraph KWO
- to write a 1-paragraph summary
- to take Vocabulary Quiz 1
- to use new vocabulary words: *aggressively*, *caustic*, *generate*, *lethally*

**Assignment Schedule****Day 1**

1. Play Around the World.
2. Take Vocabulary Quiz 1.
3. Read “Bombardier Beetles.” Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

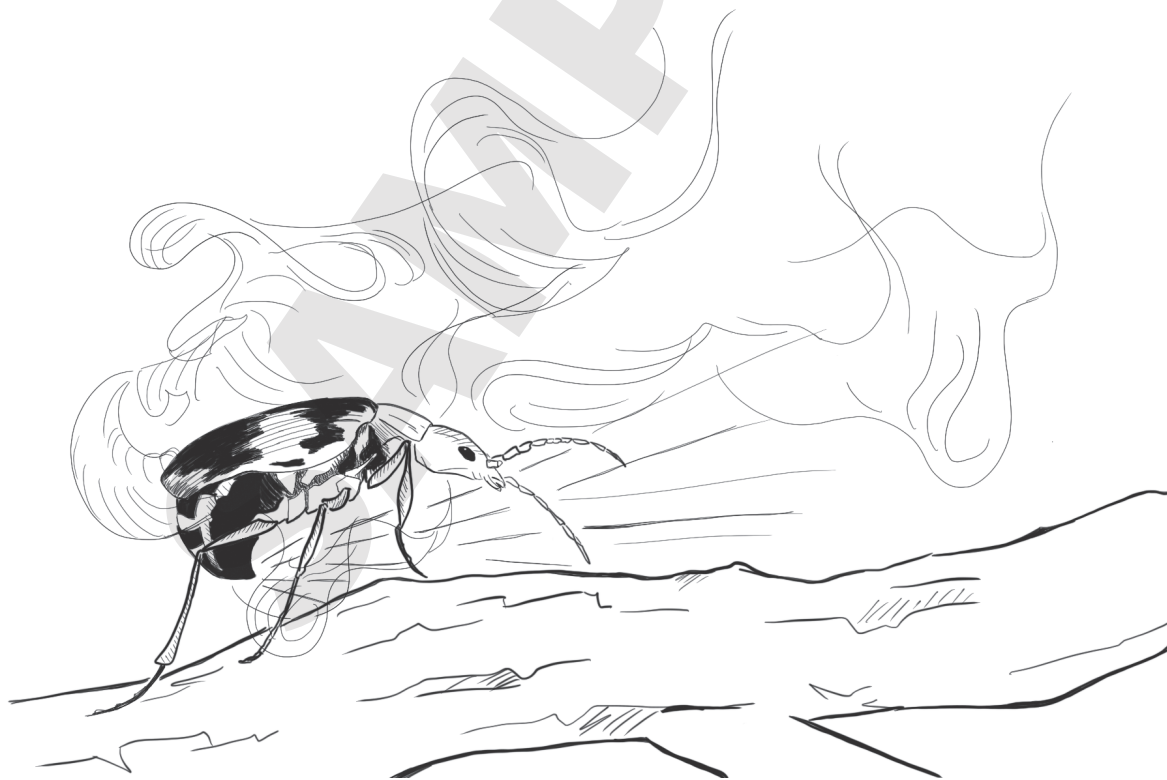
1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Source Text**Bombardier Beetles**

Bombardier beetles have a unique way to scare off predators. They spray hot acid at their enemies. Bombardier beetles have two compartments inside their abdomens. Each compartment contains a different chemical. When a beetle detects an enemy, it releases a protein that triggers the chemicals to mix together and make formic acid. The acid can get as hot as 100°C (212°F). The beetle shoots the acid out the tip of its abdomen with a loud popping noise. It has enough acid to make twenty sprays. The spray can kill small insects and injure larger predators including humans.

**Mechanics**

Write temperatures in degrees Celsius with Fahrenheit in parentheses. Express temperatures with the $^{\circ}$ symbol rather than the word. Use C for Celsius and F for Fahrenheit.

Do not use spaces or periods between the temperature, symbol, and abbreviation.

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

Style Practice

-ly Adverb Dress-Up

You must include an -ly adverb in the paragraph you write for this lesson. Write a few ideas on the line below each sentence. Choose your favorite to write on the blank in the sentence. You may look at the list found on page 22, the *Portable Walls for Structure and Style Students*, or the IEW Writing Tools App. Some of your vocabulary words may be helpful as well.

1. Bombardier beetles _____ spray hot acid.

-ly adverbs _____

2. The spray _____ injures predators.

-ly adverbs _____

Look at your KWO and consider -ly adverbs to include in your composition.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 3 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the correct words in the blanks. You may use derivatives of the words.

Bombardier beetles _____ spray from the acid in their abdomens.

The beetle shoots the _____ acid at predators.

Enemies are _____ injured by the spray.

Bombardier beetles _____ use hot acid to scare off predators.

Think about the words and their meanings so you can use them in your assignments.



Unit 2 Composition Checklist

Lesson 3: Bombardier Beetles

Writing
from
Notes

Name: _____

**Institute for
Excellence in
Writing**
Listen. Speak. Read. Write. Think!**STRUCTURE**

- | | | |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 25 pts |
| <input type="checkbox"/> title centered | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE**¶1 Dress-Ups** (underline one of each) (25 pts each)

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| <input type="checkbox"/> capitalization | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences | _____ | pts |
| <input type="checkbox"/> correct spelling | _____ | pts |

VOCABULARY

- | | |
|--|--|
| <input type="checkbox"/> vocabulary words – label (voc) in left margin or after sentence | |
|--|--|

Total: _____ 100 pts

Custom Total: _____ pts

Intentionally blank so the checklist can be removed.

SAMPLE