

The Student Writing Intensive was taped over four afternoons and comes with lesson plans to make it last 15–30 weeks. This is the best way to use it because it gives your students plenty of time to practice each element to ensure they master it before moving on.

However, there are times that you might need to give a student a crash course to prepare for a class or for going back to a school setting. In that situation, you can simply do what the kids on the DVD did: do the intensive course in four days. To do this you will only need the handouts from the packet that are listed below and the checklists that are included in this document.

Be sure each child has a notebook filled with the binder pages as described in the front of the SWI packet.

Plan on 2.5 hours per DVD. This will give you time to stop at the writing pauses and let your students write just like the ones on the DVD did. They should be able to finish most of their writing “in class” and not have any homework; however, on Day 3 Andrew does give a homework assignment. Instead of watching Andrew read the student samples online, spend that time reading your students’ compositions.

It is very helpful for you to recreate the white board notes on a white board in your classroom while the DVD is going so that students can easily see what was written. The SWI teacher’s notes have these whiteboard recreations sprinkled throughout them; just look for the text boxes.

Handouts needed from your SWI A Packet

Day 1 (Unit I/II - Key Word Note Taking and Summarizing from Notes)

- *Sea Snakes* (Provide 15–20 minutes at the writing pause to write this paragraph.)
- *The Boy and The Nuts* (Provide 20–25 minutes at the writing pause to write this paragraph using the Composition Checklist below.)
- Composition Checklist for Group A, Day I (in this packet)

Day 2 (Unit III - Story Sequence Chart)

- Story Sequence Model
- *The Boy Who Cried Wolf*
- Composition Checklist for Group A, Day II (in this packet)
- (Provide your students with 50 minutes to write at the writing pause.)

Day 3 (Unit IV - Reports with Topic/Clincher Paragraph)

- *Whooping Cranes* Mini-Book Set (three mini-books)
- Composition Checklist for Group A, Day III (in this packet)
- (Provide your students with 30 minutes at the writing pause. They will likely need to finish this one at home; Andrew does give a “homework” assignment.)

Day 4 (Unit VII - Creative Writing)

- (No handouts!)
- Composition Checklist for Group A, Day IV (in this packet)
- (The writing pause can be one hour long. However, you might need to stop the disc after the section on taking a brain inventory to help your students come up with enough items on that list.)

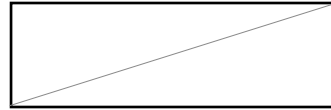
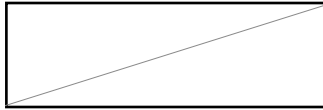
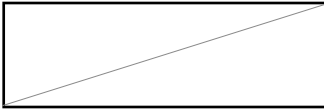
Composition Checklist- Group A, Day I

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

DRESS-UP

| | |
|-------------|--|
| "ly" word | |
| who/which | |
| strong verb | |

BANNED WORDS (do not use--find better ones):



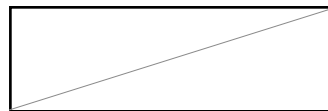
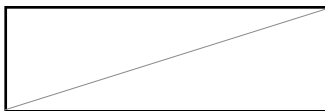
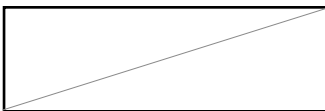
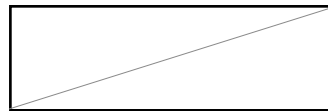
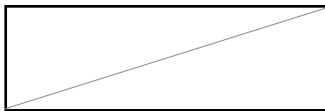
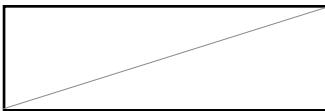
Composition Checklist- Group A, Day II

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

DRESS-UP

| | I | II | III |
|-------------------|---|----|-----|
| “ly” word | | | |
| who/which | | | |
| strong verb | | | |
| quality adjective | | | |
| “because” clause | | | |

Have checked for BANNED WORDS!



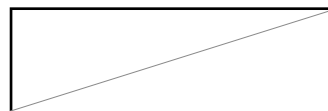
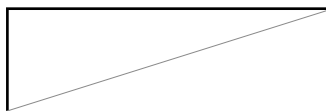
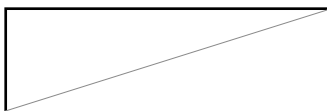
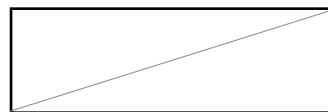
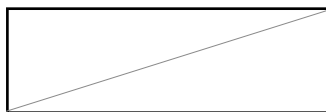
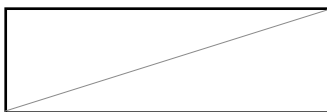
Composition Checklist- Group A, Day III

- Composition is double spaced.
- Dress-ups are marked with an underline (one of each).
- Topic & Clincher** sentences repeat or reflect the same key words (highlighted)
- Title repeats key words of final sentence.

DRESS-UP

| | | |
|---|--|--|
| “ly” word | | |
| who/which | | |
| strong verb | | |
| quality adjective | | |
| “because” clause | | |
| when, while, where, since, as, if, although | | |

- Checked for banned words



Composition Checklist- Group A, Day IV

- Composition is double spaced.
- Dress-ups are marked with an underline (one of each).
- Sentence numbers are marked in margin.)
- Topic & Clincher sentences repeat or reflect the same key words (highlighted).
- Title repeats key words of final sentence.

DRESS-UP

| | |
|---|--|
| “ly” word | |
| who/which | |
| strong verb | |
| quality adjective | |
| when, while, where, since, as, if, although | |
| “because” clause | |

OPENERS

| | |
|-------------------------|--|
| 1. | |
| 2. Prepositional | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |