

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 C Packet

Day 1 (Unit I/II: Key Word Note Taking and Summarizing from Notes; Unit III: Story Sequence Chart)

- *Music, Jefferson, and the Declaration of Independence* (Provide 20 minutes at the writing pause to write this paragraph.)
- Story Sequence Model
- *The Miller, His Son, and their Donkey* (Provide 25–30 minutes at the writing pause to write this paragraph using the Composition Checklist below. Students may not be able to finish in this period of time.)
- Composition Checklist for Group C, Day I (in this packet)

Day 2 (Unit IV: Note Taking from a Reference; Note Taking from Lecture)

- *Plants Respond to Music*
- (Provide 15–20 minutes for outlining.)
- Composition Checklist for Group C, Day II (in this packet)
- (Provide your students about 35–40 minutes to write at the writing pause.)

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

- *Apes Mini-Book Set* (four mini-books)
- (Provide about 10–15 minutes for the highlighting exercise pause)
- Composition Checklist for Group C, Day III (in this packet)
- (Provide your students with 30–35 minutes at the writing pause. They will likely need to finish this one at home.)

Day 4 (Unit VIII - Essays)

- Essay Models
- Composition Checklist for Group C, Day IV (in this packet)
- (The writing pause can be 45 minutes long.)

Composition Checklist- Group C, 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

	I	II	III
“ly” adverb			
who/which			
strong verb			
quality adjective			
when, while, where, since, as, if, although			

Composition Checklist- Group C, Day II

- Composition is double spaced.
- Dress-ups are marked with an underline (one of each).
- Sentence numbers are marked in margin.
- Title repeats key words of final sentence.

DRESS-UP

	I	(II)
“ly” adverb		
who/which		
strong verb		
quality adjective		
when, while, where, since, as, if, although		

OPENERS

1. Subject		
2. Prepositional		
3. “ly” - adverb		
4.		
5. Clausal ,		
6. V.S.S.		

Composition Checklist- Group C, Day III

- 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 (middle)

“ly” word		
who/which		
strong verb (<i>dual verbs</i>)		
quality adjective (<i>dual adjectives</i>)		
when, while, where, since, as, if, although		

OPENERS (first word)

1. Subject		
2. Prepositional		
3. “ly” - adverb		
4. “ing” ,		
5. Clausal ,		
6. V.S.S.		

Composition Checklist- Group C, Day IV

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|--------------------------|--|
| <input type="checkbox"/> | Composition is double spaced. |
| <input type="checkbox"/> | Dress-ups are marked with an underline (one of each). |
| <input type="checkbox"/> | Sentence numbers are marked in margin. |
| <input type="checkbox"/> | Topic & Clincher sentences repeat or reflect 2-3 key words (highlighted). |
| <input type="checkbox"/> | Introduction & Conclusion state key words for each topic. |
| <input type="checkbox"/> | Title repeats key words of final sentence. |

DRESS-UP (middle)

“ly” word					
who/which					
strong verb (<i>dual verbs</i>)					
quality adjective (<i>dual adjectives</i>)					
when, while, where, since, as, if, although					

OPENERS (first word)

1. Subject					
2. Prepositional					
3. “ly” - adverb					
4. “ing” ,					
5. Clausal ,					
6. V.S.S.					

One different Decoration per ¶					
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