



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Level A

Reinforcement Source Texts and Checklists for Use with the SWI Level B

This document contains the reinforcement source texts and composition checklists from the Student Writing Intensive Level A. These extra sources can be useful for those teaching the SWI-B to students who need extra or easier source material. Refer to the Scope and Sequence for suggested pacing.

The SWI-B is very similar in content to the SWI-A but just moves a little faster. If you desire to have a younger student use the SWI-B, simply have your student watch the SWI-B sessions using the SWI-B notebook and handouts. A student may complete the assignment taught on the SWI-B DVD; however the checklist should be reduced, and the student may use these Level A paragraphs, stories, and checklists for reinforcement.

The SWI-C moves much faster and presents more difficult material on the DVD than Levels A and B and thus is not recommended for a Level A student.

If you need more help or would like to talk with other Excellence in Writing teachers, we have an active support group called IEW Families. It is a Yahoo group that many teachers find very helpful. You can join by going to:
<http://groups.yahoo.com/group/IEWfamilies/>

Jill Pike
Excellence in Writing

Student Writing Intensive Level B

Scope and Sequence for Use with a Level A Student

Level A students will follow the SWI Level B lesson plans: They should watch the Level B DVD and use the sources presented on the DVD. Be sure to provide them with extra help, and reduce the style checklist (dress-ups) as needed. For the extra practice, however, use the Level A reinforcement sources provided in this resource.

SWI-B Lesson	What Was Taught on the SWI-B DVD	SWI-B DVD Sources	Original SWI Level B Reinforcement Sources	Replace with these Level A Sources
Lesson 1 Disc 1	Unit 1: Key Word Outlines & Unit 2: Summarizing from Notes; Combining ideas with who/which	The Sea Wasp	Introducing Cephalopods Cephalopod Abilities	Desert Tarantula Pillbug
Lesson 2 Disc 1	Unit 1 & 2 Review Introduce Style. “-ly” adverbs	The Farmer and His Sons	The Donkey and His Driver	Starfish
Lesson 3 Disc 1	More Style: Who/which, Strong verbs, Banned words: <i>said, thought, go/went</i> Because clause		Alice Sees the White Rabbit Dorothy and the Cyclone	Oysters Pearls
Lesson 4 Disc 1	Choosing a title Finishing Guidelines (Reinforce style.)		The Gordian Knot Carthage	The Mongols Genghis Kahn
Lesson 5 (No disc)	(No DVD. Teacher reinforces Outlines, Summarizing, and Style learned thus far.)		False Teeth Anesthetics	Camp Life Family Life
Lesson 6 Disc 2	Review Style Banned words: <i>see/saw</i> Quality Adjectives Banned words: <i>good, bad</i> Adverbial clause		Blood Transfusions Antiseptic	Our First President Andrew Jackson
Lesson 7 Disc 2	Unit 3 Story Sequence	The Lion and the Shepherd		
Lesson 8 Disc 2	Acting Exercise Title review (You may discuss prepositions and reinforce Story Writing.)		The Salt Merchant and His Ass	The Princess and the Pea
Lesson 9 Disc 3	Dress up review Review Dress-ups More Banned words: <i>eat, big</i> Hidden quality adj. (Reinforce Story Writing.)		The Serpent and the Eagle	The Lion and the Mouse
Lesson 10 Disc 3	Sentence openers: Subject, prepositional, “-ly” adverb, VSS		(Story of your choice)	(Story of your choice)
Lesson 11 Disc 3	Units 4/6 Report Writing	Humpback Whale Mini-Books (3)		
Lesson 12 Disc 4	Conclusion of Report Writing (Practice Report Writing.)		(Library books on one subject)	Ant Articles (three of them)
Lesson 13 Disc 4	Dress-up review Banned words: <i>like, fun</i> Sentence openers: Clausal, “-ing”		(Paragraphs from lessons 1–3 for rewriting with added style)	(Paragraphs from lessons 1–3 rewritten with added style)
Lesson 14 Disc 4	Brain Inventory Choosing Topics Asking Questions		(Your student’s brain)	(Your student’s brain)
Lesson 15 Disc 4	Conclusion to Unit 7 (Teacher reinforces Creative Writing.)		(Your student’s brain)	(Your student’s brain)

Lesson 1 Reinforcement Paragraphs: Possible Outlines

Level A students may watch the SWI-B lesson 1 DVD portion and write up the “Sea Wasp” paragraph as assigned in the Level B lesson plans. For reinforcement, use these paragraphs.

Note: These outlines (the paragraphs are on the following pages) 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.

Remember to brainstorm “which” clauses before writing.

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 yrs, die > mating
7. (symbol for female) 25+ yrs
8. mate, lay, several x

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.

Remember to brainstorm “which” clauses before writing.

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 places (I allowed four words since this is so long! You can also split this sentence into two: before and after the em dash.)

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

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.

Composition Checklist

Paragraph on: _____

Due Date: _____

- Composition is double-spaced
- “which” marked with underline
- Name is on the paper

Dress-up

which clause	
--------------	--

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

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. These animals 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.

Composition Checklist

Paragraph on: _____

Due Date: _____

- Composition is double-spaced
- “which” marked with underline
- Name is on the paper

Dress-up

which clause	
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Lesson 2 Possible Outline

Level A students may watch the SWI-B lesson 2 DVD portion and write up the “Farmer and His Sons” paragraph as assigned in the Level B lesson plans. For reinforcement, use this paragraph.

Paragraph to follow. The outline provided here is only to give the teacher ideas for finding key words. Student outlines will vary widely.

Starfish

Look up pictures of starfish. You can also talk about how fishermen hate starfish because they eat the oysters and clams that the fishermen want to harvest. One fisherman picked up a starfish and broke it into pieces and threw it back in the water, but instead of killing it, it just grew back from its arms into several MORE starfish! You might need to discuss what “important organs” are.

Possible Outline:

1. live, all, oceans
2. over 2,000 kinds
3. eat, oysters, clams
4. most 5 arms, some, 10, 20, 40
5. lose, arm, grow
6. important organs → arm
7. ☉ fish, call, Sea Stars

Brainstorm possible “which” clauses before writing.

The “-ly” adverb is optional for Level A students.

Starfish

Starfish live in all the world's oceans. There are over 2,000 kinds of starfish. They eat oysters and clams. Most starfish have five arms, but some have ten, twenty, or even forty arms. If a starfish loses an arm, it can grow another one. Some starfish can even grow a body from just an arm. They can do this because they have their important organs in their arms instead of in their body. Starfish are not really fish, so scientists encourage people to call them Sea Stars.

Composition Checklist

Paragraph on: Starfish

Due Date: _____

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

Dress-up

which clause	
-ly adverb (optional)	

Lesson 3: Possible Outlines

There is no source text to use with the SWI-B lesson 3. Students may watch the SWI-B lesson 3 DVD and learn about new dress-ups; however, they will not be required in the checklist. You may use these paragraphs as the lesson's source texts.

Paragraphs to follow. The outlines provided here are only to give the teacher ideas for finding key words. Student outlines will vary widely.

Oysters

Look at pictures of seashells and note the bivalves. Discuss why so few eggs mature. (They are eaten by other animals.)

Possible Outline:

1. bivalves, marine, animals
2. 2 shells, top, bottom
3. oysters, most valuable
4. shallow, warmer, oceans
5. (symbol for female) 5,000,000–50,000,000 eggs/yr, few mature
6. shell, 1-day, fertilized
7. swim, soon, hatching
8. attach, rock, live
9. adults, usually 2–10" long

Pearls

Show the students a pearl if you have one. Discuss its development. Look at pictures of oysters, too.

Possible Outline:

1. food, production, pearls
2. sand, parasite, mantle
3. irritation
4. secretes "mother-of-pearl-forming" substance
5. time, layers, P formed
6. Japanese, encourage, artificially
7. 3–4 years, pearl, form

Lesson 3 Reinforcement

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Oysters

Bivalves are marine animals. They have two shells, one on the top and one on the bottom. Oysters are the most valuable of all bivalves. They are common in the shallow and warmer waters of all oceans. A female oyster can produce five to fifty million eggs in a year, but few of them will mature. The shell begins to form within a day after an egg is fertilized. Oysters swim about a few days after hatching. They then attach themselves to a rock or submerged object, where they will spend the rest of their lives. Full-grown oysters are usually two to ten inches long.

Composition Checklist

Paragraph on: _____

Due Date: _____

- Composition is double-spaced
- Dress-up(s) marked with underline
- Name is on the paper

Dress-ups

which clause	
-ly adverb (optional)	
strong verbs (optional)	
because clause (optional)	

Lesson 3 Reinforcement

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Pearls

Oysters are useful for food and for the production of pearls. Pearls form when a small object such as a parasite or grain of sand finds its way into the mantle of an oyster. It causes an irritation. The oyster secretes its mother-of-pearl-forming substance around the object to stop the irritation. Over time many layers of this substance are made, and a pearl is formed. The Japanese discovered a way to encourage the oysters to make pearls artificially. It takes three to four years for a pearl to form.

Composition Checklist

Paragraph on: _____

Due Date: _____

- Composition is double-spaced
- Dress-up(s) marked with underline
- Name is on the paper

Dress-ups

which clause	
-ly adverb (optional)	
strong verbs (optional)	
because clause (optional)	

Lesson 4: Possible Outlines

Not all the style reviewed on the DVD in the SWI-B lesson 4 will be required of the Level A student. Use these paragraphs as the lesson's source texts.

Paragraphs to follow. The outlines provided here are only to give the teacher ideas for finding key words. Student outlines will vary widely.

Remember to thoroughly discuss the paragraphs before attempting to outline, and brainstorm dress-ups as needed before writing.

The Mongols

Discuss the Mongols (Genghis Khan and all). Also, since there is so much information in some of the sentences, it is okay to use two lines for the detail.

1. fierce, warlike, central Asia
2. 12th century, spread, Muslim
3. Russia, China, India
4. conquered, local, went
5. largest, empire, history
6. link, Europe → China
7. trade routes

Genghis Kahn

1. developed, strong, army
2. united, tribes, "Mongols"
3. army, harder, tougher
4. move, quickly, horseback
5. organized, regiments, today
6. officers golden "paitzes"

The Mongols

The Mongols were a fierce, warlike people living in Central Asia.

In the twelfth century the Mongols spread into Muslim empires of

Russia, China, and India. They conquered the local people as

they went. They became the largest single empire in history.

Mongols were the first to link Europe to China, opening trade

routes between those nations.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
because clause (optional)	

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

said, see, or saw, go/went

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Genghis Kahn

Genghis Kahn developed a strong army. He united all the tribes and had everyone call them Mongols. Khan's army was harder and tougher than others. They were able to move quickly on horseback. The army organized into regiments, much like the armies of today. Officers were given golden "paitzes" to distinguish them from common soldiers.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

"-ly" adverb	
who/which clause	
strong verb	
because clause (optional)	

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

said, see, or saw, go/went

Lesson 5: Possible Outlines

You may use these paragraphs as the lesson 5 source texts.

Remember to thoroughly discuss the paragraphs before attempting to outline, and brainstorm dress-ups as needed before writing.

Camp Life

1. tents, yurt, ger
2. sheltered, near, streams
3. ☉ grass, cold, moved
4. large y. ☉ dismantled, wheels
5. felt, greased, waterproof

Family Life

1. children, ☉ go, school
2. ride, horses, age 5
3. (male symbol), milk, saddles, bows
4. (female symbol), cook, milk, mend y.
5. ♥ hear, stories, steppes

Lesson 5 Reinforcement

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Camp Life

Mongol families lived in tents called a *yurt* or *ger*. They were set up in sheltered areas near streams. When the horses needed new grazing land or the weather turned cold, they moved their camps. Large yurts were not dismantled for the move but placed on wheels and pulled by oxen to the new camp. The yurts were made out of felt and greased to make them waterproof.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
because clause (optional)	

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

said, see, or saw, go/went

Lesson 5 Reinforcement

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Family Life

Mongol children did not go to school. Instead of learning to read and write, Mongol children learned to ride horses by the age of five. Boys learned to mend saddles, milk mares, and make and mend bows and arrows. The girls learned to cook, milk the cows and goats, ride horses, and make and mend tents. They loved to hear stories about adventures on the steppes.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
because clause (optional)	

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

said, see, or saw, go/went

Lesson 6: Possible Outlines

Use these source texts to practice what is taught on the SWI-B lesson 6. Although the style is now required on the Level A checklist, be sensitive to the needs of your student.

Remember to thoroughly discuss the paragraphs before attempting to outline, and brainstorm dress-ups as needed before writing.

Our First President

Discuss our presidents and how they are elected. You may want to pull out a \$1 bill to show your students a picture of George Washington.

1. 1st president, America, 1789
2. Ø want king, “Mr. President”
3. Cared, his, country
4. Visited, each 13 states
5. French Revolution, peace, England
6. Live, virtuous, strong
7. “Father of Our Country”

Andrew Jackson

Andrew Jackson was the seventh president of the United States. You may want to pull out a \$20 bill to show your students a picture of Andrew Jackson. See if you can find the scar on his cheek in the picture.

1. came, plain, common
2. hero, Battle of New Orleans, War of 1812
3. born, Carolinas, 1767
4. fought, British, American Revolution, 13 y.o.
5. captured, shine, boots
6. refused, slashed, ☹, sword
7. scar, hatred, life

Our First President

George Washington became the first president of the United States of America in 1789. He did not want people to treat him like a king, so he had everyone call him “Mr. President.” Washington cared about his country. He visited each of the thirteen states during his presidency. During the French Revolution he helped keep peace between America and England. He believed Americans should live virtuous lives to keep our country strong. Many people call our first president “The Father of Our Country”.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
quality adjective	
because clause	

Banned Words (*said, see, or saw, go/went*)

Directions:

Outline the following paragraph on a separate piece of paper.

Test your outline by telling the paragraph back to someone using just your outline.

Write a paragraph from your outline using the Composition Checklist.

Andrew Jackson

The first president who came from the plain, common people themselves was Andrew Jackson. He was the hero of the Battle of New Orleans in the War of 1812. Jackson had been born in the Carolinas back in 1767. He fought against the British during the American Revolution when he was only thirteen years old. In one battle he was captured and ordered by a British officer to shine his boots. When he refused, the officer slashed Jackson across the face with his sword. That scar and Jackson's hatred of the British lasted for the rest of his life.

Composition Checklist

Paragraph on: _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline
- Title is underlined & name is on the paper
- Title repeats key words of final sentence

Dress-ups

“-ly” adverb	
who/which clause	
strong verb	
quality adjective	
because clause	

Banned Words (*said, see, or saw, go/went*)

Using this checklist, Level A students will rewrite the story of "The Lion and the Shepherd" as presented on the SWI Level B DVDs lesson 7.

Composition Checklist

Story: _____

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 underlined & 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 8 “The Princess and the Pea” Story Suggestions

The Level A student may watch the SWI-B lesson 8 presentation and use this story and checklist for practice.

Some notes from Pamela White on managing the story sequence using “The Princess and the Pea”:

One of the most common difficulties in managing Unit 3 is determining what should go into each paragraph and in what order.

What I've found most helpful is to decide on the conflict first, then where the climax or turning point is based on that conflict. The central conflict isn't the prince's need for a wife but the authenticity of the woman who comes to the door claiming to be a princess.

Also, you don't have to mention all the characters in the first paragraph. With short stories, you're basically telling the story yourself, so wait to introduce her when she appears. Later, when writing about longer stories or novels, it helps to think of it as more a discussion of the work rather than a telling of the tale in your own right. With this story, I wait till paragraph two to introduce the princess.

Below I've added a sample outline I've used in classes (along with my added notes to myself when I talk kids through this story). In it, I suggest two approaches (though there are many more) one can take for the prince and princess (good guy/bad guy). Obviously, you wouldn't want to use both.

“The Princess and the Pea” Outline

- I. kingdom, small European, long ago
 1. prince, longs for, princess
 2. honesty, integrity, real thing
 3. travels, no one, returns
 4. all, something wrong
 5. [either:] (a) noble, good-hearted, genuine, ø compromise or:
(b) judgmental, [expects] perfection, arrogant

- II. night, dreary, stormy
 1. [storm details]: ø fit [for man or beast], sheets, rain, pelted
 2. knock, gates, king open
 3. drenched, bedraggled, hair disheveled
 4. shoes, squishing, streams ↓ back
 5. real p.; ø looks like 1
 6. haven, fm. storm; separated fm guardian
 7. Queen: suspicious, old, crafty [sympathetic (tired of seeing son hurt so often) or not (jealous at thought of someone in her place)?]
 8. test, truth?, 20 mattresses, 20 eiderdown beds
 9. pea, lie, night

- III. morning, sleep [circle w/ line], lump, bruised
 1. Q. satisfied, only authentic, sensitive
 2. Prince, J, bonafide P.
 3. princess: (a) courteous, gracious, uncomplaining OR (b) fastidious, hypersensitive, whining
 4. marry: (a) happily ever after OR
(b) deserve, 2 peas! in pod
 5. as (a) ø judge, book, cover
(b) life, lumps, accept w/ grace,
or some other moral

The Princess and the Pea

Once upon a time there was a prince who wanted to marry a princess, but he worried how he would find a *real* princess. He traveled all over the world looking, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it. A girl who claimed to be a princess stood out in front of the gate. But she certainly did not look like one. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she insisted that she was a real princess.

"Well, we'll soon find that out," thought the old queen. She went into the guest bedroom, took all the bedding off the bedstead, and laid a pea on the bottom. She then took twenty mattresses and laid them on the pea, and then topped it off with twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept. "Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!" Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that. So the prince took her for his wife, for now he knew that he had a real princess.

Composition Checklist

Story: _____

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 underlined & 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 9 “Lion and Mouse” Outline Suggestions

The Level A student may watch the SWI-B lesson 9 presentation and use this story for practice.

- I. lion, asleep, jungle
 - 1. mouse, running, grass
 - 2. ø notice, going
 - 3. scampered, head, nose

- II. lion, awoke, captured
 - 1. mouse, begs, forgiveness
 - 2. ø want, disturb, majesty
 - 3. ø forget, kindness
 - 4. repay, someday
 - 5. mouthful, removed, paw

- III. hunters, plan, capture
 - 1. set, trap, jungle
 - 2. hunting, free, himself
 - 3. afraid, bellowed, heard
 - 4. roar, gnawed, freed
 - 5. strong, need, weak

Lesson 9 Reinforcement

The Lion and the Mouse

One day a Lion lay asleep in the jungle. A tiny Mouse was running about in the grass and not noticing where he was going. He scampered over the Lion's head and down his nose.

The Lion awoke with a loud roar and clamped his paw over the little Mouse. The great beast opened his huge jaws to swallow the tiny creature when the mouse said, "Pardon me, O King, I beg of you. If you will only forgive me this time, I shall never forget your kindness. I meant no harm, and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too."

The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me?" And he shook with laughter. "Oh, well," he said, looking down at the frightened Mouse, "you wouldn't make more than a mouthful anyway." He took his paw off the poor little creature, and the Mouse quickly scampered away.

Some time after this, some hunters tried to capture the Lion alive so they could sell him to a circus. They set up rope nets in the jungle. The Lion became entangled in the nets as he walked down the path, hunting. He roared and thrashed about trying to free himself, but with every move he made, the ropes bound him more tightly. The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard the Lion's roars. "That may be the very Lion who once freed me," he said, remembering his promise. And he ran to see whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth the Mouse gnawed at the ropes until they broke. Soon the lion was free, and the little mouse sat back and smiled.

"Thank you, good Mouse," said the Lion gently. "You did help me, even though I am big and you are so little. I see now that kindness is always worthwhile. Even the strong sometimes need the friendship of the weak."

Composition Checklist

Story: _____

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 underlined & 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			

(Sentence openers are not required.)

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

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

Lesson 10 (Student chooses story.)

Watch the SWI-B DVD lesson 10. Although sentence openers were introduced, they will not be required of a Level A student.

Your student may choose a story as suggested in the SWI-B lesson 10, or use one of the Level B reinforcement stories (“The Salt Merchant” or “Serpent and Eagle”).

Composition Checklist

Story: _____

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 underlined & 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			

(Sentence openers are not required.)

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

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

Complete lesson 11 of the SWI-B as presented using the “Humpback” mini-books. The sentence openers are not required of the Level A student.

Composition Checklist

Write a _____ paragraph report on _____

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 & 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			
adverbial clause (www.asia)			

(Sentence openers are not required.)

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

Level A students should complete the SWI-B lesson 12. However, they may use this checklist and do their report using the following three “Ant” articles.

Composition Checklist

Write a _____ paragraph report on _____

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 & Clincher sentences repeat or reflect the same key words in *each* paragraph (highlighted)
- Title repeats key words of final sentence

Dress-ups

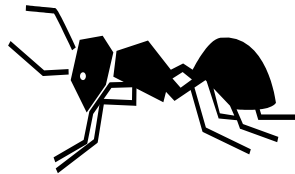
	I	II	III
“-ly” adverb			
who/which clause			
strong verb			
quality adjective			
because clause			
adverbial clause (www.asia)			

(Sentence openers are not required.)

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

The Amazing World of Ants

Ants always live together in groups called colonies. Ant colonies usually have from 2,000 to 10,000 ants living together. No ant lives alone; they all live and work together in the colony. Each ant has a job. Some ants can only do one job and some ants can do many jobs, but all ants do only one job at a time, without being told what to do. As the proverb says, “Go to the ant who without a leader gathers her harvest for winter.” When you see one ant, you know it must be part of a busy colony.



A colony starts with a single queen ant which can live up to 28 years. A queen ant is larger than other ants and has wings. To start a colony, the queen flies to meet with a male ant. After mating with several males, the queen lands and breaks off her wings. She will never fly again. After digging a nest, the queen will begin to lay eggs. Because laying eggs will take all her time, the queen does not leave the nest to eat. Once some of her eggs have hatched and become worker ants, the queen can

lie back and spend the rest of her life simply laying eggs.

Ants start life as an egg which will hatch into a larva. Looking like grains of rice, the larvae spend their time eating and growing. They will shed their skin a few times as they grow. When they are big enough, the larva will spin a cocoon around itself. The thing inside the cocoon is now called a pupa. While a pupa, it just lies still and changes into an adult, just as a caterpillar turns into a butterfly inside its cocoon. When the pupa is mature, it hatches as a full-grown ant, which is ready to start working for the colony.

Nurse ants take care of the eggs. The queen of the colony lays eggs every day so the nurse ants are kept busy. Eggs must be cleaned, turned, and kept warm. If the nest becomes too cold, some nurse ants will go and lie in the sun to warm themselves and then return to the nest, taking that warmth with them. Larvae must be fed, and pupa need help to get out of their shells. The nurse does all these jobs.

All the ants in the colony are female (girls). They are called “worker ants” because they do all the work for the colony. Worker ants seem to work all the time, but they do rest for a few minutes each day. Worker ants live from 1–3 years. They are smaller than the queen ant and do not have wings. Even though worker ants are female, they cannot lay eggs. When you find an ant, you probably found a female worker ant.

Most of the ants in the colony work gathering food. It takes a lot of food to keep a colony of ants alive. Going out of the colony, ants look for things they like to eat. Ants are mostly scavengers and eat other insects and anything sweet. Some also look for dead animals. When one ant finds food, she leaves a trail of scent on her way back to the colony. This trail helps other ants find the food so that other workers can go get it, too. Ants work hard to feed the colony.

Some kinds of ant colonies have farmers to grow food for the colony. These ants grow fungus, which are mushrooms, to eat. Since fungus grows on garbage and dead leaves, the ants will bring these things into the nest to

make a garden for the fungus. The mushrooms never really sprout in the ant nest because the ants eat the roots of the mushrooms instead. So insects can be gardeners, too.

Another job in the colony is the guard. Guard ants protect the colony from enemies. Using their antennae to smell each ant coming into the nest, guard ants can decide who belongs and who does not. Each colony has its own special smell, and that is how ants know who is friendly and who is not. Red guard ants have a weapon: formic acid. Red ants have a poison gland in their abdomen which makes the acid. Interestingly, humans used to harvest formic acid from red ants to use as an insecticide and antibiotic. Beware of guard ants!

Colonies of ants can be found almost anywhere. Some scientists consider them the most successful animal on earth. They certainly work hard at whatever needs to be done. Ants are amazing creatures!



Meadow Ants

Meadow Ants are a common kind of ant colony in England. To keep warm in England's cool climate, these yellowish ants work together to build anthills up to three feet high. Each hill is made of soil, which ants pile up after making tunnels and rooms in the ground below. The ants then create rooms in the hills. Some rooms are nurseries and others house aphids, the ant's cow. The colony enjoys their hill nest.

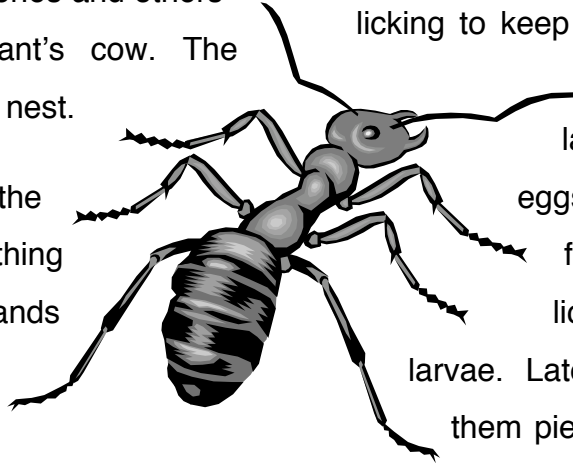
Near the nursery, the queen ant does nothing but lay eggs, thousands during her life. As she lays them, the workers gather the eggs and pile them into the nursery rooms. The ants carry the eggs in their jaws. They are very careful not to hurt the eggs. The nurseries are near the surface of the anthill where the rooms are warmer. This is why when you disturb an ant's nest, you have usually disturbed the nursery. You will see larvae and pupae scattered and adults frantically gathering them up. When this happens, the workers will carry the eggs, larvae, and pupa deep into the nest for safety until

the nursery rooms in the upper mound can be rebuilt.

The nurses work in the nursery where the eggs and larvae require a lot of care. Eggs require frequent turning and licking or they will become moldy. Eggs hatch into larvae, which are legless, white grubs. These too need licking to keep clean. The nurses must

move the hatched larvae away from the eggs or they will eat them! At first, the nurses cough up liquid food to feed the larvae. Later on the nurses bring them pieces of insects to eat. As they grow up, ant larvae become hairier. During the summer the larvae take only a week or two to grow up, but in the winter they take several months. Eventually the larvae will produce silk and spin a cocoon around their bodies. The nurses will take the cocoons and pile them up in the warmest part of the nest.

Inside the cocoon, the ant now completes her change into an adult worker. The larva shrugs off its old skin and becomes a pupa. After a week or



two the pupa should have finished changing into an adult and is ready to come out. Worker ants in the nursery listen for movements within the cocoons. When they hear rustles and taps, the workers bite open the cocoons and help the pale, soft, new ant out. Its skin soon hardens, making the ant ready to work. After working as a nurse for a time, the new ant begins to go out and hunt for food in the surrounding soil.

Meadow ants eat a variety of things. Spending most of their time hunting, meadow ants catch beetles, mites, and other small animals to eat. They will even eat other ants. If an ant catches an insect larger than itself, other ants will come along to help. Overpowering the larger insect, the ants cut it up with their jaws and drag it back to the nest. Meadow ants eat a variety of things.

Aphids are sometimes called the meadow ant's cow. The ants like to drink

the sweet sap produced by the aphids. They take excellent care of the aphids to get it. The ants must carry the aphids out to flowers where they can drink the nectar. The ants must guard their aphids from ladybugs that would like to eat them, and they must keep the aphids clean. The ants even take care of the aphid eggs and larvae and keep them warm in their nests over the winter. Sometimes the ants will eat the aphids, too, if there are too many of them, but usually the aphids are kept for their "milk."

In August swarms of winged male drones and female queen ants leave the nest to mate and start their own colonies. The males die in a few days after mating, but the queen will live for ten or more years. She will break off her wings and move into a nest. The queen will lay thousands of eggs every year, some of which will fly away to start their own nests.



Leaf Cutter Ants

Colonies of leaf cutter ants thrive in South and Central America. Leaf cutter colonies can get as large as eight million ants. These colonies live together in mounds, which build up as they dig out their underground nests. They grow fungus for food. Interestingly, the red and black leaf cutter ant workers come in many shapes and sizes. Unlike most ant colonies where the workers can do a variety of tasks, leaf cutter ants are specialized for their task. This specialization is likely what makes leaf cutter ant colonies so successful.



The largest ants in the colony are the soldier ants. Some of these soldier ants can be huge with a head width of seven millimeters. Their job is to protect the workers that collect the leaves for the colonies. With their strong jaws they attack other creatures that try to harm the carrier ants. The soldier ants can also clear the paths used by the collecting ants. They are strong enough to move twigs and pebbles. Sometimes they carry large seeds back to the nest that are too large for the other ants to

carry. The soldier ants thus do double duty—protecting and carrying.

Forager ants are medium sized and collect leaves and grass. Their head width is around two millimeters. They cut leaves into small pieces and carry them in their mouths to the nest. This is very difficult as the pieces of leaf are usually bigger than they are. It is funny to watch the dancing pieces of leaf being carried along the path to the ant colony. The foragers are not bringing the leaves back for the ants to eat. The foragers bring the leaves back as food for the fungus growing in the gardens.

The smallest ants work in the fungus gardens because the gardens are located in very narrow caverns deep in the nest. They come in various sizes and work to cut the leaves smaller and smaller and crush them until they are a kind of mush. This is then placed in the fungus gardens. The gardening ants watch over the fluffy fungus and take the grown fungus to feed the ants in the colony. Most of it goes to feed the ant larvae. The garden workers also have a bacteria living on their skin. This

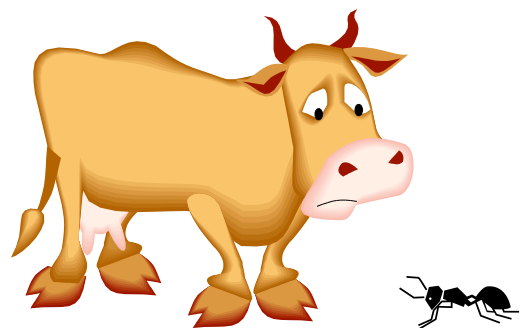
bacteria makes an antibiotic that helps keep the fungus from getting moldy. In this way, the ants, fungus, and bacteria all work together to make the ant colony successful.

Nurse ants are also very small. They have the big job of keeping the eggs clean and feeding the hungry larvae. The eggs are about one millimeter long and need to be turned often and kept clean. The larvae want to eat all the time. They eat more than all the other ants in the colony. The larvae grow very quickly. They shed their skins as they grow, so the nurse ants have to keep removing the shed skins to keep the nursery clean. When the larvae are full grown, they spin a silk cocoon around themselves. They then rest as a pupa until they are ready to come out as adult ants. Nurse ants make sure the colony continues to grow.

The most important ant to the colony is the queen. A leaf cutter colony starts when a single queen is born and flies off to mate. Before she leaves the nest, the queen takes some fungus with her so she can start her own garden. After mating with a male ant, the queen finds a hole to start her nest. The queen must work very hard because her first group

of workers will not hatch for over a month. During that time she must both care for her children and keep her fungus alive to start her garden. What do queens eat during this time? They live off their wing muscles, which their bodies absorb, and eat some of their eggs. Unfortunately, the new queen often dies or is eaten by predators before the colony even begins. Some queens do make it, and once a queen has her first group of workers hatched into adults, she can relax and simply lay eggs.

Leaf cutter ants thrive in areas where people live. No one is sure why this is so. They are a problem for humans because they collect so much greenery. They are a big problem in some areas because a leaf cutter ant colony can eat in a day as much vegetation as a full-grown cow would eat. But they are also amazing to watch and are one of the most interesting of all the ant colonies.



Lesson 13

Level A students may complete SWI-B lesson 13 as presented and rewrite paragraphs from lessons 1–3 using this checklist.

Composition Checklist

Rewrite 3 paragraphs adding more style.

Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Title repeats key words of final sentence

Dress-ups

	I	II	III
“-ly” adverb			
who/which clause			
strong verb			
quality adjective			
because clause			
adverbial clause (www.asia)			

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

(Sentence openers are not required.)

Watch the SWI-B lesson 14 and complete the assignment as given in the teacher's notes using this checklist.

Composition Checklist

Write ____ paragraphs from your Brain Inventory.

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Topic & 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			
adverbial clause (www.asia)			

Sentence Opener

Prepositional			
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(The other sentence openers are not required.)

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

Watch the SWI-B lesson 14+ and complete the assignment as given in the teacher's notes using this checklist.

Composition Checklist

Write ____ paragraphs about _____

Outline Due Date: _____

First Draft Due Date: _____

Final Draft Due Date: _____

- Composition is double-spaced
- Dress-ups marked with underline (one of each)
- Topic & 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			
adverbial clause (www.asia)			

Sentence Opener

Prepositional			
---------------	--	--	--

(The other sentence openers are not required.)

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