

YEAR | LEVEL

1 | **A**

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

YEAR **1** LEVEL **A**

Andrew Pudewa

Also by Andrew Pudewa

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Teacher's Manual

Gray boxes such as this are in the Teacher's Manual and include additional information about the course that will provide extra information for the teacher or teaching parent to help students in the course.

Depending on the age or aptitude of students, most participants plan to spend thirty to sixty minutes a day, four days a week, working through the course. Younger or special needs students will need closer to forty-five minutes or longer each day. Older or more adept students will find thirty minutes or less each day enough time to complete the assignments. Note that lessons earlier in the year are easier and therefore less time intensive. Trust the system. Don't skip the first assignment! The easier lessons are important for all students as they build confidence and lay an important foundation.

Introduction

Introduction

Welcome to *Structure and Style® for Students*, taught by Andrew Pudewa. His humor and step-by-step clarity have yielded amazing results with thousands of formerly reluctant writers. We hope you will have an enjoyable year as you learn to write with *Structure and Style!*

Assembling Your Binder

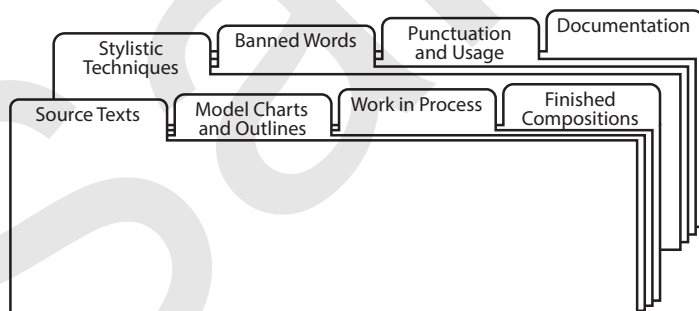
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take pages 1–8 from this packet and place them at the front of your binder—before the Source Texts tab. Each week, you will add the weekly Overview pages to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

The remaining pages from this student packet should be placed in the back of the binder behind the Documentation tab. You will be instructed each week by either your teacher or Mr. Pudewa where to put these additional pages.

Supplies

Every *Structure and Style for Students* box comes with a Teacher's Manual, this student packet, videos containing twenty-four teaching episodes with Andrew Pudewa, and a Student Binder with eight tabs:



Fix It! Grammar

To provide an effective and delightful method of applying grammar rules to writing, consider using *Fix It! Grammar* in addition to this course.

Vocabulary

Vocabulary words are included in the lessons. Directions encourage review on a weekly basis.

Beyond this, you only need a pen and several sheets of notebook paper for each week's assignments.

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 1 1	The Dog and the Shadow Giant Saguaro introduction to structure		<i>The Three Little Javelinas</i> by Susan Lowell
Unit 2 2	Scorpions		
3	The Bald Man and the Fly the title rule	-ly adverb	<i>Little House on the Prairie</i> by Laura Ingalls Wilder
4	The Fox and the Stork		
5	Camels	who/which clause	
Unit 3 6	King Midas		
7	Why Opossum Has a Bare Tail	strong verb banned words: <i>say/said, see/saw</i>	<i>How Jackrabbit Got His Very Long Ears</i> by Heather Irbinskas
8	The Little Red Hen	banned words: <i>think/thought go/went</i>	
Unit 4 9	Deserts topic-clincher sentences	because clause	<i>Storm on the Desert</i> by Carolyn Lesser <i>I'm in Charge of Celebrations</i> by Byrd Baylor
10	Desert Reptiles		
11	Antarctica		<i>Mr. Popper's Penguins</i> by Florence and Richard Atwater
12	Marco Polo		

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 5 13	Camel in Tent	quality adjectives banned words: <i>good, bad</i>	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst
14	Overdressed Children		
15	Book and Dinosaurs	<i>www.asia</i> clause	
16	Picnic or Tortoise	banned words: <i>eat/ate</i>	<i>Peter Pan</i> by J.M. Barrie
Unit 6 17	Tortoises source and fused outlines		
18	People of the Desert		
19	Animal Racing		
Unit 7 20	A Subject of Your Choice	#2 prepositional opener banned words: <i>fun</i>	
21	A Place of Your Choice		
22	A Person of Your Choice		<i>King of the Wind</i> by Marguerite Henry
23	Writing a Letter introduction and conclusion		
24	Timed Essay		

How to adapt the suggested daily breakdown for a homeschool program:

In a homeschool setting, students will watch the video and complete the homework assigned in the Suggested Daily Breakdown section on each lesson's Overview page. On Day 5, parents will collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Parents may also discuss grammar and/or literature during class time.

How to adapt the suggested daily breakdown for a one-day-a-week program:

In a one-day-a-week class setting, teachers can adapt the suggested daily breakdown one of these two ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Alternatively, parents can purchase the SSS program allowing students to watch the video at home and complete the assignment as directed for Days 1–4 in the Suggested Daily Breakdown section on each lesson's Overview page. Class will meet on Day 5, when the instructor can collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

How to adapt the suggested daily breakdown for a two- or three-day-a-week program:

In a two- or three-day-a-week class setting, teachers can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live.
- B. Students can watch Part 1 of the video in class and complete the assignment as directed. Any work not completed in class will be finished at home. The remaining class day(s) can be used to watch Part 2 of the video and complete the assignment as directed. Class time will also be used to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video.
- C. Alternatively, parents could purchase the SSS program, allowing students to watch the video and complete the assignment at home. Instructors would then use their two or three class days to collect homework, return graded assignments from the previous week, and reinforce what Mr. Pudewa taught on the video. Teachers may also discuss grammar and/or literature on class day.

How to adapt the suggested daily breakdown for a four- or five-day-a-week program:

Teachers who teach in full-time schools can adapt the suggested daily breakdown in any one of these three ways:

- A. Using the videos as a guide, teachers watch SSS and then use it as a model for teaching the lessons live. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)
- B. Teachers show the videos as an instructional tool and facilitate the lessons by passing out the papers and writing on the whiteboard what Mr. Pudewa writes. The daily breakdown can remain the same.
- C. Teachers show the class selected clips from the videos, particularly those which introduce a new IEW Unit (Weeks 1, 2, 6, 9, 13, 17, and 20) and then teach the other weekly lessons themselves. The daily breakdown can remain the same, or teachers can adjust or stretch out the lessons. (See blue page for a suggested weekly schedule for adapting twenty-four weeks of instruction into thirty weeks.)

Week 3: The Bald Man and the Fly



Teacher Preparation

Watch TWSS2 Video 2 - Total Time 47:20

- Stylistic Techniques: How to Teach
- Stylistic Techniques: Dress-Ups

Literature Suggestion

Little House on the Prairie by Laura Ingalls Wilder

Week 3: The Bald Man and the Fly

OVERVIEW

UNIT 2: WRITING FROM NOTES

Week 3: The Bald Man and the Fly

Structure and Style for Students Video 3 Part 1: 00:00–31:27 Part 2: 31:28–01:06:02

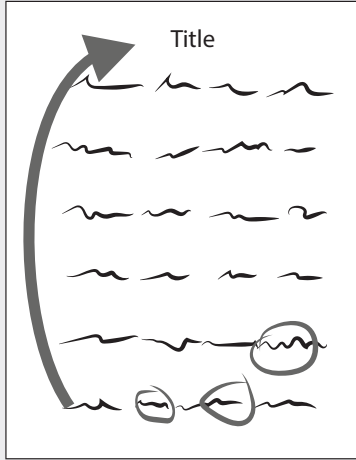
Goals

- to practice the Units 1 and 2 structural model
- to write a KWO about “The Bald Man and the Fly”
- to write a summary about “The Bald Man and the Fly” from your KWO
- to create a title
- to add a dress-up: -ly adverb
- to be introduced to the composition checklist
- to learn new vocabulary: *mumble*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Create a title for your summary about scorpions following the title rule. • Read and discuss “The Bald Man and the Fly.” • Write a KWO with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 3 starting at 31:28. • Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. • Learn how to use the checklist. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> • Using your KWO, not the source text, write your summary about “The Bald Man and the Fly.” • Include and mark (underline) one -ly adverb in your paragraph. • Follow the directions on the checklist and check off each item as you complete it. • Hire an editor and ask him or her to check your rough draft. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

Board Notes



- ① Dramatic Words
- ② Last Sentence

Title Rule: Title repeats one to three key words from final sentence.

Repeat 1-3 words

The Bald Man and the Fly

1. summer, traveler, sat
2. sweaty, landing, time
3. "Away, fly," mumbled
4. tried, instead, head
5. (slapped, stung, again)
6. (failed, frustrated, angry)
7. (finally, understood, mistake)
8. (hurt, ourselves, angry)

Dress-Up

1. -ly adverb

-ly adverbs

- suddenly
- happily
- sleepily
- (un)comfortably
- busily
- annoyingly
- constantly
- repeatedly
- violently
- vigorously
- meanly
- angrily
- discouragingly
- repeatedly
- finally

Note that the key words in parentheses are suggestions. Answers will vary.

Name _____
Date _____

X
X
X
X
X
X
X

Additional Assignment

Hire an editor

Structure Unit 2: Writing from Notes
the title rule

- To form a catchy title that grabs the reader's attention, students use the title rule: title repeats one to three key words from final sentence.
- Students should look at the checklist before writing to know what is expected. While writing, they should check off items on the checklist as they complete them. Before submitting an assignment, they should review the checklist to ensure their paper is complete.
- If students complete the checklist, they can expect to receive an *A* for *accepted*. If students fail to complete the checklist, they are not yet finished and should receive an *I* for *incomplete*.

Style Introduction to Style
-ly adverb

- The IEW dress-ups are descriptive words, phrases, or clauses added to a sentence. To indicate that a dress-up has been added to a sentence, students underline it.
- The first dress-up is the -ly adverb. Do not allow students to use -ly impostors (adjectives) such as ugly.
- From now on, students should include and mark an -ly adverb in each paragraph that they write.

Week 3: The Bald Man and the Fly

Source Text

The Bald Man and the Fly
Attributed to Aesop

On a hot summer day, a tired traveler sat down to rest and took off his hat. A fly began buzzing about his bald head and sweaty face, landing on his skin from time to time. "Get away, fly!" he mumbled. He tried to smack the fly, but instead he hit only his own head. When he slapped his skin, it stung, but he slapped again and again, trying to get that pesky insect. But he failed and thus became frustrated and angry. Finally, the man understood his mistake. He thought, "We are likely to hurt only ourselves when we get so angry."



Definitions from Source Text

mumble (v): to speak in a way that is not clear enough to be understood

Stylistic Techniques

I. Dress-Ups

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

II. Sentence Openers

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

III. Decorations

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

yellow

Dress-Ups

Indicator: underline

Minimum Rule: each one in every paragraph

Week 3

- 1. -ly adverb

Week 5

- 2. *who/which* clause

Week 7

- 3. strong verb

Week 9

- 4. *because* clause

Week 13

- 5. quality adjective

Week 15

- 6. *www.asia* clause

Sentence Openers

Indicator: number

Minimum Rule: each one in every paragraph

Week 20

- 2. prepositional

Teachers and parents should remember IEW’s EZ+1 Rule. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out.

Note that students can include more than one -ly adverb. However, they should only mark (underline) one.

Week 3: The Bald Man and the Fly

Unit 2 Composition Checklist

Week 3: The Bald Man and the Fly

Name: _____

Source Text: _____

STRUCTURE

name and date in upper left-hand corner _____

composition double-spaced _____

title centered and repeats 1–3 key words from final sentence _____

checklist on top, final draft, rough draft, key word outline _____

STYLE

¶1 Dress-Ups (underline one of each)

-ly adverb _____

MECHANICS


capitalization _____

end marks and punctuation _____

complete sentences (Does it make sense?) _____

correct spelling _____

Writing
from
Notes



Institute for
Excellence in
Writing
Like. Speak. Read. Write. Think.

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist with Points link.

Organize Your Binder

- Put “The Bald Man and the Fly” behind the Source Texts tab.
- Put your KWO, your bald man summary, and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put the Stylistic Techniques and your -ly adverb list behind the Stylistic Techniques tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
2. Include and mark (underline) one -ly adverb in your paragraph.
3. Follow the directions on the checklist.