

YEAR | LEVEL

1 | **A**

Student
Book

Structure and Style[®]

FOR STUDENTS

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

Andrew Pudewa

Also by Andrew Pudewa

Advanced Spelling & Vocabulary
Bible-Based Writing Lessons
Freedomship and Entrepreneurial Education
However Imperfectly
Linguistic Development through Poetry Memorization
On Listening, Speaking, Reading, and Writing

Phonetic Zoo Spelling, Levels A, B, C
Teaching Writing: Structure and Style
The Profound Effects of Music on Life
Structure and Style Overview
Teaching Boys and Other Children Who Would Rather
Make Forts All Day

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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

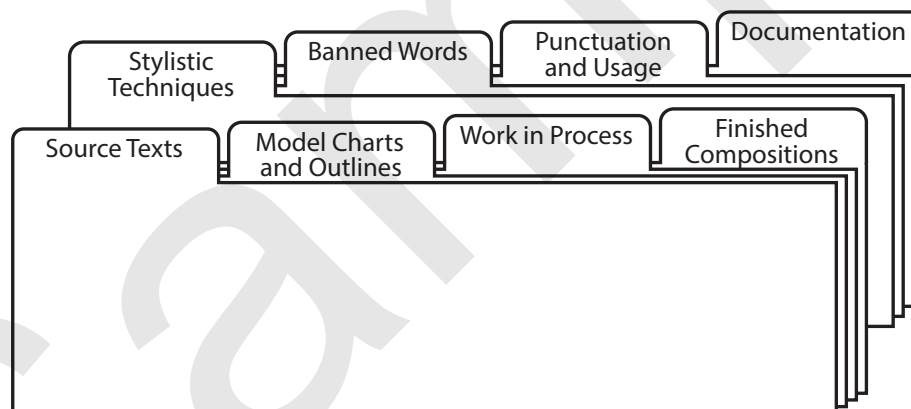
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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 | | |

| 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 | | |

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> |

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.”



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

Unit 2 Composition Checklist

Week 3: The Bald Man and the Fly

Writing
from
Notes

Name: _____

Source Text: _____



Institute for
Excellence in
Writing
Listen Speak Read Write Think!

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 _____