

YEAR | LEVEL

1 | **B**

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

YEAR **1** LEVEL **B**

Andrew Pudewa

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Teacher's Manual

Gray boxes such as this are in the Teacher's Manual and 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

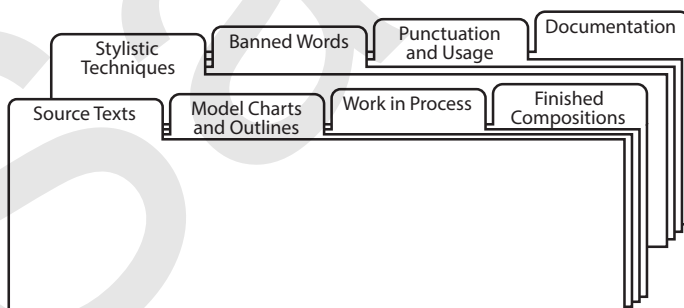
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

To prepare for your first class, take the first eight pages 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 sheets 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. Mr. Pudewa defines words on a weekly basis.

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

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 1 1	The Blue-Ringed Octopus Carnivorous Plants		<i>The Twenty-One Balloons</i> by William Pène du Bois
Unit 2 2	Disgusting or a Delicacy? the title rule	-ly adverb	
3	The Eagle and the Jackdaw Komodo Dragon	<i>who/which</i> clause	
Unit 3 4	The Miller, His Son, and Their Donkey		
5	Odysseus and the Cyclops	strong verb banned words: <i>say/said, see/saw</i>	<i>The Children's Homer: The Adventures of Odysseus and the Tale of Troy</i> by Padraic Colum
6	The Hart in the Ox-Stall	banned words: <i>think/thought</i>	
Unit 4 7	Dangerous Birds topic-clincher sentences	<i>because</i> clause banned words: <i>eat/ate</i>	
8	Mike the Headless Chicken	banned words: <i>go/went</i>	
9	Captain Cook		<i>Ballet Shoes</i> by Noel Streatfeild or <i>Charlie and the Chocolate Factory</i> by Roald Dahl
Unit 5 10	Drone	quality adjective banned words: <i>good, bad</i>	
11	Bora Bora or Dog and Table		
12	Bike or Ballerina	<i>www.asia</i> clause	

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 6 13	Coconut Crabs source and fused outlines		<i>Swiss Family Robinson</i> by Johann David Wyss Optionally, watch the Walt Disney Movie.
14	Trogllobites	#2 prepositional opener	
15	Amelia Earhart		
16	A Historical Person of Choice additional sources required		<i>The Hobbit</i> by J.R.R. Tolkien
Unit 7 17	A Subject of Your Choice	#3 -ly adverb opener	
18	A Place of Your Choice introduction and conclusion		
19	Writing a Letter		
Unit 8 20	Plastic		
21	Oceania additional sources required	#6 vss opener	
Unit 9 22	Rikki-Tikki-Tavi		<i>Just So Stories</i> by Rudyard Kipling
23	Casey at the Bat	#5 clausal opener <i>www.asia.b</i> clause	
24	Limericks and Clerihews 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, 4, 7, 10, 13, 17, 20, and 22) 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 Eagle and the Jackdaw Komodo Dragon



Teacher Preparation

Watch TWSS2 Video 1 - Total Time 15:35

- Q&A for Units 1–2

Watch TWSS2 Video 2 - Total Time 34:50

- Model for Unit 2: Booklice
- Practicum Instructions for Units 1–2
- Q&A for Units 1–2 and Dress-Ups

Literature Suggestion

The Twenty-One Balloons by William Pène du Bois

Week 3: The Eagle and the Jackdaw, Komodo Dragon

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 3: The Eagle and the Jackdaw Komodo Dragon

Structure and Style for Students Video 3 Part 1: 00:00–31:42 Part 2: 31:43–01:00:00

Goals

- to practice the Units 1 and 2 structural models
- to write two KWOs
- to retell the contents of a source text using just your outline
- to write a summary from your KWO
- to add a dress-up: *who/which* clause
- to learn new vocabulary: *emulate, entangled, envy, jackdaw, lofty, prowess, ram, stir, talon*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Read and discuss “The Eagle and the Jackdaw.” • Begin writing a KWO with the class and complete it independently. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Read and discuss “Komodo Dragon.” <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 31:43. • Review your list of -ly adverbs from Week 2 and add more to fit with “The Eagle and the Jackdaw.” • Learn a new dress-up, the <i>who/which</i> clause. • Practice ideas for <i>who/which</i> clauses that you can use in your summary. • Write a KWO for “Komodo Dragon.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <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 Eagle and the Jackdaw.” • Include one -ly adverb and one <i>who/which</i> clause in your paragraph. Underline only <i>who</i> or <i>which</i>, not the entire clause. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Give the Letter to the Editor to your editor and have him or her 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

The Eagle and the Jackdaw

- I. (E) lofty ↘ lamb, talons ↗
- 1. (J) observed, stirred, envy
- 2. (J) emulate, strength (E)
- 3. whir, √, ram, intending ↗
- 4. *Students will complete the rest of the KWO independently.*
- 5.
- 6.
- 7.
- 8.

who/which clause

Use *who* for people and *which* for things.

The children asked, "What kind of bird is it?"

(complete sentence)

who

The children ^ asked, "What kind of bird is it?"

(incomplete sentence)

Dress-Ups

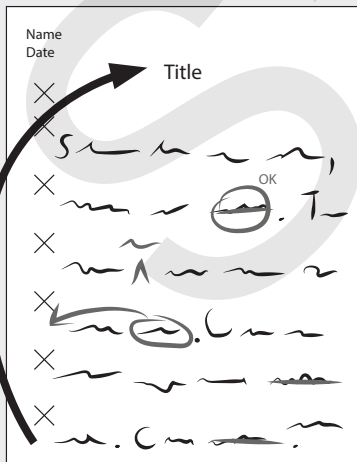
-ly adverb
who/which clause

-ly adverbs

violently
ferociously
viciously
silently
intently
enviously
desperately
truly
aimlessly
noisily
madly
wildly
helplessly
hopelessly
thoroughly
immediately
painfully
lovingly
curiously
naturally

Mr. Pudewa explains two ways to fix the incomplete sentence:

1. The children, who had never seen one before, asked, "What kind of bird is it?"
2. The children, who asked, "What kind of bird is it?" wanted to know if it could talk.



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

Style

who/which clause

- A *who/which* clause is a dependent clause that must be added to a sentence that is already complete.
- The *who/which* clause begins with *who* or *which* and contains a verb. Use *who* for people and *which* for things.
- *Who/which* clauses are set off with commas if they are nonessential but take no commas if they are essential.
Students who play volleyball may leave class early.
Not all students may leave early. The *who* clause is essential to the sentence.
- From now on, students should include and mark a *who/which* clause in each paragraph that they write.

Letter to the Editor

Writer's Name: _____

Dear Editor,

Congratulations on being selected to edit the rough draft of the writing assignment for the writer listed above. Every good writer has an encouraging editor. This student is enrolled in my writing course using the IEW® Structure and Style® writing program.

Because this is a school paper, it is easy to be confused about the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program's editor has an important distinction.

The editor's job is to simply correct grammar and spelling mistakes. This course requires students to write quickly—hence the possibility of poor handwriting. Additionally, the course requires students to insert specific stylistic techniques which may at times render a sentence more awkward than is desirable. Upon practice, students will become more eloquent in their writing. For our purposes, it is better to undercorrect than overcorrect.

If you choose to accept this task, I encourage you to relax, enjoy reading what this student has written, and simply mark any obvious errors.

Thank you for your willingness to help young people become better writers.

Warmly,

Writing Teacher

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The Editing Process

Students should be expected to read their rough drafts out loud and fix errors before giving to an editor.

Through the editing process students should receive useful feedback about correct spelling, punctuation, and proper grammar usage.

Source Text**The Eagle and the Jackdaw****Attributed to Aesop**

A large eagle flew down from his lofty perch, seized upon a small lamb, and carried him aloft with powerful wings and talons. A jackdaw observed the eagle's prowess and was stirred with envy. He wanted to emulate the strength and skill of the eagle. Therefore, he flew around with a great whir of his wings and settled upon a large ram, intending to carry him off. But his claws became entangled in the ram's fleece, and he was not able to release himself though he flapped his feathers as much as he could. The shepherd, seeing what had happened, ran up and caught him. He at once clipped the bird's wings and took him home that night as a gift for his children. They said to him, "Father, what kind of bird is it?" He replied, "I am certain he is a crow, but he would like you to think he is an eagle."

**Definitions from Source Text**

lofty (adj): very high

jackdaw (n): a type of crow with gray and black feathers

talon (n): a sharp, hooked claw of a bird of prey

prowess (n): an unusual skill or ability

stir (v): to cause strong emotions

envy (n): jealousy; a resentful longing for what someone else possesses

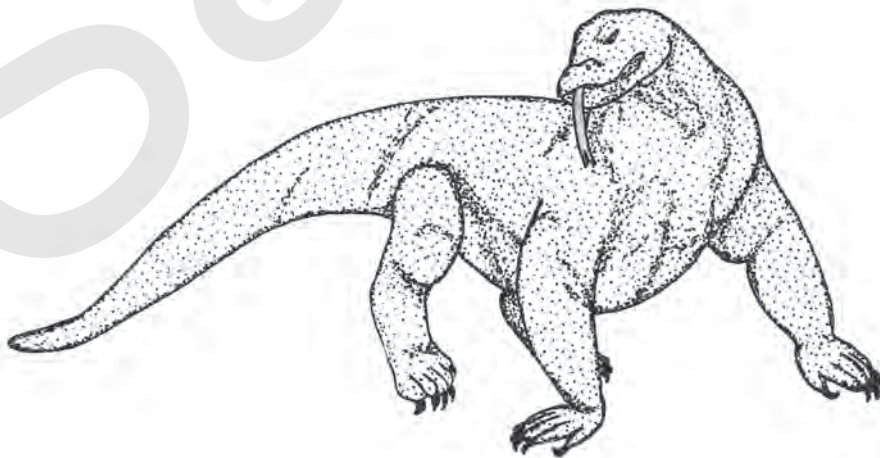
emulate (v): to imitate the qualities of an admired person

ram (n): a male sheep

entangled (v): to get twisted up and caught

Source Text**Komodo Dragon**

The largest lizard in the world is the Komodo dragon. It is named for Komodo, one of the islands it inhabits in Indonesia. Living thirty years, a Komodo dragon can grow to more than ten feet in length and weigh up to three hundred pounds. The fierce Komodo has sharp teeth and thick scales. It has a long forked tongue similar to most snakes. It feeds on almost anything—carrion, deer, wild pigs, smaller Komodos, and even water buffalo. Unlike most lizards, its bite is venomous, decreasing its victim's blood pressure and sending its prey into shock. If the Komodo bites an animal but doesn't kill it, the animal will die a few days later. The Komodo will then find and eat the dead carcass. It can consume eighty percent of its body weight in a single feeding. Then, it can vomit up its meal if it needs to get away quickly. These dangerous reptiles can run up to thirteen miles per hour. Over the past four decades, dozens of people have been attacked by a Komodo dragon, and at least five have died.




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.

Week 3: The Eagle and the Jackdaw, Komodo Dragon

Unit 2 Composition Checklist

Week 3: The Eagle and the Jackdaw

Writing
from
Notes



Name: _____

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 _____
- who/which* clause _____

MECHANICS

- capitalization _____
- end marks and punctuation _____
- complete sentences (Does it make sense?) _____
- correct spelling _____

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

Students should include and mark an -ly adverb and a *who/which* clause in each paragraph that they write.

Organize Your Binder

- If you received an *I* on last week's assignment, put it behind the Work in Process tab so you can correct it.
- If you received an *A* on last week's assignment,
 - put your KWO behind the Units 1 and 2 Model Chart,
 - put your final draft behind the Finished Compositions tab,
 - discard or file elsewhere your rough draft and checklist.
- Put "The Eagle and the Jackdaw" and "Komodo Dragon" behind the Source Texts tab.
- Put your KWO and the Unit 2 Composition Checklist behind the Work in Process tab.

Homework

1. Finish your KWO on "The Eagle and the Jackdaw."
2. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
3. Include and mark one *who/which* clause in your paragraph.
4. Give the Letter to the Editor to your editor and have him or her check your rough draft.
5. Make necessary corrections.
6. Follow the directions on the checklist.
7. Write a KWO on "Komodo Dragon."
8. Practice retelling your KWO to a partner.