

YEAR | LEVEL

**2** | **C**

Teacher's  
Manual

# Structure and Style<sup>®</sup>

FOR STUDENTS

YEAR **2** LEVEL **C**

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

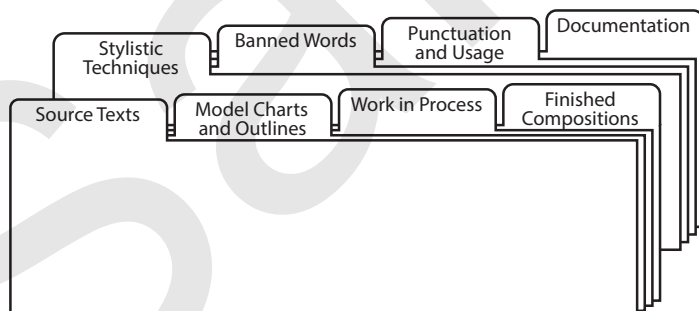
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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
<b>Units 1 &amp; 2</b> 1	Communication the title rule	-ly adverb <i>who/which</i> clause	
2	The Phoenician Alphabet and Roman Roads	strong verb <i>because</i> clause	<i>The Agony and the Ecstasy</i> by Irving Stone (or watch the movie)
<b>Unit 3</b> 3	Hannah and the Baker	banned words: <i>say/said, see/saw,</i> <i>go/went,</i> <i>think/thought</i>	
4	The Elves and the Shoemaker	quality adjective banned words: <i>good, bad</i> <i>www.asia</i> clause	
<b>Unit 4</b> 5	Freedom of the Press		<i>Hamlet</i> by Shakespeare
6	Word Games	#2 prepositional opener #3 -ly adverb opener	
<b>Unit 5</b> 7	Phone Booth	#5 clausal opener #6 vss opener	<i>Little Dorrit</i> by Charles Dickens
8	Cassette Tape or Grievous Grammar	#1 subject opener #4 -ing opener	
9	Writer's Block or Original Pictures	dual verbs dual adjectives dual -ly adverbs	
<b>Unit 6</b> 10	P.T. Barnum	invisible <i>who/which</i> clause	
11	Samuel Morse bibliography		
12	Radio additional sources required	invisible #4 -ing opener	

## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 7</b> 13	A Subject You Know	alliteration, question 3sss, quotation dramatic open-close simile/metaphor	<i>The Wednesday Wars</i> by Gary D. Schmidt
14	A Letter to an Object		
15	Future Technology You Imagine		
<b>Unit 8</b> 16	Computers additional sources required	[F] fragment [T] transition	<i>Lost Horizons</i> by James Hilton
17	Technology and Education additional sources required		
18	Current Issue, Part 1 super-essay additional sources required		<i>The Prophet</i> by Kahlil Gibran
19	Current Issue, Part 2		"Bartleby" by Herman Melville
<b>Unit 9</b> 20	Bartleby, the Scrivener: A Story of Wall-Street		
Response to Literature 21	A Retrieved Reformation		"A Retrieved Reformation" by O. Henry
22	Subject of Choice TRIAC model	triple extensions teeter-totters	"Miss Hinch" by Henry Sydnor Harrison
23	Miss Hinch		<i>Richest Man in Babylon</i> by George Samuel Clason
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 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: Hannah and the Baker



## Teacher Preparation

- Watch TWSS2 Video 3 - Total Time 1:00:19
- Structural Unit 3: Retelling Narrative Stories
  - Model for Unit 3: The Fox and the Crow
  - Ways to Use the Story Sequence Chart

- Watch TWSS2 Video 9 - Total Time 13:18
- Marking and Grading

## Literature Suggestion

*The Agony and the Ecstasy* by Irving Stone (or watch the movie)

Week 3: Hannah and the Baker

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

## Week 3: Hannah and the Baker

**Structure and Style for Students Video 3 Part 1: 00:00–33:09 Part 2: 33:10–1:07:05**

### Goals

- to review the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to write a 3-paragraph story
- to ban weak verbs: *say/said, see/saw, go/went, think/thought*
- to learn new vocabulary: *wend*

### Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 3.</li> <li>• Review the Story Sequence Chart and copy the chart with the class.</li> <li>• Read and discuss “Hannah and the Baker.”</li> <li>• Write a KWO for “Hannah and the Baker.”</li> <li>• Test your KWO by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 3 starting at 33:10.</li> <li>• Practice replacing the banned verbs <i>say/said, see/saw, go/went, and think/thought</i> with stronger verbs.</li> <li>• Using your KWO, begin writing your 3-paragraph “Hannah and the Baker” story. You may elaborate by adding details while keeping the same basic story.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Using your KWO, finish writing your “Hannah and the Baker” story.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Add one of each dress-up in each paragraph.</li> <li>• Create a title following the title rule.</li> <li>• Follow the directions on the checklist and check off each item as you complete it.</li> <li>• Turn in your rough draft to your editor with the completed checklist attached.</li> <li>• Write your final draft, making any changes that your editor suggested.</li> <li>• Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

**Board Notes**

Story Sequence Chart

Unit 3

<p><b><u>Characters/Setting</u></b>          who - like, situation          where }          when } image/mood</p>	<p>I. Hannah, poor, broom-maker          1. Israel, Solomon, marketplace          2. shops, baker, aroma          3. sell, coins, tired</p>
<p><b><u>Conflict/Problem</u></b>          What → want/need?                → think?                → say?                → do?</p>	<p>II. bakery, stop, smell          1. tempted, buy, not          2. _____, baker, accuse          3. enjoy, delicious, smells          4. grab, money, hullabaloo</p>
<p><b><u>Climax/Resolution</u></b>          How solved?          ( Message )          ( Epilog )          (Epilog can also be spelled          epilogue.)</p>	<p>III. take, King Solomon          1. both, present, K-pay!          2. shake, coins, B-hear?          3. "smell w/ sound money"          4. everyone, laugh, X baker</p>

say/said

see/saw

go/went

think/thought

Dress-Ups

- ly adverb
- who/which clause
- whom
- whose
- strong verb
- image/feeling
- because clause

- muttered
- stated
- whispered
- announced
- complained
- explained
- exclaimed
- cried
- shouted
- pronounced
- commanded
- demanded
- hollered

- envisioned
- noticed
- caught a glimpse
- glanced
- pictured
- observed
- viewed
- stared
- beheld
- gazed
- scrutinized
- examined

- drove
- flew
- crawled
- cartwheeled
- traversed
- wended
- ventured
- trekked
- tripped
- entered
- rushed
- poured
- meandered

- imagined
- pondered
- brainstormed
- dreamt
- considered
- wondered
- mused
- contemplated
- enquired
- hoped
- reminisced
- believed

Ways to Use the Story Sequence Chart

1. Discussion tool
2. Summary
3. Elaboration
4. Variation  
 Change C & S, keep Problem  
 Keep C & S, change Problem
5. Original

**Source Text****Hannah and the Baker**

Many centuries ago when Solomon was king, a poor young woman named Hannah lived with her family and earned money by making brooms. Each evening she would gather long stiff strands of straw, tie them into bundles, and affix the bundles to a straight branch. The next day she would carry her brooms to the marketplace, hoping to sell them and earn a few coins.

One afternoon, having sold her brooms and holding her precious coins in a small pouch, she passed by a bakery, where delicious aromas were wafting on the air. “Perhaps I could spend just one coin on a tasty treat for myself,” she thought, taking one from her pouch. “No, my family needs the money, and I must not be selfish,” she resolved. However, she did stand near the doorway to relish the smell of the fresh bread, buns, and biscuits.

The baker, suspicious, asked her what she was doing, so she explained that she was very much enjoying the smell of his wonderful baked goods. However, he stated that if she wasn’t going to buy anything, she must pay for the privilege, and he tried to grab the coin in her hand.

“But I didn’t eat anything! Stop! Stop!” she shouted.

“You smell my bread, you pay!” the baker argued back.

Many nearby in the market came to find out what the ruckus was about. While Hannah and the baker continued to argue, the onlookers were divided. Some agreed that the baker should be compensated, while others thought it obvious that the girl owed nothing. Finally someone shouted, “Let Solomon decide!”

**Defined Word**

wend (v): to go in a specified direction, typically slowly or by an indirect route

## UNIT 3: RETELLING NARRATIVE STORIES

“Yes,” they all agreed, “let the king decide.” So they all went over to the palace where King Solomon sat giving judgements.

The baker stated his case. “I worked all morning making my breads and cakes, and that girl stood at my door and smelled it all. She even confessed that smelling was almost as good as eating! She should pay for enjoying the fruits of my labor.”

Hannah spoke. “I should not have to pay anything. I only breathed, and the smell of bread was in the air. Must I pay for air?”

The baker then argued, “The law says that one must pay if he takes what someone else makes. I made the smells of the food, so she must pay!”

Solomon agreed. “That is the law. This woman must pay for what she took.” Many in the crowd expressed surprise. Solomon continued, “Take out your money.”

She did.

“Now shake the coins in your hands three times.

She did.

“Baker, did you hear that?” The baker said that he had. “Then you are paid. Go home happy.”

“What? That’s not right!” retorted the baker.

“It is just,” said Solomon. “She has paid for the aromas of your bread with the sound of her money.”

Hannah shook her coins again, and everyone except the baker laughed.

**Structure** Unit 3: Retelling Narrative Stories

- Unit 3 requires students to extract key ideas from a story and then organize that information into a 3-paragraph story.
- Each paragraph has a distinct purpose. The first focuses on characters and setting, the second on conflict or problem, and the third on climax and resolution.
- Students write key words on the outline by answering questions related to the Story Sequence Chart. For this assignment, students use the outline to write a 3-paragraph story summary or an elaboration of the story. To elaborate, students add details while keeping the same basic story.

UNIT

**3**

**Retelling Narrative Stories**

**Story Sequence Chart**

**I. CHARACTERS / SETTING**

- Who is in the story?*
- What are they like?*
- When does it happen?*
- Where do they live or go?*



**II. CONFLICT / PROBLEM**

- What do they need or want?*
- What do they think?*
- What do they say and do?*



**III. CLIMAX / RESOLUTION**

- How is the need resolved?*
- What happens after?*
- What is the message/lesson?*
- Title repeats one to three key words from final sentence.*



yellow

Sample

**Level C -ly Adverb Word List**

absentmindedly	fairly	longingly	sedately	Add your own: _____
actually	famously	loudly	seemingly	
affectionately	ferociously	madly	separately	
anxiously	fervently	meaningfully	sharply	
arrogantly	foolishly	mechanically	sheepishly	
bashfully	frankly	miserably	softly	
beautifully	frantically	mockingly	solidly	
bravely	freely	mostly	strictly	
brightly	frenetically	naturally	successfully	
briskly	frightfully	nearly	surprisingly	
broadly	fully	neatly	suspiciously	
calmly	furiously	nicely	sympathetically	
certainly	generally	openly	tenderly	
clearly	generously	partially	terribly	
cleverly	gently	patiently	thankfully	
closely	gleefully	playfully	thoroughly	
coaxingly	gratefully	positively	thoughtfully	
commonly	greatly	potentially	tightly	
continually	greedily	powerfully	tremendously	
coolly	happily	properly	triumphantly	
correctly	helpfully	quickly	truly	
crossly	helplessly	quietly	unfortunately	
curiously	highly	quintessentially	usually	
dearly	hopelessly	ravenously	utterly	
deceivingly	immediately	readily	vastly	
delightfully	incredibly	reassuringly	viciously	
desperately	innocently	reluctantly	violently	
diligently	instantly	reproachfully	warmly	
dreamily	intently	restfully	wholly	
enormously	intensely	righteously	wildly	
especially	inwardly	rightfully	willfully	
evenly	kindly	rigidly	wisely	
exactly	knowingly	safely	wonderfully	
excitedly	lightly	scarcely		
extremely	likely	searchingly		

**Impostors**

chilly	ghostly	knightly	orderly	surly	wrinkly
friendly	holy	lonely	prickly	ugly	
ghastly	kingly	lovely	queenly	worldly	

Sample



### Style

strong verb

banned words: *say/said, see/saw, go/went, think/thought*

- When a word is banned, all forms of the word are banned. Banning *said* means that *say* and *saying* are also banned.
- Encourage students to use a thesaurus or the IEW Writing Tools App to replace banned verbs with strong verbs.

#### Banned Words List – Verbs


blue

Sample

# Unit 3 Composition Checklist

Retelling  
Narrative  
Stories

## Week 3: Hannah and the Baker

Name: \_\_\_\_\_



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

### STRUCTURE

- MLA format \_\_\_\_\_
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- story follows Story Sequence Chart \_\_\_\_\_
- each paragraph contains at least four sentences \_\_\_\_\_
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_

### STYLE

**¶1 ¶2 ¶3 Dress-Ups** (underline one of each)

- ly adverb \_\_\_\_\_
- who/which* clause \_\_\_\_\_
- strong verb \_\_\_\_\_
- because* clause \_\_\_\_\_

**CHECK FOR BANNED WORDS** (-1 pt for each use): say/said, see/saw, go/went, think/thought \_\_\_\_\_

### MECHANICS

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

### Organize Your Binder

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- Put “Hannah and the Baker” behind the Source Texts tab.
- Put Unit 3: Retelling Narrative Stories behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 3 Composition Checklist behind the Work in Process tab.
- Put the Level C -ly Adverb Word List behind the Stylistic Techniques tab.
- Put the Banned Words List – Verbs behind the Banned Words tab.

### Homework

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1. Write three paragraphs using your KWO and the Unit 3 Composition Checklist.
2. Do not use the banned verbs *say/said, see/saw, go/went, think/thought* in your paper.
3. Remember to use an editor. Make corrections.
4. Follow the directions on the checklist.