

People and Places in Our Community

Implementing Structure and Style®

Teacher's Manual

by Jill Pike

Illustrated by Steven Sherlin II

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Institute for Excellence in Writing, L.L.C.

Also by Jill Pike

People and Places in Our Community Student Book
Phonetic Zoo Teacher's Notes
Primary Arts of Language: Reading Program
Primary Arts of Language: Writing Program

Printing with Letter Stories
A Syllabus for Introduction to Literary Analysis

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Introduction

This book is filled with stories based on the people that make up our community. As you work through the lessons, you will learn about many of the roles that people take to make our community work.

The lessons in this book will also teach you how to write with Structure and Style. You'll write paragraphs, stories, reports, and creative writing. You will also enjoy a variety of activities and games. You will be surprised at how much fun writing can be.

Student Book

This book contains all the pages a student will need to complete the assignment. Each lesson begins with an introductory story that the teacher or parent should read to the student. The story will introduce the subject for the lesson.

At the bottom of the first page of each lesson is a summary of the assignments for the week to guide parents and teachers. These directions are only a summary. Detailed instructions are located in the downloadable Teacher's Manual. See the blue page of this book for download instructions.

Supplies

Each student will need a three-ring binder for their finished work and a file folder for word lists. You may want to have extra file folders to store games for future play. Sometimes an activity will require typical craft supplies, such as crayons, glue, and scissors.

Teacher's Manual

Detailed teaching instructions for this course are provided in the downloadable Teacher's Manual.

See the blue page of this book for download instructions.

Supplies

- three-ring binder
- file folders
- envelopes or ziplock bags
- craft supplies (crayons or markers, scissors, glue, etc.)

Teacher's Manual

Detailed teaching instructions for this course are provided in the downloadable Teacher's Manual.

See the blue page of this book for download instructions.

Introduction

Appendices

In the back of the book are three appendices. These contain posters and word lists, game pieces, and vocabulary cards.

To make it easier to find the materials when you need them, we recommend marking each appendix with a tab.

Appendix I: Word Lists

This appendix contains word lists to aid the student in brainstorming for dress-ups and synonyms. The lessons will direct you when to find a word list.

Appendix II: Game Pieces

These are the pieces that must be cut out to play certain games. Once they are cut out, they may be kept in an envelope so that students may play the games more than once.

If there is a gameboard in the Student Book, you may want to tear it out and attach it to the inside of a file folder so that a student may play with it again.

Appendix III: Vocabulary Cards

There are one or two vocabulary words for each lesson starting in Lesson 4. These should be cut out when directed in the lesson and kept in a small ziplock bag or pencil pouch.

Parents and Teachers

These lessons are intended for students in the first and second grade. However, they can be adapted for older students.

Each lesson begins with an introduction page. The bulk of the lesson is completed on Days 1 and 2 with the remaining two days used to copy the week's composition.

For a class that meets weekly, try to complete the Day 1 and Day 2 work in class along with any "Bonus" activities. The remaining tasks can be given for homework. See the Teacher's Manual for details.

Since primary level students vary widely in their ability to read and write, a teacher should plan to do all the scribing for the initial outlines and paragraphs. Students may copy what the teacher wrote as able. If copy work is a burden, teachers may provide students with typed copies of the student work, to which students may add an illustration.

Help your students as much as they need. You cannot help too much. The Structure and Style writing method involves a mastery approach. All the concepts will be reintroduced and reviewed each year, so your student does not need to master them all the first time around. Focus on modeling for your student, remembering that it is impossible to help too much. Enjoy this year together as you write about the people and places in our community.

Scope and Sequence

Week	Subject	Vocabulary	Stylistic Technique	Suggested Read-Alouds
Unit 1 1	The Carpenter, Big Machines			<i>The Little House</i> by Virginia Lee <i>Building Our House</i> by Jonathan Bean <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee
2	Building Roads, Snowplows			<i>Road Builders</i> by B.G. Hennessy <i>Katy and the Big Snow</i> by Virginia Lee
3	The Librarian, The Library			<i>First Day Jitters</i> by Julie Danneberg <i>Miss Nelson is Missing!</i> by Harry Allard <i>Library Lion</i> by Michelle Knudsen <i>Biblioburro: A True Story from Colombia</i> by Jeanette Winter
Unit 2 4	Pilots	passengers, cargo		<i>The Flying Hockey Stick</i> by Jolly Roger Bradfield
5	Trains	subway, freight	-ly adverb	<i>The Little Engine that Could</i> <i>The Caboose Who Got Loose</i> by Bill Peet <i>Smokey</i> by Bill Peet <i>The Little Red Caboose</i> by Marian Potter <i>Tootle</i> by Gertrude Crampton <i>Choo-Choo</i> by Virginia Lee Burton
6	Mail Carrier	neighborhood, sort		<i>Seven Little Postmen</i> by Margaret Wise Brown <i>The Jolly Postman</i> by Janet and Allan Ahlberg
7	Recycling	recycle, shiny		<i>The Big Ball of String</i> by Marion Holland <i>Jennifer and Josephine</i> by Bill Peet
8	The Bank	vault, count	who-which clause	<i>Lemonade in Winter</i> by Emily Jenkins <i>Little Critter: Just Saving My Money</i> by Mercer Mayer <i>Molly Limbo</i> by Margaret Hodges “The Fisherman and His Wife” by the Brothers Grimm
9	The Bus	rumble, careen		“Wheels on the Bus” song <i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems <i>Just One More</i> by Wendi J. Silvano <i>Maybelle the Cable Car</i> by Virginia Lee Burton
Unit 3 10	The Emergency Room Part 1	dangle		<i>Madeline</i> by Ludwig Bemelmans <i>Curious George Goes to the Hospital</i> by Margret and H.A. Rey
11	The Emergency Room Part 2	accompany		<i>My Trip to the Hospital</i> by Mercer Mayer

Scope and Sequence

Week	Subject	Vocabulary	Stylistic Technique	Suggested Read-Alouds
12	The Rescue Squad Part 1	volunteer	strong verb	<i>Madeline's Rescue</i> by Ludwig Bemelmans <i>The Tale of Rescue</i> by Stan Fellows
13	The Rescue Squad Part 2	tumble		<i>Earthquakes</i> by Seymour Simon
14	The Fire Department Part 1	conceal		"Matilda Who Told Lies, and Was Burned to Death" by Hilaire Belloc
15	The Fire Department Part 2	terrify	<i>because</i> clause	<i>Curious George and the Firefighters</i> by Margret and H.A. Rey <i>The Little Fire Engine</i> by Lois Lenski
Unit 4 16	Firefighters	valiant, extinguish		<i>Big Frank's Fire Truck</i> by Leslie McGuire <i>The Fire Engine</i> by Tibor Gergely
17	The Plumber	flexible, resourceful		<i>Benjamin Dilley's Thirsty Camel</i> by Jolly Roger Bradfield
18	The Dentist	meticulously, dazzling	quality adjective	<i>Doctor De Soto</i> by William Steig <i>Grandpa's Teeth</i> by Rod Clement
19	Police Officers	patrol, assist		<i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>Make Way for Ducklings</i> by Robert McCloskey
20	The Vet	parasites, knowledgeable		<i>James Herriot's Treasury for Children</i> by James Herriot
Unit 5 21	The Hairdresser Part 1	enthusiastic		<i>Bippity Bop Barbershop</i> by Natasha Anastasia Tarpley
22	The Hairdresser Part 2	appalled	clausal (www.asia.b)	<i>Mop Top</i> by Don Freeman
23	The Tow Truck Part 1	spacious		<i>Greggie and the Tow Truck</i> by Elizabeth Dorsey
24	The Tow Truck Part 2	hoist		<i>Tow Trucks</i> by Cari Meister
25	The Grocery Store Part 1	scrumptious	#2 prepositional	<i>What's for Lunch, Charley?</i> by Margaret Hodges
26	The Grocery Store Part 2	topple		<i>Too Many Tamales</i> by Gary Soto
Unit 7 27	Vocation	alongside		<i>What Do Authors Do?</i> by Eileen Christelow <i>Pig Pig Gets a Job</i> by David McPhail <i>Counting Sheep</i> by Jacqueline Kelly
28	Volunteers	donate		<i>Uncle Willie and the Soup Kitchen</i> by Dyanne DiSalvo Ryan, <i>The Mitten Tree</i> by Candace Christiansen <i>A Sick Day for Amos McGee</i> by Philip Stead

12 Unit 1: Note Making and Outlines

SAMPLE

Lesson 1: Construction

Structure: IEW Unit 1: Note Making and Outlines

Style: no dress-ups

Writing Topics: The Carpenter, Big Machines

Read-Aloud Stories: *The Little House* by Virginia Lee, *Building Our House* by Jonathan Bean, *Mike Mulligan and His Steam Shovel* by Virginia Lee

Read the goals and the assignment section to prepare yourself for teaching the lesson. You will read The Assignment to your student on Day 1.

Teaching Writing: Structure and Style

Watch the sections for Unit 1 (Note Making and Outlines) and Unit 2 (Writing from Notes). At IEW.com/twss-help reference the TWSS Viewing Guides.

Lesson 1: Construction

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Construction

Goals

- to create a key word outline (KWO)
- to retell the content using just your outline

The Assignment

In this lesson you will start by making a key word outline. There are just a few rules.

1. **Read the source text.** Your teacher may read it to you. Talk about it. Have you ever seen the people or places described in the paragraph?
2. **Read the source text again,** sentence by sentence.

As you read each sentence, choose up to three key words to help you remember what the sentence is talking about. Circle them. You may also use numbers, abbreviations, and symbols. They do not count as one of your three words.

3. **Copy the key words onto the outline** using a separate line for each sentence.

Outlining

Instruct your student to put a comma between each key word or symbol. Model the insertion of those commas.

Day 1: Read the Background information on this page to the student. Discuss what a community is and what places and people the student already knows about in his community.

Unit 1: Note Making and Outlines

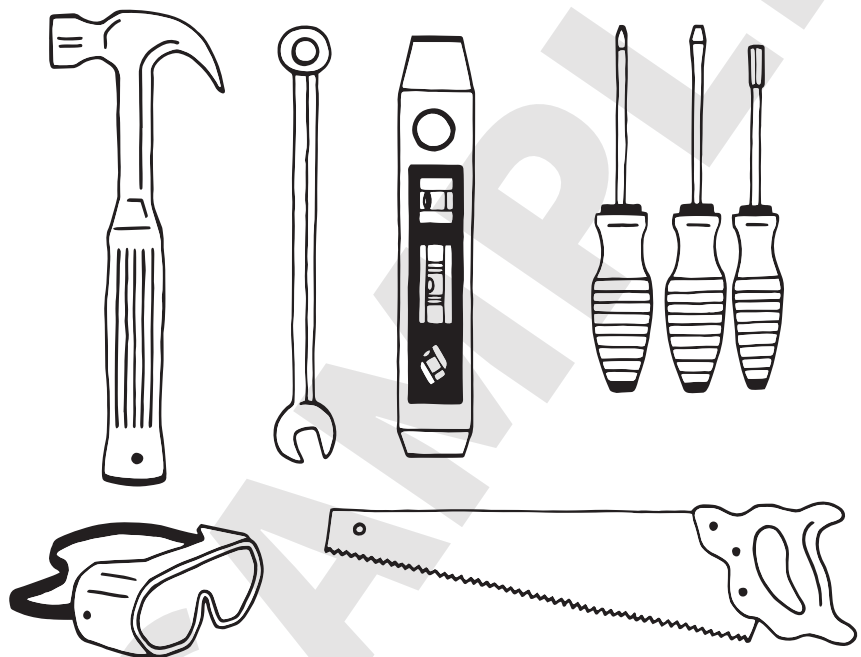
Background

Where do you live? Some people live in the city, some people live in towns, and some people live in the country, but all of us live in a community. Members of a community live and work together, helping each other.

In this course you will write about many of the people and places that you may find in your community. As you read and write about them, consider what you might do in your community when you grow up. There are many things to choose from.

Since everyone in a community needs a place to live and work, this first lesson is about how a building is put together.

Lesson 1: Construction



Day 1, cont.: Read and discuss Source Text 1A, "The Carpenter." Here are some questions to get you started: Have you ever used a tape measure to measure wood? Have you ever used a hammer to drive in nails? What are the wires and pipes for? (electrical lines and plumbing)

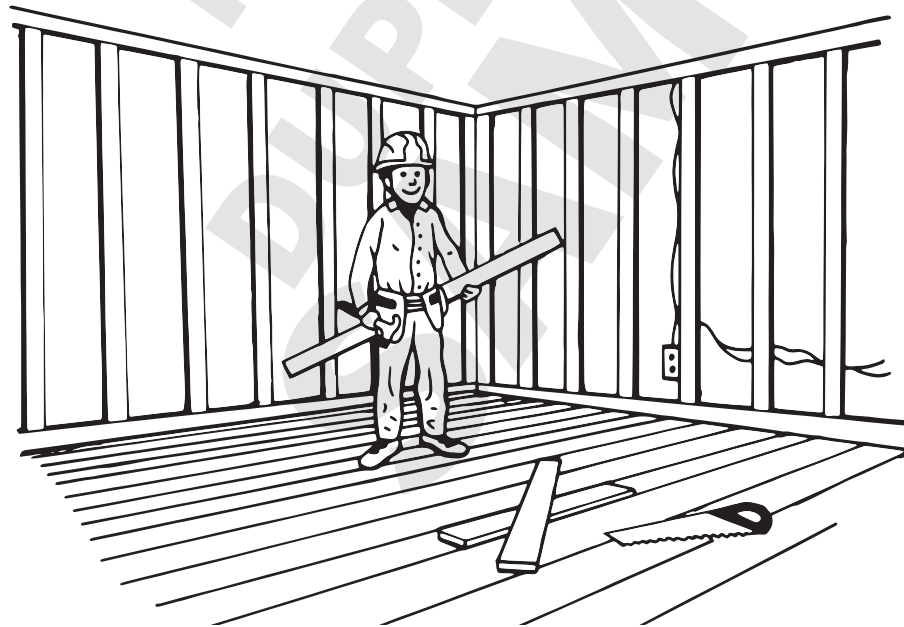
Once you have discussed the source text, you are ready to create an outline.

Unit 1: Note Making and Outlines

Source Text 1A

The Carpenter

Carpenters plan and build rooms. First, a carpenter measures long pieces of wood. Then he nails the pieces together to make a frame. He makes sure the wires and the pipes are in the right place. He covers the frame with sheets of drywall. Finally, he covers the cracks with tape and wet plaster to complete the beautiful room.



Day 1, cont.: Using the source text, model how to find key words in a source text. Demonstrate how to circle the words *Carpenters, build, rooms*. Then in the rest of the paragraph, ask your student to circle two or three key words per sentence. Create a key word outline together. Teacher, scribe the key words on the whiteboard. Remember, with commas between each, use only three key words per line. Symbols, numbers, and abbreviations are free. Students may copy the outline and draw a picture in the box.

If the student has difficulty writing, scribe for him in his Student Book and when he writes his compositions.

Lesson 1: Construction

Key Word Outline

List three key words from each sentence.

I. *c., build, rooms*

1. *measures, pieces, wood*

2. *nails, together, frame*

3. *wires, pipes, right*

4. *covers, sheets, drywall*

5. *cracks, tape, plaster*

This is my home, which was built by a carpenter.

Day 2: First, read this page together. Next, model how to use the outline to retell the content of the paragraph in complete sentences. Follow the pattern listed: Read, look up, speak. Then it's your student's turn to retell the paragraph using his key word outline (KWO). Encourage and praise him! For some students the oral retelling is easy; for others it might take a while to gain confidence.

Unit 1: Note Making and Outlines

Retelling from Notes

Carpenters need a plan to follow to build a house. Writers need a plan too. The key word outline that you created is a plan for a paragraph. Now that you have a plan, it needs to be tested.

The best way to test the outline is to use it to give an oral report. How do you do that? Easy.

- **Read** the three words that are on the first line of your outline. They will remind you of what was in the first sentence of the paragraph.
- **Think** of a sentence using the ideas in those three words, and say that sentence.
- **Look up, and speak the sentence** you thought about. Be sure to say a complete sentence. If you need to look at your outline again and rethink your sentence, that is fine. But when you speak, look up!
- **Repeat** the process with each of the lines in your outline.

Speaking Tips

1. Read.
2. Look up.
3. Speak.

Test the outline you made from “The Carpenter” paragraph by retelling the content. Does your outline work? Did the outline help you remember the content? If so, it works. If not, change the words in the outline so that it will work better.

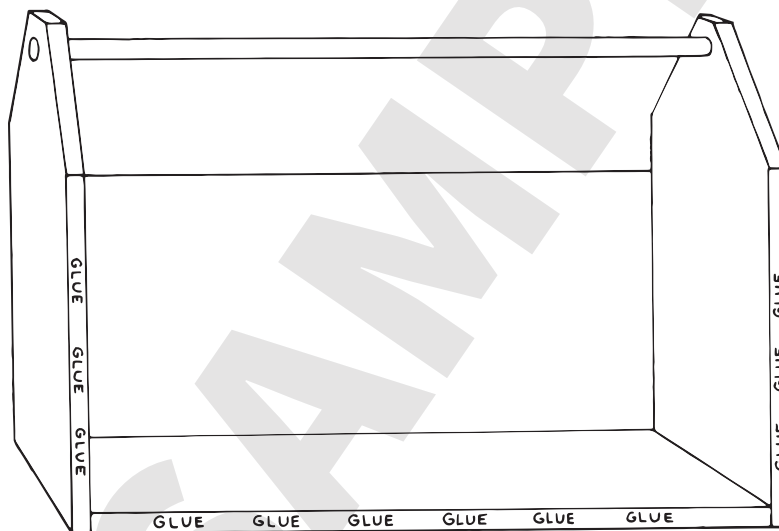
Day 2, cont.: As a fun craft, help your student assemble and fill the toolbox. Toolbox pieces and instructions may be found on the "Lesson 1: My Tool Box" in Appendix II.

Lesson 1: Construction

My Toolbox

Carpenters use tools to do their work. They usually keep their tools in a toolbox.

In Appendix II of this book, find the page of tools. Cut them out on the dotted lines. Use glue where indicated to attach the front of the toolbox to make a pocket. Name the tools as you put them away. Can you explain what each one is used for?



Day 3: Read and discuss Source Text 1B, "Big Machines." Offer three to four engaging discussion questions, for example: Have you ever watched big machines? What do they sound like? What is the foundation of a building for? Do you think you'd like to operate a big machine?

Unit 1: Note Making and Outlines

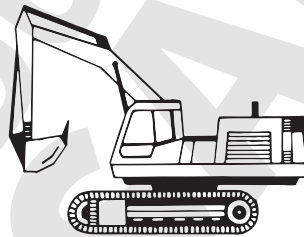
Source Text 1B

Big Machines

Many big machines are used to make a building with a strong foundation. A bulldozer moves rocks and dirt out of the way. A backhoe digs a deep hole. A carpenter builds boxes around the hole to hold the wet cement. A cement truck mixes and pours the cement. After a while, the cement becomes as hard as a rock.



bulldozer



backhoe



cement truck

Day 3 cont.: Using the source text, review how to circle the key words. Then in the rest of the paragraph, ask your student to circle two or three key words per sentence. Create a key word outline together. Teacher, scribe the key words on the whiteboard. Remember, use only three key words per line. Symbols, numbers, and abbreviations are free. Students may copy the outline and draw a picture in the box.

If the student has difficulty writing, scribe for him in his Student Book and when he writes his compositions.

Lesson 1: Construction

Key Word Outline

List three key words from each sentence.

I. *machines, make, bldg., foundation*

1. *bdozer, moves, rocks, dirt*

2. *backhoe, digs, hole*

3. *c, boxes, hold, cement*

4. *ctruck, mixes, pours, cement*

5. *cement, → hard, rock*

This is my favorite machine that helps to make a foundation.

Day 4

Use the KWO to retell the content in complete sentences.

Play with the toolbox!

Unit 1: Note Making and Outlines



Lesson 2: Roads

Structure:	IEW Unit 1: Note Making and Outlines
Style:	no dress-ups
Writing Topics:	Building Roads, Snowplows
Read-Aloud Stories:	<i>Road Builders</i> by B.G. Hennessy, <i>Katy and the Big Snow</i> by Virginia Lee, <i>Where Do Diggers Sleep at Night?</i> by Brianna Caplan Sayres

Read the goals to prepare yourself for the lesson. Read the Background information with your student on Day 1.

Lesson 2: Roads

Lesson 2: Roads

Goals

- to create key word outlines about building roads and about snowplows
- to retell the content using just your outline

Background

One day Mrs. Dukes and her kids were out driving in the car. Ahead of them was a huge dump truck carrying a load of gravel. Suddenly, little rocks began to hit Mrs. Dukes' windshield. Mrs. Dukes looked ahead and realized that the back of the dump truck was opening up, and the load of gravel was spilling onto the road. It was terrifying because the car was sliding around the highway. She felt like they were driving on a bunch of marbles.



Fortunately, Mrs. Dukes could slow down and get away from all the stones and get the car back under control. The truck driver must have realized what was happening because he pulled off the road. Whew! Mrs. Dukes and her family were safe.

Day 1, cont.: Read Source Text 2A, "Building Roads."

Here are some questions to discuss: What do you like to look at when you drive past a section of road construction? Point to each of the pictures below the source text. Name each one. Ask if students have ever seen one at work. Ask if students have ever seen a machine lay down asphalt.

Once you have discussed the source text, you are ready to create an outline.

Unit 1: Note Making and Outlines

Source Text 2A

Building Roads

Builders make roads with layers. A grader flattens the first layer of ground. Then a dump truck pours gravel on the dirt. Builders then lay asphalt over the gravel. Asphalt is a mixture of small pebbles, rock dust, and sticky tar. A heavy roller goes over the asphalt to make it smooth.



grader



dump truck



roller

Day 1, cont.: Using the source text, ask your student to circle two or three key words per sentence. Create a key word outline together. Teacher, scribe the key words on the whiteboard. Remember, use only three key words per line. Symbols, numbers, and abbreviations are free.

Lesson 2: Roads

Key Word Outline

List three key words from each sentence.

- I. *builders, roads, layers*
1. *grader, flattens, ground*
2. *dump truck, pours, gravel*
3. *asphalt, over, gravel*
4. *pebbles, rock dust, tar*
5. *roller, asphalt, smooth*

Read. Look up. Speak.

Now that you are ready, use your outline to retell the content in complete sentences.

Day 2

The student uses the outline to retell the content of the paragraph in complete sentences. Follow the pattern listed: Read, look up, speak. Help the student as needed. Modeling this step is important.

Day 3: Read Source Text 2B, "Snowplows." Here are some questions for discussion: Have you ever been in a snowstorm? Have you ever seen a snowplow drive by? Was there salt spraying behind the truck?

Unit 1: Note Making and Outlines

Source Text 2B

Snowplows

Drivers run huge snowplows after a snowfall. These machines are equipped to clear the roads. Their studded tires grip the road. The steel blade on the front of the plow pushes snow off the road. The back of the truck sprays salt or sand to melt the ice. The snowplow driver will work all night to keep the roads open.



Day 3, cont.: Using the source text, ask your student to circle two or three key words per sentence. Create a key word outline together. Scribe the key words on the whiteboard. Remember, use only three key words per line: Symbols, numbers, and abbreviations are free. Students may copy the outline.

Lesson 2: Roads

Key Word Outline

List three key words from each sentence.

- I. *drivers, snowplows, snowfall*
1. *machines, clear, roads*
2. *tires, grip, road*
3. *blade, pushes, snow*
4. *sprays, salt, sand*
5. *driver, night, rds., open!*

The snowplow driver usually wears this to stay warm.

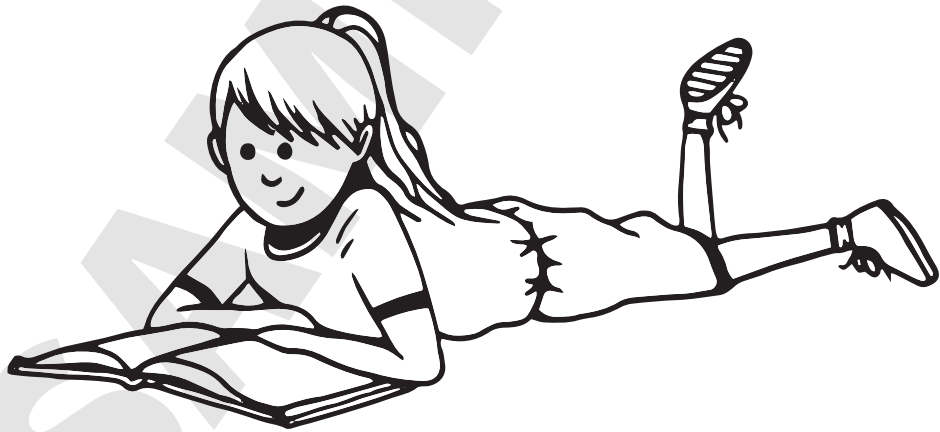


Day 4

The student uses the outline to retell the content of the paragraph in complete sentences. Remember: Read, look up, speak. Help the student as needed. Modeling this step is important.

Your student may draw a picture in the box.

Unit 1: Note Making and Outlines



Lesson 3: Information

Structure:	IEW Unit 1: Note Making and Outlines
Style:	no dress-ups
Writing Topics:	The Librarian, The Library
Read-Aloud Stories:	<i>Library Lion</i> by Michelle Knudsen, <i>Biblioburro: A True Story from Colombia</i> by Jeanette Winter, <i>What Do Authors Do?</i> by Eileen Christelow, <i>First Day Jitters</i> by Julie Danneberg, <i>Miss Nelson Is Missing!</i> by Harry Allard

Read the goals to prepare yourself for the lesson. Read the Background information with your student on Day 1.

Lesson 3: Information

Lesson 3: Information

Goals

- to create key word outlines about librarians and about the library
- to retell the content using just your outline
- to make a book cover

Background

Your brain is full of information. When you were a baby, you learned how to understand words. You use words when you speak. You hear words when you listen to someone else speak. And you often use words when you think. Books are full of words.

Parents and teachers are important members of our community as they work tirelessly to teach their students to read and think. Thank them!

Books are a treasure trove of information. Where do parents and teachers go to get the books to help them teach their students? The library. In this lesson you will create outlines about the librarian and about the library.

Day 1, cont.: Read Source Text 3A, "The Librarian." Here are some ideas to discuss: What materials do you like to check out of a library? (books, fun magazines, audiobooks, CDs, DVDs) Where are your favorite places to sit and read in the library?

Once you have discussed the source text, you are ready to create an outline.

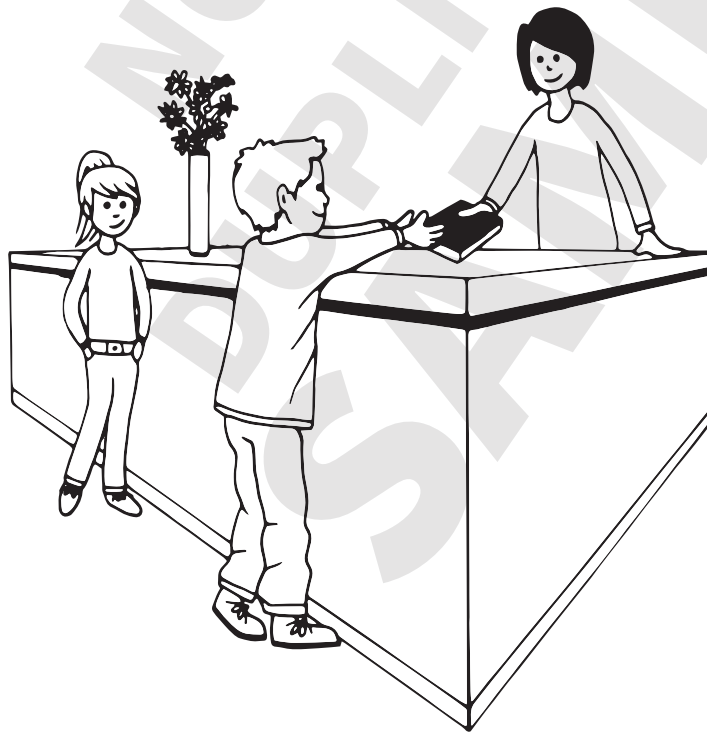
Unit 1: Note Making and Outlines

Source Text 3A

The Librarian

Librarians work at a library. They help people find books. They also read to children during story time.

Librarians set up displays with new books. They check out books for guests to take home. They also help put away books that have been returned.



Day 1, cont.: Symbols and abbreviations are useful when writing a KWO. For example, *bks.* can be an abbreviation for *books*.

Using the source text, ask your student to circle two or three key words per sentence. Create a key word outline together. Scribe the key words on the whiteboard. Remember, use only three key words per line. Symbols, numbers, and abbreviations are free.

Lesson 3: Information

Key Word Outline

List three key words from each sentence.

I. *librarians, work, library*

1. *help, find, bks.*

2. *read, story time*

3. *set up, displays, new, bks.*

4. *check out, guests, ➔, home*

5. *put away, bks., returned*

This is a book that I could get at the library.

The student uses the outline to retell in complete sentences the content of the paragraph. Modeling this step is important. Observe the correct procedure: Read, look up, speak. Help your student as needed. Remember to encourage and praise him!

Day 2: Read and discuss Source Text 3B, "The Library." Here are some discussion questions: Have you ever gone up to a librarian to ask for help finding a book? Do you think you'd like to work in a library? Why (or why not)?

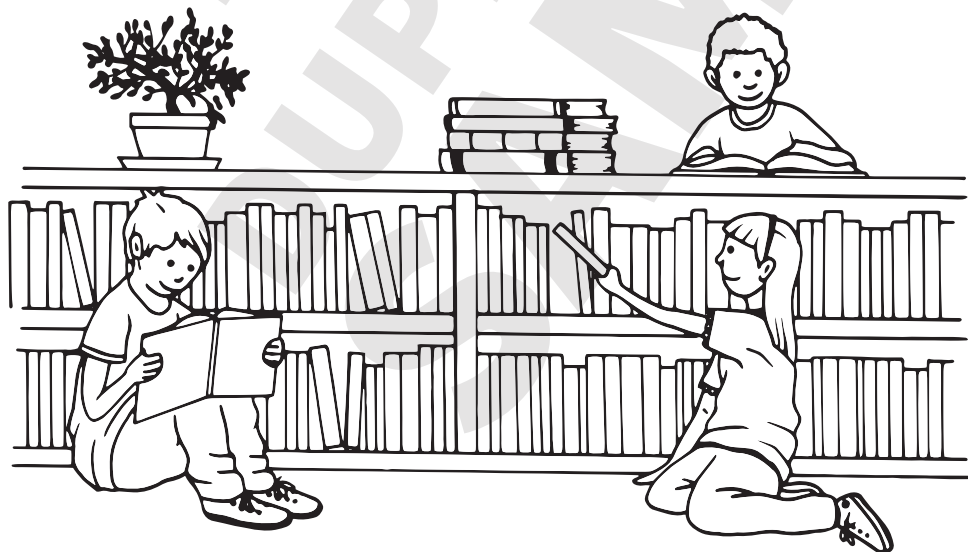
Once you have discussed the source text, you are ready to create an outline.

Unit 1: Note Making and Outlines

Source Text 3B

The Library

The library is filled with books. Small children listen to stories during story time. Older children find books about dogs, spiders, and knights. They can also find magazines and movies. Guests need a library card to check out books. They must be careful to bring the books back on time.



Day 2, cont.: Using the source text, ask your student to circle two or three key words per sentence. Create a key word outline together. Scribe the key words on the whiteboard. Remember, use only three key words per line: Symbols, numbers, and abbreviations are free.

Lesson 3: Information

Key Word Outline

List three key words from each sentence.

I. *library, filled, bks.*

1. *children, listen, stories*

2. *older, find, bks.*

3. *also, magazines, movies*

4. *card, check out, bks.*

5. *careful, bring, bks., back*

This is a display at my library.

The student uses the outline to retell in complete sentences the content of the paragraph. Observe the correct procedure: Read, look up, speak. Help your student as needed. Modeling this step is important! Your student may draw a picture in the box.

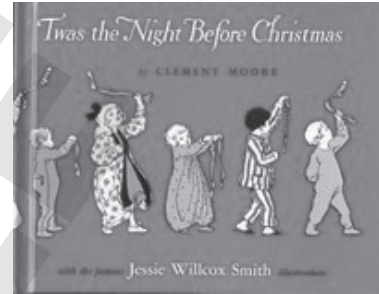
Day 3: Together, read and discuss the information about book covers. Discuss the difference between an author and an illustrator. Look at several books, and note the name of the author and the illustrator. Invite your student to write the name of her favorite author on the line at the bottom of the page.

Unit 1: Note Making and Outlines

Book Covers

The cover of a book tells you important information. It includes the title of the book, the author, and the illustrator.

The **author** is the person who wrote the book. Whenever you read a book, pay attention to the name of the author. If you liked the book, you can look for more books by the same person.



One famous author is Margaret Hodges. She retold many of the King Arthur tales, among other stories. She used a typewriter or a pad of paper to write her stories.

Some books have pictures. The person who draws the pictures is called an **illustrator**. Some authors draw their own pictures, such as Patricia Polacco and Mercer Mayer, but most hire an artist.

Some people have favorite illustrators. Many people love the pictures that Trina Schart Hyman drew. They say that her pictures make the stories come alive.

Whenever you read a book, read the name of the author and illustrator. Get to know them.

Who is your favorite author? Look through your books, and find one that you like. Copy the author's name below. Next time you are at the library, look for more books by that author.

My favorite author is

Day 4: Using this page, help your student create a book cover for a 3-ring binder that he can use to store all of his work from *People and Places in Our Community* writing lessons.

Lesson 3: Information

Creating a Book Cover

You have been reading this book about the people and places in our community.

Use a plain sheet of paper to create a book cover for a binder to collect all of your work. Make a title for your book, and be sure to include your name on the cover. In the middle of the cover, draw a picture of your favorite place in your community.

Insert the cover into the plastic sleeve of a three-ring binder, and put all your writing with illustrations inside.

You are now an author and illustrator!

People and Places in Our Community

Written and Illustrated by

Unit 1: Note Making and Outlines

