YEAR 1 | LEVEL A

Teacher's Manual

Structure and Style®

FOR STUDENTS

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

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

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

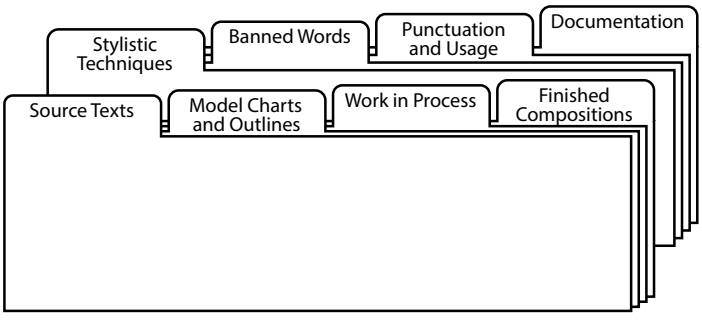
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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		*The Three Little Javelinas* by Susan Lowell
Unit 2 2	Scorpions		
3	The Bald Man and the Fly the title rule	-ly adverb	*Little House on the Prairie* 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: *say/said*, *see/saw*	*How Jackrabbit Got His Very Long Ears* by Heather Irbinskas
8	The Little Red Hen	banned words: *think/thought* *go/went*	
Unit 4 9	Deserts topic-clincher sentences	*because* clause	*Storm on the Desert* by Carolyn Lesser *I'm in Charge of Celebrations* by Byrd Baylor
10	Desert Reptiles		
11	Antarctica		*Mr. Popper's Penguins* 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: *good, bad*	*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
14	Overdressed Children		*Peter Pan* by J.M. Barrie
15	Book and Dinosaurs	*www.asia* clause	
16	Picnic or Tortoise	banned words: *eat/ate*	
Unit 6 17	Tortoises source and fused outlines		
18	People of the Desert		
19	Animal Racing		*King of the Wind* by Marguerite Henry
Unit 7 20	A Subject of Your Choice	#2 prepositional opener banned words: *fun*	
21	A Place of Your Choice		
22	A Person of Your Choice		
23	Writing a Letter introduction and conclusion		
24	Timed Essay		

Fix It! Grammar is a 33-week course. You will want to continue with one lesson a week until the end of the school year.

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 where 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 1: The Dog and the Shadow Giant Saguaro



Teacher Preparation

Watch *Teaching Writing: Structure and Style (TWSS)* Video 1 - Total Time 1:25:53

- About the Course: History and Rationale
- Overview of the Nine Structural Units
- Structural Unit 1: Note Making and Outlines

Literature Suggestion

The Three Little Javelinas by Susan Lowell

UNIT 1: NOTE MAKING AND OUTLINES OVERVIEW

Week 1: The Dog and the Shadow Giant Saguaro

***Structure and Style for Students* Video 1** **Part 1: 00:00–29:17** **Part 2: 29:18–end**

Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to write a key word outline (KWO)
- to retell the content of a source text using just your outline
- to correctly use new vocabulary: *reflection, cacti*

Suggested Daily Breakdown

DAY 1	• Watch Part 1 of Video 1. • Read and discuss "The Dog and the Shadow." • Write a key word outline (KWO) with the class. • Test your KWO for "The Dog and the Shadow" by retelling it to a partner. Remember to speak in complete sentences. *Optional*: Complete Day 1 in *Fix It! Grammar* Week 1.
DAY 2	• Watch Part 2 of Video 1 starting at 29:18. • Read and discuss "Giant Saguaro." • Write a key word outline (KWO) with the class, completing the second half of the outline independently. • Test your KWO for "Giant Saguaro" by retelling it to a partner. Remember to speak in complete sentences. *Optional*: Complete Day 2 in *Fix It! Grammar* Week 1.
DAY 3	• Retell "The Dog and the Shadow" from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. *Optional*: Complete Day 3 in *Fix It! Grammar* Week 1.
DAYS 4 AND 5	• Retell "Giant Saguaro" from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. *Optional*: Complete Day 4 in *Fix It! Grammar* Week 1.

Board Notes

These notes represent what Mr. Pudewa wrote on the white board.

The Dog and the Shadow

1. bone, home, enjoy
2. bridge, calm, stream
3. reflection, water, beneath
4. another Ⓓ, bone, wanted
5. Grrr ... snapped, opened, fell
6. (stream, gone, forever)

2–3 key words
Symbols, numbers, and abbreviations are free.

Put commas between words on KWO.

Giant Saguaro

1. grow > 60' tall
2. Sonoran D., Mexico, AZ
3. branches, arms, spines
4. rains, winter, blooms
5. birds, nests
6. (bats, nectar, fruit)
7. (army, Saguaro National Park)
8. (grow, slow, 150–200 yrs)
9. (symbol, American West)

' = feet

Note that the key words in parentheses are not those that Mr. Pudewa wrote on the board. They are representative samples of what your student may have chosen. Answers will vary.

Structure

Unit 1: Note Making and Outlines
Introduction to Structure

- The purpose of the key word outline (KWO) is to help remember the main idea of the sentence.
- In Unit 1 key words are taken from each sentence. In other units this will change.
- Mr. Pudewa takes his time writing the KWO, occasionally chatting with the students. He intentionally stalls so that those who need extra time can copy from the board.
- Encourage students who are slower writers to build stamina by doing fifteen minutes of copywork every day. *Fix It! Grammar* includes copywork in the curriculum.

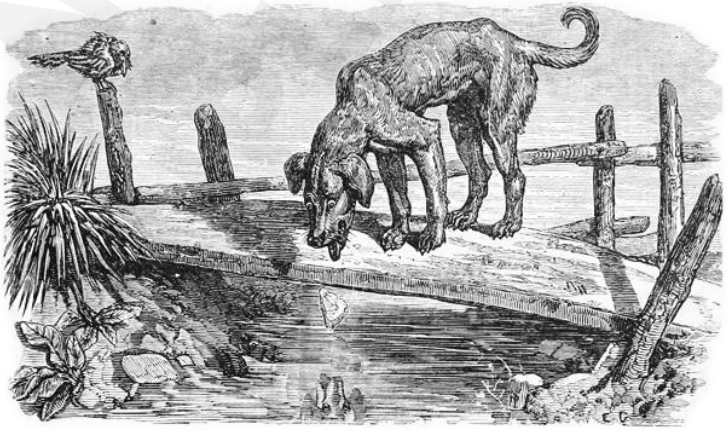
Public Speaking

- When the KWO is complete, students should test it by retelling it to another person. Require them to speak in complete sentences. Do not skip this step in later units.
- To test the KWO, follow this pattern: Read. Think. Look up. Speak. Read a line of notes. Think of a sentence. Look at a clock or people. Speak loudly and clearly to the people, not the paper.

Source Text

The Dog and the Shadow
Attributed to Aesop

A lucky dog had found a big fresh bone and was carrying it home to enjoy. On his way he had to cross a low bridge over a calm stream. As he crossed, he looked down and saw his own reflection in the water beneath. Thinking it was another dog with another bone, he wanted to have that also. So he growled and snapped at the other dog in the water, but as he opened his mouth, the bone fell out. It dropped into the stream and was gone forever.



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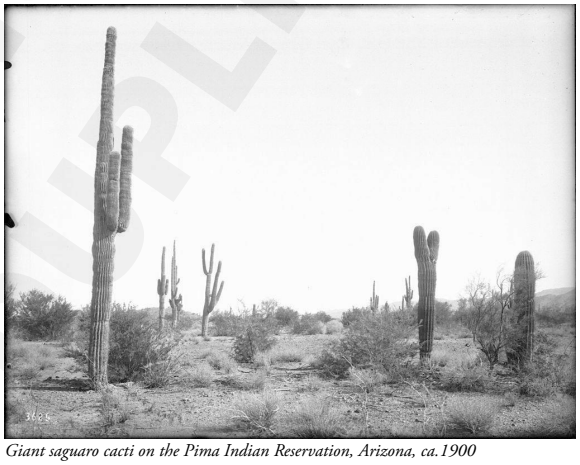
Definitions from Source Text

reflection (n): an image that is seen in a mirror or on a shiny surface

Source Text

Giant Saguaro

The giant saguaro (suh-WARR-oh) cactus can grow over sixty feet tall. It is found in the Sonoran Desert in Mexico and Arizona. Its branches are called arms and are covered with spines. When it rains in winter, the saguaro blooms. Birds build nests in saguaros. Bats eat saguaro flower nectar and fruit. You can see an army of saguaro cacti in Saguaro National Park. Saguaros grow very slowly, taking 150–200 years to reach full height. This giant cactus is a symbol of the American West.



Giant saguaro cacti on the Pima Indian Reservation, Arizona, ca.1900
Photograph by Charles C. Pierce, distributed under a CC-BY 3.0 license.

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Definitions from Source Text

cacti (plural n): plants that live in the desert and have many sharp points

This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab in the Student Binder. It will serve as a reminder for the students. Students will place future key word outlines (KWO) behind respective model charts.

UNIT 1

Note Making and Outlines

Name
Date

I. _____

1. _____
2. _____
3. _____
4. _____
5. _____

3 words max!



Read.
Think.
Look up.
Speak.

yellow

NOT FOR DUPLICATION

Paper Management

Every week, students are instructed to put away their papers in their binders. The tabs of the three-ring Student Binder are listed on page 5.

This skill of "paper management" is important, not only for this class but for life! Be sure your students are deliberate about organizing their binders as instructed. They will not only be able to refer back to their pages when needed, they will also be proud of their accomplishments as the weeks and months progress.

For your convenience, the instructions on the video at the end of each class appear here.

Organize Your Binder

- Put "The Dog and the Shadow" and "Giant Saguaro" behind the Source Texts tab.
- Put Unit 1: Note Making and Outlines behind the Model Charts and Outlines tab.
- Put your key word outlines (KWOs) behind the Work in Process tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Test your KWO for "The Dog and the Shadow" by retelling it to a partner. Remember to speak in complete sentences.
2. Test your KWO for "Giant Saguaro" by retelling it to a partner. Remember to speak in complete sentences.