

YEAR | LEVEL

**1** | **A**

Teacher's  
Manual

# Structure and Style<sup>®</sup>

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 45 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

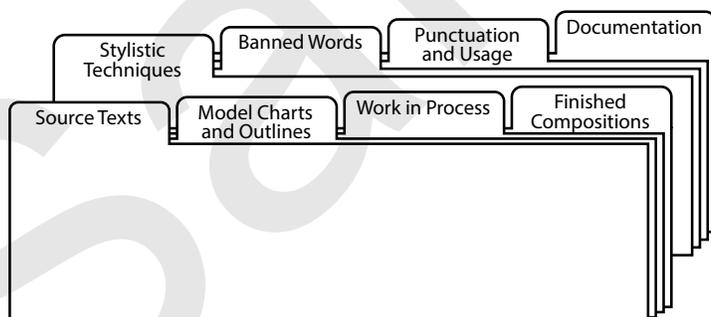
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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. 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>Unit 1</b> 1	The Dog and the Shadow Giant Saguaro introduction to structure		<i>The Three Little Javelinas</i> by Susan Lowell
<b>Unit 2</b> 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	
<b>Unit 3</b> 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</i> <i>go/went</i>	
<b>Unit 4</b> 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		

## Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
<b>Unit 5</b> 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
<b>Unit 6</b> 17	Tortoises source and fused outlines		
18	People of the Desert		
19	Animal Racing		
<b>Unit 7</b> 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		

*Fix It! Grammar* is a 30-week course. You will want to continue with one lesson a week until the end of the school year.

# 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

Week 1: The Dog and the Shadow, Giant Saguaro

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	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 1.</li> <li>• Read and discuss “The Dog and the Shadow.”</li> <li>• Write a key word outline (KWO) with the class.</li> <li>• Test your KWO for “The Dog and the Shadow” 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 1.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 1 starting at 29:18.</li> <li>• Read and discuss “Giant Saguaro.”</li> <li>• Write a key word outline (KWO) with the class, completing the second half of the outline independently.</li> <li>• Test your KWO for “Giant Saguaro” by retelling it to a partner. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Retell “The Dog and the Shadow” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Retell “Giant Saguaro” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences.</li> </ul> <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 1.</i></p>

## 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)

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.

' = feet

## 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.

Week 1: The Dog and the Shadow, Giant Saguaro

### 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. In 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.



### 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](#)

**Definitions from Source Text**

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

# Unit 4 Composition Checklist

## Week 9: Deserts

Summarizing  
a Reference

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

Source Text: \_\_\_\_\_



Institute for  
Excellence in  
Writing  
Learn. 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 \_\_\_\_\_
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_

### STYLE

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

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

**CHECK FOR BANNED WORDS:** say/said, see/saw, think/thought, go/went \_\_\_\_\_

### MECHANICS

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

### Organize Your Binder

---

- Put “The Sahara” and “The Gobi Desert” behind the Source Texts tab.
- Put Unit 4: Summarizing a Reference and your notes behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 4 Composition Checklist behind the Work in Process tab.

### Homework

---

1. Memorize the topic-clincher rule.
2. Write two paragraphs using your KWO and the Unit 4 Composition Checklist.
3. Include and mark one *because* clause in each paragraph.
4. Highlight or bold the key words that repeat or reflect in the topic and clincher sentences.
5. Remember to use an editor. Make corrections.
6. Follow the directions on the checklist.

# Week 10: Desert Reptiles



## Teacher Preparation

Watch TWSS Video 4 - Total Time 27:13

- Unit 4 Source Material
- Model for Unit 4: Two Kinds of Elephants

## Literature Suggestion

*Storm on the Desert* by Carolyn Lesser

*I'm in Charge of Celebrations* by Byrd Baylor

Week 10: Desert Reptiles

UNIT 4: SUMMARIZING A REFERENCE

OVERVIEW

## Week 10: Desert Reptiles

**Structure and Style for Students Video 10**    **Part 1: 00:00–43:16**    **Part 2: 43:17–end**

### Goals

- to practice the Unit 4 structural model
- to write a KWO
- to write a 3-paragraph report about desert reptiles
- to correctly use new vocabulary: *nocturnal, hibernate, pit viper*

### Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> <li>• Watch Part 1 of Video 10.</li> <li>• Practice correctly writing a <i>who/which</i> clause and <i>to/too/two</i>. Learn the various functions of -ing words.</li> <li>• Practice dividing subjects into topics.</li> <li>• Write a KWO for "The Sahara Sand Viper."</li> </ul> <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 10.</i></p>
DAY 2	<ul style="list-style-type: none"> <li>• Watch Part 2 of Video 10 starting at 43:17.</li> <li>• Write a KWO for "The Mojave Rattlesnake."</li> <li>• Write a KWO for "The Gray's Monitor."</li> </ul> <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 10.</i></p>
DAY 3	<ul style="list-style-type: none"> <li>• Using your KWO, write the first and second paragraphs of your report about desert reptiles.</li> <li>• Remember to begin each paragraph with a topic sentence and end each paragraph with a clincher sentence.</li> <li>• Highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.</li> </ul> <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 10.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> <li>• Using your KWO, write the third paragraph of your report about desert reptiles.</li> <li>• Highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.</li> <li>• Create a title following the title rule.</li> <li>• Add one of each dress-up in each paragraph.</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>• Staple 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 10.</i></p>

**Board Notes**

Unit 4

Report

Who/Which Clause

The boy and the girl who both replied, "No, we are too busy!" (incorrect)

Here are two ways to fix this

1. The boy and the girl, who were actually quite lazy, both replied, "No, we are too busy!"
2. The boy and the girl, who both replied, "No, we are too busy!" flopped o to the couch.

to - to a place

to have fun

too - I want to go, too. (also)

... too much pizza (more than should be)

two - 2

-ing suffix ords

sleep (verb) → sleeping (do not mark as a strong verb)

the sleeping princess

adj.

Sleeping is my talent.

noun

- I. Sahara sand viper, unusual
  1. 16 ft. long
  2. bury, hot, sand
  3. wiggle, tail, food
  4. lizards, rodents, birds
  5. sidewinder, "jumps," slither
  6. bears, live, young

Clincher

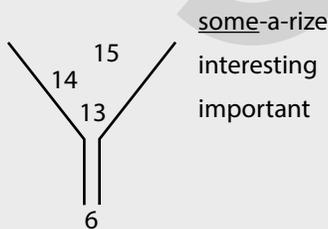
- II. Mojave rattlesnake, dangerous
  1. venom, stronger, any
  2. 36-50" length
  3. rattle, increase, 1/year
  4. SW US + Central Mexico
  5. nocturnal, hunt, night
  6. hibernates, fall, winter

Clincher

III. Gray's Monitor

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- Clincher

Subject	Oklahoma	River	Ocean Life	Desert Life	Desert Reptiles
Topics	weather animals trees food clay soil people	water fis problems rocks dams algae	sea turtles electric eels dragonfis flying fi sharks	Bactrian camel sand fox snow leopards wolves donkeys Gray's monitor	rattlers lizards Gray's monitor sand viper



**Structure** Unit 4: Summarizing a Reference

- The subject of the report is the entire thing being written about. The topics are the divisions—the things within the subject.
- For this assignment, the subject is desert reptiles. The topics are viper, rattlesnake, and Gray's monitor.
- When students write the KWO, they do not write anything next to Clincher. When they write their paragraph, they should repeat or reflect the key words on the topic line to write the clincher sentence.
- Each paragraph must follow the topic-clincher rule, and students should highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.

**Style** no new style

- The *who/which* clause must be added to a sentence that is already complete. When the *who/which* clause is removed, a sentence must remain.
- The strong verb must be a verb. Because words with an -ing suffix often function as an adjective or a noun, in this class a word with an -ing suffix should not be marked as a strong verb.
- Students should underline twelve words in the finished page : four dress-ups per paragraph.

Week 10: Desert Reptiles

**Source Text****The Sahara Sand Viper**

Sahara sand vipers live in the Sahara Desert and parts of the Middle East. They can be as long as 1.6 feet (50 cm). Most are pale sand-colored snakes with dark markings and wide, triangle-shaped heads.

Cleverly, these vipers bury themselves under the hot desert sand. They do this to cool off, but this is also how they hunt. Wiggling above the sand, a bit of the snake's tail makes passing lizards and rodents think that it is food. Then, when the unlucky prey is close, it strikes. The Sahara sand viper is vicious and will bite several times. Fortunately for humans, the viper's venom does not usually kill people, but it dooms any lizards, rodents, and birds that are bitten.

The Sahara sand viper is interesting for two other reasons. It is a sidewinder. This means that in order to move quickly, the viper "jumps" over the sand instead of slithering. So, it leaves J-shaped tracks in the desert. The sand viper does not lay eggs. It bears live young, which is not a common thing for a snake to do!



## Mechanics

Use lowercase for animal species (lizard, snake). Use capital letter if there is a proper noun in the name (Sahara sand viper, Mojave rattlesnake, Gray's monitor).

Occasionally students will use numbers in their writing. Here are some rules to keep in mind.

- Spell out numbers that can be expressed in one or two words.  
twenty, fi ty-three, three hundred
- Use numerals for numbers that are three or more words.  
123, 204

Week 10: Desert Reptiles

### Source Text

## The Mojave Rattlesnake

The Mojave rattlesnake is armed and dangerous . A medium-sized snake, its long, retractable fangs inject a very powerful venom . Its venom is stronger than that of any other rattlesnake in North America . When threatened, a Mojave rattlesnake will begin to rattle, bring its head up, and strike at danger over and over.

While they can grow up to fifty inches long, most grow to about three feet . Mojave rattlesnakes can be tan, olive, or gray-brown with dark diamond-like patterns running down their backs . Their heads are wide and triangle-shaped, but their name comes from the rattle at the end of their tails . Starting with just one section when they are young, the rattles increase each year . With a new section added each time the snake sheds its skin, the size of the rattle reveals the snake's age.

Named for the Mojave Desert, the Mojave rattlesnake hunts in the southwestern United States and central Mexico . It is mostly nocturnal and hibernates in the late fall and winter . Like other pit vipers, the Mojave rattlesnake uses two pits on its face to sense body heat, locating predators and prey . Night after night, it kills and eats rats, other snakes, mice, lizards, birds, frogs, and insects.

Structure and Style for Students: Year 1 Level A

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### Definitions from Source Text

nocturnal (adj): active mainly during the night

hibernate (v): to spend the winter sleeping or resting

pit viper (n): a viper with sensory pits (cavities) on each side of the head

**Source Text**

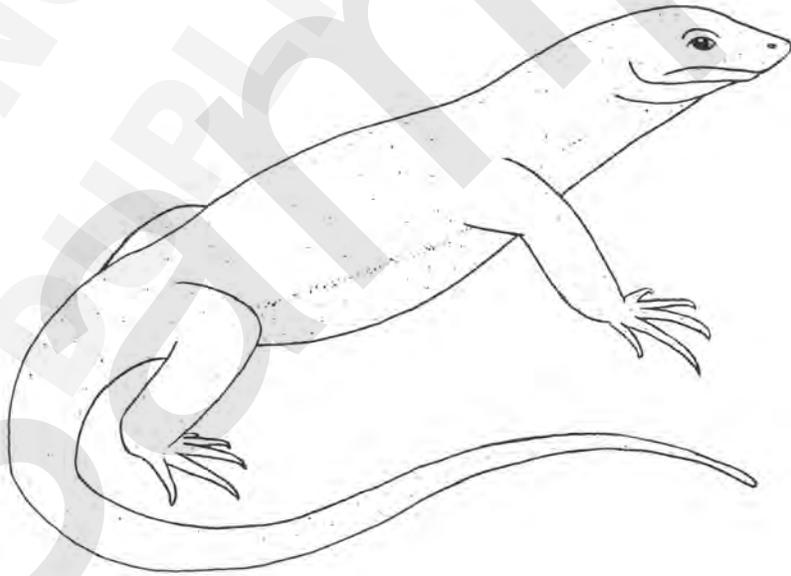
## The Gray's Monitor

The Gray's monitor, also known as the desert monitor, is a large lizard that lives in the Sahara Desert, the Arabian Peninsula, and the deserts of central Asia. In the wild they can grow to over three feet (.91 m) in length and weigh up to three pounds (1.3 kg). The monitor's forked tongue helps it smell prey. Gray's monitors have venom in their saliva and strong jaws to help them bite and chew. Their powerful tails can be used like whips for defense. They range in color from simple gray to brighter colors with stripes.

What Gray's monitors eat depends on where they live. They eat other lizards and snakes, ground-nesting birds, tortoises, eggs, toads, gerbils, and young rabbits. They also sometimes eat carrion, including dead hedgehogs, cats, and dogs. Gray's monitors can also feed on beetles, ants, snails, centipedes, and scorpions. Occasionally Gray's monitors have been known to eat fruits and vegetables if they must. In fact, it seems they will eat almost anything.

## UNIT 4: SUMMARIZING A REFERENCE

Gray's monitors like to be solitary, or alone . They will attack if they feel threatened and seem to be grumpier in cooler weather . When kept as pets, some monitors have lived to be twenty-five years old and grow up to six pounds (2 .7 kg) . Although it may seem exciting to have Gray's monitors as pets, they cannot really be tamed . They will try to bite their owners even after years in captivity.



# Unit 4 Composition Checklist

Summarizing  
a Reference

## Week 10: Desert Reptiles

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

Source Text: \_\_\_\_\_



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### STRUCTURE

- name and date in upper left-hand corner \_\_\_\_\_
- composition double-spaced \_\_\_\_\_
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_
- topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) \_\_\_\_\_
- 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:** say/said, see/saw, think/thought, go/went \_\_\_\_\_

### MECHANICS

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

### Organize Your Binder

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- Put “The Sahara Sand Viper,” “The Mojave Rattlesnake,” and “The Gray’s Monitor” behind the Source Texts tab.
- Put your KWO and the Unit 4 Composition Checklist behind the Work in Process tab.

### Homework

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1. Write three paragraphs using your KWO and the Unit 4 Composition Checklist.
2. Highlight or bold the key words that repeat or reflect in the topic and clincher sentences.
3. Remember to use an editor. Make corrections.
4. Follow the directions on the checklist.

Sample