

People and Places in Our Community

Implementing Structure and Style™

Student Book

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 Teacher's Manual
Phonetic Zoo Teacher's Notes
Primary Arts of Language: Reading Program
Primary Arts of Language: Writing Program
Printing with Letter Stories
Student Writing Intensive Handouts (Levels A, B, and C)
SWI Continuation Course Handouts (Levels A, B, and C)
A Syllabus for Introduction to Literary Analysis

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Scope and Sequence

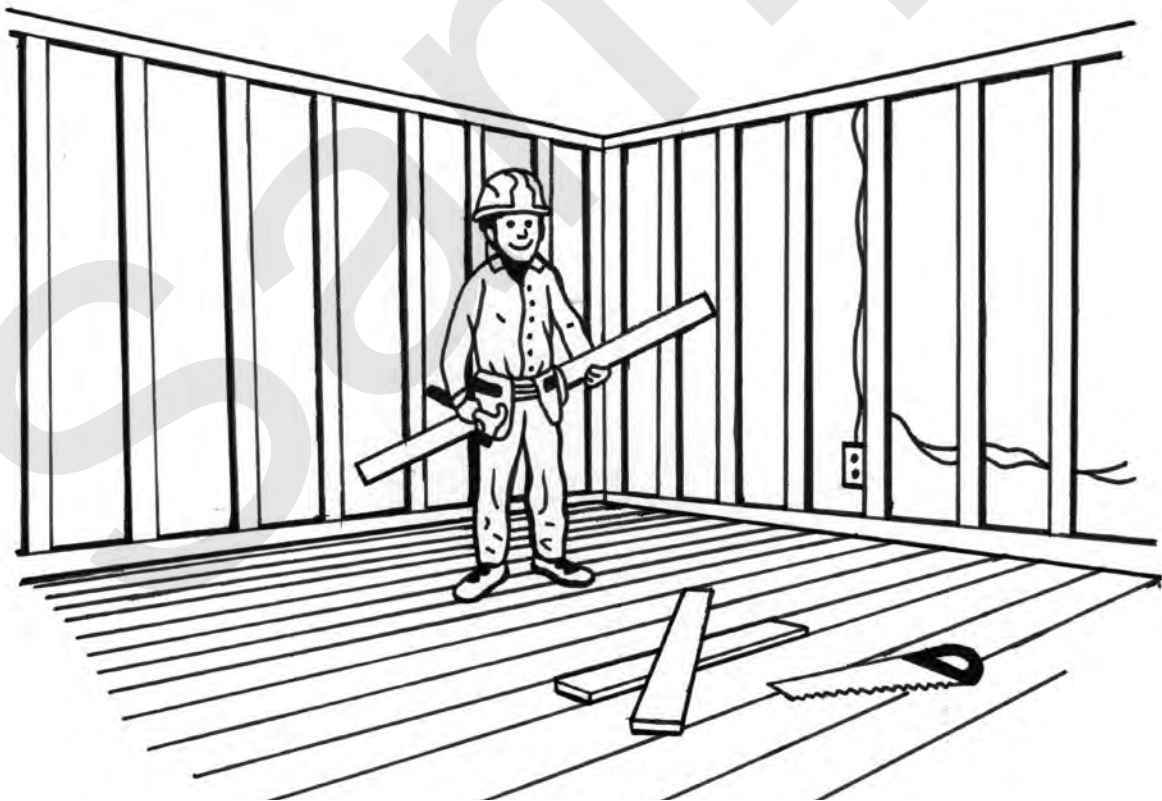
Week	Subject	Vocabulary	Stylistic Technique	Suggested Read-Alouds
Unit 1 1	The Carpenter, Big Machines			<i>The Little House</i> by Virginia Lee <i>Building Our House</i> by Jonathan Bean <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee
2	Building Roads, Snowplows			<i>Road Builders</i> by B.G. 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, caren		“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

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	because 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 Dille'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

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.



Key Word Outline

List three key words from each sentence.

I.

1.

2.

3.

4.

5.

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

IEW UNIT 3: RETELLING NARRATIVE STORIES

Lesson 10: The Emergency Room, Part 1**Goals**

- to create a 3-paragraph key word outline using the Story Sequence Chart
- to brainstorm for -ly adverb and *who-which* clause dress-ups
- to correctly use a new vocabulary word in a sentence:
dangle

Teachers

Be sure to reference the Teacher's Manual for how to approach teaching Unit 3: Retelling Narrative Stories.

See instructions for how to download the Teacher's Manual on the blue page in the front of this book.

Background

When Mrs. Russell was a little girl, she had an accident. One evening at bedtime she grabbed a glass from the kitchen and sped to the bathroom to brush her teeth. Unfortunately, she dropped the glass, which shattered on the floor. Since she was running, she stepped hard on a large piece of broken glass and cut her foot badly.

Her dad took her to the emergency room where they had to stitch up the tendon inside her foot. She was very thankful for all the doctors and nurses at the hospital emergency room that helped her out that night. If they had not done their job, she would not be able to walk right today. Hurray for the emergency room staff!

Source Text 10–11

The Emergency Room

One bright, sunny day, Mike and his dad went to the park. He wasted no time in finding adventure. He swung high on the swings. He raced down the slide. He spun on the merry-go-round. His favorite was the monkey bars. He loved the feeling of being up so high. He scrambled to the top. Then, as fast as he could, he swung from bar to bar. First, he went one way. Then he went the other. Faster and faster he traveled across the monkey bars. Suddenly, his hand slipped! He fell to the ground, landing on his arm. Mike's dad hurried to his side and asked if he was okay. Mike said that his arm hurt so much that he could not move it.

Mike's dad knew just what to do. They drove to the emergency room. When they got there, the doctor felt Mike's arm and sent him in a wheelchair to get an x-ray. The x-ray showed that Mike's arm was broken. He was going to need a cast. The nurse wrapped Mike's arm in a bandage with a sticky gauze that turned hard when it dried. Mike's arm

felt much better in the cast. On the way home, Mike's dad asked if he thought he would enjoy some ice cream! Mike agreed this would be a very good way to end an eventful day.



Key Word Outline

Characters and Setting

Who is in the story?

What are they like?

Where do they live/go?

When does it happen?

I.

1.

2.

3.

4.

Conflict or Problem

What do they need/want?

What do the characters do, say, think, and feel?

What happens before the climax?

II.

1.

2.

3.

4.

Climax and Resolution

What leads to the conflict being solved (the climax)?

What happens as a result?

What is learned? (message, moral)

III.

1.

2.

3.

4.

Title repeats 1–3 key words from final sentence.

Brainstorming Style

Brainstorm dress-up ideas for the first paragraph of your story. Once you have them planned out, you may write the first paragraph. Do the rest in the next lesson.

-ly Adverbs. Use your -ly adverb word list to help you find a good -ly dress-up for your paragraph. Here are a few sentences that you can use to brainstorm:

Mike laughed as he _____ ly **slid** down the slide.

Mike _____ ly spun on the merry-go-round.

The nurse _____ ly **wrapped** Mike's arm in a bandage.

Who-Which Clause. Look for **nouns** to describe by using a *who-which* clause. Here are a few to start with:

Mike went to the park with his **dad**, who _____.

He took off for the **monkey bars**, which _____.

They drove to the **emergency room**, which _____.

Building Your Vocabulary

Review vocabulary cards from previous lessons.

From Appendix III cut out the vocabulary card introduced in this lesson: *dangle*.

Feel free to use vocabulary words in your final draft paragraph.

IEW UNIT 4: SUMMARIZING A REFERENCE

Lesson 16: Firefighters

Goals

- to write a 1-paragraph report
- to correctly recite the topic-clincher rule
- to brainstorm for -ly adverb, *who-which* clause, strong verb, and *because* clause dress-ups
- to correctly use new vocabulary words in a sentence: *valiant* and *extinguish*

Background

Jeff is a firefighter who works at the fire station on the main street of town. That is where they keep the fire trucks, fire engines, and ladder trucks. Most fire stations have a bunkroom, a kitchen, and an all-purpose room so that the firefighters can stay there all day and all night. That way, they are ready to go the moment there is a fire call.

While they are waiting for a call, the firefighters cook and eat their meals together. They wash and polish the fire trucks so that they gleam. They check their equipment to make sure it is in working order. They also go to classes and train so that when a fire call comes in, they are ready to rush out and help.



Source Text 16

Firefighters

Firefighters do what it takes to put out a fire. When the alarm goes off in the fire station, they drop what they are doing. They race to get ready by putting on their heavy coats and helmets. These will protect them from the heat and flames. The bright red fire engine roars to life. In minutes the fire engine reaches the burning house.



The firefighters put ladders against the house. If there are people trapped inside, the firefighters rescue them. The firefighters pull out the long hose from the fire engine. They hook it up to a fire hydrant. The hose sprays water on the burning house to put out the flames. Firefighters are experts at saving homes, buildings, and lives from fire.

The Roman numeral one (I) line of the KWO will have two to three key words that tell what the paragraph is about. To find the topic, look at the first and last sentences of the source text. Highlight two or three key words that tell the main idea of the paragraph. Then, copy them onto the first line of the outline. For the rest of the details, pick interesting facts, but don't choose words from *every* sentence.

Key Word Outline

I.

1.

2.

3.

4.

Clincher

Test the outline. Retell the information in complete sentences.

When you get to the word *clincher*, look back at your topic words on the top line. Use two or three of those words to say your clincher sentence. You may say other words that mean the same thing, but be sure that your final sentence follows the topic-clincher rule.

Brainstorming Style

-ly Adverbs. Use your -ly adverb word list and vocabulary cards to find -ly adverbs to fit these sentences:

Firefighters _____ly hook hoses to the fire hydrant.

The water puts out the flames _____ly.

Who-Which Clause. Brainstorm ways to add a *who-which* clause. Add information to the noun.

They put on their coats, which _____
_____.

Strong Verb. Firefighters and their equipment are exciting!
Choose some strong verbs to finish these sentences:

The fire engine _____ to the fire.

The hose _____ water to put out the flames.

Because Clause. Find information in your outline that you could add a reason to, like these sentences:

The firefighters race to get ready because _____
_____.

They hook hoses up to the fire hydrant because _____
_____.

When your outline and brainstorming ideas are finished, you are ready to write a paragraph! Use the composition checklist to check it when you are done.

Building Your Vocabulary

Review your vocabulary cards, and pull out any cards that might be useful for this lesson's paragraph.

Bonus: Dress a Firefighter

Firefighters wear special clothing and masks to protect them from the fire and smoke when they enter a building. The equipment makes them look and sound like a scary robot, but they are really your friends if you are trapped in a fire.

Find the firefighter and his equipment in Appendix II. Cut them out, and dress your firefighter so that he will be safe when he goes in to fight the fire.



Vocabulary Games

These games can help students remember their vocabulary words. Play them at any time.

Vocabulary Slap

(2–4 players) Place ten vocabulary words face up on the table among two to four students. The teacher reads a definition. Students try to be the first to slap the correct card with their hand. (Students may also have a set of their own cards in front of them. Each student slaps one of his own cards.)

Pictionary

(Any number of players. You will need two whiteboards and two markers for this game.) Divide the class into two teams. Call one player from each team. Take the players aside, and tell them what word they will draw. The two players draw the word on a whiteboard while their team attempts to guess the word. The first team to guess wins.

dangle (10)



accompany (11)



volunteer (12)



tumble (13)



conceal (14)



terrify (15)

