

YEAR | LEVEL

2 | **B**

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

YEAR **2** LEVEL **B**

Andrew Pudewa

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Institute for Excellence in Writing (IEW®)
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
IEW.com

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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

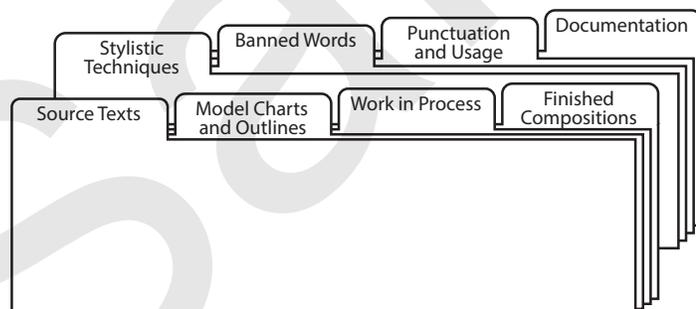
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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
Unit 1 1	Maori Cherokee San People		<i>Follow the Drinking Gourd</i> by Jeanette Winter
Unit 2 2	Frederick Douglass or Harriet Tubman	-ly adverb <i>who/which</i> clause	<i>In the Year of the Boar and Jackie Robinson</i> by Bette Bao Lord
Unit 3 3	Māui and the Giant Fish	strong verb banned words: <i>say/said, see/saw, go/went</i>	
4	The King and the Ant or Genghis Khan and the Hawk	because clause banned words: <i>think/thought</i>	
Unit 4 5	Marie Curie		
6	Madam C. J. Walker or Jackie Robinson	quality adjective banned words: <i>good, bad</i>	
7	Neil Armstrong or Sally Ride	<i>www.asia</i> clause	<i>The Story of Doctor Dolittle</i> by Hugh Lofting
Unit 5 8	Plant and Phonograph or Plant and Lamp	#2 Prepositional Opener	<i>The Watsons Go to Birmingham—1963</i> by Christopher Paul Curtis
9	Seagull or Storm	#3 -ly Adverb Opener	
Unit 6 10	Johannes Gutenberg		
11	Nikola Tesla	#6 vss Opener	
12	A Historical Person of Choice	#5 clausal opener	

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 7 13	A Person You Know introduction and conclusion		<i>Penrod</i> by Booth Tarkington
14	A Personal Adventure	#1 subject opener #4 -ing opener	
15	Author Imitation		
Unit 8 16	Ernest Shackleton		<i>Peter Pan</i> by J. M. Barrie
17	An Occupation of Your Choice additional sources required	alliteration question 3sss	
18	The United States' Penny		
19	Westward Expansion, Part 1 super-essay		<i>The Captain's Dog: My Journey with the Lewis and Clark Tribe</i> by Roland Smith
20	Westward Expansion, Part 2		
21	Westward Expansion, Part 3	quotation dramatic open - close simile/metaphor	
Unit 9 22	The Ugly Duckling		
Response to Literature 23	The Three Questions		
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 (Weeks 1, 2, 3, 5, 8, 10, 13, 16, 22, and 23) 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: Māui and the Giant Fish



Teacher Preparation

Watch *TWSS2* Video 3 - Total Time 48:19

- Structural Unit 3: Retelling Narrative Stories
- Model for Unit 3: The Fox and the Crow

Watch *TWSS2* Video 9 - Total Time 12:00

- Marking and Grading

Literature Suggestion

The Story of Doctor Dolittle by Hugh Lofting

Week 3: Māui and the Giant Fish

UNIT 3: RETELLING NARRATIVE STORIES

OVERVIEW

Week 3: Māui and the Giant Fish

Structure and Style for Students Video 3 **Part 1: 00:00–39:13** **Part 2: 39:14–1:13:48**

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 add a dress-up: strong verb
- to ban weak verbs: *say/said, see/saw, go/went*
- to learn new vocabulary: *oral tradition, totem pole*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Review and build the Story Sequence Chart with the class. • Read and discuss “Māui and the Giant Fish.” • Write a 3-paragraph KWO for “Māui and the Giant Fish.” <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 3 starting at 0:39:14. • Write a list of -ly adverbs to use for your story. • Review the strong verb dress-up. • Practice finding substitutes for the banned verbs <i>say/said, see/saw, and go/went</i>. • Using your KWO, not the source text, write the first paragraph of your story. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> • Using your KWO, not the source text, write the second paragraph of your story. • Follow the directions on the checklist and check off each item as you complete it. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Using your KWO, not the source text, write the third paragraph of your story. • Add dress-ups, including one strong verb in each paragraph. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Turn in your rough draft to your editor with the completed checklist attached. • Write your final draft making any changes that your editor suggested. • Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

Board Notes

Story Sequence Chart

Unit 3

<p><u>Characters/Setting</u> Who? - like, situation Where? } image/mood When? }</p>	<p>I. Māui, fish, brothers 1. weave, fishing line 2. grandmother, jawbone 3. hide, waka</p>
<p><u>Conflict/Problem</u> What? → want/need? → think? → say? → do?</p>	<p>II. showed, himself 1. prayer, fishing, lots! 2. bait, no!, punch,  3. bloody, jawbone, bite</p>
<p><u>Climax/Resolution</u> How solved? (Message) (Epilog) Note: Epilog can also be spelled epilogue</p>	<p>III. line, waka → <u>laugh</u> 1. great, fish, surface 2. brothers, guard, (M), → people 3.  chopping, , valleys 4.  → North Island, waka, → S.I.</p>

Dress-Ups

-ly adverb
 who/which clause
 whose
 whom
 strong verb
 image, feeling
 (I ____.)
 It ____.)

IEW Writing Tools App

-ly Adverbs

daringly
 courageously
 politely
 inconsiderately

say/said

spoke
 shouted
 proclaimed
 whined
 explained
 scolded
 cried
 yelled
 sympathized
 replied
 jeered
 hollered
 screeched

see/saw

spied
 glanced at
 spotted
 witnessed
 watched
 noticed
 observed
 found
 discovered
 glared
 examined
 beheld

go/went

traveled
 voyaged
 journeyed
 walked
 tiptoed
 trekked
 entered
 vacated
 rushed
 darted
 returned
 rowed/rode

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 summary.
- 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. Require students to memorize this chart.

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

Source Text**Māui and the Giant Fish**

Māui wished he could go fishing with his brothers. Every time they came home from the sea, Māui begged to fish with them. But Māui's brothers refused. "No, you're too young to fish with us." Māui must prove he could fish! Secretly, he wove a fishing line. While he worked, he recited a *karakia* (prayer): "May this line catch a great fish." Then Māui took a jawbone that his grandmother, Muri-ranga-whenua, had given him for a hook, and he tied it to the fishing line. Early next morning Māui hid in his brothers' waka. They paddled quietly, and when they were far out from the land, Māui showed himself.

"What are you doing here?" the brothers scolded Māui. But Māui stood firm, "Muri-ranga-whenua told me I would become a great fisherman, so I have come to fish. Cast your lines out. I will say my *karakia*." And no sooner did the brothers cast their lines than the fish were biting. They caught so many fish that the waka was almost sinking. "Now it is my turn to fish," said Māui. "Give me bait for my hook." But his brothers only laughed. Māui clenched his fist then, and he punched himself in the nose. His nose bled, and Māui wiped his hook with his own blood. Māui stood in the waka and cast his line out.

Instantly Māui's line tightened. The brothers quit laughing and clutched the sides of the waka. They began to course across the waves. "Cut the line! We'll drown!" a brother cried out. But Māui held on and slowly

Defined Words

oral tradition (n): cultural knowledge that has been passed down through speech from one generation to the next

totem pole (n): a long wooden pole with symbols and pictures carved and painted on it

UNIT 3: RETELLING NARRATIVE STORIES

pulled a great fish to the surface. The brothers trembled with fear, for the giant fish towered over their tiny waka. “This is the fish that Muri-ranga-whenua said would be granted to us,” Māui declared. “Guard it, and I’ll soon return with our people.” The brothers agreed to guard the huge fish while Māui traveled to Hawaiki. However, they began to chop up the fish, claiming parts of it for themselves. When Māui returned, his people were amazed. “Māui is the greatest fisherman ever!” they proclaimed.

The brothers still chopped the fish and argued. They had cut large valleys and mountains from the fish’s flesh. Over many thousands of years, these valleys and mountains became part of *Aotearoa*, New Zealand as we know it today. The people of Hawaiki moved onto the great fish of Māui. And in time Māui’s giant fish was called the North Island of Aotearoa, and Māui’s waka the South Island.



The Fishing of Māui. By permission of the National Library of New Zealand.



Map of New Zealand. Enchanted Learning. 1996. EnchantedLearning.com.

Sample

Style

strong verb

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

- A verb is something somebody is or does. I ____ . It ____ .
- A strong verb gives a strong image or feeling. Find a weak verb and replace it with a stronger verb, e.g., came vs dashed or shuffled.
- When a word is banned, all forms of the word are banned. Banning *said* means that *say* and *saying* are also banned. Show students how to use a thesaurus or the IEW Writing Tools App to find strong verbs.

Banned Words List – Verbs

bire

Sample

Unit 3 Composition Checklist

Retelling
Narrative
Stories

Week 3: Māui and the Giant Fish

Name: _____



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Listen. 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 _____
- 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 _____

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, see/saw, go/went _____

MECHANICS

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

Organize Your Binder

- Put “Māui and the Giant Fish” 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 B -ly Adverb List and Banned Words List - Verbs behind the Stylistic Techniques tab.

Homework

1. Memorize the Story Sequence Chart.
2. Write three paragraphs using your KWO and the Unit 3 Composition Checklist.
3. Include and mark one strong verb in each paragraph.
4. Do not use the banned verbs *say/said, see/saw, go/went* in your paper.
5. Remember to use an editor. Make corrections.
6. Follow the directions on the checklist.