

YEAR | LEVEL

2 | **A**

Teacher's
Manual

Structure and Style[®]

FOR STUDENTS

YEAR **2** 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

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

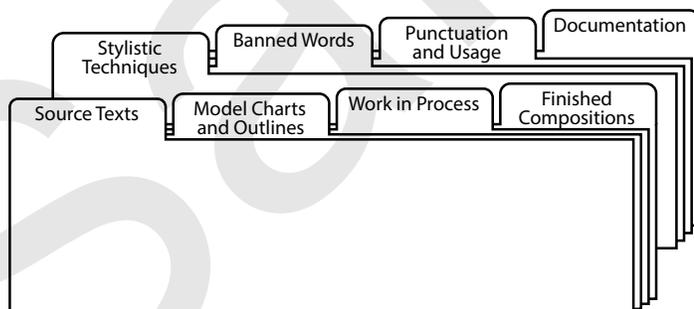
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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	Pizza Chili French Fries		<i>Krista Kim-Bap</i> by Angela Ahn
Unit 2 2	Asian Table title rule	-ly adverb	
3	Chuckwagon Grub	<i>who/which</i> clause	
Unit 3 4	The Donkey and the Load of Salt		<i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i> by Annette Bay Pimentel
5	The Emperor and the Soup	strong verb banned words: <i>say/said, see/saw, go/went</i>	
6	The City Mouse and the Country Mouse	<i>because</i> clause banned words: <i>think/thought</i>	
Unit 4 7	Eating Together topic-clincher sentences		
8	Uses for Salt	quality adjective banned words: <i>good, bad</i>	
9	Louis Pasteur		
Unit 5 10	Dining	banned words: <i>eat/ate</i>	<i>Homer Price</i> by Robert McCloskey
11	Ice-Cream Truck or Food Fight	<i>www.asia</i> clause	
12	Food on a Stick or Family Dinner	#2 prepositional opener	
			<i>Scrambled Egg Super!</i> by Dr. Seuss

Scope and Sequence

Week	Subject and Structure	Style	Literature Suggestions
Unit 6 13	Sugar source and fused outlines		<i>The Trumpet of the Swan</i> by E.B. White
14	Gardening	#3 -ly adverb opener	
15	A Country of Choice additional sources required		
Unit 7 16	Eating Vegetables introduction and conclusion		<i>The Right Word: Roget and His Thesaurus</i> by Jen Bryant
17	Explaining How	#6 vss opener	
18	The Moving Box	banned word: <i>big</i>	
Unit 8 19	Poisonous Animals		<i>Island of the Blue Dolphins</i> by Scott O'Dell
20	Venomous Beasts		
21	Old Recipes		
Unit 9 22	The Little Gingerbread Man	#5 clausal opener <i>www.asia.b</i> clause	
23	The Tale of Mr. Jeremy Fisher		
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, 4, 7, 10, 13, 16, 19, and 22.) 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: Chuckwagon Grub



Teacher Preparation

Watch TWSS2 Video 1 - Total Time 15:35

- Q&A for Units 1–2

Literature Suggestion

Krista Kim-Bap by Angela Ahn

Watch TWSS2 Video 2 - Total Time 34:50

- Model for Unit 2: Booklice
- Practicum Instructions for Units 1–2
- Q&A for Units 1–2 and Dress-Ups

Week 3: Chuckwagon Grub

UNIT 2: WRITING FROM NOTES

OVERVIEW

Week 3: Chuckwagon Grub

Structure and Style for Students Video 3

Part 1: 00:00–22:45

Part 2: 22:46–50:55

Goals

- to practice the Units 1 and 2 structural model
- to write a KWO
- to write a 2-paragraph summary from your KWO
- to add a dress-up: *who/which* clause
- to learn new vocabulary: *Dutch oven, sweetbread*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Read and discuss “Chuckwagon Grub.” • Write a KWO for paragraph I with the class. <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 22:46. • Write a KWO for paragraph II about “Chuckwagon Grub.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Write a list of -ly adverbs to use for your summary. • Review the <i>who/which</i> clause dress-up. • Using your KWO, not the source text, write your first paragraph about “Chuckwagon Grub.” <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 your second paragraph about “Chuckwagon Grub.” • Include one -ly adverb and one <i>who/which</i> clause in each paragraph. Underline only <i>who</i> or <i>which</i>, not the entire clause. • 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. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • 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

Chuckwagon Grub

- I. cowboys, West, tough
 1. driving, herds, trail
 2. own, words, things
 3. cows, called, critters
 4. "waddy" = cowboy
 5. food = "chuck," chuckwagon
 6. beans, beef, sourdough
 7. > dried fruit, vegetables
 8. hard, life, survived
 9. few, fat, cowboys

-ly adverbs

roughly
 mostly
 commonly
 happily
 occasionally
 brightly
 incredibly
 terribly
 quickly
 gratefully
 disgustingly
 usually
 slowly
 (snarkily)
 approximately
 carefully
 outrageously
 heavily

Students complete KWO for Paragraph II independently.

- II. dishes, "son-of-a-gun stew"
 1. variations, agree, Dutch O.
 2. contain, following, ingredients
 3. beef, heart, brains
 4. flavored, salt, onion, 
 5. results, simmer, 2-3 hrs
 6. trail, ~~waste~~
 7. edible, animal, grub

Dress-Ups

-ly adverb

who/which clause



who

Cowboys often lived on the trail. (incorrect)



A special treat was "son-of-a-gun stew", which ...

Style

who/which clause

- A *who/which* clause is a dependent clause that must be added to a sentence that is already complete.
- The *who/which* clause begins with *who* or *which* and contains a verb. Use *who* for people and *which* for things.
- *Who/which* clauses are set off with commas if they are nonessential but take no commas if they are essential.
Cowboys who lived in the Old West ate every part of an animal.
 Not all cowboys ate every part of an animal. The *who* clause is essential to the sentence.
- From now on, students should include and mark an -ly adverb and a *who/which* clause in each paragraph that they write.

Week 3: Chuckwagon Grub

Source Text

Chuckwagon Grub

Cowboys in the Old West were tough. Driving their herds long distances, they often lived on the trail. Cowboys had their own words for things. Cows were called *critters*. A *waddy* was another name for a cowboy. Food was called *chuck*, and it was carried in the chuckwagon. Cowboys ate mostly beans, beef, and sourdough bread. Sometimes they had a little dried fruit and a few vegetables. It was a hard life, but they survived. There were few fat cowboys!

One of the special dishes that cowboys might enjoy was called *son-of-a-gun stew*. There are many variations on this recipe, but all agree it must be cooked in a Dutch oven.¹ It could contain one or more of the following ingredients: beef, calf heart, calf liver, sweetbreads, calf brains, bone marrow. It was usually



Camp wagon on a Texas roundup, William Henry Jackson 1900. Detroit Publishing Co. no. 013756.

Definitions from Source Text

Dutch oven (n): a heavy black cast iron pot with a lid

sweetbread (n): the pancreas of a calf or lamb that is used for food

UNIT 2: WRITING FROM NOTES

flavored with salt and pepper, perhaps a bit of onion, and hot sauce. For best results it should simmer for two to three hours.

On the trail there was no waste. Every part of an edible animal might become grub for the cowboys.

¹a heavy black cast iron pot with a lid

Students should look at the checklist before writing to know what is expected. While writing, they should check off items on the checklist as they complete them. Before submitting an assignment, they should review the checklist to ensure their paper is complete.

If students complete the checklist, they can expect to receive an *A* for *accepted*. If students fail to complete the checklist, they are not yet finished and should receive an *I* for *incomplete*.

Week 3: Chuckwagon Grub

Unit 2 Composition Checklist

Writing
from
Notes

Week 3: Chuckwagon Grub

Name: _____



Institute for
Excellence in
Writing
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 _____
- checklist on top, final draft, rough draft, key word outline _____

STYLE

11 12 Dress-Ups (underline one of each)

- ly adverb _____
- who/which* clause _____

MECHANICS

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

Organize Your Binder

- Put “Chuckwagon Grub” behind the Source Texts tab.
- Put your KWO and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put your -ly adverb list behind the Stylistic Techniques tab.

Homework

1. Write two paragraphs using your KWO and the Unit 2 Composition Checklist.
2. Include and mark one *who/which* clause in each paragraph.
3. Remember to use an editor. Make corrections.
4. Follow the directions on the checklist.

Sample