

YEAR | LEVEL

2 | **B**

Student
Book

Structure and Style[®]

FOR STUDENTS

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

Andrew Pudewa

Also by Andrew Pudewa

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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

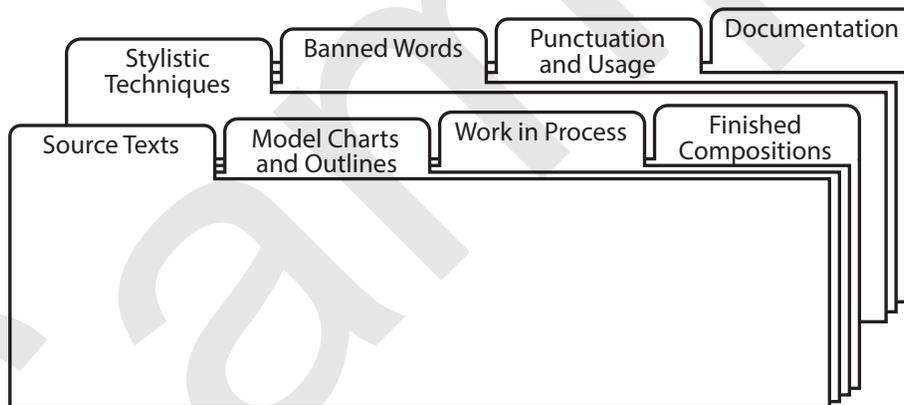
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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>	<i>The Story of Doctor Dolittle</i> by Hugh Lofting
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	
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	

Week	Subject and Structure	Style	Literature Suggestions
Unit 7 13	A Person You Know introduction and conclusion		
14	A Personal Adventure	#1 subject opener #4 -ing opener	
15	Author Imitation		
Unit 8 16	Ernest Shackleton		<i>Penrod</i> by Booth Tarkington
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>Peter Pan</i> by J. M. Barrie
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		<i>The Captain's Dog: My Journey with the Lewis and Clark Tribe</i> by Roland Smith

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>

Sample

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.



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

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.

Level B -ly Adverb Word List

absentmindedly	fairly	longingly	sedately	Add your own: _____
actually	famously	loudly	seemingly	
affectionately	ferociously	madly	separately	
anxiously	fervently	meaningfully	sharply	
arrogantly	foolishly	mechanically	sheepishly	
bashfully	frankly	miserably	softly	
beautifully	frantically	mockingly	solidly	
bravely	freely	mostly	strictly	
brightly	frenetically	naturally	successfully	
briskly	frightfully	nearly	surprisingly	
broadly	fully	neatly	suspiciously	
calmly	furiously	nicely	sympathetically	
certainly	generally	openly	tenderly	
clearly	generously	partially	terribly	
cleverly	gently	patiently	thankfully	
closely	gleefully	playfully	thoroughly	
coaxingly	gratefully	positively	thoughtfully	
commonly	greatly	potentially	tightly	
continually	greedily	powerfully	tremendously	
coolly	happily	properly	triumphantly	
correctly	helpfully	quickly	truly	
crossly	helplessly	quietly	unfortunately	
curiously	highly	quintessentially	usually	
dearly	hopelessly	ravenously	utterly	
deceivingly	immediately	readily	vastly	
delightfully	incredibly	reassuringly	viciously	
desperately	innocently	reluctantly	violently	
diligently	instantly	reproachfully	warmly	
dreamily	intently	restfully	wholly	
enormously	intensely	righteously	wildly	
especially	inwardly	rightfully	willfully	
evenly	kindly	rigidly	wisely	
exactly	knowingly	safely	wonderfully	
excitedly	lightly	scarcely		
extremely	likely	searchingly		

Imposters

chilly	ghostly	knightly	orderly	surly	wrinkly
friendly	holy	lonely	prickly	ugly	
ghastly	kingly	lovely	queenly	worldly	

Sample

Banned Words List – Verbs

blue

Sample

Unit 3 Composition Checklist

Week 3: Māui and the Giant Fish

Retelling
Narrative
Stories

Name: _____



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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 _____
- story follows Story Sequence Chart _____
- each paragraph contains at least four sentences _____
- checklist on top, final draft, rough draft, key word outline _____

STYLE

11 12 13 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 _____

Sample