

People and Places in Our Community

Implementing Structure and Style™

Teacher's Manual

by Jill Pike

Illustrated by Steven Sherlin II

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Institute for Excellence in Writing, L.L.C.

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Also by Jill Pike

People and Places in Our Community Student Book
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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Teacher's Manual

Detailed teaching instructions for this course are provided in the downloadable Teacher's Manual.

See the blue page of this book for download instructions.

Introduction

Appendices

In the back of the book are three appendices. These contain posters and word lists, game pieces, and vocabulary cards.

To make it easier to find the materials when you need them, we recommend marking each appendix with a tab.

Appendix I: Word Lists

This appendix contains word lists to aid the student in brainstorming for dress-ups and synonyms. The lessons will direct you when to find a word list.

Appendix II: Game Pieces

These are the pieces that must be cut out to play certain games. Once they are cut out, they may be kept in an envelope so that students may play the games more than once.

If there is a gameboard in the Student Book, you may want to tear it out and attach it to the inside of a file folder so that a student may play with it again.

Appendix III: Vocabulary Cards

There are one or two vocabulary words for each lesson starting in Lesson 4. These should be cut out when directed in the lesson and kept in a small ziplock bag or pencil pouch.

Parents and Teachers

These lessons are intended for students in the first and second grade. However, they can be adapted for older students.

Each lesson begins with an introduction page. The bulk of the lesson is completed on Days 1 and 2 with the remaining two days used to copy the week's composition.

For a class that meets weekly, try to complete the Day 1 and Day 2 work in class along with any "Bonus" activities. The remaining tasks can be given for homework. See the Teacher's Manual for details.

Since primary level students vary widely in their ability to read and write, a teacher should plan to do all the scribing for the initial outlines and paragraphs. Students may copy what the teacher wrote as able. If copy work is a burden, teachers may provide students with typed copies of the student work, to which students may add an illustration.

Help your students as much as they need. You cannot help too much. The Structure and Style writing method involves a mastery approach. All the concepts will be reintroduced and reviewed each year, so your student does not need to master them all the first time around. Focus on modeling for your student, remembering that it is impossible to help too much. Enjoy this year together as you write about the people and places in our community.

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

Scope and Sequence

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 Dilley'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

Day 1, cont.: Read and discuss Source Text 1A, "The Carpenter." Here are some questions to get you started: Have you ever used a tape measure to measure wood? Have you ever used a hammer to drive in nails? What are the wires and pipes for? (electrical lines and plumbing)

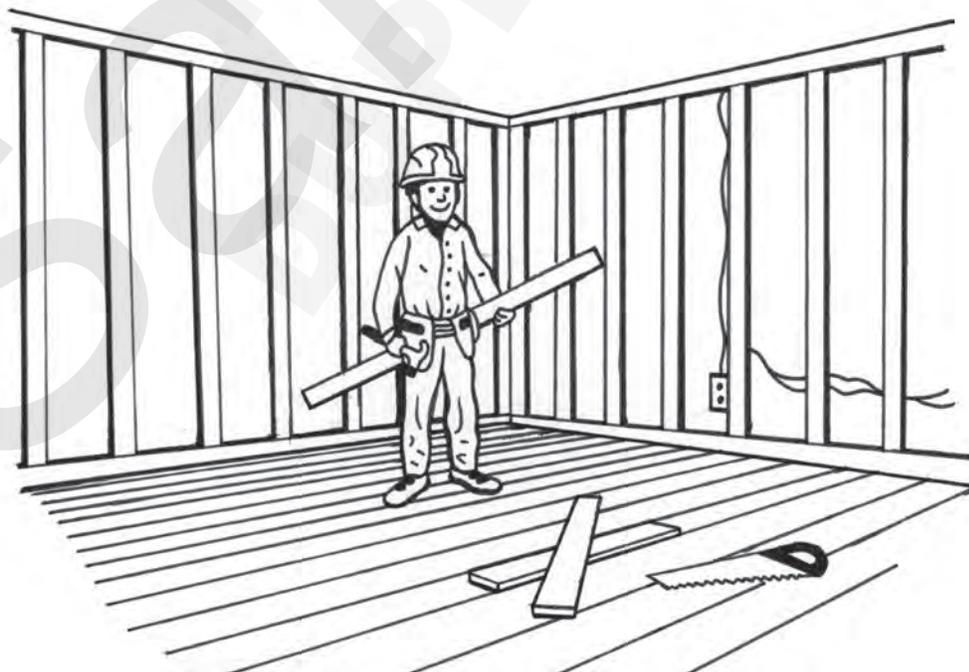
Once you have discussed the source text, you are ready to create an outline.

Unit 1: Note Making and Outlines

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.



Day 1, cont.: Using the source text, model how to find key words in a source text. Demonstrate how to circle the words *Carpenters, build, rooms*. Then in the rest of the paragraph, ask your student to circle two or three key words per sentence. Create a key word outline together. Teacher, scribe the key words on the whiteboard. Remember, with commas between each, use only three key words per line. Symbols, numbers, and abbreviations are free. Students may copy the outline and draw a picture in the box.

If the student has difficulty writing, scribe for him in his Student Book and when he writes his compositions.

Lesson 1: Construction

Key Word Outline

List three key words from each sentence.

I. *c., build, rooms*

1. *measures, pieces, wood*

2. *nails, together, frame*

3. *wires, pipes, right*

4. *covers, sheets, drywall*

5. *cracks, tape, plaster*

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

Lesson 10: The Emergency Room, Part 1

Structure:	IEW Unit 3: Retelling Narrative Stories
Style:	-ly adverb, <i>who-which</i> clause dress-ups
Writing Topic:	The Emergency Room, Paragraph I
Read-Aloud Stories:	<i>Madeline</i> by Ludwig Bemelmans, <i>Curious George Goes to the Hospital</i> by Margret and H.A. Rey, <i>My Trip to the Hospital</i> by Mercer Mayer

Teaching Writing: Structure and Style

Watch the sections for Unit 3 (Retelling Narrative Stories). At IEW.com/twss-help reference the TWSS Viewing Guides.

Be sure to reference the *Seminar Workbook* or the *Teaching Writing: Structure and Style DVD* for how to approach teaching Unit 3: Retelling Narrative Stories.

Read the goals to prepare yourself for the lesson. You will read the background information to your student on Day 1.

Lesson 10: The Emergency Room, Part 1

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!

Day 2: Read and discuss Source Text 10–11, “The Emergency Room.” Ask the student a couple of questions about the source text, for example: What is Mike’s favorite thing on the playground? What is your favorite thing on a playground? Do you get blisters on your hands from monkey bars? Have any of your friends or family members broken a bone?

Unit 3: Retelling Narrative Stories

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.

Day 2, cont.: Teacher, please pre-read page 80 to help you navigate the sections of the story! Create a KWO by first asking the questions on the Story Sequence Chart (left side of page 80). Remember, each paragraph deals with specific components of the story: first paragraph—setting and characters, second paragraph—conflict or problem, third paragraph—climax or resolution.

Lesson 10: The Emergency Room, Part 1

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. *bright, sunny, day*

1. *Mark, &, dad, park,*

2. *adventure, playground, equipment*

3. *ran, one → other*

4. *favorite, monkey bars*

Conflict or Problem

What do they need/want?

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

What happens before the climax?

II. *climb, m-bars, fun!*

1. *swing, bar → bar*

2. *hand, slip, fall*

3. *arm, hurt, ⊘ move*

4. *dad, gently → car*

Climax and Resolution

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

What happens as a result?

What is learned? (message, moral)

III. *ER, dr., arm, x-ray, broken!*

1. *Mike, need, cast*

2. *ER, nurse, wrap, ++, better*

3. *dad, ice cream?, yes!*

4. *😊, way, 2, end, day*

Title repeats 1–3 key words from final sentence.

Lesson 16: Firefighters

Structure:	IEW Unit 4: Summarizing a Reference
Style:	-ly adverb, <i>who-which</i> clause, strong verb, <i>because</i> clause dress-ups
Writing Topic:	Firefighters
Read-Aloud Stories:	<i>Big Frank's Fire Truck</i> by Leslie McGuire, <i>The Fire Engine</i> by Tibor Gergely

Teaching Writing: Structure and Style

Watch the sections for Unit 4 (Summarizing a Reference). At IEW.com/twss-help reference the TWSS Viewing Guides.

If you didn't already, reference the *Seminar Workbook* or the *Teaching Writing: Structure and Style* DVD for how to approach teaching Unit 4: Summarizing a Reference.

Lesson 16: Firefighters

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*

Pre-read the goals to prepare yourself for the lesson.

Day 1: Read the background information to your student.

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.



Day 1, cont.: Read about the topic and clincher sentences and their function in a Unit 4 paragraph. The topic-clincher sentences are like a bun on a hamburger. They tell what the paragraph is about. The facts chosen from the source text are like the burger. Those facts should stay on topic. Encourage your student to choose facts that he finds interesting or important.

Lesson 16: Firefighters

The Topic Sentence

The first sentence of your paragraph needs to be a topic sentence. This means the key words that you choose for this first sentence tell what the paragraph is about.

After you read the source text on the next page, you will be shown how to find the key words of the topic. Those key words will go next to the Roman numeral one (I). The rest of the details that you choose for your outline will be about that topic.

The Clincher Sentence

The last sentence of a report paragraph is called the clincher sentence. This sentence finishes the paragraph by reminding your reader what the paragraph was about.

The Topic-Clincher Rule

Memorize the topic-clincher rule. To help you remember it, say it with these hand motions:

The topic sentence and the clincher sentence	<i>Hand level with the top of your head.</i>
must	<i>Hand at waist level.</i>
repeat or reflect	<i>Make a fist.</i>
two to three	<i>Hand palm up and then palm down.</i>
key	<i>Hold up two and then three fingers.</i>
words.	<i>Pretend to turn a key in a lock.</i>
	<i>Hold your hand palm up.</i>

Day 1, cont.

Read the section on the topic-clincher rule, and help the student to recite it with the hand motions. This rule should be memorized by both the teacher and the student. Practice it every day as you work through Unit 4.

Day 2: Recite the topic-clincher rule.

Read and discuss Source Text 16, "Firefighters." Although firefighters do many services for the community other than fighting fire, this paragraph focuses on that job. The teacher might point out that fire trucks are not necessarily red. Many towns' and cities' trucks have colors such as yellow, green, and white. Find out what color the trucks are in the stations near you.

Unit 4: Summarizing a Reference

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.

Day 2, cont.: Create a KWO by asking questions about the topic. (In this case, the topic is “put out fire.”) Put the key words of the topic on the Roman numeral line with commas between key words. The numbered lines after that are for the key words from the facts that are chosen. The student should pick the facts that are interesting or important to him. Remember, symbols, numbers, and abbreviations are free!

Lesson 16: Firefighters

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. *put, out, fire*

1. *coats, helmets, protect*

2. *engine, roars, reaches* 🏠

3. *rescue, trapped, ppl*

4. *hose, hydrant, sprays, H2O* → 🏠

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.

Day 3

Recite the topic-clincher rule.

Use the KWO to scribe a paragraph that the student dictates to you, Teacher.

Provide the student with a paper copy of that paragraph.

Day 3, cont.: Use this page to brainstorm together for the -ly adverb, *who-which* clause, strong verb, and *because* clause dress-ups. Teacher, model using the word lists and a thesaurus to find strong image and feeling words.

The student should begin to copy the dictated paragraph. Help your student to look ahead to the composition checklist in order to fulfill the requirements.

Unit 4: Summarizing a Reference

Brainstorming Style

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

Firefighters quickly, urgently ly hook hoses to the fire hydrant.

The water puts out the flames promptly, effectively ly .

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

They put on their coats, which protect them; are heavy

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

The fire engine races, streaks, rushes to the fire.

The hose shoots, blasts 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 must save people; fires destroy buildings

They hook hoses up to the fire hydrant because

water will put out the fire; they need water fast

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.