

Week 3: The Bald Man and the Fly



Teacher Preparation

Watch TWSS Video 2 - Total Time 47:20

- Stylistic Techniques: How to Teach
- Stylistic Techniques: Dress-Ups

Literature Suggestion

Little House on the Prairie by Laura Ingalls Wilder

Week 3: The Bald Man and the Fly

OVERVIEW

UNIT 2: WRITING FROM NOTES

Week 3: The Bald Man and the Fly

Structure and Style for Students Video 3 **Part 1: 00:00–31:27** **Part 2: 31:28–end**

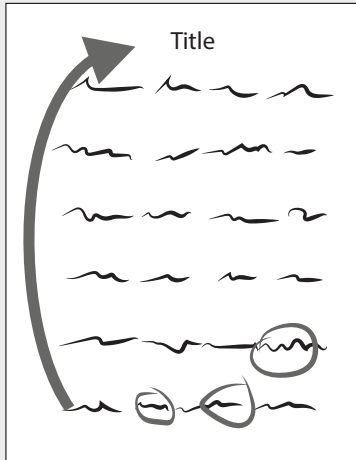
Goals

- to practice the Units 1 and 2 structural model
- to write a KWO about “The Bald Man and the Fly”
- to write a summary about “The Bald Man and the Fly” from your KWO
- to correctly create a title
- to correctly add a dress-up: -ly adverb
- to be introduced to the composition checklist
- to correctly use new vocabulary: *mumble*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Create a title for your summary about scorpions following the title rule. • Read and discuss “The Bald Man and the Fly.” • Write a KWO with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <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 31:28. • Learn the -ly adverb dress-up and write a list of -ly adverbs to use for your summary. • Learn how to use the checklist. <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 summary about “The Bald Man and the Fly.” • Include and mark (underline) one -ly adverb in your paragraph. • Follow the directions on the checklist and check off each item as you complete it. • Hire an editor and ask him or her to check your rough draft. <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. • Staple 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




- ① Dramatic Words
- ② Last Sentence

Title Rule: Title repeats one to three key words from final sentence.

Repeat 1-3 words

The Bald Man and the Fly

1. summer, traveler, sat
2. sweaty, landing, time
3. "Away, fly," mumbled
4. tried,  instead, head
5. (slapped, stung, again)
6. (failed, frustrated, angry)
7. (finally, understood, mistake)
8. (hurt, ourselves, angry)

Dress-Up



1. -ly adverb

-ly adverbs

- suddenly
- happily
- sleepily
- (un)comfortably
- busily
- annoyingly
- constantly
- repeatedly
- violently
- vigorously
- meanly
- angrily
- discouragingly
- repeatedly
- finally

Note that the key words in parentheses are suggestions. Answers will vary.

Name _____
Date _____

X _____
X 
X _____ OK _____
X _____
X 
X _____
X _____
X _____

Additional Assignment

Hire an editor

Structure Unit 2: Writing from Notes
the title rule

- To form a catchy title that grabs the reader's attention, students use the title rule: title repeats one to three key words from final sentence.
- 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*.

Style Introduction to Style
-ly adverb

- The IEW dress-ups are descriptive words, phrases, or clauses added to a sentence. To indicate that a dress-up has been added to a sentence, students underline it.
- The first dress-up is the -ly adverb. Do not allow students to use -ly impostors (adjectives) such as ugly.
- From now on, students should include and mark an -ly adverb in each paragraph that they write.

Week 3: The Bald Man and the Fly

Source Text

The Bald Man and the Fly
Attributed to Aesop

On a hot summer day, a tired traveler sat down to rest and took off his hat. A fly began buzzing about his bald head and sweaty face, landing on his skin from time to time. "Get away, fly!" he mumbled. He tried to smack the fly, but instead he hit only his own head. When he slapped his skin, it stung, but he slapped again and again, trying to get that pesky insect. But he failed and thus became frustrated and angry. Finally, the man understood his mistake. He thought, "We are likely to hurt only ourselves when we get so angry."



Definitions from Source Text

mumble (v): to speak in a way that is not clear enough to be understood

Stylistic Techniques

I. Dress-Ups

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

II. Sentence Openers

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

III. Decorations

- 1. _____ 4. _____
- 2. _____ 5. _____
- 3. _____ 6. _____

Indicator: _____

Minimum Rule: _____

yellow

Dress-Ups

Indicator: underline

Minimum Rule: each one in every paragraph

Week 3

- 1. -ly adverb

Week 5

- 2. *who/which* clause

Week 7

- 3. strong verb

Week 9

- 4. *because* clause

Week 13

- 5. quality adjective

Week 15

- 6. *www.asia* clause

Sentence Openers

Indicator: number

Minimum Rule: each one in every paragraph

Week 20

- 2. prepositional

Teachers and parents should remember IEW’s EZ+1 Rule. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out.

Note that students can include more than one -ly adverb. However, they should only mark (underline) one.

Week 3: The Bald Man and the Fly

Unit 2 Composition Checklist

Week 3: The Bald Man and the Fly

Name: _____

Source Text: _____

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

¶1 Dress-Ups (underline one of each)

-ly adverb _____

MECHANICS


capitalization _____

end marks and punctuation _____

complete sentences (Does it make sense?) _____

correct spelling _____

Writing
from
Notes



Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think.

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist with Points link.

Organize Your Binder

- Put “The Bald Man and the Fly” behind the Source Texts tab.
- Put your KWO, your bald man summary, and the Unit 2 Composition Checklist behind the Work in Process tab.
- Put the Stylistic Techniques and your -ly adverb list behind the Stylistic Techniques tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Write one paragraph using your KWO and the Unit 2 Composition Checklist.
2. Include and mark (underline) one -ly adverb in your paragraph.
3. Follow the directions on the checklist.