

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>

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.”



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

Unit 2 Composition Checklist

Week 3: The Bald Man and the Fly

Writing
from
Notes

Name: _____
Source Text: _____



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

¶1 **Dress-Ups** (underline one of each)

- ly adverb _____

MECHANICS

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