

YEAR | LEVEL

1 | **A**

Student
Book

Structure and Style[®]

FOR STUDENTS

YEAR **1** LEVEL **A**

LESSONS 1–3

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

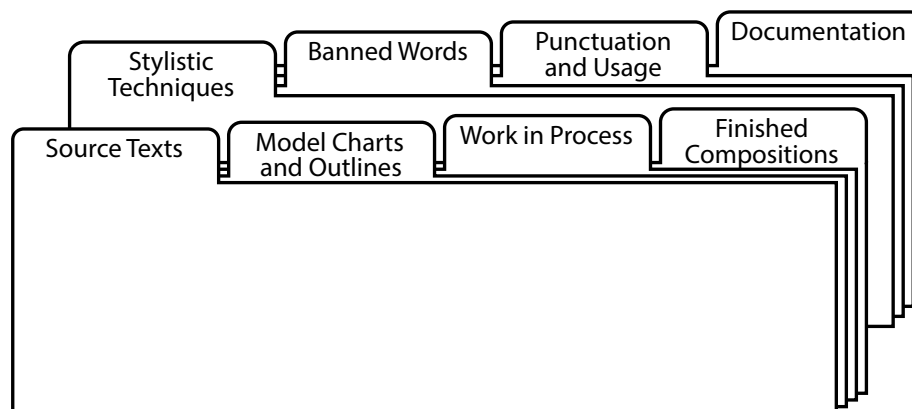
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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.

Pages 6–7 intentionally not included with this packet.

Week 1: The Dog and the Shadow Giant Saguaro

Structure and Style for Students Video 1 Part 1: 00:00–29:17 Part 2: 29:18–end

Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to write a key word outline (KWO)
- to retell the content of a source text using just your outline
- to correctly use new vocabulary: *reflection, cacti*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 1. • Read and discuss “The Dog and the Shadow.” • Write a key word outline (KWO) with the class. • Test your KWO for “The Dog and the Shadow” by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 1.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 1 starting at 29:18. • Read and discuss “Giant Saguaro.” • Write a key word outline (KWO) with the class, completing the second half of the outline independently. • Test your KWO for “Giant Saguaro” by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 1.</i></p>
DAY 3	<ul style="list-style-type: none"> • Retell “The Dog and the Shadow” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 1.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Retell “Giant Saguaro” from your KWO to a relative or friend for additional practice. Remember to speak in complete sentences. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 1.</i></p>

Source Text

The Dog and the Shadow Attributed to Aesop

A lucky dog had found a big fresh bone and was carrying it home to enjoy. On his way he had to cross a low bridge over a calm stream. As he crossed, he looked down and saw his own reflection in the water beneath. Thinking it was another dog with another bone, he wanted to have that also. So he growled and snapped at the other dog in the water, but as he opened his mouth, the bone fell out. It dropped into the stream and was gone forever.



Source Text

Giant Saguaro

The giant saguaro (suh-WARR-oh) cactus can grow over sixty feet tall. It is found in the Sonoran Desert in Mexico and Arizona. Its branches are called arms and are covered with spines. When it rains in winter, the saguaro blooms. Birds build nests in saguaros. Bats eat saguaro flower nectar and fruit. You can see an army of saguaro cacti in Saguaro National Park. Saguaros grow very slowly, taking 150–200 years to reach full height. This giant cactus is a symbol of the American West.



Giant saguaro cacti on the Pima Indian Reservation, Arizona, ca.1900

Photograph by Charles C. Pierce, distributed under a [CC-BY 3.0 license](https://creativecommons.org/licenses/by/3.0/).

UNIT

1

Note Making and Outlines

Name _____

Date _____

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

**3
words
max!**

**Read.
Think.
Look up.
Speak.**



yellow

Week 2: Scorpions

Structure and Style for Students Video 2 **Part 1: 00:00–37:13** **Part 2: 37:14–end**

Goals

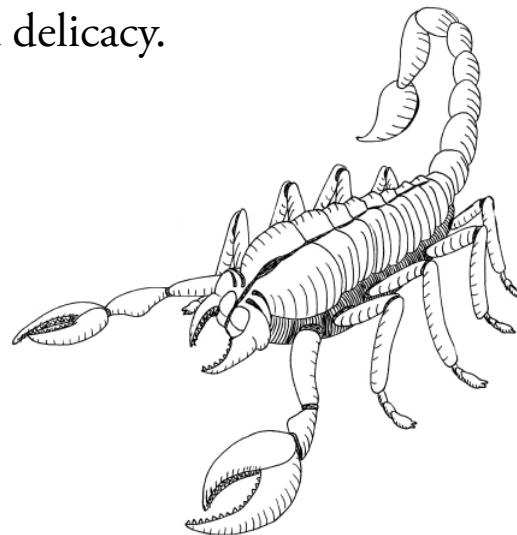
- to learn the Unit 2 Writing from Notes structural model
- to practice the Units 1 and 2 structural model
- to write a key word outline (KWO) about scorpions
- to write a summary about scorpions from your KWO
- to correctly use new vocabulary: *arachnophobia, arachnid, venomous, paralyze, delicacy*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 2. • Practice retelling “The Dog and the Shadow” using your KWO from last week. Follow the instructions for public speaking: Read a line of notes, think of a sentence, look at people, and then speak. • Read and discuss “Scorpions.” • Write a KWO with the class. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 2.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 2 starting at 37:14. • Test your KWO for “Scorpions” by retelling it to a partner. Remember to speak in complete sentences. • Begin writing your summary about scorpions from your KWO. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 2.</i></p>
DAY 3	<ul style="list-style-type: none"> • Finish your summary about scorpions. • Be sure you understand and follow instructions for formatting your composition. Ask for help if you need it. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 2.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Have someone look over your work. • Do not write the title yet! • Staple the final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 2.</i></p>

Source Text**Scorpions**

Scorpions are not insects. They are arachnids and have eight legs like spiders with two pincers and a barbed tail. There are over two thousand scorpion species. Scorpions are found on every continent except Antarctica. All species are venomous, but only about thirty have venom that can kill a human. Mainly, they use their sting to paralyze their prey. Scorpions need very little air or food. Remarkably tough, they can often survive being kept in a freezer overnight! After they hatch, dozens of scorpion babies will climb up and ride around on their mother's back. In China giant scorpions—grilled or fried—are sold in food shops and eaten as a delicacy.



UNIT

1

Note Making and Outlines

Name _____
 Date _____

I. _____
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

3 words max!

Read.
Think.
Look up.
Speak.



UNIT

2

Writing from Notes

Name _____
 Date _____

Title

INDENT ~~~~~ ~~~~~ ~~~~~ ~~~~~
 ~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~

Double space!

Title repeats one to three key words from final sentence.

yellow

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 _____

