

YEAR | LEVEL

2 | **A**

Student
Book

Structure and Style[®]

FOR STUDENTS

YEAR **2** LEVEL **A**

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

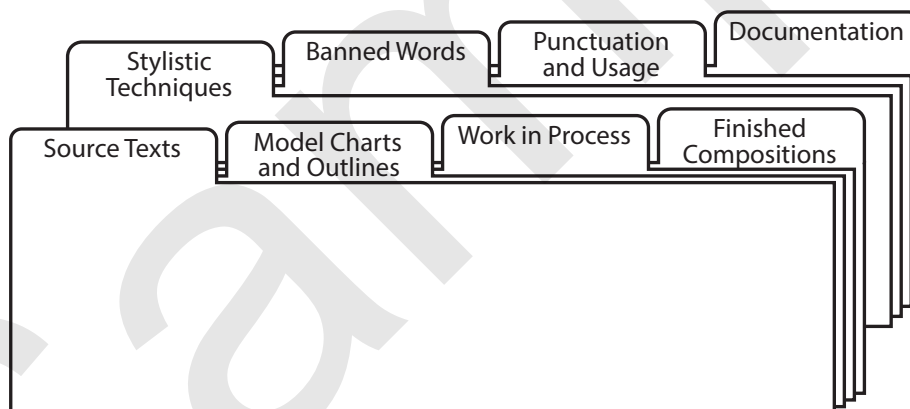
Your *Structure and Style for Students* curriculum features a paper organization system that you will use to manage your coursework and compositions in every stage of the writing process.

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	Pizza Chili French Fries		<i>Krista Kim-Bap</i> by Angela Ahn
Unit 2 2	Asian Table title rule	-ly adverb	
3	Chuckwagon Grub	<i>who/which</i> clause	
Unit 3 4	The Donkey and the Load of Salt		<i>Mountain Chef: How One Man Lost His Groceries, Changed His Plans, and Helped Cook Up the National Park Service</i> by Annette Bay Pimentel
5	The Emperor and the Soup	strong verb banned words: <i>say/said, see/saw, go/went</i>	
6	The City Mouse and the Country Mouse	<i>because</i> clause banned words: <i>think/thought</i>	
Unit 4 7	Eating Together topic-clincher sentences		
8	Uses for Salt	quality adjective banned words: <i>good, bad</i>	
9	Louis Pasteur		<i>The Chocolate Touch</i> by Patrick Skene Catling
Unit 5 10	Dining	banned words: <i>eat/ate</i>	
11	Ice-Cream Truck or Food Fight	<i>www.asia</i> clause	
12	Food on a Stick or Family Dinner	#2 prepositional opener	
			<i>Scrambled Egg Super!</i> by Dr. Seuss

Week	Subject and Structure	Style	Literature Suggestions
Unit 6 13	Sugar source and fused outlines		<i>The Trumpet of the Swan</i> by E.B. White
14	Gardening	#3 -ly adverb opener	
15	A Country of Choice additional sources required		
Unit 7 16	Eating Vegetables introduction and conclusion		
17	Explaining How	#6 vss opener	
18	The Moving Box	banned word: <i>big</i>	
Unit 8 19	Poisonous Animals		<i>The Right Word: Roget and His Thesaurus</i> by Jen Bryant
20	Venomous Beasts		<i>Island of the Blue Dolphins</i> by Scott O'Dell
21	Old Recipes		
Unit 9 22	The Little Gingerbread Man	#5 clausal opener <i>www.asia.b</i> clause	
23	The Tale of Mr. Jeremy Fisher		
24	Timed Essay		

Week 3: Chuckwagon Grub

Structure and Style for Students Video 3

Part 1: 00:00–22:45

Part 2: 22:46–50:55

Goals

- to practice the Units 1 and 2 structural model
- to write a KWO
- to write a 2-paragraph summary from your KWO
- to add a dress-up: *who/which* clause
- to learn new vocabulary: *Dutch oven, sweetbread*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Read and discuss “Chuckwagon Grub.” • Write a KWO for paragraph I with the class. <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 22:46. • Write a KWO for paragraph II about “Chuckwagon Grub.” • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. • Write a list of -ly adverbs to use for your summary. • Review the <i>who/which</i> clause dress-up. • Using your KWO, not the source text, write your first paragraph about “Chuckwagon Grub.” <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 second paragraph about “Chuckwagon Grub.” • Include one -ly adverb and one <i>who/which</i> clause in each paragraph. Underline only <i>who</i> or <i>which</i>, not the entire clause. • 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. <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. • 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

Source Text

Chuckwagon Grub

Cowboys in the Old West were tough. Driving their herds long distances, they often lived on the trail. Cowboys had their own words for things. Cows were called *critters*. A *waddy* was another name for a cowboy. Food was called *chuck*, and it was carried in the chuckwagon. Cowboys ate mostly beans, beef, and sourdough bread. Sometimes they had a little dried fruit and a few vegetables. It was a hard life, but they survived. There were few fat cowboys!

One of the special dishes that cowboys might enjoy was called *son-of-a-gun stew*. There are many variations on this recipe, but all agree it must be cooked in a Dutch oven.¹ It could contain one or more of the following ingredients: beef, calf heart, calf liver, sweetbreads, calf brains, bone marrow. It was usually



Camp wagon on a Texas roundup, William Henry Jackson 1900. Detroit Publishing Co. no. 013756.

flavored with salt and pepper, perhaps a bit of onion, and hot sauce. For best results it should simmer for two to three hours. On the trail there was no waste. Every part of an edible animal might become grub for the cowboys.

Sample

¹a heavy black cast iron pot with a lid

Unit 2 Composition Checklist

Week 3: Chuckwagon Grub

Writing
from
Notes

Name: _____



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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

11 12 Dress-Ups (underline one of each)

- ly adverb _____
- who/which* clause _____

MECHANICS

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