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HOW TO USE

The Classroom Supplement and Lesson Plans are designed to help you create lesson plans to teach Structure and Style in your classroom. This book is organized as follows:

- **Section I** contains the foundational material to prepare you to use Structure and Style in the classroom.
- **Pacing Chart** provides the summary of the year’s lessons.
- **Section II** includes a year of lesson plans referencing the student handouts making it easy for you to incorporate Structure and Style in your classroom.
- **Blackline masters** of the student books required for this course are provided with this Teacher’s Manual. See page 21 for how to prepare student notebooks. Binders and preprinted student materials are also available. See page 7 for details.
- **The Appendix** contains additional articles for you to reference to learn more about Structure and Style and to manage specific areas of lesson planning or teaching.

Quick Start Guide

1. **Teacher Training**
   
   Attend a two-day Teaching Writing: Structure and Style seminar, or watch the DVD series. While it is not necessary to watch all ten hours before you begin, it is recommended.

   Familiarize yourself with the Teaching Writing: Structure and Style Seminar Workbook. Pay special attention to pages that give an overview of Structure and Style.

2. **Preparation**
   
   Read through Section I of this Teacher’s Manual. Follow the instructions to prepare your classroom to facilitate teaching writing. Examine the pacing chart and lesson plans. Adjust them as needed to fit your schedule.

   Prepare student materials as described on page 21.

   During your first week of class, acquire a baseline writing sample from each of your students. This will help you gauge the effectiveness of this method and will provide an artifact to verify progress to students, parents, and administrators.

   For your convenience there is a Baseline Writing Sheet included in the Student Writing Portfolio.

3. **Teaching**
   
   Begin formal instruction using the lesson plans provided in Section II of this document. Continue through the lessons following the suggested course in the pacing chart.

   Continue to merge the Classroom Supplement ideas with your yearlong plan. Be intentional. Establish a schedule. Commit to consistency.

Support

Join our classroom teacher’s online support group. (Go to IEWSchools.com/forum and look for Full-Time Schoolteachers and Administrators.) Connect with your mentor or other classroom teachers who are implementing Structure and Style methods for support and encouragement.
Core Materials

Teaching Writing: Structure and Style
This seminar is the place to start. The DVD training can be watched (or re-watched) to prepare lessons, clarify ideas, or imitate instructional methods. The Seminar Workbook contains the models and teaching methods for each structural unit.
IEWSchools.com/TWSS2-D

Classroom Supplement and Lesson Plans (This is the resource you are now reading.)
Specifically designed for the teachers who interact with their students five days a week, this supplement provides a one-year pacing guide and sample lesson plans to help the teacher utilize this program for the first time. Includes blackline masters of student notebook materials. IEWSchools.com/CS-PK

Helpful Teaching Tools

Flip Chart
The flip chart is a non-consumable set of full-color posters illustrating the poetry, models, and source texts used in this course.
IEWSchools.com/SWP-PK-F

Student Writing Portfolio Kindergarten
To save time copying, order these printed pads along with the binder with ready-made tabs. (The blackline masters of this product are included in the Classroom Supplement and Lesson Plans Kindergarten.)
- Binder: IEWSchools.com/SWP-P-B
- Printed pads: IEWSchools.com/SWP-PK-P
- Replacement blackline masters: IEWSchools.com/SWP-PK-BL

IEW Teachers Support (Chat) Group
This free online chat support group is designed to meet the needs of traditional five-day-a-week classroom teachers. To find the group, click on the link for Full-Time Schoolteachers and Administrators at IEWSchools.com/forum.

Mentoring from the IEW Classroom Consultant
This is your means of continued support throughout your first year. In addition to our IEW Teachers support group (see above), mentoring provides extra email and phone support. This can be renewed annually if needed. IEWSchools.com/CCM

Tools for Young Writers
This tri-folder comes with a set of stickers for students to use to build a writing tools folder containing grammar reminders and handy word lists. IEWSchools.com/SWP-P-TL
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INTRODUCTION TO PRE-WRITING

This first phase is done orally for both teacher and student and lays a solid foundation for actual writing by marking words on the poetry poster, building a word wall, and beginning a class journal to develop the foundation composition.

Goals: The teacher will

- Introduce students to a variety of stories and poems.
- Use the poetry to integrate language and phonics.
- Teach students to differentiate between a poem that tells a story and one that just makes a statement.
- Teach students how to identify the elements of a story, including characters, plot, problem, and resolution.
- Build patterns of rhythm and rhyme.
- Introduce students to the structure of a sentence, a paragraph, and a story.

Daily Lesson Plans

The first page of each week provides a week summary chart which displays

- objectives
- summarization of the week’s teaching
- materials list
- lessons extensions to integrate other subjects

The summary is followed by detailed daily lesson plans describing the elements of each lesson and picturing the handouts or flip chart pages needed for the lesson.

Please do as much as you are able of the suggested activities, but do not add stress to yourself or to your students. At this point remember that exposure to a wide variety of sources is the goal, not mastery. The pacing choice is yours based on the ability level of your students.

Poetry

- Poetry is used as an integrator.
- Begin each week with a new poem. Read and enjoy the poem each day.
- Each poem can be displayed using the illustrated Flip Chart. This chart may be written on to highlight elements of phonics and language. The poem may also be displayed on a smart board for marking.
- Use the illustrations to aid in comprehension.
- Discuss unfamiliar words and phrases.
- Practice memorizing the poem each day. Praise students who can recite the poem by the end of the week.
**Story or Statement**

- The poetry also invites discussion about what makes a story.
- Some poems provide a narrative, while others just state facts. Point out the differences (see Week 3).
- Stories follow a specific path defined by the Story Sequence Chart.
  - Stories often begin by identifying a character and the setting. Look for who, what, when, where.
  - The story will lead to either a problem or a surprise, which may appear happy or sad (climax).
  - The problem will have to be solved or the surprise revealed (resolution or conclusion).
  - The story must have an ending that makes the story seem finished. The ending might include an assessment of the main character or a moral to be stressed.
- Explore the Story Sequence Chart with every story read. If desired, use the Unit 3 Story Sequence Chart visual provided in the Flip Chart page 28.

**Language Acquisition: Grammar and Mechanics**

- The poem can also be used to reinforce grammar and phonetic teaching.
- As you teach the basic parts of speech (nouns, verbs, adjectives, adverbs), find examples in the poem.
- Increase students’ listening and speaking vocabulary by creating word walls, banks, and lists of synonyms. The word banks will naturally reinforce the parts of speech.
- Choose simple verbs and adjectives from the poem to expand and explore through the creation of a word bank or list. This is not a banned words list that is recommended for older students. It is language enrichment.
- Large paper may be used for the lists, and then those lists may be posted on the wall for future reference. Most students will not be able to read the words; however, they will learn that the spoken word is the written word. A few students may be able to read them and thus continue to be challenged.
- Use the word lists to allow students to experiment with and have fun with words.

**Language Acquisition: Phonics**

- Use rhyming to help develop phonemic awareness of the sounds in a word.
- Find phonograms in the poetry and word banks even if the letters and digraphs have not been taught yet for reading. Immersion in the elements of language and reading now will set the stage for independent reading later.
- If desired, create a “Sound City” to house and organize the multi-letter phonograms. Details to create this wall poster are located in Appendix 5.
- When letters are placed inside vertical bars, e.g., [s] or [er], it indicates the sound of the letters. Breves are used for short sounds; macrons for long sounds. When letters are not placed inside inside bars, e.g., sh, then the letter names are intended (s-h).
Printing

- The printing lessons use letter stories to teach the sound and formation of each letter. If you are using an alternative handwriting program, this element of the lesson may be used for enrichment.
- Use the Printing Reminders sign to ensure that students develop good habits in posture and pencil grip.
- Letters are initially printed in letter blocks. Guidelines are presented later. Feel free to permit students to write without lines and spaces if needed.
- See Appendix 2 for additional handwriting tips, including strategies to help students exhibiting dysgraphia.

Additional Lesson Extensions

- Additional activities that integrate the poetry into other subjects are provided at the bottom of each week's summary page.
- Include them in your lesson planning as possible, but do not feel like you need to include them all.
- For more games and activity ideas, see the help page at IEWSchools.com/csp-help (This is a password-protected page. To access it, log in to your account, and use the password: schools.)
**Additional Lesson Extensions**

- **PE:** What Time Is It, Mr. Fox? (similar to Mother, May I?) One student is at an end of the field. He is Mr. Fox. The other students ask what time it is. He responds with a time that indicates how many steps they are allowed to take. They are trying to cross the line where he is. However, if he says “9 o’clock,” he chases them back to the beginning. The person he catches then becomes Mr. Fox.

- **Art:** Have students draw a clock or make one using a paper plate. Attach hands with a brad.

- **Science:** Discuss clocks, time, and the sun.

- **Math:** Tell time using the clocks made in art.

- **Social Studies:** Discuss the clothing of the girl in the picture. What can they tell about her from her clothing? Or discuss the history of clocks.

- **Literature:** Other clock stories or poems (e.g., “My Grandfather’s Clock”).
The Clock
attributed to Mother Goose

There’s a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right.
Week 1: Day 1

Poetry
- Present poem “The Clock” (Flip Chart, page 1).
- Read aloud with expression to whole class.
- Discuss the meaning two lines at a time.
- Discuss unfamiliar words and define the words.
- Reread poem. Discuss:
  - Do all clocks have hands?
  - What other kinds of clocks are there?
- Distribute poetry take-home page (Student Handout 1.1).

Grammar/Mechanics
- Define nouns: people, places, and things.
- Find nouns in the poem.
- Name other nouns in the classroom.

Phonics
- What makes words rhyme?
- Listen for final consonant and vowel sounds in the poem, and find rhyming words: stands/hands, bright/right.

Printing. The Happy Letter: c
- Using the Printing Reminders Sign (Flip Chart, page 2), discuss proper posture/pen grip for handwriting. This page of the flip chart may be removed from the collection and posted somewhere for daily reference throughout the year.
- Begin the lesson by collecting a baseline writing sample using Student Handout 1.2. Students may attempt the copy work if they desire. Everyone should draw a picture of themselves in the picture box. When complete, have students store them behind the Finished Work tab of their Student Writing Portfolio.
- Introduce the letter c. Say the sound (the hard |c| or |k| sound, not the name of the letter). Write a c on the whiteboard and say: |c| is the happy letter. He is happy because he is a cookie, and somebody took a bite!
- Say: To make a |c|, I start up on the right (Relate to an object in the room, such as the windows or the wall.) Do not pick your pen up! Go up and around, but do not close it up. |c|, |c| cookie! Be sure your students start near the top of the c and circle all the way around.
- Tell them to imagine they are drawing a circle around a head. Starting at the temple, move around the top of the head and around to the chin stopping at the jaw line.
- Begin an alphabet wall by printing Cc on a card and placing it on the wall.
- Explain to your students that every letter in the alphabet is presented in two ways: lowercase, which is what you are teaching now, and uppercase or capital, which is what the letter looks like when it is all dressed up. Students will only practice the lowercase now, but should become familiar with the look of the uppercase for later.
- Practice several lowercase c’s on the whiteboard, and then move to paper. If students need more practice, form the letter out of play dough or use finger paint.
- Use Student Handout 1.3 take-home page for practice.
Week 1: Day 2

Poetry
- Read “The Clock,” *(Flip Chart, page 1)* aloud with expression to class, listening for rhyming words.
- Choral read the poem as class. (Most students will not be reading at this point but will follow along.)

Grammar/Mechanics
- Review nouns: people, places, and things.
- Review other nouns in the classroom and in the poem. Underline them in the poem, or begin a list of nouns.
- Add the Nouns sticker to the Tools folder. (See page 7 for more information on this product.)
- Introduce the noun test, which works best for things or animals: the _____ or two ______

Phonics
- Review rhyming words.
- Listen for final consonant and vowel sounds in rhyming words *(and, ight)*.

Printing. The Sad Letter *(o)*
- Review the Printing Reminders sign *(Flip Chart, page 2).*
- Review the letter c. Practice on plain paper.
- Using the Student Handout 1.4 take-home page, introduce the letter o.
- Draw one on the board and say: This is the sad letter |ŏ|. He is sad because nobody took a bite out of him. He says, “Ahh, nobody took a bite out of me.”
- Teach: To form the letter, start just like the happy letter, but continue around until you meet where you started.
- Be sure your students do not get into the habit of starting the o at the top; it starts like the c to the right. (Relate to an object in the room.)
- If desired, have your student place a breve (˘) over the |ŏ|. (A breve is the shape of a reverse arc, or a smile.) You will do this with all the vowels as they are first introduced since you will be teaching the short sounds with the letter stories. Later, the long sounds (the vowel names) can all be taught in one lesson. The long sounds will be marked with a macron (¯), which is the shape of a line over the vowel.
- Before practicing the new letter, revisit and discuss the Printing Reminders sign. Also, print Oo on a card, and add it to the alphabet wall.
PHASE 2: INTRODUCTION TO THE STRUCTURAL UNITS

UNIT 1: NOTE MAKING AND OUTLINES

This phase continues with modeling but transitions students into actual writing (copying). During this phase the structural units are explored orally while the teacher models the actual writing. Students practice handwriting in copy work.

Units 1 and 2 lay the foundation for the entire program. Unit 1 emphasizes language acquisition and word discrimination. Words are weighed, evaluated, and placed in a usable format called a Key Word Outline (KWO). By completing this unit, students also learn the value of well-chosen words. Unit 1 is illustrated on the Flip Chart page 17.

Teaching Writing: Structure and Style

To prepare to teach note making and outlines, watch the Unit 1 session of Teaching Writing: Structure and Style, and review the related pages of the Seminar Workbook.

Goals of Unit 1: Students will

- Select key words from each sentence that the teacher will record in a basic outline format. This will help students to recall ideas from each sentence.
- Communicate the main idea of a source (retell) using key word outlines.
- Continue to expand vocabulary by adding to classroom word banks.

Teaching Procedure:

1. Read and discuss.
   - Initially, every lesson involves board demonstration and group participation.
   - Read the entire passage to the class from the flip chart or handout. Invite students to read chorally with you.
   - After reading the source text, ask questions for content understanding. The source texts are not intended to be read independently, but are chosen to enrich your students’ vocabulary. A child’s listening vocabulary is much larger than his reading vocabulary.
   - If you wish to use content from your curriculum, simply switch the source text. The lesson plan and outlining procedure remain the same; only the text needs to change. Since the teacher is doing the reading, the reading level of the source text can be at a K listening level. The key is to use short sentences.

Source Text

Pigs

Pigs are called hogs or swine. They have no sweat glands. They cannot sweat to cool off. They roll in the mud to cool their skin. The mud dries and protects them from the sun.
2. Key Word Outline

- Create a key word outline template on the board or on large poster paper. Count the number of sentences in the source, and prepare that many lines for the outline.
- Chorally read/recite one sentence at a time choosing two or three key words or synonyms from each sentence. Chorally reading/reciting and then writing keeps the students actively engaged in the process. Students help to determine which words in each sentence are the key words.
- As the class chooses two to three key words or synonyms from the sentence, the teacher records the words on the outline template. In this simple outline format, one note (consisting of two or three words) is taken from each sentence in the paragraph.
- The first line uses a Roman numeral, while the remaining lines use Arabic numerals. Later, the Roman numeral will indicate topic. It is important to keep the outline format the same as that taught in Teaching Writing: Structure and Style. Continuity from year to year is vital for success.

3. Test outline by retelling.

- Once the outline is complete, the teacher guides the students to tell back the information from the KWO (oral). The goal is not repeating verbatim or memorizing the source text. Students are encouraged to use their own words, sentences, and ideas.
- To help students recreate the sentence, point to the key words needed. Once students get the idea, the teacher can stop pointing.
- If students struggle to create a sentence, the outline should be changed at this time to assist students with sentence construction.

4. Copy Work

- Student handouts provide copy work related to the poetry or source text with an illustration box. Some students may only manage the illustration.
- Do that which is developmentally appropriate for your students. The goal, not the requirement, is to finish in the time allotted.

Reminders:

- Continue to model the writing process:
  - Read source text.
  - Discuss meaning.
  - Chorally read/recite, and choose key words.
  - Teacher records outline.
  - Students retell from outline.
- At this level, all of the work is completed orally with the teacher writing on the board or large poster paper.
- Student handouts reinforce the source text with pictures to be colored. At this time, their composition is in the form of a colored picture instead of printing. Students may also draw a picture of their favorite part of the poem demonstrating comprehension.
- If choosing your own source text, the children may draw a picture of the poem or story as their composition.
- There are three strands to our methodology: structure, style, and you. You are integral for success. Have fun!
## Week 13

### Assignment: Oral

**Theme:** On a Farm

**Phase 2:** Working with Words

**Objectives:** Student will be able to
- create a Key Word Outline (KWO)
- locate nouns and verbs in a sentence
- use adjectives and adverbs

### DAILY LESSONS

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<tr>
<th>Day</th>
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<th>Gram.</th>
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<td>4</td>
<td>Read or sing “Old MacDonald.” Practice memorizing.</td>
<td>Use quotation marks.</td>
<td>oo in moo and ar in farm. Make rhyming sentences, e.g., The cow took a bow.</td>
<td>Read and discuss SH 13.6. Assign copy work and drawing.</td>
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<td>5</td>
<td>Recite “Old MacDonald.”</td>
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### Flip Charts and Student Handouts

- Flip Chart p. 14: The Robins
- Flip Chart p. 15: Old MacDonald
- Flip Chart p. 15: Old MacDonald
- Flip Chart p. 15: Pigs
- Flip Chart p. 13: Alphabet
- Flip Chart p. 13: Alphabet
- Flip Chart p. 15: Old MacDonald
- Flip Chart p. 17: Unit 1
- Flip Chart p. 16: Pigs
- Flip Chart p. 13: Alphabet
- Flip Chart p. 13: Alphabet
- Flip Chart p. 15: Old MacDonald
- Flip Chart p. 17: Unit 1
- Flip Chart p. 16: Pigs
- Flip Chart p. 13: Alphabet

### Additional Lesson Extensions

- **PE:** Animal Walk: Name different animals.
- **Science:** Study various farm animals: what they eat, what care they need, and what they are raised for.
- **Music:** Sing the song. Make up new verses.
- **Art:** Illustrate the poem. Find pictures in a magazine of their favorite animal. Have students draw different animals to create MacDonald’s Farm. Mount on a bulletin board.
- **Math:** Develop story problems with farm animals. “If you have five cows, how many legs do you have?” Introduce skip counting (counting by fours) 4, 8, 12, 16, 20, etc.
- **Social Studies:** Discuss the term agriculture. Name things that are regionally grown on farms, and animals that are raised on farms.
- **Literature:** Any farm book: The Day Jimmy’s Boa Ate the Wash; Mrs. Piggle-Wiggle’s Farm.
Old MacDonald

by Mother Goose

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a cow, E-I-E-I-O.
With a “moo, moo” here
And a “moo, moo” there,
Here a “moo,” there a “moo,”
Everywhere a “moo, moo,“
Old MacDonald had a farm, E-I-E-I-O.

(Additional verses can be added by singing through the first verse again but using horse / sheep / dog / cat / mouse / duck / pig / rabbit [wiggle its nose].)

Pigs

Pigs are called hogs or swine. They have no sweat glands. They cannot sweat to cool off. They roll in the mud to cool their skin. The mud dries and protects them from the sun.
Week 13: Day 1

Poetry
- Review “The Robins.” (Flip Chart, page 14). Robins and some other animals can be in the city or the country. Some animals live mostly in specific places, like the animals on a farm.
- Introduce “Old MacDonald Had a Farm” (Flip Chart, page 15). Read poem aloud to class.
- Discuss how E I E I O is there for the sake of rhyme but doesn’t mean anything. Other poems they have learned that include sounds that are not words include hickory dickory dock and dickory dickory dare.
- Students may color the pictures on Student Handout 13.1.

Grammar and Mechanics
- Begin a list of farm animals and their sounds. Explain that they are not words but can be indicated with letters.
- If desired, underline the phonograms in each animal sound.
- For fun, introduce the term onomatopoeia—sound words.

Phonics
- Underline oo in moo and say the sound. Add oo to U Street in Sound City.
- Brainstorm for words that rhyme with moo (shoe, grew, do, etc.). Most of the words will not be spelled the same, but for now, students are listening for similar sounds.

Copy Work
- Introduce handwriting practice using copy work. Discuss spacing between letters in a word and spacing between words. Point out the capital letter.
- Review end marks, and reference the End Marks sticker in their Tools folder. Focus on periods for statements. Read today’s sentence to students. What does the sentence start with? End with?
- Point out the comma after farm, and explain that it is a period with a hook that is used in sentences to indicate a pause.
- Students complete copy work using Student Handout 13.2.
Week 13: Day 2

Poetry
- Reread “Old MacDonald Had a Farm” * (Flip Chart, page 15) aloud with expression to the whole class.
- Reread aloud with expression to whole class. Have students listen for story elements.
- Ask: Does this poem tell a story or just make a statement? (statement)

Grammar and Mechanics
- Review verbs. Underline had.
- Brainstorm alternative words. Create word bank.

Phonics
- Ask: What sound does a pig make? Listen for the sounds in oink, and point out what letter(s) spell each sound.
- Underline oink on the board, and underline oi. Brainstorm other words that use the oi sound (boil, soil, oyster, boy, toy, etc.). Underline oy. Notice that oi is usually used in the middle of words. Oy is always at the end. Add oi/oy houses to Sound City. They can be in their own section—a farm!

Writing
- Sing “Old MacDonald.” Let students choose the animals on the farm that you will sing about. When someone says “pig,” sing the verse, and then introduce the new source text “Pigs.”
- Distribute Student Handout 13.3. Using Flip chart page 16, introduce the paragraph entitled “Pigs.”
- Spend a few minutes discussing the paragraph to ensure comprehension.
- The source texts are not intended to be read independently, but are intended to enrich your students’ vocabulary. A child’s listening vocabulary is much larger than his reading vocabulary.
- Help students count the sentences (5). Create a blank KWO template on a large piece of paper for the story. Be sure to start with a Roman numeral I, and then use Arabic numerals from 1 to 4.
- Build anticipation by telling students that “we will do something very important with the lines tomorrow.”
- Students may color the picture on their handout.
- Have students save this handout in the pocket of their Tools folder. Remind them that tomorrow you will do something very important with the lines.

Copy Work
- Continue to display and review Flip chart page 13 as long as needed.
- Revisit adjectives.
- Colors describe nouns. Brainstorm what colors different farm animals can be. Begin a color word list. What color is a pig? (usually pink, brown, black, and white) Ask: What kind of pig might be blue? (A piggy bank!)
- Distribute Student Handout 13.4.
- Revisit capitals and end marks.
- Students practice printing using copy work.