

5 Day Schedule

Lesson 1: 3-Paragraph Parable Set-up

Day 1: Section 1 – Notebook Set-up (Organize notebook, teacher checks), *Assignment Segment 1*

Section 2 – Introduce Mind Benders® (work practice together)

Student works Mind Bender® independently. (teacher checks) *Assignment Segment 2*

Section 3 – Essay No List (instruction)

Section 4 – Essay Checklist (instruction)

Section 5 – Essay Paragraph Word Count (instruction)

Section 6 – Titles (instruction and practice)

Section 7 – Skeleton Outline (instruction and practice)

Day 2: Section 8 – Highlighting (instruction)

Section 9 – Rewrite (Highlighting together)

Section 10 – Brainstorm (Transfer original story line & questions to the brainstorm together)

Section 11 – Rewrite Brainstorm

Student writes brainstorm for 3-paragraph rewrite (teacher helps as needed and checks)

Teacher reviews brainstorm having student add information where needed *Assignment Segment 3*

Day 3: Section 12 – Outline (introduce 3-paragraph narrative outline)

Section 13 – Example Outline (instruction)

Student writes outline for 3-paragraph rewrite from own brainstorm (teacher helps as needed and checks)

Teacher reviews outline having student add information where needed *Assignment Segment 3*

Day 4: Section 14 – Example Paragraphs (MLA formatting instruction)

Student writes the rough draft for 3-paragraph rewrite The final edit for the rough draft is in lesson 2, but the draft should be decent now. (teacher helps as needed and checks) *Assignment Segment 3*

Day 5: Section 15 – Haiku (instruction and practice)

Student writes poetry. (teacher grades) *Assignment Segment 4*

10 Day Schedule

Lesson 1: 3-Paragraph Parable Set-up

Day 1: Section 1 – Notebook Set-up (Organize notebook, teacher checks) *Assignment Segment 1*

Day 2: Section 2 – Introduce Mind Benders® (work practice together)
 Student works Mind Bender® independently. (teacher checks) *Assignment Segment 2*

Day 3: Section 3 – Essay No List (instruction)
 Section 4 – Essay Checklist (instruction)
 Section 5 – Essay Paragraph Word Count (instruction)

Day 4: Section 6 – Titles (instruction and practice)
 Section 7 – Skeleton Outline (instruction and practice)

Day 5: Section 8 – Highlighting (instruction)
 Section 9 – Rewrite (Highlighting together)
 Section 10 – Brainstorm (Transfer original story line & questions to the brainstorm together)
 Section 11 – Rewrite Brainstorm
 Student writes brainstorm for 3-paragraph rewrite. (teacher helps as needed and checks)
 Teacher reviews brainstorm having student add information where needed. *Assignment Segment 3*

Day 6: Section 12 – Outline (introduce 3-paragraph narrative outline)
 Section 13 – Example Outline (instruction)
 Student writes outline for 3-paragraph rewrite from own brainstorm. (teacher helps as needed and checks)
 Teacher reviews outline having student add information where needed. *Assignment Segment 3*

Day 7: Section 14 – Example Paragraphs (MLA formatting instruction)
 Student begins writing the rough draft for 3-paragraph rewrite (teacher helps as needed and checks)
Assignment Segment 3

Day 8: Section 14 – Example Paragraphs
 Student finishes the 3-paragraph myth rough draft. The final edit for the rough draft is in lesson 2, but the draft should be decent now. (teacher helps as needed and checks) *Assignment Segment 3*

Day 9: Section 15 – Haiku (instruction and practice)

Day 10: Section 15 – Haiku
 Student writes poetry. (teacher grades) *Assignment Segment 4*

Essay Lesson 1: 3-Paragraph Parable Set-up

Sentence Structure: Essay Checklist 1 – 9 & Essay No List

Titles / Skeleton Outline

Poetry: Haiku

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Notebook Set-up WS 1 (TP 1) 2. Introduce Mind Benders® WS 2 (TP 2) 3. Essay No List WS 3 (TP 3) 4. Essay Checklist WS 4 (TP 4) 5. Essay Paragraph Word Count 6. Titles WS 5 (TP 5) 7. Skeleton Outline WS 6 (TP 6) 8. Highlighting | <ol style="list-style-type: none"> 9. Rewrite WS 7 (TP 7, 8) 10. Brainstorm WS 8 (TP 9) 11. Rewrite Brainstorm WS 9 (TP 10) 12. Outline WS 10 (TP 11) 13. Example Outline WS 10 (TP 12) 14. Example Paragraphs (TP 13, 14) 15. Haiku WS 11 (TP 15) |
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1. Notebook Set-up WS 1 (TP 1) *(Assignment Segment 1)*

Notebooks need to be organized no later than Lesson 2. Label notebook tabs with the following highlighted words. Extra notebook paper goes in the front of the notebook. For now place the full set of worksheets under tab 7. Worksheets are to be organized under the other tabs as lessons are completed. Do not reorganize the worksheets now. Fill in the blanks on WS 1. (File WS 1 behind the “Lesson Notes” tab.)

Organize Notebook – 8 tabs (WS 1)	
<ol style="list-style-type: none"> 1. Assignments (<i>Papers</i> and <i>notes</i> for current <i>independent work</i> instruction & completed <i>independent work due</i>) 2. Checklists (Current <i>Checklist</i> and <i>No List</i> for <i>editing</i> independent work) 3. Word Lists (As <i>introduced</i>, keep here for <i>easy reference</i>) 4. Lesson Notes (Other <i>papers</i> and <i>notes</i>) 5. Reading List (For <i>required</i> outside <i>reading</i>) 6. Graded Work (Graded <i>paragraphs</i> & <i>poetry</i>) 7. Worksheets (Copies to be <i>used</i> and for <i>independent work</i>) 8. Mind Benders® (Ready <i>for independent work</i>) <i>(It is legal to make copies for instructional use, just not for resale.)</i> 	<ol style="list-style-type: none"> 1. <i>Assignment papers</i> will rotate as lessons are completed. 2. Store <i>checklists</i> for use in future lessons. 3. Store <i>word lists</i> for use in future lessons. 4. Store <i>notes</i> from <i>lessons</i> for reference. 5. Place and keep <i>reading list</i> here now. 6. Store <i>graded work</i> as completed. 7. Place <i>worksheets</i> here for easy access. 8. Store <i>Mind Bender®</i> copies to use.

2. Introduce Mind Benders® WS 2 (TP 2) *(Assignment Segment 2)*

Mind Benders® teach organization skills through a systematic approach to problem solving. Instructional examples are included in each Mind Bender® book with answers and instructions for every Mind Bender® in the back. Mind Bender® books may be purchased from www.criticalthinking.com.

Which book? The problems gradually but progressively become harder in the Mind Bender® books. Which Mind Bender® to work for each lesson is not specified in Essay Writing lessons or assignments.

- ✓ As a general rule, Book 5 is recommended for this level.
- ✓ If a student has not worked Mind Bender® Book 4, then complete Book 4 before starting Book 5.
- ✓ If a student has worked on, but not completed Book 4, complete Book 4 and then work Book 5.
- ✓ Work 1 problem per lesson.

Work the practice problem together. Mark the answers on **TP 2** as students mark **WS 2**.

Answers: Betty – pink, Carol – yellow, Dick – red, Joe – green (File WS 2 “Lesson Notes” tab.)

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3. Essay No List WS 3 (TP 3)

Use both the Essay Checklist and No List to edit compositions each week. Both of the lists will be updated in future lessons for 14, 15 and 16. The No List will be revised at the beginning of the 2nd semester, lesson 16, to deal with direct quotes. (File WS 3 “Checklists” tab.)

The No List: Use the No List as a tool, but use your own judgment to enforce the list.

1. **Incomplete sentences** are occasionally used in literary writing, but are not acceptable 99% of the time in formal writing. Students should focus on correct formal writing 100% of the time not how to bend the rules.
2. **Run-on sentences** are never appropriate in writing. Run-ons consist of 2 complete sentences made into 1 sentence that is often joined by just a comma.

Questions, exclamation marks and parenthesis are used in all forms of writing. But, students need to learn how to write complete, concise, descriptive, factual but sometimes silly statements without these.

3. **Questions** lead to students not stating facts, and instead they mostly ask questions. Questions will be allowed when and after hooks are introduced.
4. **Exclamation marks** are used to show expression, but students need to learn how to show expression with just their words instead of lazily slapping an exclamation mark at the end of a boring sentence and figuring that now the sentence shows expression.
5. **Parenthesis** are often overused and used incorrectly. Students use them where commas should be used.
6. When **quotes** are allowed at this level, the quotes tend to dominate the writing. Focus on how to write without someone else’s words. How to use and document quotes correctly is taught later in Essay Writing,
7. When allowed to use **dialogue** in writing, the dialogue tends to dominate. The action and description are either limited or non-existent. If a story is written with only action and description, dialogue can be added later. Learn to write with action and description, not dialogue.

8. Some students use ... as a crutch instead of using commas or where they lose thought and do not know what words to put.
9. Essay students are allowed to use 1 semi-colon per paragraph, but it is best to set **colon** use aside for now. If the teacher chooses, students can use 1 colon per paragraph, but deduct points off their grade every time it is used incorrectly or more than 1 time per paragraph. Make a special note on the No List if allowed 1 per paragraph.

Contractions, slang and announcements are restricted because they are not allowed in formal writing.

10. No contractions (*not acceptable in formal writing – don't, it's*)
11. No slang (*not acceptable in formal writing – hot, cool, bad, awesome, lots... used incorrectly*)
12. No announcements (*Do not state "In conclusion..." or "Here are the reasons why..." Do not inform the audience you are going to tell them something; just state it as a fact.*)

The No List – Essay 1st Semester

1. No incomplete sentences – *Each sentence must be a complete thought which starts with a capital letter and ends with a period.*
2. No run-ons – *If have 2 or more conjunctions in a sentence, check for a possible run-on. It can be better to shorten or divide a sentence, if it is more than 2 lines long, than risk a run-on.*
3. No questions – *Papers need to be telling the reader something, not asking them.*
4. No exclamation marks – *Let the words make the point, not a punctuation mark.*
5. No parentheses (use commas) – *Overused and used improperly.*
6. No quotations marks / quotes – *Overused and used improperly.*
7. No dialogue – conversation – *Overused and used improperly.*
8. No ... – *Overused and used improperly.*
9. No colons – *Overused and used improperly. Will cover correct usage later.*
10. No contractions – *Letters replaced by an apostrophe. Examples: can't, won't, shouldn't, it's*
11. No slang – *Casual, playful words or incorrect usage of words used as replacements for standard. Examples: hot, sweet, lots, awesome, cool*
12. No announcements – *Stating the obvious Ex.: That is the reason... Here is a list... These are the topics... Like it says ... All of that to say... Finally... This means...*
13. _____
14. _____

4. Essay Checklist WS 4 (TP 4)

Essay Checklist 1-9: Read Essay Checklist 1 – 9 from **TP 4 & WS 4**, and briefly explain each one. The 3 which have MLA as part of the explanation are required standards for MLA format.

Use the Essay Checklist and the No List to check and edit work each lesson, because the Essay Checklist and No List will also be used to evaluate work. (File WS 4 “Checklists” tab.)

Word Count: The average word count for each paragraph in an entire essay should be between **140** and **155** words long; no fewer than **100 words**, but no more than **230** (see section 5).

Essay Checklist

1. Paragraph Form: Indent *first word of every paragraph* & 1 inch margins (*MLA*)
2. Double Space *all lines* & Times New Roman #12 Font: *every paper (MLA)*
3. Word count: every paragraph must have 100 – 230 words. *Show the number always*
4. Begin each sentence with a capital letter and end with the correct punctuation.
5. Subject and verb in every sentence as complete thoughts.
6. Begin sentences with different words in each paragraph. (*Every first word in a paragraph must be different – raises level of writing.*) (*Side Note: When starting sentences with conjunctions a comma must follow the conjunction or the sentence is not a complete thought. Do not allow students to begin sentences with “And,” because even with a comma after it, it still is not appropriate for formal writing. Limit students to 1 sentence per paragraph using a conjunction followed by a comma to start a sentence. Discourage the use at this level.*)
7. Starting sentences of every paragraph should begin with different words. (*Do not start paragraphs with the same word on multi-paragraph papers.*)
8. Be positive – Use words correctly – No slang
9. Title taken from conclusion. Typed and centered (*make it interesting*) (*MLA*)
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

5. Essay Paragraph Word Count

- The average for each paragraph in an entire essay should be between **140 and 155** words long.
- Each paragraph should be **no fewer than 100 words long**.
- Each paragraph should be should be **no longer than 230 words long**.

To check word count, first highlight the paragraph which you need to check the word count. You may highlight 1 or more paragraphs at a time. Then, go to the Tools icon at the top of the screen, click. A short list should drop. Click where it says Word Count. A box will appear with paragraph information including the word count.

6. Titles WS 5 (TP 5)

Titles can be boring with just a person's or the topic's name or some other well known fact. Do not select a final title until after the paper is completely written. Then, read through the last paragraph, selecting 2 or 3 interesting words to use in or as the title that suggest what the paper is about. The title should be centered on the first line underneath the heading and double spaced as explained in section 13. (File WS 5 "Lesson Notes" tab.)

- With only 1 – 2 paragraphs for a paper they need to focus on the last sentence.
- With 3 – 5+ paragraph essays they may select from the concluding paragraph, preferably from the last 2 or 3 sentences of the conclusion.

Capitalize only the first, last, and principal words of the title.

Examples **TP 5 & WS 5**: Come up with possible titles that could be taken from each sentence.

1. "The Sermon on the Mount is not a set of **rules and regulations**: it is a **statement of the life** we will live when the Holy Spirit is getting **His way with us**." Oswald Chambers, *My Utmost for His Highest*, pg. 207

Possible titles: Rules and Regulations / Statement of Life / His Way with Us

2. "If you want to be of **use to God**, get **rightly related** to Jesus Christ and He will make you of **use unconsciously** every minute you live." Oswald Chambers, *My Utmost for His Highest*, pg.139

Possible titles: Rightly Related / Use to God / Unconscious Use

3. "Yielding to Jesus will break every form of slavery in any human life." Oswald Chambers, *My Utmost for His Highest*, pg.74

Possible titles: Yielding to Jesus / Human Slavery / Breaking Slavery

7. Skeleton Outline WS 6 (TP 6)

The purpose of the skeleton outline exercise is to show how to set-up and expand an outline structure as more details are included.

Most outlines are only written to the lower case letter level (a.), but become familiar with the repetition of the pattern when including more details. Fill in outline form **WS 6 & TP 6**.

In any outline if there is a Roman numeral I, there must be a Roman numeral II, if there is an A there must be a B, if there is a 1 there must be a 2 and so on. (File **WS 6** “Lesson Notes” tab.)

<u>I.</u>
— <u>A.</u>
— <u>1.</u>
— <u>a.</u>
— <u>(I.)</u>
— <u>(A.)</u>
— <u>(1.)</u>
— <u>(a.)</u>
— <u>(b.)</u>
— <u>(2.)</u>
— <u>(B.)</u>
— <u>(II.)</u>
— <u>b.</u>
— <u>2.</u>
— <u>B.</u>
<u>II.</u>

The following outline **TP 7** is an example of an extensively developed outline which has been developed to need all of the letters and numbers, which are shown on the skeleton.

Example Outline

- I. Matthew 5:1
 - A. More than just the disciples there
 - B. Multitudes of crowds
 - C. What a disciple is
 - 1. Talmidim
 - a. Age
 - (I.) Youngest
 - (A.) Typical upbringing
 - (B.) Typical education
 - (II.) Oldest
 - (A.) Jobs
 - (1.) How jobs were attained
 - (2.) Typical jobs
 - (3.) Unusual jobs
 - (a.) Fisherman
 - (b.) Jewish view of water
 - (B.) Family life
 - (III.) How to know
 - b. How many
 - (I.) Typical Rabbis
 - (II.) How Jesus was different
 - 2. Jewish Education
 - D. How the Rabbis Taught
 - E. What the mountain would have looked like
- II. Matthew 5:2
 - A. Opened his mouth
 - 1. New Testament idiom
 - a. Matthew 13:35
 - b. Acts 8:35
 - c. Acts 10:34
 - d. Acts 18:14
 - 2. With Old Testament roots
 - a. Job 3:1
 - b. Job 33:2
 - c. Dan. 10:16

8. Highlighting

In lessons 1 – 4 the highlighting is primarily leading to the rest of the lessons, which deal with a 5-paragraph essay. Structure of the 5-paragraph college level formal essay is different from the basic structure of a 1 – 4 paragraph paper, and yet can be similar in several ways. The highlighting technique is used throughout the curriculum to teach structure. In the first 4 lessons in Essay, highlighting is used to introduce or review a basic 3 or 4 paragraph which uses colors for each section that are intentionally leading to how the 5-paragraph essay will be structured. They are not exact but similar. Highlighting may seem pointless for the first 4 lessons, but it is not. Highlighting is simply an effective tool to teach structure.

9. Rewrite **WS 7 (TP 7, 8)** (Assignment Segment 3)

In this lesson the story about the prodigal son will be rewritten into a more recent day setting as a 3-paragraph narrative. Highlight the story according to the following example. Highlight each section according to the color at the start, until the color changes. The brainstorm information, which is underlined and bold, is implied and condensed in the brainstorm in section 10.

(*The Message* is being used for the purpose of providing a paraphrased version of the story. If you would rather use another translation go to <http://www.biblegateway.com/> for an easy to print and use copy of the verses.)

Highlighting:

- Pink is always used for the main idea or thesis both at the beginning of an essay.
- Blue, yellow, green, and orange are each used for each support.
- Pink is always used for the main idea or thesis both at the end of an essay.

The conclusion or lesson of the story will be added as in the following brainstorm example in the following set of instructions. Highlight the following story **WS 7 & TP 7, 8**.

The Story of the Lost Son – from Eugene Peterson’s *the Message*

(**Pink**) Then he said, “There was once a **man** who had **two sons**. The younger said to his father, ‘Father, I **want right now what’s coming to me.**’ (**Wealthy** implied from son wanting inheritance.)

(**Blue**) “So the father **divided the property** between them. It wasn’t long before the younger son packed his bags and left for a distant country. There, undisciplined and dissipated, he wasted everything he had. After he had **gone through all his money**, there was a bad famine all through that country and he began to hurt. He signed on with a citizen there who assigned him to his fields to slop the pigs. He was so hungry he would have eaten the corncobs in the pig slop, but no one would give him any.

“That brought him to his senses. He said, ‘All those **farmhands** working for my father sit down to **three meals a day**, and here I am starving to death. I’m **going back to my father**. I’ll say to him, “Father, I’ve **sinned against God. I’ve sinned before you; I don’t deserve to be called your son. Take me on as a hired hand.**”’ He got right up and went home to his father.

(**Yellow**) When he was still a **long way off**, his father saw him. His heart pounding, **he ran out, embraced** him, and **kissed him**. The **son started his speech**: “Father, I’ve sinned against God, I’ve sinned before you; I don’t deserve to be called your son ever again.”

“But the **father wasn’t listening**. He was calling to the servants, ‘Quick. Bring a **clean set of clothes** and dress him. **Put the family ring on his finger** and **sandals on his feet**. Then get a **grain-fed heifer** and **roast it**. We’re going to have a **feast!** We’re going to have a wonderful time! My son is here – given up for **dead and now alive!** Given up for **lost and now found!**’ And they began to have a wonderful time.

(Green) “All this time his **older son was out in the field**. When the day’s **work was done he came in**. As he approached the house he **heard music and dancing**. **Calling over one of the houseboys**, he asked **what was going on**. He told him, ‘Your brother came home. Your **father has ordered a feast** – barbecued beef! – **because he has him home safe and sound**.’

(Orange) “The **older brother stalked off in an angry sulk** and **refused to join in**. His **father** came out and **tried to talk to him**, but **he wouldn’t listen**. The son said, “Look how many years **I’ve stayed here serving you, never giving you one moment of grief**, but have you ever thrown a party for me and my friends? Then this **son of yours who has thrown away your money** on whores shows up and you go all out with a **feast!**’

“His father said, ‘Son, you don’t understand. You’re with me all the time, and **everything that is mine is yours** – but this is a wonderful time, and **we had to celebrate**. This **brother** of yours was **dead**, and he is alive! **He was lost and he is found!**” {(Pink) Conclusion to be determined by the students}

The Message (MSG) Copyright © 1993, 1994, 1995, 1996, 2000, 2001, 2002 by Eugene H. Peterson

10. Brainstorm **WS 8 (TP 9)** (*Assignment Segment 3*)

Transfer a condensed version of the highlighted, **bold and underlined** part of the story line from the scripture to the original brainstorm. Highlight the **basic story line**, which is highlighted in the following brainstorm. Students should write the questions beside the **part of the story which they copy**. The copied part of the original story and the questions will help students determine their version of the story rewritten in a scene from today.

Original Brainstorm

Original setting: **country estate in days of Jesus**

Original characters: **wealthy father, 2 brothers**

1. Introduction: Starting Event (pink & blue) **States problem – immature child**. wealthy man, two sons, younger wanted inheritance now (*Main characters? Names? Live where? Rebellious child demands?*)

2. Situation encountered – (blue) **Immature son wasted but realized mistake**. Divided property, self-indulgent younger wasted, humbled, going home, confess; not deserve called son. Work as hired hand, treated better than him (*Father’s response? Rebellious child goes where? Wastes money? Lowly job? Comes to senses how and why? Thoughts?*)

3. Rising action – (yellow) **Fully reinstated as son, joyful return.** Father embraced, kissed. Son speech, father not listening. Ordered servants, clean clothes, family ring, sandals. Roast best heifer, feast, son home, good as dead, now alive. (*Returns home how? Humble? Father's receives how? Party details? Food? Entertainment? Important people? Size of party?*)

4. Solution (explain, clarify) – (green) **Older working (obedient), came home to celebration.** Older working. Work done, approached house, heard music, questioned houseboy, brother home, father ordered feast for brother. (*What had sibling been doing? How did he find out what was happening? Response? Sibling's attitude?*)

5. Results (consequences) – (orange) **Sibling mad, father explains actions.** Older mad, father talk, no listen. Older served father perfectly, never got party, brother wasted money, feast. Older brother not lose anything. (*Reaction of sibling to father? Father's response to sibling's anger?*)

6. Conclusion – (pink) **(What was taught: lesson)** Celebrate, brother dead, now alive, was lost, now found. God welcomes both repentant sinners and obedient.

(The underlined information came from the orange highlighted section but has been included in the conclusion to reinforce the concluding statement. The non underlined information is a possible conclusion. Students may use this one or write another.)

11. Rewrite Brainstorm **WS 9 (TP 10)** (*Assignment Segment 3*)

Read the following Rewrite Brainstorm Example. Highlight the brainstorm **WS 9 & TP 10**. On **WS 9** write the **bold and highlighted** from the original brainstorm **WS 8 & TP 9** to the following **WS 9 & TP 10** to provide a story line to follow when writing the new story. Fill in the rest of the information with new information such as the non bold and highlighted information on the following example. Story possibilities for the new versions are discussed following the brainstorm example.

Rewrite Brainstorm Example

New setting: **Small town**

New characters: **father (small business owner – house painter), 2 sons**

1. Introduction: Starting Event – (pink) **States problem – immature child (son).** Hard working house painter had two sons, younger told father wanted any money he could get now. Said father wasted life as painter.

2. Situation encountered – (blue) **Immature child wasted but realized mistake.** Father hurt, gave son what money he had. Son undisciplined self-indulgent, wasted everything, humbly going home, confess; not deserve called his son. Learn to become responsible man. Started walking home.

3. Rising action – (yellow) **Fully reinstated as child, joyful return.** When long way off, father ran out, embraced and kissed. Son speech, father not listening. Clean clothes, welcome home. Get best steaks and grill for feast, son home, invite everyone over, given up for dead, now alive.

4. Solution – (green) **Older working (obedient), came home to celebration.** Older son working all day helping dad. When day's work done, approached house, heard music, questioned employee, told brother home, father ordered steaks for brother.

5. Results – (orange) **Sibling mad, father explains actions.** Older mad, refused join in, father tried talking, no listen. Older served father perfectly, never threw him party, brother wasted money, have feast. Older brother did not lose anything.

6. Conclusion – (pink) **(What was taught: lesson)** Had to celebrate, brother dead, now alive, was lost, now found. God welcomes both repentant sinners and obedient.

Following are some alternate settings and characters that could be used for the new versions. Other settings may be used.

1. Ranch in Colorado
Rancher and 2 daughters
2. Penthouse in New York
Millionaire and 2 sons
3. East coast estate in country
Business executive, 1 daughter and 1 son
4. Small town in Texas
Preacher and 2 sons

Any combination of these scenarios or something different is fine as long as it is a **realistic setting with realistic characters**. More than 1 child could stay at home, but be careful to keep things simple and not make things too complicated. Fill in a new setting and characters at the top of **WS 9**. The rest of the brainstorm should be filled in as independent work.

12. Outline WS 10 (TP 11) (Assignment Segment 3)

Fill in the blanks and highlight the outline. Adhere to the structure of the following outline. Draw lines showing paragraph division.

Roman numerals I, II, and III and the following letters and numbers are paragraphs, with IV as the last sentence of the 3rd paragraph.

Narrative 3 Paragraph Outline

I. **Introduction** – Background **(Pink)**

A. **Situation** **(Blue)**

B. **Starting action** **(Blue)**

1. Details

2. Details

(Start new paragraph) _____

II. **Rising Action** – what happens **(Yellow)**

A. What happens

B. What happens

C. What happens

D. What happens

(Start new paragraph) _____

III. **Solution & Results** **(Green & Orange)**

A. **Solution** – How/Why/What **(Green)**

1. details

2. details

B. **Results** – consequences **(Orange)**

1. details

2. details

IV. **Conclusion:** What was taught - lesson **(Pink)**

13. Example Outline WS 10 (TP 12) (*Assignment Segment 3*)

Read and highlight the example outline. The independent work outline should be similar to the following outline. Each section is 1 paragraph. Box the paragraph sections on **WS 10** to show where each paragraph begins and ends.

Narrative Three Paragraph Outline

<p>I. A hard working house painter had two sons; younger told father wanted money now. Father wasted life. States problem – immature child (Pink)</p> <p>A. Father hurt, gave son what money he had. (Blue)</p> <p>B. Immature son wasted but realized mistake (Blue)</p> <ol style="list-style-type: none"> 1. undisciplined self-indulgent, younger wasted everything 2. Humbly going home; not deserve called his son. Learn to become responsible man. 3. Started walking home.
<p>II. Fully reinstated as child, joyful return (Yellow)</p> <p>A. Long way off, father ran to, embraced and kissed</p> <p>B. Son speech, father not listening.</p> <p>C. Clean clothes, welcome home.</p> <p>D. Get best steaks and grill for feast</p> <p>E. Son home, invite everyone over given up for dead, now alive.</p>
<p>III. Older son working all day helping dad. (Green & Orange)</p> <p>A. Older working (obedient), came home to celebration. (Green)</p> <ol style="list-style-type: none"> 1. Day’s work done, approached, music, questioned employee 2. Told brother home, father ordered steaks for brother. <p>B. Sibling mad, father explains actions. (Orange)</p> <ol style="list-style-type: none"> 1. Older mad, refused join in, father tried talking, no listen. 2. Older served father perfectly, never got party, brother worthless, have feast. 3. Father – Older brother did not lose anything.
<p>IV. Celebrate, brother dead now alive, lost now found. God loves repentant sinners and obedient. (Pink)</p>

14. Example Paragraphs (TP 13, 14) (*Assignment Segment 3*)

The following example narrative follows this **Essay Checklist**. Always use the Essay Checklist and No List when writing paragraphs. The Essay Checklist, No List and lesson assignment will be used when grading.

Essay Checklist

1. Paragraph Form: Indent first word of every paragraph & 1 inch margins (*MLA*)
2. Double Space all lines & Times New Roman #12 Font: every paper (*MLA*)
3. Word count: every paragraph must have 100 – 230 words. Show the number always.
4. Begin each sentence with a capital letter and end with the correct punctuation.
5. Subject and verb in every sentence as complete thoughts.
6. Begin sentences with different words in each paragraph. (Do not start sentences with the same word within a paragraph.)
7. Starting sentences of every paragraph should begin with different words. (Do not start paragraphs with the same word on multi-paragraph papers.)
8. Be positive – Use words correctly – No slang
9. Title taken from conclusion. Typed and centered (make it interesting) (*MLA*)

The following essay is structured following MLA format. The heading, margins and form are written according to MLA standards. **TP 13** and **TP 14** are in size 12 fonts and double spaced. This might make the words difficult to read on an overhead projector, but it is important to see the proper format.

Read the essay and discuss the MLA requirements and the other requirements on both checklists.

- ◆ Size 12 font, Times New Roman
- ◆ Double space
- ◆ 1 inch margins
- ◆ Center title
- ◆ Proper heading (Starting at lesson 10 the MLA heading will be required on all essays. Headings are explained in detail in lesson 10, but the format is introduced now.)

Student’s first name, then last name, with no comma

Teacher’s name

Class name

Day Month Year (no commas)

Center Title


Your Name

Teacher's Name


Essay Writing

4 September 2010


Notice the 1" margin



Return of the Wayward Son



A hard working house painting businessman had two sons who both worked for him. The younger of the two grew bored with the exhausting labor and told his father that instead of inheriting the family business someday, he wanted money now. He felt his father had wasted his life when there was so much pleasure waiting. Disappointed in his foolish son, the father gave him money for half the business. Instead of reinvesting in another business, the son left and quickly squandered it on drugs and an irresponsible party life. Once penniless and jobless, his eyes were opened to see how his undisciplined, self-indulgent spending was destroying him. Humbly he decided going home was the smartest thing to do, but he did not deserve to be called his father's son. His only desire became to learn how to become a responsible man like his dad. So, he started walking home. (150)



Expecting nothing more than a job as one of his father's employees and thankful for that, he grew anxious as he walked closer to home. Remembering ugly things he said to his father, he knew he could never become even half the man his father was. From a long way off his father saw him coming and overcome with joy came running to him, embraced and kissed him. The son began his speech, but it was futile because his father was not listening. When at the house, his father sent him immediately to shower and dress in the clothes that were waiting for him. To let him know how welcome he was, his father called for the best steaks to grill for a feast. He was thrilled that his son, whom he had given up for dead, was not only alive, but home. Immediately, a celebration was prepared with everyone in town invited. (153)

Meanwhile, the older son had been working hard in the blistering sun. Driving home, he

longed for a relaxing evening watching baseball. Approaching the house, he heard loud music and laughter. People were everywhere. Without delay he questioned one of his dad’s employees and was told that his brother came home, so his father ordered his best steaks grilled for a party. Immediately becoming insanely jealous, the sibling went to his father screaming irrationally. Refusing to join in the festivities, he pointed out how he had faithfully worked for his father, yet not once did his father ever celebrate anything in his honor. But, when his worthless brother comes home the renegade is honored with a feast to end all feasts. When he finished his whining and complaining, his father gently told him nothing had changed. The older brother would still receive everything he would have anyway. It would be wrong however, to deny the father a celebration of the return of his wayward son, who was once lost but had come home. God, like the father, loves the repentant and the obedient just the same. (186)

At the end of these instructions file WS 7, 8, 9, and 10 behind the “Assignment” tab or keep in a front notebook pocket for future reference when completing independent work.

15. Haiku WS 11 (TP 15) (Assignment Segment 4)

Haiku poetry using the syllable format 5 – 7 – 5.

- Line 1 = 5 syllables Where?
- Line 2 = 7 syllables What?
- Line 3 = 5 syllables When?

Trees		Dog	
Inhabit forest	5	Surrounded by fence,	5
Bending, swaying, protecting	7	Guarding his territory	7
In sunshine and storms	5	Throughout day and night	5

- Each poem consists of three **unrhymed** lines.
- State action or factual information about **topic**.
- Each line has a specific number of **syllables**.
- 17 total syllables

Practice writing a Haiku.

(Classroom: If there is enough time, practice writing Haiku on the board. The teacher should check spelling and format before and after they write it on the board. This gives practice writing in the correct form and an opportunity to help make sure it is written correctly. The teacher should help correct mistakes on a practice poem.)

1. Select a topic
2. Write words or phrases that tell **where** action could be occurring.
3. Write words or phrases that tell **what** could be happening.
4. Write words or phrases that tell **when** it could be happening.
5. Adjust the syllables and words to fit the Haiku pattern.

Practice topics – raccoons, buzzards, lizards, frogs, turtles

All poetry independent work must be typed and double spaced.

At the end of these instructions file WS 11 behind the “Assignment” tab or in the front notebook pocket for future reference when completing independent work.

Essay Assignment 1

Independent work due:

- Organized Notebook
- Mind Bender®
- 1 Rewritten Brainstorm
- 1 Outline
- 1 Rough draft
- 2 Haiku

Segment 1: Organize notebook if not completed. WS 1

Organize Notebooks– Extra paper goes in the very front of your notebook then dividers start.

Segment 2: Mind Bender®

Segment 3: Prodigal Son Rewrite (3 Paragraph Story)

- Brainstorm: Using the **brainstorm** of the original story, WS 8, write the **brainstorm** for your own version of the story changing the setting and characters, WS 9.
- Outline: Follow the structure of the narrative **outline**, WS 10, and write your own **outline**.
- Rough Draft: Type your 3-paragraph narrative **rough draft** that is a **recent day version of the story** about the prodigal son.

No quotes or dialogue are allowed anywhere in your paper.
Use your Essay Checklist and No List to edit and correct your work.
Type your outline and rough draft.

Segment 4: 2 Haiku WS 11

More detail instructions are on worksheets. WS 11

Always title your poetry. Always type your poetry.

Topics: mammals – horses, skunks, possums, dolphins, whales, elephants, monkeys, lions ... if it is a mammal and not used in the lesson for practice or an example. Do not use lines or words that were used in the lesson; create your own.