Organize Notebook – 8 tabs

1. Assignments (______________________ and __________________________) for current
   ____________________________ instruction & completed ____________________________
   ____________________________

2. Checklists (Current ____________________and ____________________for
   ____________________________ independent work)

3. Word Lists (As ____________________, keep here for ____________________________)

4. Lesson Notes (Other ____________________and ____________________)

5. Reading List (For ____________________outside ____________________________)

6. Graded Work (Graded ____________________& ____________________________)

7. Worksheets (Copies to be _________ and for ____________________________)

8. Mind Benders® (Ready for ____________________________)

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**Favorite Colors**

The favorite colors of Betty, Carol, Dick, and Joe are green, pink, red, and yellow.

1. No person’s name has the same number of letters as his or her favorite color.
2. Carol and the girl who likes pink are in different grades.
3. Red is the favorite color of one of the boys

Find each person’s favorite color.

<table>
<thead>
<tr>
<th></th>
<th>green</th>
<th>pink</th>
<th>red</th>
<th>yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: The Critical Thinking Co.
Essay Lessons 1 – 7
The No List

1. No incomplete sentences
2. No run-ons
3. No questions
4. No exclamation marks
5. No parentheses (use commas)
6. No quotations marks / quotes
7. No dialogue – conversation
8. No …
9. No colons
10. No contractions _________________________________________________________________
    _________________________________________________________________
11. No slang _________________________________________________________________
    _________________________________________________________________
12. No announcements _________________________________________________________________
    _________________________________________________________________
13. _________________________________________________________________
    _________________________________________________________________
14. _________________________________________________________________
    _________________________________________________________________
Essay Checklist

1. Paragraph Form: Indent & 1 inch margins
2. Double Space & Times New Roman font 12
3. Word count: every paragraph must have 100 – 230 words
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.
7. Starting sentence of every paragraph should begin with different words.
8. Be positive – Use words correctly – No slang
9. Title taken from conclusion: Typed and centered

10. __________________________________________________________________________

11. __________________________________________________________________________

12. __________________________________________________________________________

13. __________________________________________________________________________

14. __________________________________________________________________________

15. __________________________________________________________________________

16. __________________________________________________________________________

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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

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

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

The Story of the Lost Son

“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.’

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.

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.

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.’

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!’”

Original Brainstorm

Original setting: ________________________________________________________________

Original characters: ____________________________________________________________

1. Introduction: Starting event – ________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. Situation encountered – ______________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Rising action – ______________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. Solution – _________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. Results – _________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. Conclusion – ______________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Rewrite Brainstorm

New setting: ________________________________________________________________

New characters: ______________________________________________________________

| 1. Introduction: Starting event – ____________________ ____________________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |

| 2. Situation encountered – ___________________________ ______________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |

| 3. Rising action – ________________________________________________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |

| 4. Solution – ________________________________________ ____________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |

| 5. Results – _________________________________________ ____________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |

| 6. Conclusion – __________________________________________________________________________
|________________________________________________________________________________________
|________________________________________________________________________________________ |
Narrative 3 Paragraph Outline

I. ____________________________ – Background
   
   A. ____________________________
   
   B. ____________________________
      
      1. details
      
      2. details
   
   II. ____________________________ – what happens
       
       A. What happens
       
       B. What happens
       
       C. What happens
       
       D. What happens

   III. __________________________ & __________________________
       
       A. __________________________ – How/Why/What
          
          1. details
          
          2. details
       
       B. __________________________ – consequences
          
          1. details
          
          2. details

IV. ________________________________ : What was taught - lesson
Haiku
(Syllable format)

- Line 1 = ____ syllables  Where?
- Line 2 = ____ syllables  What?
- Line 3 = ____ syllables  When?

Trees
Inhabit forest
Bending, swaying, protecting
In sunshine and storms

Dog
Surrounded by fence,
Guarding his territory
Throughout day and night

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

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

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

Organize Notebook – 8 tabs
1. Assignments
2. Checklists
3. Word Lists
4. Lesson Notes
5. Reading List
6. Graded Work
7. Worksheets
8. Mind Benders®

Segment 2: Mind Bender®

Segment 3: 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. Follow the structure of the narrative outline, WS 10, and write your own outline. 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 go over your work and correct.

Always type your paper.

Segment 4: 2 Haiku
- Line 1 = 5 syllables Where?
- Line 2 = 7 syllables What?
- Line 3 = 5 syllables When?

Always title your poetry. Always type your poetry.

More detail instructions are on worksheets.

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.

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