

## 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 \_\_\_\_\_)

### 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.

	green	pink	red	yellow
Betty				
Carol				
Dick				
Joe				

Source: The Critical Thinking Co.

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## 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. \_\_\_\_\_

## Titles

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

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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

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

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Oswald Chambers, *My Utmost for His Highest*, Grand Rapids, Michigan: Discovery House, 1963.



## 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!’”

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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.