

5 Day Schedule

Lesson 2: 3-Paragraph Parable Rewrite

Day 1: Section 2 – Mind Bender® (teacher checks) *Assignment Segment 1*

Section 3 – Similes (instruction and practice)

Section 4 – Haiku (instruction and practice)

Student writes poetry. (teacher grades) *Assignment Segment 2*

Day 2: Section 5 – Add to Checklist (instruction)

Section 6 – 3rd person (instruction)

Section 7 – Sentence Practice (3rd person practice)

Day 3: Section 8 – Edit Brainstorm (instruction)

Teacher reviews brainstorm having student add information where needed. (teacher helps as needed and checks) *Assignment Segment 3*

Section 9 – Edit Outline (instruction)

Teacher reviews outline having student add and reorganize information where needed. (teacher helps as needed and checks) *Assignment Segment 3*

Day 4: Section 10 – Edit Rough Draft (instruction)

Student edits 3-paragraph rewrite rough draft. (teacher helps as needed and checks) *Assignment Segment 3*

Day 5: Student types the final rewrite. (teacher helps as needed and checks) *Assignment Segment 4*

10 Day Schedule

Lesson 2: 3-Paragraph Parable Rewrite

Day 1: Section 2 – Mind Bender® (teacher checks) *Assignment Segment 1*

Day 2: Section 3 – Similes (instruction and practice)
Section 4 – Haiku (instruction and practice)
Student writes poetry. (teacher grades) *Assignment Segment 2*

Day 3: Section 5 – Add to Checklist (instruction)
Section 6 – 3rd person (instruction)
Section 7 – Sentence Practice (3rd person practice)

Day 4: Section 8 – Edit Brainstorm (instruction)
Teacher reviews brainstorm having student add information where needed. (teacher helps as needed and checks) *Assignment Segment 3*

Day 5: Section 9 – Edit Outline (instruction)
Teacher reviews outline having student add and reorganize information where needed. (teacher helps as needed and checks) *Assignment Segment 3*

Day 6: Section 10 – Edit Rough Draft (instruction)
Student begins editing process of 3-paragraph rewrite rough draft. (teacher helps as needed and checks) *Assignment Segment 3*

Day 7: Section 10 – Edit Rough Draft
Student continues editing process of 3-paragraph rewrite rough draft. (teacher helps as needed and checks) *Assignment Segment 3*

Day 8: Section 10 – Edit Rough Draft
Student finishes editing the 3-paragraph rewrite rough draft. (teacher helps as needed and checks) *Assignment Segment 3*

Day 9: Student begins typing the final rewrite. (teacher helps as needed and checks) *Assignment Segment 4*

Day 10: Student finalizes the rewrite. (teacher helps as needed and grades) *Assignment Segment 4*

Essay Lesson 2: 3-Paragraph Parable Rewrite

Sentence Structure: 3rd Person

Poetry: Haiku – Similes

- | | |
|-------------------------------|---------------------------------------|
| 1. Previous work | 6. 3 rd Person WS 3 (TP 5) |
| 2. Mind Bender® | 7. Sentence Practice WS 4 (TP 6) |
| 3. Similes WS 1 (TP 1) | 8. Edit Brainstorm (TP 7, 8) |
| 4. Haiku WS 2 (TP 2) | 9. Edit Outline (TP 9) |
| 5. Add to Checklist (TP 3, 4) | 10. Edit Rough Draft (TP 3, 4) |

1. Previous work: Lesson 1

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

At the beginning of every lesson is a list of the previous lesson's independent work for easy reference for the teacher. All work from each lesson should be completed before the next lesson is taught. The independent work from a previous lesson can be reviewed and corrected as completed or given to the teacher at the beginning of the next lesson.

When the final copy of all paragraphs are given to the teacher, they should be formatted, highlighted and marked according to the Paragraph Writing Checklist, No List and assignment instructions, which is used to grade papers.

2. Mind Bender® (*Assignment Segment 1*)

Check the Mind Bender® answers from the previous lesson before completing one for this lesson. Mind Bender® answers are in the back of each Mind Bender® book from www.CriticalThinking.com The Critical Thinking Co. Do not take a grade for Mind Benders®, but give credit on the assignment records, if using, for attempting to complete the work. Do not file checked Mind Benders® in the student's notebook.

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3. Similes WS 1 (TP 1) (*Assignment Segment 2*)

Similes: Comparing 2 different things using like, as, or than.

Similes: Biblical and modern examples – highlight the comparison words that are underlined and **bold** on the following information.

Psalms 17:8 “Keep me as the **apple** of your **eye**”

Proverbs 28:3 “A **ruler who oppresses the poor** is like a **driving rain that leaves no crops.**”

Eph. 5:22 “Wives submit to your **husbands** as to the **Lord.**”

Eph. 5:25 “Husbands, **love your wives**, just as **Christ loved the church** and gave himself up for her.”

“The **snow** was **blinding** to look at, as if it had just been sown with **blue-white, glittering diamonds.**”

Hans Christian Anderson, “The Ice Maiden”

Write 3 similes about – a dog, cloud, turkey, flower, brother, or car.

May use any combination and add other words.

The shirt smells as/like a **wet dog.**

The clouds were as/like **fluffy as cotton candy.**

They were lost as/like a **blind turkey.**

4. Haiku **WS 2 (TP 2)** (*Assignment Segment 2*)

The poetry is the same as in the previous lesson except this time the middle line must be a **simile**.

<input type="checkbox"/>	Line 1 = <u>5</u> syllables	Where?
<input type="checkbox"/>	Line 2 = <u>7</u> syllables	What? (simile)
<input type="checkbox"/>	Line 3 = <u>5</u> syllables	When?

Trees		Dog	
Growing in forest	5	Surrounded by fence,	5
Branches bend like dancing arms	7	Barking like a horn blowing	7
Somewhere in the night	5	All through the long night	5

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

Practice topics – singing, motorcycles, baseball, cats, wind

It is enjoyable and good practice for students to write practice poetry on a white board.

At the end of these instructions file WS 1 and 2 behind the “Assignment” tab or in the notebook front pocket for future reference when completing this assignment.

5. Add to Checklist (TP 3, 4)

All paragraphs should follow the Essay Checklist and No List guidelines. Add to the Essay Checklist 1 – 9 and Essay No List **TP 3, 4**. Return the Essay Checklist and No List to the “Checklist” tab after work is checked and edited.

Add to Essay Checklist #10 Use 3rd person only: he, she, him, her, his, hers, they, them, their, theirs

Add to Essay No List #13 No 1st or 2nd person: I, me, my, mine, we, us, our, ours, you, your, yours

Essay Checklist

1. Paragraph Form: Indent & 1 inch margins
2. Double Space & Times New Roman #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 sentences of each paragraph should start with different words.
8. Be positive – Use words correctly – No slang
9. Title taken from conclusion, typed and centered

Add to list:

10. Use 3rd person only: he, she, him, her, his, hers, they, them, their, theirs

Essay No List

- | | |
|----------------------------|----------------------|
| 1. No incomplete sentences | 9. No colons |
| 2. No run-ons | 10. No contractions |
| 3. No questions | 11. No slang |
| 4. No exclamation marks | 12. No announcements |

Add to list:

13. No 1st or 2nd person: I, me, my, mine, we, us, our, ours, you, your, yours

8. No ...

6. 3rd Person WS 3 (TP 5)

Sentence Structure:

Use 3rd person only: he, him, she, her, they, them, their

No 1st or 2nd person: I, me, my, mine, we, us, our, ours, you, your, yours

1st person – (I, me, my, mine, we, us, our, ours) author is part of story (also do not use the words “the writer” or “the author of this paper”)

2nd person – (you, your, yours) reader is part of the story

3rd person – **USE THIS ONE** (he, him, she, her, they, them, their) **someone other than reader or author is part of the story**

Some of the sentences in this section and other sections of this curriculum are strong. The objective is to encourage bold, clear, and easy to understand to the point sentences. It is necessary to communicate in a clear concise way to be effective in written communication. None of the sentences are intended to offend, just teach how to make people think.

Examples:

I believe that God created the earth.

God created the earth.

It is my opinion that our laughing at your weakness is wrong.

Laughing at weakness is wrong.

Laughing at other people’s weakness is wrong.

Laughing at another person’s weakness is wrong.

Just because I own guns, does not make me a killer.

Owning guns does not make someone a killer.

7. Sentence Practice WS 4 (TP 6)

Rewrite each sentence, changing to 3rd person. Complete the following list together. When completed, file WS 3 and 4 behind the “Lesson Notes” tab.

3rd Person Practice

1. I believe to own a business in the USA you should speak clear English.
Business owners in the USA should be able to speak clear English.
2. My opinion is that tattoos make older people look ugly.
Tattoos look unattractive on older people.
3. I have the right to raise my children the way I want to.
People have the right to raise their children the way they believe.
4. I pity anyone who takes unfair advantage of anyone else.
People should be pitied who take unfair advantage of anyone else.
5. To me, Charles Dickens' books contain an overkill of details, but I think they are still well written.
Charles Dickens' books contain an immense amount of details but are still considered well written.
6. In the opinion of the author, young men drive too fast.
Young men have a tendency to drive too fast.
7. This writer believes cats are better than dogs.
Cats are considered by some to be better than dogs.
8. You should always want to do what is right.
People should always try to do what is right.
9. You should always obey your parents because they love you.
Children should obey their parents because their parents love them.
10. God created us to follow him.
God created mankind to follow him.

8. Edit Brainstorm (TP 7, 8) *(Assignment Segment 3)*

The student’s new brainstorm should have the questions answered from the Original Brainstorm TP 7, such as the Rewrite Brainstorm Example TP 8. Both of the following brainstorms were shown in lesson 1.

- The new brainstorm should be filled in with a new setting and characters.
- The new brainstorm should follow the original storyline.
- New story details should be filled in each section.

Original Brainstorm

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

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

<p>1. Introduction: Starting Event (pink & blue) <u>States problem – immature child.</u> wealthy man, two sons, younger wanted inheritance now (<i>Main characters? Names? Live where? Rebellious child demands?</i>)</p>
<p>2. Situation encountered – (blue) <u>Immature son wasted but realized mistake.</u> Divided property, self-indulgent younger wasted, humbled, going home, confess; not deserve called son. Work as hired hand, treated better than him (<i>Father’s response? Rebellious child goes where? Wastes money? Lowly job? Comes to senses how and why? Thoughts?</i>)</p>
<p>3. Rising action – (yellow) <u>Fully reinstated as son, joyful return.</u> 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. (<i>Returns home how? Humble? Father’s receives how? Party details? Food? Entertainment? Important people? Size of party?</i>)</p>
<p>4. Solution (explain, clarify) – (green) <u>Older working (obedient), came home to celebration.</u> Older working. Work done, approached house, heard music, questioned houseboy, brother home, father ordered feast for brother. (<i>What had sibling been doing? How did he find out what was happening? Response? Sibling’s attitude?</i>)</p>
<p>5. Results (consequences) – (orange) <u>Sibling mad, father explains actions.</u> Older mad, father talk, no listen. Older served father perfectly, never got party, brother wasted money, feast. Older brother not lose anything. (<i>Reaction of sibling to father? Father’s response to sibling’s anger?</i>)</p>
<p>6. Conclusion – (pink) <u>(What was taught: lesson)</u> Celebrate, brother dead, now alive, was lost, now <u>found.</u> God welcomes both repentant sinners and obedient. <i>(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.)</i></p>

Rewrite Brainstorm Example

New setting: **Small town**

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

<p>1. Introduction: Starting Event – (pink) <u>States problem – immature child (son).</u> Hard working house painter had two sons, younger told father wanted any money he could get now. Said father wasted life as painter.</p>
<p>2. Situation encountered – (blue) <u>Immature child wasted but realized mistake.</u> 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.</p>
<p>3. Rising action – (yellow) <u>Fully reinstated as child, joyful return.</u> 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.</p>
<p>4. Solution – (green) <u>Older working (obedient), came home to celebration.</u> 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.</p>
<p>5. Results – (orange) <u>Sibling mad, father explains actions.</u> 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.</p>
<p>6. Conclusion – (pink) <u>What was taught: lesson</u> Had to celebrate, brother dead, now alive, was lost, now found. God welcomes both repentant sinners and obedient.</p>

9. Edit Outline (TP 9) (Assignment Segment 3)

Outlines should be highlighted as in the following example outline using the same structure as the following example outline. The brainstorm information must be outlined.

Narrative Three Paragraph Outline Example

I. **(Pink)** A hard working house painter had two sons; younger told father wanted money now. Father wasted life. **States problem – immature son**

- A. **(Blue)** Father hurt, gave son what money he had.
- B. **(Blue) Immature son wasted but realized mistake**
 - 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.

(Start new paragraph)

II. **(Yellow) Fully reinstated as son, joyful return**

- A. Long way off, father ran to, embraced and kissed
- B. Son speech, father not listening.
- C. Clean clothes, welcome home.
- D. Get best steaks and grill for feast
- E. Son home, invite everyone over given up for dead, now alive.

(Start new paragraph)

III. **(Green & Orange) Older son working all day helping dad.**

- A. **(Green) Older working (obedient), came home to celebration**
 - 1. Day's work done, approached, music, questioned employee
 - 2. Told brother home, father ordered steaks for brother.
- B. **(Orange) Sibling mad, father explains actions.**
 - 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.

IV. **(Pink)** Celebrate, brother dead now alive, lost now found. God loves repentant sinners and obedient.

10. Edit Rough Draft (TP 3, 4) (*Assignment Segment 3*)

Use the Essay Checklist and Essay No List to edit rough draft. Mark the rough drafts according to the following instructions. Even number 10 on the checklist, which was just added this lesson, should be marked and changed for the final copy (Use 3rd person only). When completed, file the checklists back behind the “Checklists” tab.

Complete as much of the editing as possible now.

Students should make the necessary corrections, and then write the final copy for independent work.

Essay Checklist

1. Paragraph Form: Indent & 1 inch margins **(Make note on draft if incorrect.)**
2. Double Space & Times New Roman #12 **(Make note on draft if incorrect.)**
3. Word count: every paragraph must have 100 – 230 words **(Count words and write beside paragraphs.)**
4. Begin each sentence with a capital letter and end with the correct punctuation.
5. Subject and verb in every sentence as complete thoughts. **(Write corrected sentence.)**
6. Begin sentences with different words in each paragraph. **(Highlight and change as needed.)**
7. Starting sentences of each paragraph should start with different words. **(Highlight and change if needed.)**
8. Be positive – Use words correctly – No slang **(Highlight and change as needed.)**
9. Title taken from conclusion, typed and centered **(Highlight and change as needed.)**
10. Use 3rd person only: he, she, him, her, his, hers, they, them, their, theirs **(Write corrected sentence.)**

Essay No List (Highlight mistakes so necessary changes will be obvious.)

- | | |
|---------------------------------|---|
| 1. No incomplete sentences | 9. No colons |
| 2. No run-ons | 10. No contractions |
| 3. No questions | 11. No slang |
| 4. No exclamation marks | 12. No announcements |
| 5. No parentheses | 13. No 1 st or 2 nd person: I, me, my, mine, we, us, our, ours, |
| 6. No quotations marks / quotes | you, your, yours (Circle every 1st or 2nd persons that are |
| 7. No dialogue – conversation | in paragraphs. The sentences will have to be rewritten |
| 8. No ... | before the final copy is typed.) |

Essay Assignment 2

Independent work due:

- Mind Bender®
- 2 Haiku Poems
- 1 Final Rewritten Parable 3P

Segment 1: Mind Bender®

Segment 2: 2 Haiku (with similes) WS 2

Always title your poetry. Always type your poetry.

3 lines: 5 – 7 – 5 syllable count

Select topics from:

Prayer, Bible, God, faith, hope, love, laughter, smile, joy, serving, contentment, devotion, commitment, loyalty, attention, focus, discipline, studying, learning, reading, dancing, baseball, basketball, football

Segment 3: 3 Paragraph Story Rewrite Final Edit

Correct the mistakes you find when using your Essay Checklist and No List to edit your 3-paragraph narrative recent day version of the story about the prodigal son. Rewrite sentences removing 1st or 2nd person.

Segment 4: 3 Paragraph Story Rewrite Final Copy

Type and print the final copy to be turned in to your teacher.

1. Use MLA format.
2. Use 3rd person only: he, him, she, her, they, them, their
3. No 1st or 2nd person: I, me, my, mine, we, us, our, ours, you, your, yours
4. No dialogue (conversation) & do not quote directly from the Bible in your paper.