Essay Suggested Daily Schedule
Approximate 1 Week Completion Time per Lesson

Each lesson takes 5 days, taking anywhere from 45 minutes to 2 hours per day depending on the student. Days may be combined or divided. Student work should be completed with the teacher helping as needed.

The "Assignments," which are in another folder in Additional Resources and at the end of each lesson, are divided into segments for student reference as they complete their independent work. The assignment segments are included the following schedule where they apply.

Sentence to Paragraph Assignment 2

Independent work due:

- Mind Bender® Book 3 Page 2
- 6 Concrete Poems (3 nouns & 3 verbs)
- 10 Word Picture Sentences (typed and double spaced)

Segment 1: Mind Bender® Book 3 Page 2

Segment 2: Type 10 descriptive sentences about a picture or pictures from a magazine or a book. All 10 sentences may come from the same picture or from 2 – 10 different pictures. **Every sentence must use at least 1 different ing or ed participle.**

When writing the sentences:

- Have at least 8 words
- Use at least 1 *participle* (ing or ed word) per sentence (**circle the participle**).
- Do not repeat any participles.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or name of people, places, and things.

Sentence Writing Checklist

1. Begin each sentence with a capital letter.
2. Put punctuation at the end of each sentence.
3. Every sentence must be a complete thought.
4. Subject in every sentence.
5. Verb in every sentence.

Segment 3: 6 Concrete Poems

Take a single word and illustrate it using the letters of the word to create a picture of the word.

Examples:

O P N
H P I G

SHOUT *CALLIGRAPHY*

Create at least 3 "poems" from each category. That means you will have a total of **6 poems of 1 word each.**

Topics for Concrete Poetry:

3 Nouns:

lace – feather – branch – log – kitten – flower – frog – snake – car – rabbit – turtle – moon – rifle - knife

3 Verbs:

running – laughing – stomping – batting – throwing – pitching – walking – jumping – dancing – shaking

You may select other words besides what is listed, but you must use 3 nouns and 3 verbs.

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Each lesson is divided into sections, which are referred to in the daily schedule. In the instruction manual in lessons 2 – 15 and 17 – 30, section 1 "Previous Work," is a list of what was accomplished in the previous lesson for easy reference.

Sentence Lesson 2: Picture Sentences

Sentence Structure – Nouns/Subjects, Descriptive Verbs (participles)
Poetry: Concrete – Nouns/Verbs

1. **Previous work: Lesson 1**
2. **Mind Bender® Bk. 3 Pg. 2**
3. **Descriptive Verbs WS 1 (TP 1)**
4. **Sentence Practice WS 2 (TP 2)**
5. **Picture Sentences WS 3 (TP 3)**
6. **Concrete Poetry WS 4 (TP 4)**

Extra preparation:

Provide several pictures from magazines for section #5 for pictures sentences. (Ask students to supply some scenic pictures.) *Country* magazine photos work well for this activity, because they are family oriented with beautiful scenery.

1. Previous work: Lesson 1

- Mind Bender® Book 3 Page 1
- 10 Alliteration Sentences

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.

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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® (Instruction, practice and 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 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*

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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*

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