

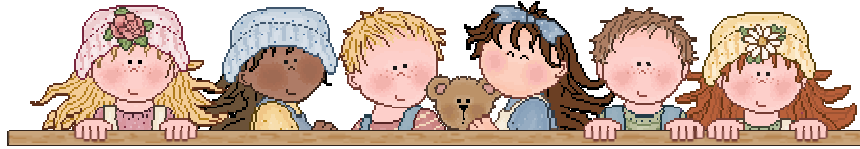
Let's Try Notebooking!



Mom-to-Mom
May 16, 2006
With Cindy Rushton

Notebooking! Sure To Addict You Too!

By Cindy Rushton



My earliest memories of childhood go back to together. Although she was never a writer, she our little country church. I would sit every was my single greatest influence in writing. Sunday snuggled up close to my mother. In

order to keep me quiet (no comments please!), Every time I would visit Mamaw, I would HAVE she would write out names or words for me to to carry a notebook along just to take notes of copy. As the years went on, writing was an all she would teach me along the way. As the important part of my

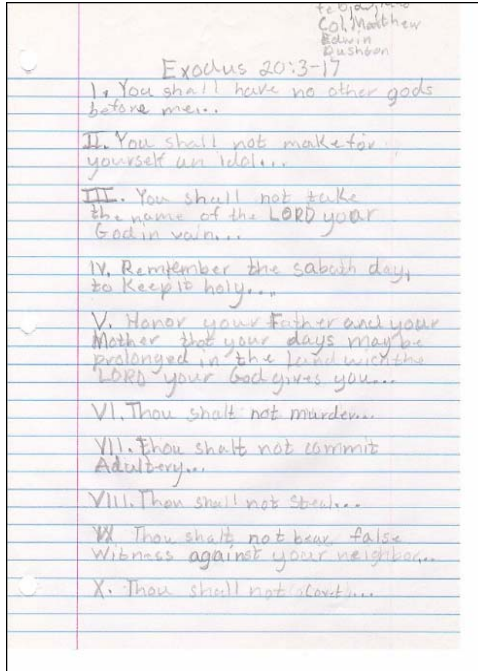
education. However, my ideas of my "life career" went along the lines of Dental Hygiene (Don't ask me why! I guess I was not a mom yet! The idea of mouths now makes me sick!)

Well, until years later. My husband's grandmother served as my mentor. She and I spent countless hours together. She stepped up to her calling as a Titus Two mentor, who influenced me toward my life calling as a wife, mother, and spiritual mentor. She taught me how to love my

husband (Could you get a better teacher than a hundreds of the ideas that Mamaw had passed grandmother who thought of him as her down to me. She loved to see her ideas coming favorite grandchild—we all thought we were!)... through the newsletter. In fact, she loved it so how to love my children (Sure couldn't be a much that she would pass her issues around to greater person to teach this! They were her her friends.

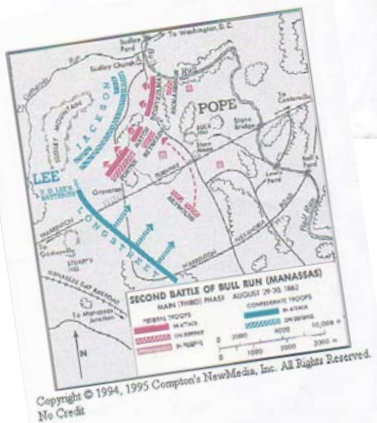
favorite great-grandchildren—starting to sound repetitive?)...and how to be a godly One day we were visiting and she shared that homemaker. We canned together, farmed she was getting tired of sharing her copies and together, cooked together, ministered was afraid that she would not get them back together, and, our favorite pastime, sewed for her "notebook." Of course, at the time

years went by, I stored away many wonderful ideas and tips. She was an incredible mentor. She had sewed professionally for years. It did not take very long before I began to sew for my family and professionally as well. My addiction to sewing and embroidery soon led me to our local Smocking Guild. They sent out a monthly newsletter that I was soon nominated to write and publish. Of course, I could not just send out the newsletter without tips and tidbits about sewing. Yes, you have guessed. I shared





My Prayer List
God's Work: The Bible
Family: Dad, Mom and Elizabeth (Table talk)
Friends: Emily and Jessica Woods (at church), Judy Rogers
Church: Frankfurt m b
Government Leaders: Bill Clinton and Al Gore



Romans / Lesson 1
GROUP ONE: Review
1. Today you begin your study of the book of Romans. Can you tell something you know about Paul, the writer of Romans?
He was a very rich man, he was a lawyer, he was a Pharisee, but God changed him to be a simple man.
QUESTIONS FOR LESSON 1: PAUL: THE MAN AND HIS MESSAGE - Romans 1:1-17
(Please record verses where you find your answers. Questions marked with an asterisk are for deeper study.)
MEMORY WORK FOR THIS WEEK: Romans 1:16-17
I am not ashamed of the gospel, because it is the power of God for the salvation of everyone who believes: first for the Jew, then for the Gentile. For in the gospel a righteousness from God is revealed, a righteousness that is by faith from first to last, just as it is written, "The righteous will live by faith."
GROUP TWO: PAUL DESCRIBES HIMSELF - Romans 1:18
2. Can you find three ways Paul described himself in verse 1?
a. *apostle of Christ Jesus*
b. *servant of the gospel of Christ*
c. *and myself for the gospel of Christ*
GROUP THREE: PAUL DESCRIBES THE GOSPEL - Romans 1:2-6
3. a. Who was promised in the Holy Scriptures or Old Testament? *Jesus Christ*
b. What is the Bible do we find the message of His life?
His sacrifice on the cross and resurrection
c. What facts about Jesus Christ can you find in verses 2-7?
He was born of a virgin, he was crucified, he died, he was buried, he was resurrected, he ascended to heaven, he will return to earth.
NOTE: As you read verse 6, consider that you are among those who are called to believe in Jesus Christ.
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that went over my head, probably because of her idea that she continued to share with me in this conversation—she wanted my tips and tidbits printed in the local paper! After informing her that "I" was NOT a writer, I have no idea what happened to my sanity, but I was convinced by this little woman to approach the paper about doing a sewing column. The rest is all history...or Language Arts for ME too!

Of course, you need this background to know that Mamaw Alma Lee Rushton was the very first Binder Queen (Now, my loving title since she has passed away!). The little blurb about getting the newsletters "back for her notebook" did not even alert me to the fact that she had collected ALL of my writing—my newsletters, my personal letters to her, my handwritten recipes, and, later, ALL of my newspaper articles. The thought that someone loved me so much to keep all of my writing in a notebook, using expensive sheet protectors to protect them as if they were precious to her, still sends chills up and down my whole body. She was not just someone. She was very, very special to me. Plus, she was one of the greatest women I have ever known. I knew her. I am so touched that she loved me and what I wrote so much that she kept it all and kept it all dear to her.

As I think of Notebooking, I have to tell you that if you are not using this approach in your homeschool, you are in for a big treat! There is something precious that can transform any writer into an "addicted writer," especially when they see that their work is precious to those they love the most. This one idea can revolutionize your homeschool. It has ours! This one idea can take your most reluctant writer and turn him into a researcher, who loves to write! Want to know more? Let's take a closer look...

Who Can Notebook?

Who? What ages? Well, this is perhaps the most exciting part about Notebooking! All ages can develop a notebook. High Schoolers can use the researching and recording skills developed through Notebooking for their daily lessons and then for the rest of their lives. Elementary age struggling writers will LOVE Notebooking. Even your



Robert Edwards



General Thomas Jonathan "Stonewall" Jackson

toddlers will be thrilled to keep their pictures and "copywork" in their very own special notebook. Oh, even YOU will treasure keeping your own notebooks.

Oh, that is not all! It does not matter if your young writer is a whiz, your writer will be challenged daily by the skills that must be used with Notebooking. If you are a bit reluctant because your child already seems already a bit allergic to their pencil, your child is sure to love this one! In fact, I can almost promise that if you will just give Notebooking a try (What can you lose if the other ideas are not working?), you will find a different child within a year! Yes, this is one other thing that I love about Notebooking—it meets all of us right where we are. All abilities can be challenged through Notebooking. All interests can be developed completely. All learning styles are drawn to Notebooking. Notebooking is for anyone, well actually it is for everyone!

Why Notebook???

I have always been a "why" person. Convince me of "WHY" I am to do something and you have got me for life! Well, I want for you to know just a few of the perks that we have found along the way as we have used Notebooking for all subjects of study within our home. I will list and briefly explain a few...

- **A place for everything and everything in its place!** There is something deep within me that **MUST** have a place for everything **AND** must have everything in its place. In the busy Homeschool, this has been my greatest struggle. I like to **KNOW** where things are and that I can be sure to find them when I need them. I also like for things to stay nice, especially if my children have worked so hard to finish their work with excellence. Hands-down, Notebooking is the best and easiest way to **KEEP** your child's work nicely in a place that it can not only be found, but can also be viewed at any time by any one. A simple 3-ring binder can be used, by the child, to keep records naturally (and easily)...to help them see their progress... to teach them to be neat and orderly...and to encourage and teach the disciplines that are crucial for them all of their life (record-keeping, researching, thinking and discerning, organizing, categorizing, outlining, in-depth studies, writing). What amazes me the most is how effective this simple discipline is in training and developing the gifts of all children regardless of which age you begin using

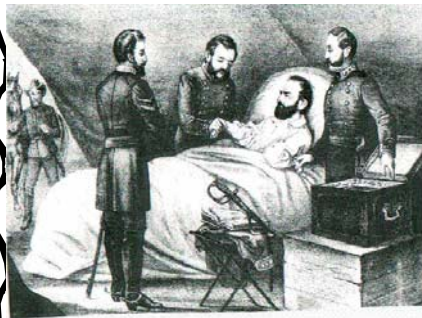
Notebooking or what level their current writing abilities may be.

- **Perfect for each child and each family...**I don't know if you are as particular about the material that your children study, but this was one of the greatest concerns that we had as we began to Homeschool. The problem with this is that EVEN in the Homeschool market, there are materials that are in opposition to what we believe on a wide variety of topics and subjects. If this does not make things tough enough, materials are often written for specific ages and grades instead of to people of all ages and grades, making the material either "dumbed-down" or completely boring. Then, to top-it-off, we have run across great materials with completely inaccurate information. What to do, what to do??? Oh! Notebook!

In order to teach our children our beliefs AND what others believe (and why we DON'T believe the same way), we have to search for material from a wide variety of sources. Notebooking is the perfect place to compile all of the information so our children can form their own beliefs and convictions based on a very thorough foundation. We don't have to worry about age or grade segregated materials either. We can take out the great information (pictures, charts, terms, quotes, and stories), compile it in our notebooks, so all is used most effectively regardless of age. We even use the materials that have great pictures yet, have very little or sometimes NO truth in them. All can be used to build a notebook...well, all under our direction, which is yet another of the benefits of Notebooking!

Wherever your child is...whatever may concern you... Notebooking gives the flexibility to teach to the child, not the book. Notebooking is so versatile. It goes the pace of the child. It can easily be added to any curriculum, especially those that could use a breath of life. Even those hard to document subjects or unit studies can be recorded in notebooks. Not to mention, LIFE can also be recorded in notebooks! Since education really consists of life, Notebooking documents the true education that takes place in the home.





"I am not afraid to die. I am willing to abide by the will of my Heavenly Father. But I do not believe I shall die at this time. I am persuaded the Almighty has yet a work for me to perform."

-Stonewall Jackson, just before his death 1863

- **Notebooking is FUN!!!** One of my struggles as we began Homeschooling was the guilt I felt when we REALLY had fun Homeschooling. Where on earth would my children learn the "fact of life" that life is not always fun?? (The answer to this question is CHORES!) Where would they learn to continue working even when it was tough... especially if they never had a hard time with their lessons? (The answer to this question is CHORES!) How could they learn from a wide variety of subjects unless those lessons were dictated by a curriculum? (This answer is coming soon!) Can education be effective and challenging IF it is fun?? (This answer is YES! Glorious YES!)

Well, well...this brings us to another advantage to Notebooking: Notebooking is FUN! The notebooks are wrapped around areas of interests NOT subjects. In fact, subjects are not even the focus. Instead, subjects are blended into study, in context, so they make sense instead of being disjointed and artificial. Since subjects are taught as part of the topic, children begin to see that learning is part of life—real life! They see that life is FULL of learning! Learning becomes a lifestyle, instead of in a box or to just pass a test.

In our home, we have found that our children have certain individual interests. If those interests are the means that we use to introduce new material, we can pretty much teach anything and be assured that they will develop a love for that new topic. Want a picture of what this looks like?? Our oldest son, Matthew (now fifteen) absolutely LOVES anything to do with History, the military, and the "why" behind anything (even Phonics!). We have found that this VERY "boy" boy loves poetry...if it is historical in nature. He loves art...well, IF it depicts historical events (His favorite artists are Mort Kunstler and Norman Rockwell...both known for capturing American Life on canvas!). He loves music... especially if it represents ideas (He has collected lots of different songs from the Civil War for his notebooks. He loves them for daily Copywork AND believes that they tell the REAL story behind History!! Cute huh??) Your child is wired the same way. Regardless of your child's interest, you can reach them through the discipline of Notebooking. ANY topic is game...even, well,

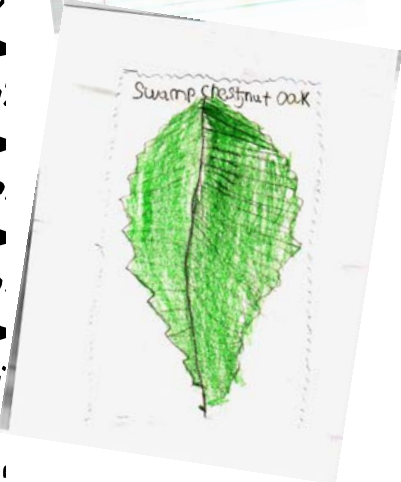
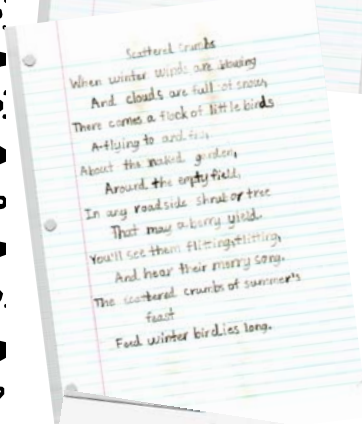
ESPECIALLY if it is fun!

- **No Artificial Deadlines!!!** Remember writing assignments in high school and college? What is your stomach doing as you think about them? Probably churning as you remember those late nights living off of caffeine just to "buy" enough hours in the day to make the deadlines. Even now, I am not a "deadline" writer. My best work has to be mulled around...thought upon...lived...loved...and made a part of ME. Deadlines take away the heart of topics, and eventually the heart of education as well. In fact, they teach us that the product, even if it is shallow and undeveloped, is more important than the process or the relationships with the areas of study. Want true success? Want to develop a writer who loves writing?? Try the discipline of Notebooking!

Notebooking follows the pace of your child. Whether your child comes to a skill that is challenging him to his limits or your child needs to find a real challenge in his education, Notebooking meets them where they are and gently challenges them onward without frustrating them! Notebooking, also, allows for growth.

An example of this comes from our family. We have many notebooks that have developed over the years. There are some that have had seasons of intense focus...followed by YEARS of dormancy...only to come back with such a passion that they have developed into workshops, magazine articles, books, and even several series' of books! There are also many that have developed during a study that is now complete. Those are no less special. It is just that they are not "life" studies as others seem to be. In fact, some have been just for personal edification and for personal study. We keep them ALL! They are all beloved! They grow with us...and sometimes they even let us outgrow them. They are still beloved friends along our journey! Each has helped us to be more and more creative. Each has nurtured our delights and interests and in turn, continued our self-education.





- **Encourages In-depth Studies...** When I began Notebooking, it had nothing to do with Homeschooling. It was as a practical discipline for my own studies. I began as a young wife to study in depth what the Bible said about being a godly wife, mother, mentor, and woman. I just naturally began to compile information along the way. Where did I keep it? In a three-ring binder of course! If I had not had a place to put little goodies that came along my way, I would probably have never continued the study for the last 15 years. I am also pretty certain that I would not write as much as I do had I not been able to find the information in "its spot" after I collected it. I probably would have grown very discouraged to not have a good system for keeping all of my dear information.

Our children are wired the same way. Notebooking is a discipline you will find in common with many of the greatest writers of all time. I love that in Scripture we see God commanding that the kings be trained by copying His Law in a book of their own so that it could be with them all of their lives (Deuteronomy 17: 18-20). Oh, it is not just for training...it is also a practice kept by God Himself (see Malachi 3: 16). Can't you just see heaven? Full of shelves and shelves of binders???? Hoot! Hoot!

My dear friend, Notebooking is not just a technique that has been thought up over the last few years. It is eternal. It can continue as long as they would like to continue with a notebook or a topic. It is not limited to certain ages or grades, and of course, not to just one project or just in accompaniment to projects that come along the way. Notebooking can be a life discipline. No scope-and-sequences...focus on subjects...or hurt feelings from grading their hard work with red pens and abundant criticism. Instead, your children can develop a discipline of collecting gems and great information. They can dig deeper in areas of interest. And imagine...this covers all of those subjects naturally and EASILY!

- **A Unique, Individual, Personalized Education!** As I think of all of the benefits of Notebooking, I have to say that of all of them, I think this one is the most

Keep steadily in the view of the great principles for which you contend... The safety of your homes and the lives of all you hold dear depend upon your courage and caution. Let each man resolve to be uniformly and that the right of self-government, liberty and peace shall find him a defender.
- Robert E. Lee's speech to his soldiers, September 9, 1861

precious to me. Notebooking encourages a completely unique, individual, personalized education. There are NO topics off limits. ANYTHING can be a topic. If it can be a topic for a career or a book, it is game.

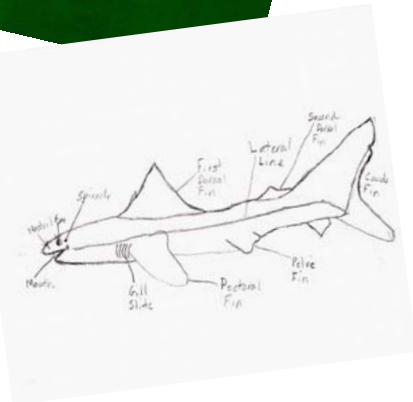
Think of those topics most mothers find their most reluctant writers "into"... baseball, dogs, history, sewing, racing, cooking, travel, games, on and on!! All of these can be used for notebooks (Did I leave out your child's topic?? Trust me, I probably listed it in my book!). There are no limits! Notebooks can adapt to your child's personality, creativity, and talents. There is NO right way to create a notebook NOR any wrong way to make a notebook. This is not to be vague, rather it is to encourage independence, creativity, and originality!

So...Ready, Want to Know How To Get Started???

All right...fired up yet? Ready? Chomping at the bit to get busy building those notebooks??? Here are some easy how-to's...

1. **Gather Your Supplies...** Your supplies can be as simple as a 3-ring binder per child, plastic sheet protectors, and a pencil per child. The great thing about Notebooking is that you can make this whatever you would like! Over the years, Notebooking has worked so wonderfully in our home that we are constantly on the lookout for different and fun supplies. Since I am a Scrapbooking nut, we love trying out all of the new Scrapbooking supplies during our daily Notebooking time. Of course, you do not have to go this wild...but, I am sure you will want to! If you have no idea where to begin, see our shopping list for quick ideas of our favorite supplies!

2. **Make Them Accessible...** Set aside a place for your materials and a place for your children to work. There is something wonderful about having a place for everything and everything RELIABLY in its place. The work in the beginning is well worth the time during the school year. When we begin a new study, I go through my books copying all pages that would make great coloring pages to go along with our Copywork and Narrations. I also reduce many pictures or copy all thumbnails that would be great





for our History Timelines. We have a shelf that contains books that I find along the way with great Copywork that I would like for my children to add to their notebooks on those "no ideas are flowing" days. Just having everything there, ready to go, is such a blessing on those busy mornings. Plus, I have learned over the years that this is the best way to really utilize the resources that I have on my shelves.

Just file away any pages or pictures in either Manila envelopes or file folders. If the children know where they are, they are more than likely to use them on their own. Also, you will want to use anything else that you have in your home. I keep our paints, papers (plain and colored cardstock and 20lb paper; writing paper; etc.), glues, templates, cutting utensils, rulers, markers, pens, pencils, etc. on a shelf and in plastic bins by our dining table (where we do our daily lessons). They are in their spot and that spot is close by. If we want to encourage our young writers, we must give them free access to the best materials. The benefits are unbelievable!

3. **Turn Your Children Loose!** Yep! This is all that is left! Inevitably, when I teach workshops on Notebooking, I can almost see the brains of mothers clicking away with one tough reality, "IF ONLY I HAD MORE TIME TO DO THIS!" Oh, beloved! Notebooking is not another thing for you to do! The hard part is almost over. The hard part is learning what this is all about and how to get everything together so we can turn our children loose!

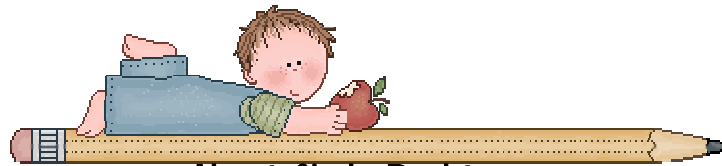
When we began Notebooking, I copied a Bible Verse a day as a model for my son to copy. As he copied his verse, he would place his page for the day in a plastic sheet protector and add it to his notebook. The next day, his page for that day would slide in behind that page. The next day, he would add another page in another page protector. We built the entire notebook; not specific divisions or subjects. We chose not to divide by subjects

because we wanted a nice full "product" built over time. As we added to the notebook each day, I could see the delight building in my young writers. They would sit and just flip through the pages. They loved seeing success. They loved seeing the notebook build up.

As time went on, my son began to find and copy poems that he liked, songs from church hymnal or from his history lessons. He began a collection of art prints. He added maps that highlighted journeys. At the end of the first year, we had a bulging notebook and a young writer that had gone from reluctant to really excited! The notebook quickly became "his own" notebook. At the end of the year, we divided our notebooks (there was no room to add anything else) into obvious divisions. We had a Bible Notebook, a History Notebook, a Poetry Notebook, and another Copybook. All of these have continued and several have divided into other notebooks through the years. As your children dig into their interests, they may have other Notebooks that develop. Let them go! You will learn more about your children as they learn more about topics AND writing!

So, What Do You Think?

Easy as A, B, C? Want to give it a try? If I could ask every homeschooling family to do just one thing, it would be to just give Notebooking a try. I am sure that if you try just a bit, you will be addicted too! So, think about it. Pray about it. Then, get those supplies. Set aside a spot for your supplies. Then, turn those budding young writers loose! Want to know what will happen? They will be addicted too!



About Cindy Rushton...

Cindy Rushton is the wife of Harold Rushton and the mother of Matthew (almost 19) and Elisabeth (15) who have always been homeschooled. Matthew graduated with the Class of 2005 after always being homeschooled.

Cindy lives in the beautiful mountains of North Alabama in her dream cedar cabin. Cindy is the author of over 80 books, Bible studies and homeschool resources. She edits and publishes two magazines, **Time for Tea** and **Homeschooling The Easy**

Way. She has become a beloved and favored speaker for homeschool conventions and retreats across our country.

See her online at:

<http://www.CindyRushton.com>

<http://www.CindysDesktop.com>

<http://www.HomeschoolBlogger.com/>

[CindyRushton](http://www.CindyRushton.com)

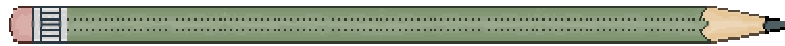
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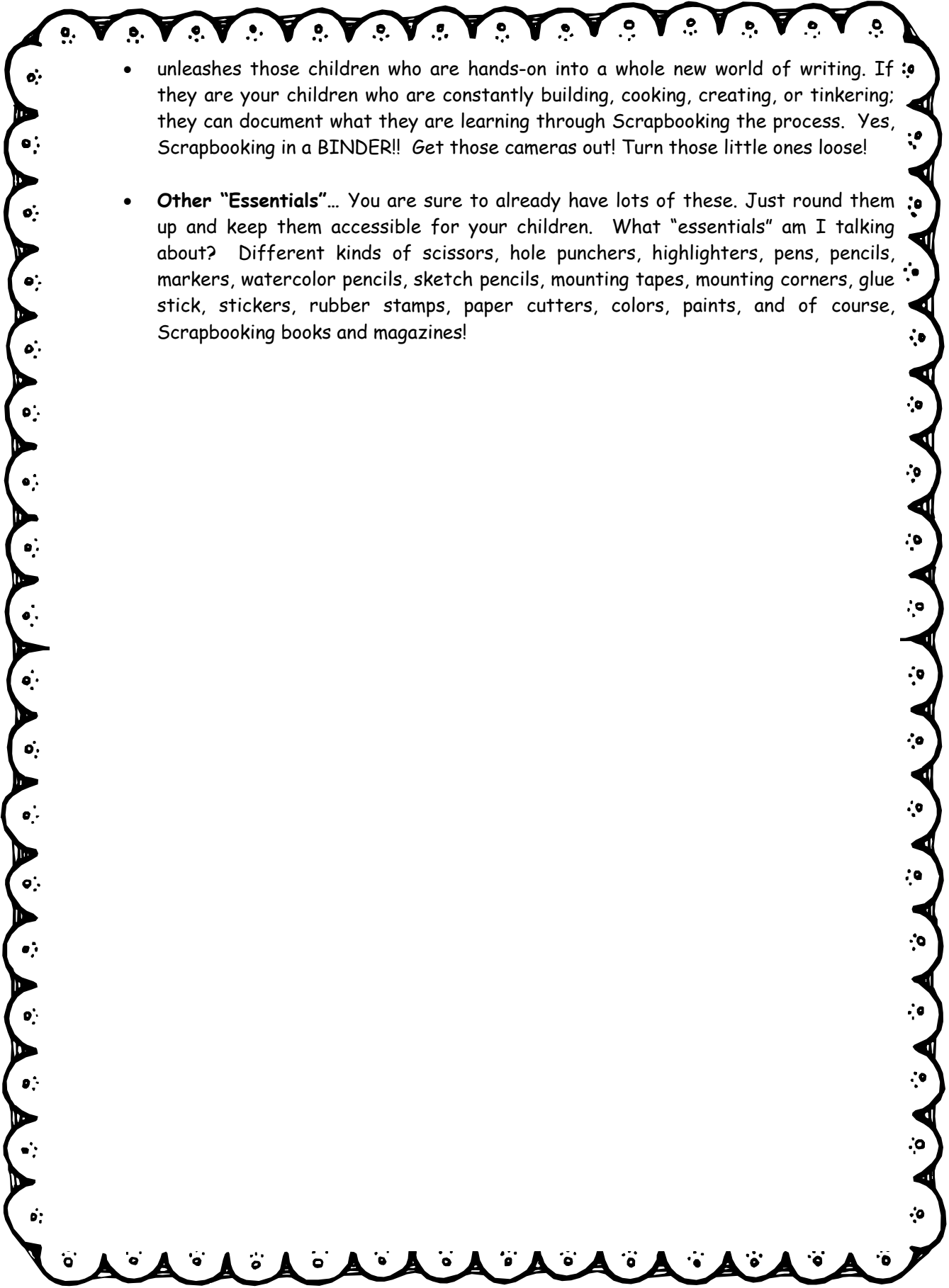
<http://www.MomtoMomPodcast.com>

My Shopping List...

By Cindy Rushton



- **ONE Notebook Per Child...** Our favorite notebooks are the 3-ring vinyl notebooks that have the clear pockets on the outside so the children can design their own covers. We usually choose the white notebooks (Either 1 or 1 ½ inches thick, although some of the more beloved studies have required larger notebooks.) and fill it full of plastic sheet protectors. Then, all our children have to do is add their work each day.
- **Plastic Sheet Protectors...** Plastic Sheet Protectors are absolute MUSTS! They work great at protecting your child's work from spills, rips, and smudges. They work great if you are using 3-ring binders. Especially for preserving pressed specimens. We use the 8 ½ by 11-inch sheet protectors. We buy them by the box at Sam's (the best price at the writing of this book). I choose the NON-GLARE type, because they are more durable. They do not scratch easily and they are not as brittle as the shiny ones.
- **Paper!!!** You can find bright colored, often acid-free cardstock paper at your local office supply store for VERY reasonable. We choose a wide variety of paper depending on what we need...
 - **110 pound white...**for art (great for watercolors and markers and glue projects) and timeline notebooks.
 - **110 pound colored...**for notebook covers... for sturdy pages... for mounting specimens... for mounting pictures.
 - **Any pound...**any color! Great for adding a touch of color to any page!
 - **Plain lined paper...**use paper for their level of handwriting.
 - **Printer paper...**for printing off of the computer and Internet.
- **Staplers...** We keep the regular staplers AND the heavy-duty booklet staplers. These are especially great for making booklets!
- **Camera...** Yes, you can use those disposable cameras if that is your only option. However, this year I found something that is simply priceless...digital cameras! Not only do you save money on film processing, but you can also paste-and-clip all of your pictures into documents that your children are writing. Printing is as easy as the click of a button. NOW...if you have a nice camera, you can still have your film processed in most locations so that you can request a disc with the pictures on it. Those pictures can be used as clip-and-paste into your documents as well. This

- 
- unleashes those children who are hands-on into a whole new world of writing. If they are your children who are constantly building, cooking, creating, or tinkering; they can document what they are learning through Scrapbooking the process. Yes, Scrapbooking in a BINDER!! Get those cameras out! Turn those little ones loose!
 - **Other "Essentials"**... You are sure to already have lots of these. Just round them up and keep them accessible for your children. What "essentials" am I talking about? Different kinds of scissors, hole punchers, highlighters, pens, pencils, markers, watercolor pencils, sketch pencils, mounting tapes, mounting corners, glue stick, stickers, rubber stamps, paper cutters, colors, paints, and of course, Scrapbooking books and magazines!

Hey! What ON EARTH is Copywork???

By Cindy Rushton

Excerpted from *Notebooking! YES! You Can Be a Binder Queen Too!*



Copywork? What is that? How do thing that I was doing seemed to be you use it at home? What do I use? the wrong thing to do if I wanted to Where do I start? You are going to reach this little one. It was then that I LOVE Copywork! It is PERFECT for ran across a God-send. I found Ruth training up your young writers! And...I Beechick's small but mighty little book think you have come to the perfect *A Strong Start in Language*. It place to get started—TODAY!

How We Stumbled Upon Copywork... be more difficult, right? Well...hear ye, hear ye! ! I found that teaching

Copywork has been an answer to my prayers. I felt in my heart that work-books definitely were not the answer for teaching grammar, writing, spelling, and appreciation of wonderful literature. What would do the job while doing it more naturally? Why...Copywork, of course!

We stumbled upon the idea of Copywork during some of the most trying days of my life. I think that we all have expectations of what our children can do in regards to writing. Our clash began as the combination of my expectations of my VERY verbal child met my personal love of writing and found a reluctant writer. It seemed that every-

Language can be as natural when teaching our children how to write as when we taught our little ones how to speak. Only Ruth Beechick herself can fully explain why to use Copywork. In her book *A Strong Start in Language* she shares the following: *"This method is not new or experimental. It is an old and proven method, probably as old as writing itself. Great writers have used it and you have already used it with your child. But once children reach school age, we tend to shed the natural method for a slower, artificial method. Our society thinks grammar books or Language books somehow carry the secret of good writing, but few of them*

do."

So how do we teach writing? What is the best way to begin writing your reluctant writer, but where to begin? Well, the key is how we taught our children to speak. Beechick shares that there is a "parallel." She says, "*Listening and speaking are to spoken language what reading and writing are to written language.*" She also says, "*Children learn to write by writing.*" What better way to teach our children to write than by copying great models, then setting them up into a book of their very own?

Our Story...

When I began teaching my little boy, I tried to mimic my educators. The problem was that this method was laborious and when given opportunities to write, his work was difficult and very messy. The spelling was atrocious! I really saw this one-year at Christmas. When copying poems and writing letters, there were no blanks.

I decided to pull out Mrs. Beechick's book and use her method of copying to *supplement* my workbooks. It was not very long until Matthew (who was known to have a strong dislike for even holding a pencil!) fell in love with his work. He had a reason to

write and it became a pleasure! Also, he was sure that the work was correct because it was taken from great literature--good examples to pattern after. He would proofread his own work using the model. By doing this, he was also learning one of the most important skills necessary for great writing—to proofread his own work. He took great pride in his work and soon began to keep special quotes, verses, passages, and poems in his school notebook. It was not very long until his work began to result in "finished" products—his own notebooks and homemade books.

There was a change in me too. I looked at his workbook with new eyes. This work was monotonous and did not really apply to what we were studying. I began to feel that all skills would be better learned if we could somehow make them apply to his studies because of his strong interest in them. That is exactly what we have done! So, here is what we are doing and how you can do it yourself!

Ready, Set, GO!

For the younger child, you will want to *start by letting them copy their letters and later their name.* For a fun notebook, make an *Alphabet Notebook.* Let them copy a letter per page and decorate that page with pictures cut

out of a magazine or coloring book. If they are a little older, they can copy the letter and fill the page with examples of words using that letter. A fun and easy book!

All you have to do for a Copywork lesson is just print neatly on the top of a page, then encourage them to make theirs look like yours. I remember doing this with my mom when I was only a few years old. She would write names or words on paper in church for me to copy. Mom did this naturally...without any idea that this was a teaching approach. Now, the discipline is set in me—train up a child in the way they should go?

I was amazed at how much little ones learn from this. My little girl began on her own to teach herself how to write by copying signs and words on trucks as we would go down the road. She would copy from her storybooks, or even her brother's schoolwork. I was utterly shocked when this brilliant (Yep! I am biased!) four-year-old child began on her own to do Copywork. We were riding as a family to town when I looked back to see what was keeping her attention in the backseat. She was sitting there with a copy of *Charlotte's Web* copying the letters on the page. She had copied the title of the chapter and even several sentences without any prompting or even instruc-

tion. The only possible explanation of where she got the idea for this would be from this little genius catching the excitement from her brother's Copywork assignments! This was how painless it was to begin Copywork with a child.

As she got older, I continued to *copy her work in a model that I wanted her to copy*. She often chose the sections that she wants to copy, but most of the time I copied several weeks' worth of work for her to copy from. I always sat down to "hand-write" her models at this time because she struggled with the mechanics of letter formation. We did this for about 4 1/2 years.

It seemed like overnight, but she was ready to *copy directly from great books*. We had expected to transition her into copying her own work directly from the original source by typing her models on the computer using a font like Lucida Handwriting (or a program like *Start-Write*). This might work great for you. Then, you can use the pages for other children. Just type on the computer in a larger font and leave lines for them to copy on underneath the model (we have some reproducible pages included on the CD that comes with this book for you to use for this). Do this for a bit until they are ready to copy those models directly into

their copybook. Then, they will be unstoppable!

As I shared earlier, I began Copywork with Matthew when he was in the Second Grade and Elisabeth was Pre-school. It took watching the Copywork begin to produce fruit before I would trust it and throw away my workbooks. We used Ruth Beechick's little book *A Strong Start in Language* to supplement our workbooks for the Second Grade. It did not take very long for me to see that it was going to really work for Matthew!

I ripped out the pages that he had finished in the workbook, put them in his Copybook, then only used Copywork for the rest of the year. He made improvements in every area immediately! The neatest area was the transition from pencil-resistant to addicted to writing!

As he began Third grade, I often wrote an model for him to copy that could give an example of how to write the passage. We also used *Learning*

Language Arts through Literature for formal grammar instruction. Matthew loved the nice, large print models to copy from their book. He also copied poems, Bible verses, and passages from his library books. His handwriting, spelling, and even grammar all improved so drastically that Copywork sold me!

In Fourth grade, I focused real heavily on oral narrations (which also make great books—more on that in the next chapter!). The children would orally narrate their stories back to me while I took down dictation. I would re-copy the passages as a model for them to use for Copywork. It only took about 6 months of this before Matthew realized that *HE* could create his own writing. He wrote his first essay that year without having to have a formal class in grammar. I was so proud. It sounded as if an adult had written the essay...only an adult would not possibly have had all of the humor and

imagination that this wonderful little boy poured into that essay. I saw this wonderful fruit and realized that we were not only improving the basic mechanics of writing but we were also instilling a love of writing in this child. I was hooked!

Copywork healed this reluctant writer! In this short time, he was no longer frustrated, weary, reluctant, resistant! It was all beginning to fall into place!

In just a small bit of time, he was no longer scared of writing a bigger work like an essay! He considered it just as much of an adventure as curling up with a book, going back in time with an author's work. He had spent so much time gleaning from these wonder-

ful authors that he was ready to pour his heart out on paper!

This time of oral narrations and continued Copywork brought us into the next phase of writing for our family. Matthew was then ready for longer passages of Copywork, which gave him a deeper discipline of writing each and every day. My husband casually mentioned one evening that if he were trying to skim by and copy the least amount he could. That was all it took for my 10-year-old to begin on his own to copy a full page a day!

He also was skilled enough to begin one of his greatest projects all on his own. One day he confided in me, *"Mom, have you ever noticed that these Marine books never have a complete history in one book? That information is in all of these books. There needs to be a book on the complete history of the U.S. Marines."* I listened as he went on, *"I guess I will have to write that one!"* I encouraged him to study, that he would do a wonderful job with that. He began to take every minute of his free time to compile information for his book. His notebook was getting filled up more and more the day. This was in addition to the regular Copywork he did each day.

gan to write the story. During the Christmas break he finished the rough draft for the book in his notebook and typed it into the computer... all completely on his own without any help from either of us (Yep! This is MY reluctant writer!). I was so proud to read such a nice piece of work. We went back through with me reading it to help teach about editing. I showed him how to use Microsoft Word's Spelling and Grammar tool, which has a built in help function which tells you the rules that apply to your errors.

I also shared with him about how to develop a story by asking all of the questions that someone would want answered. I casually taught him that I was reading it as a novice (very ignorant mama!) wanting to know all about the Marines before I ended my time in his book (in which HE was the expert—vital if they are going to fill in all of the gaps!). I shared some questions about common words that he did not realize were not common to those who he himself did. I was able to teach him that those were important gaps to be sure that his book detailed. I also shared questions that I had as I read. He was then off again writing his little heart out!

As Matthew wrapped up his Marine book, it set the stage for him to write

As Christmas break neared, he be-

other books on other topics of interest. The skills learned through writing that book prepared him perfectly for all other writing projects—notebooks on very neat topics, essays, articles, research papers, and of course, other homemade books!

What's So Special About Copywork?

Through the years, we continued to use Copywork (even now in the High School years!). Most Copywork lessons resulted in simple additions to their notebooks. But, we have also seen larger collections of copywork result in great homemade books. The text was there to begin to go into a special project. All that was needed was setup, illustrations (many were in the notebooks already), borders, and a special touch by the children to make it their own. To date, one of our company's best selling books is a book that was compiled from Matthew's favorite Copywork from the Civil War. *Famous Copywork of the Civil War* was created after homeschool mothers began to see Matthew's Civil War Notebook. They wanted some ideas to carry home to their young writers. The book was the perfect solution! Who knows? Your young writer may have a "best seller" just needing to be published!

Copywork is still a daily discipline—even as he finishes his Senior Year in High School. But, it is also a personal discipline. I can brag as much on the

There are a few things that happen when children copy passages. First, *they are able to see their own mistakes and correct them without it being a judgment about their personal work.* This is crucial if we want to encourage our young writers.

In the early years, it absolutely crushed my children if they thought that I was not pleased with their work. Although correcting their work was not personal, they simply could not separate correction from acceptance. They had worked so hard on their work, it was VERY "personal" to them. Copywork was the perfect way to just "check up" on their attentiveness, teach spelling and grammar, and instill the basics of writing in a non-confrontational way.

For a moment, just think of how much your children want to please you? Have you ever thought over what is happening during their school lessons? They pour out their heart in writing. Then, we take our permanent red markers and mark on their special

creations. Disheartening! Frustrating! And...we wonder why they become resistant and reluctant to write MORE!
☹

Copywork takes away the "sting" of grading and correction while teaching our children important writing skills. When my children were young, checking their work FOR THEM and finding grammatical and spelling errors insulted them. Letting them copy a passage, go back over their work themselves finding the errors as they proofread the copy, helped me to transfer the process to them while they learned the skill of proofreading their work until they have excellence.

Another big plus for the Copywork is the good example. *The writing style of the author contributes greatly to expanding your child's own style.* Wouldn't you love for your child to have the benefit of sitting at the feet of Robert Louis Stevenson, William Shakespeare, Charles Dickens, Martha Finley, or Mark Twain? Well, they can! By reading, copying, and-later even narrating their great works, your child can be educated by the masters!

My favorite thing about Copywork is that my child is *taught correctly from the start. The work reinforces correct spelling, punctuation, and grammar.* Chances are that if they SEE

things done correctly, they will repeat it in their own work. I love what Ruth Beechick has to say about this, "*Children who know the most grammar are not necessarily better writers.*" She adds, "*...Students who are good writers can learn grammar better than students who are poor writers.*" She finally says, "*You can teach the parts of capitalization, punctuation, spelling, sometimes grammar, and numerous other matters day by day in the dictation and copying lessons. Some of them you will consciously teach. Many others the child will learn without your conscious effort.*" Isn't this far superior to learning what things are but not learning how to use it?

Looking at Matthew's progress can see this superiority. It really has been so natural for me to teach him what good writing looks like. No, we have not been diagramming sentences, but he can write a fantastic essay! No, we have not spent years working through boring workbooks, but both of our children write professionally for magazines in areas of their personal/professional interest. No, neither he nor I can still figure out what a split infinitive is, but he loves to write and make homemade books! Yes, I do think this is superior to using these years laboring over the parts of speech before putting the pen in his hand!

How to Begin (and Keep On Growing) With Copywork:

- ⇒ First, *begin with teaching the child to copy their name or the alphabet.* Keep each page in a 3-ring binder (with sheet protectors! ☺). Begin slow and continue steady!
- ⇒ Next, *copy short one sentence phrases-Bible verses, quotes, mottoes, etc.*
- ⇒ *Continue working up to longer passages.* Lengthy passages will take several days to complete.
- ⇒ For challenging gifted and older writers, assign passages longer and more challenging than a standard paragraph such as dialogues, letters, news stories, speeches, historical documents, etc.
- ⇒ Share your favorites by creating neat books. Create books with collections of your favorite selections! What a fun and easy book project!

Easy? Yep...it is that easy! Now, want some specific help with some trouble spots? Need tips for those little details that make it all easy? Here

are some of those tips:

- ⇒ **Look for great Copywork everywhere!** You may collect passages for copying from biographies, letters, Scripture, novels, poetry, history texts, classics, and so on.
- ⇒ **Get ready ahead of time!** It would be best to prepare the night before and prepare some work for each day, as writing should be a daily assignment. Just read through your favorite living book that you plan to use for your family reading time. You can take a small quote and copy exactly as you would have your child write. After reading your selection the next day, allow time for your child to copy and check his work. It is that simple!
- ⇒ **Use Copywork to teach grammar EASILY!** If you would like to have grammar lessons, you may want to explain why it is written that particular way, for example, today we might notice why all letters in the passage are capitalized and look up rules in a grammar text. Not only are they finding the reason

for the particular use of that rule today in this passage, they are also hearing and thinking about other uses of capital letters as you read through the various rules. Talk about an easy and natural way to teach parts of speech, grammar, and spelling! It does not get any easier than this! In the early years, we used this method once a week to give the children a nodding acquaintance with the parts of speech. As the years have gone by, they have amazed me by looking up rules all along the way—OUT OF CURIOSITY! Still, they will find something in their lessons that they have never seen (or noticed) and decide to look up the rules to figure out why it is "done that way."

I cannot think of a better way to learn the rules and RETAIN what is learned—the way that I was taught growing up ☺.

⇒ **Use as "text" for your homemade books!** Yep! What a great way to create a fun and easy book! Your Copywork book can be a collection of neat quotes like Matthew's

Famous Copywork of the Civil War. Or another idea is to take a favorite passage and use that as the text of your book. Create your own illustrations. Then, you have a fast and easy book! One example of this was a book that Elisabeth created. She took her favorite Bible Verse, The 23rd Psalm, and used it as the text for her book *The Lord is My Shepherd*. Each page has a phrase with an illustration. Cute and FUN! You may have many ideas similar to this. Really, the sky is the limit here. So, you can really let your brain go wild! Need some ideas? Check out our list of ideas at the end of this chapter. You are sure to find some cute ideas!

So...are you ready? Try your hand at Copywork. Use Copywork as the text for your notebooks. Illustrate the pages with cute borders and pictures that accent your passages. Make it fun and easy! The skills that they learn as they create their notebooks

using their Copywork will help them to easily move to writing using their own creative writing. It will be as natural as when they learned to talk...and you will have guided them along the way!

Getting You Started
Monday Morning!



Quotes You Will Love..



"He was not more than twelve or thirteen years of age, when he read with pen in hand, and note-book in which he jotted down references to particular facts and statements, and thoughts inspired by the book read. He continued this practice through life. In his mature life, he wrote to a young lady as follows:--'I would advise you to read with pen in your hand, and enter in a little book short hints of what you find that is curious, or that may be useful; for this will be the best method of imprinting such particular on your memory, where they will be ready, either for practice on some future occasion, if they are matters of utility, or, at least, to adorn and improve your conversation, if they are rather points of curiosity; and, as many of the terms of science are such as you cannot have met with in your common reading, and may, therefore, be unacquainted with, I think it would be well for you to have a good dictionary at hand, to consult immediately when you meet with a word you do not comprehend the precise meaning of.' The foregoing advice was given one hundred and fifty years ago (NOW 250!), but it is just as good counsel for readers to-day as it was then. Indeed, change of circumstances, which we have partially considered, adds force and value to the advice. It is the only way of reading to the best advantage, for it fixes the attention, assists method, strengthens purpose, and charges memory with its sacred trust."

William Thayer, **Gaining Favor With God and Man**

"I have learned to rely on the margins of the books that I read as being themselves my best note-books. Of course, I am speaking now only of the volumes which are my own property. These I am, perhaps, scandalously free in marking, and so every ordinary volume that I have in my library becomes a note-book. Let young men—and, we would add, young ladies, too—be taught to keep commonplace books, and especially to converse concerning what they read."

Reverend Joseph Cook

William Thayer, **Gaining Favor With God and Man** describes Rev. Cook, "This counsel of Mr. Cook should have some great weight, coming, as it does, from one of the most remarkable men of our age, or any age...He was a great reader...He read science, literature, history, biography, and even metaphysics, in his boyhood. In academy and college, he kept up his habit of systematic reading. The thorough manner which he read made him master of every subject. Even now, reading is scarcely second to what is called study in his method of public instruction. He is a lecturer, known the world over. But for reading, he would not have dreamed his present field of labor, and, but for it, he would not continue now to be a public instructor."

William Thayer, *Gaining Favor With God and Man*, "The advantage of note-books over marginal references is so great that the latter can scarcely be recommended to young people who own few of the books they read. But the excellent habit of reading critically, with pen, or pencil and note-book in hand, should be insisted upon everywhere; for it is good for both young and old, male and female, learned and unlearned—all classes who read."

Ideas For Your Mommy Copywork...

Proverbs 31 10-31...

- 10: Who can find a virtuous woman? for her price is far above rubies.
- 11: The heart of her husband doth safely trust in her, so that he shall have no need of spoil.
- 12: She will do him good and not evil all the days of her life.
- 13: She seeketh wool, and flax, and worketh willingly with her hands.
- 14: She is like the merchants' ships; she bringeth her food from afar.
- 15: She riseth also while it is yet night, and giveth meat to her household, and a portion to her maidens.
- 16: She considereth a field, and buyeth it: with the fruit of her hands she planteth a vineyard.
- 17: She girdeth her loins with strength, and strengtheneth her arms.
- 18: She perceiveth that her merchandise is good: her candle goeth not out by night.
- 19: She layeth her hands to the spindle, and her hands hold the distaff.
- 20: She stretcheth out her hand to the poor; yea, she reacheth forth her hands to the needy.
- 21: She is not afraid of the snow for her household: for all her household are clothed with scarlet.
- 22: She maketh herself coverings of tapestry; her clothing is silk and purple.
- 23: Her husband is known in the gates, when he sitteth among the elders of the land.
- 24: She maketh fine linen, and selleth it; and delivereth girdles unto the merchant.
- 25: Strength and honour are her clothing; and she shall rejoice in time to come.
- 26: She openeth her mouth with wisdom; and in her tongue is the law of kindness.
- 27: She looketh well to the ways of her household, and eateth not the bread of idleness.
- 28: Her children arise up, and call her blessed; her husband also, and he praiseth her.
- 29: Many daughters have done virtuously, but thou excellest them all.
- 30: Favour is deceitful, and beauty is vain: but a woman that feareth the LORD, she shall be praised.
- 31: Give her of the fruit of her hands; and let her own works praise her in the gates.

Proverbs 31 Amplified Bible...

"A capable, intelligent, and virtuous woman—who is he who can find her? She is far more precious than jewels and her value is far above rubies or pearls. The heart of her husband trusts in her confidently and relies on and believes in her securely, so that he has no lack of [honest] gain or need of [dishonest] spoil. She comforts, encourages, and does him good as long as there is life within her. She seeks out wool and flax and works with willing hands [to develop it]. She is like the merchant ships loaded with food stuffs; she brings her household's food from a far [country]. She rises while it is yet night and gets [spiritual] food for her household and assigns her maids their tasks. She considers

a [new] field before she buys or accepts it [expanding prudently and not courting neglect of her present duties by assuming other duties]; with her savings [of time and strength] she plants fruitful vines in her vineyard. She girds herself with strength [spiritual, mental, and physical fitness for her God-given task] and makes her arms strong and firm. She tastes and sees that her gain from work [with and for God] is good; her lamp goes not out, but it burns on continually through the night [of trouble, privation, or sorrow, warning away fear, doubt, and distrust]. She lays her hands to the spindle, and her hands hold the distaff. She opens her hands to the poor, yes, she reaches out her filled hands to the needy [whether in body, mind, or spirit]. She fears not the snow for her family, for all her household are doubly clothed in scarlet. She makes for herself coverlets, cushions, and rugs of tapestry. Her clothing is of linen, pure and fine, and of purple [such as that of which the clothing of the priests and the hallowed cloths of the temple were made]. Her husband is known in the city's gates, when he sits among the elders of the land. She makes fine linen garments and leads others to buy them; she delivers to the merchants girdles [or sashes that free one up for service]. Strength and dignity are her clothing and her position is strong and secure; she rejoices over the future [the latter day or time to come, knowing that she and her family are in readiness for it]! She opens her mouth in skillful and godly wisdom and on her tongue is the law of kindness [giving counsel and instruction]. She looks well to how things go in her household, and the bread of idleness (gossip, discontent, and self-pity) she will not eat. Her children rise up and call her blessed (happy, fortunate, and to be envied); and her husband boasts of and praises her, [saying] Many daughters have done virtuously, nobly, and well [with the strength of character that is steadfast in goodness], but you excel them all. Charm and grace are deceptive, and beauty is vain [because it is not lasting], but a woman who reverently and worshipfully fears the Lord, she shall be praised! Give her of the fruit of her hands, and let her own works praise her in the gates [of the city].

"Through skillful and godly wisdom is a house (a life, a home, a family) built, and by understanding it is established [on a sound and good foundation], and by knowledge shall its chambers [of every area] be filled with all precious and pleasant riches."

Proverbs 24: 3-4

Isaiah 54: 2-4...

- 2: Enlarge the place of thy tent, and let them stretch forth the curtains of thine habitations: spare not, lengthen thy cords, and strengthen thy stakes;
- 3: For thou shalt break forth on the right hand and on the left; and thy seed shall inherit the Gentiles, and make the desolate cities to be inhabited.
- 4: Fear not; for thou shalt not be ashamed: neither be thou confounded; for thou shalt not be put to shame: for thou shalt forget the shame of thy youth, and shalt not remember the reproach of thy widowhood any more.

Isaiah 54: 2-4 Amplified...

"Enlarge the place of thy tent, and let them stretch forth the curtains of thine

habitations; spare not, lengthen thy cords, and strengthen thy stakes; for thou shalt break forth on the right hand and on the left; and thy seed shall inherit the Gentiles and make the desolate cities to be inhabited. Fear not; for thou shalt not be ashamed: neither be thou confounded; for thou shalt not be put to shame: for thou shalt forget the shame of thy youth, and shalt not remember the reproach of the widowhood any more."

"Every wise woman buildeth her house: but the foolish plucketh it down with her hands." Proverbs 14:1

"It is not good that the man should be alone; I will make him an help meet for him."
Genesis 2:18

Philippians 4:8...

"Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things."

Charlotte Mason, "A child has not begun his education until he has acquired the habit of reading to himself, with interest and pleasure, books fully on a level with his intelligence. I am speaking now of his lesson books, which are all to apt to be written in a style of insufferable twaddle, probably because they are written by persons who have never chanced to meet a child. ...Therefore, the selection of their first lesson-books is a matter of grave importance, because it rests with these to give children the idea that knowledge is supremely attractive and that reading is delightful. Once the habit of reading his lesson books with delight is set up in a child, his education is—not completed, but ensured; he will go on for himself in spite of the obstructions which school too commonly throws in his way."

Charlotte Mason in her book **Home Education** shares, "Let him...linger pleasantly over the history of a single man, a short period, until he thinks the thoughts of that man, is at home in the ways of that period. Though he is reading and thinking of the lifetime of a single man, he is really getting acquainted with the history of a whole nation for a whole age. Let him spend a year of intimacy with Alfred, 'the truth-teller' with the Conqueror, with Richard and Saladin, or with Henry V.—Shakespeare's Henry V.—and his victorious army. Let him know what other nations were doing while we were at home doing thus and thus. If he comes to think that the people of another age were truer, larger-hearted, simpler-minded than ourselves, that the people of some other land were, at one time, at any rate, better than we, why, so much the better for him."

Gladys Hunt, **Honey for a Child's Heart**, "As Christian parents we are concerned about building whole people—people who are alive emotionally, spiritually, intellectually. The instruction to train up a child in the way he should go encompasses so much more than teaching him the facts of the gospel. It is to train the child's character, to give him high ideals, and to

encourage integrity. It is to provide largeness of thought, creative thinking, imaginative wondering—an adequate view of God and His world. He can never really appreciate the finest without personal redemption. But many a redeemed person lives in a small insecure world because he has never walked with God into a larger place which is His domain. We have books and The Book at our disposal to use wisely for God's glory. A young child, a fresh uncluttered mind, a world before him—to what treasures will you lead him? With what will you furnish his spirit?

Gladys Hunt, **Honey for a Child's Heart**, "Take all the words available in the human vocabulary and read them from the dictionary, and you have only a list of words. But with the creativity and imagination God has given human beings, let these words flow together in the right order and they give wings to the spirit. Every child ought to know the pleasure of words so well chosen that they awaken sensibility, great emotions, and understanding of truth. This is the magic of words—a touch of the supernatural, communication which ministers to the spirit, a gift of God."

Terry Glaspey, **Great Books of the Christian Tradition**, "God Himself chose the medium of a book as His primary way to communicate to us the truth of His love and grace. The Life of Christ is forever revealed and offered to us in the medium of a book. When we ponder church history, we find that many great leaders and thinkers were set on their path through the agency of a book which transformed their life or their way of thinking..."

Books are like people:
fascinating, inspiring, thought provoking,
some laugh,

some meditate,
others ache with old age, but still have
wisdom;
some are disease-ridden,
some deceitful;
but others are a delight to behold,
and many travel to foreign lands;
some cry, some teach, others are lots of fun.
they are excellent companions,
and all have individuality—
Books are friends.
What person has too many friends?
Unknown

C.S. Lewis, "No book is really worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty and beyond."

More Quotes...

Copywork To Get You Started!



*Excited? Ready To Go? Yet, wondering just what COULD you do bright and early Tomorrow Morning for Copywork? Well, these ideas are taken from our books **Language Arts... The Easy Way** and **Nature Study... The Easy Way**. There are MANY, MANY MORE selections for you to choose from in those books. We pray that these will get you going!*

From Elisabeth's Notebook...

Names of the books of the Bible

John 3:16

Romans 3:23

John 17:17

Psalms 46:1

Matthew 6:21

1 John 2:12

1 Samuel 3:1

1 John 1:8

Romans 3: 23-24

1 John 1: 9

Luke 1:13

Romans 4:13

Romans 1:16

Matthew 5:4

Matthew 5:1

Mark 8:5

Psalms 23 (Elisabeth took a phrase a day to copy and illustrate...Soooo cute!)

From Matthew's Notebook...

Psalms 119: 1-6

Psalms 24: 1-6

Psalms 91: 7-9

Ephesians 6: 10-13

Matthew 5:9

Matthew 5: 3-4

Matthew 5: 3-12

Psalms 1:2

James 1: 2

Psalm 1:3
Psalm 23: 1-6
Proverbs 22:6
Proverbs 27:17
Proverbs 3:21
Proverbs 3:20
Psalm 46:1
Proverbs 15:21
Matthew 6: 9-13
Psalm 90:12
Psalm 127: 4
Psalm 1:1
Proverbs 10:1
Psalm 141:3
John 3:16
Romans 1: 16
John 3:3
John 1:1
Psalm 15:1
Psalm 101:3
Psalm 1:6
Romans 6:23
Romans 3:23
Genesis 1: 1-2
1 John 1: 1-2
Psalm 23: 1-5
1 Timothy 6:10
Matthew 5:9
Matthew 27:46
Judges 7:18
Psalm 46:1
Joshua 24:14-15
Isaiah 9: 16, 17a
Proverbs 11:13
Psalm 1
Proverbs 10:1
Matthew 5: 3-9
Romans 5:8
Job 1: 21-22
Matthew 5: 10-12
James 1: 1-2
Romans 5:8
Psalm 13: 1-3
Psalm 120: 1-3

Psalm 13:1-3
Psalm 100:1
Psalm 134: 1-3
Psalm 117: 1-2
Psalm 43: 1-2
Psalm 130 1-3
Psalm 67: 1-2
Ephesians 6: 10-11
Ephesians 6: 12-14
Ephesians 6: 15-17
Psalm 4: 1-2
Psalm 52: 8-9
Exodus 20: 3-17
Proverbs 1: 8-9
Romans 1: 16-17
Proverbs 1: 10-13
Romans 12: 19-21
Psalms 10: 1-3
Romans 12: 10-12
Romans 12: 13-14
Romans 13:8
Romans 13: 8-9
Proverbs 1: 1-3
Hebrews 11: 20-22
Books of the Bible

Other Ideas...

Poems...



Try, Try Again

Author Unknown

Here's a lesson all should heed
Try, try again.
If at first you don't succeed—
Try, try again.
Let your courage well appear,
If you only persevere,
You will conquer, never fear—
Try, try again.

Thanksgiving Prayer

By Edna Mae Busch

Help us, dear Lord, our good to share
With those who have no one to care,
So that they, too, may say
This is a blest Thanksgiving Day!

Weather

Anonymous

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not.

Sunbeams...

Kind words are like sunbeams
That sparkle as they fall;
And loving smiles are sunshine,
A light of joy to all.

The Pirate Story

By Robert Louis Stevenson

Three of us afloat in a the meadow by the
swing,
Three of us aboard in the basket on the lea.
Winds are in the air, they are blowing in the
Spring,
And waves are on the meadow like the waves
there are at sea.

Where shall we adventure, to-day that we're
afloat,
Wary of the weather and steering by a star?
Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon, or off to Malabar?

Hi! but here's a squadron a-rowing on the sea—
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad
as they can be,
The wicket is the harbour and the garden is
the shore.

Who Has Seen the Wind?

By Christina Georgina Rossetti

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

Make Much of Time...

Robert Herrick

Gather ye rosebuds, while ye may,
Old time is still a-flying,
And this same flower, that smiles today,
To-morrow will be dying.

A Thought

By Robert Louis Stevenson, *A Child's Garden of Verses*

It is very nice to think
The world is full of meat and drink,
With little children saying grace
In every Christian kind of place.

I am...

By Amy Carmichael

I am the God of the stars,
They do not lose their way,
Not one do I mislay.
Their times are in My Hand,
They move at my command.

I am the God of the stars,
Today as yesterday,
The God of thee and thine,
Less thine they are than Mine;
And shall Mine go astray?

I am the God of the stars,
Lift up thine eyes and see
As far as mortal may
Into Eternity;
And stay thy heart on Me.

Your Favorites....

Neat Quotes...

"The best things are nearest: breath in your nostrils, light in your eyes, flowers at your feet, duties at your hand, the path of God just before you."

Robert Louis Stevenson

"Whatever your circumstances may be, no matter how long your tough times may have lasted, wherever you may be today. I bring you this reminder, the stronger the winds... the deeper the roots, and the longer the winds...the more beautiful the tree."

Chuck Swindoll,

Living Insights Bible

"The world will never starve for want of wonders."

G.K. Chesterton

pastors, our homes. Let us pray for our churches. Let us pray for ourselves, that we may not lose the word 'concern' out of our Christian vocabulary. Let us pray for our nation. Let us pray for those who have never known Jesus Christ and redeeming love, for moral forces everywhere, for our national leaders. Let prayer be our passion. Let prayer be our practice."

Robert E. Lee (1807-1870), Commander in Chief of the Confederate Army of Northern Virginia

"There is a true glory and honour: the glory of duty done-the honour of the integrity of the principle."

Robert E. Lee, Appomattox, 1865

"If you desire to be more Heavenly minded, think more of the things of Heaven, and less of the things of earth."

Stonewall Jackson

"Changes come all the time..."

LM. Montgomery

"I know that Heaven is in store for me, and I should rejoice in the prospect of going there tomorrow. But, still, I am ready to leave it any day...for that Heaven which I know awaits me...I would not agree to the slightest diminution of one shade of my glory there, not for all the fame which I have acquired, or shall ever win in this world."

Stonewall Jackson, 1862

"Solitude is as needful to the imagination as society is wholesome for the character."

James Russell Lowell

"Knowing that intercessory prayer is our mightiest weapon and supreme call for Christians today, I pleadingly urge our people everywhere to pray...Let there be prayer at sun-up, noon day, at sun-down, at midnight, all through the day. Let us all pray for our children, our youth, our aged, our

"I have been driven many times upon my knees by the overwhelming conviction that I had nowhere else to go. My own wisdom, and that of all about me, seemed insufficient for that day."

Abraham Lincoln (1809-1865)
Sixteenth President of the
United States

Samples from the Kids' Notebooks

