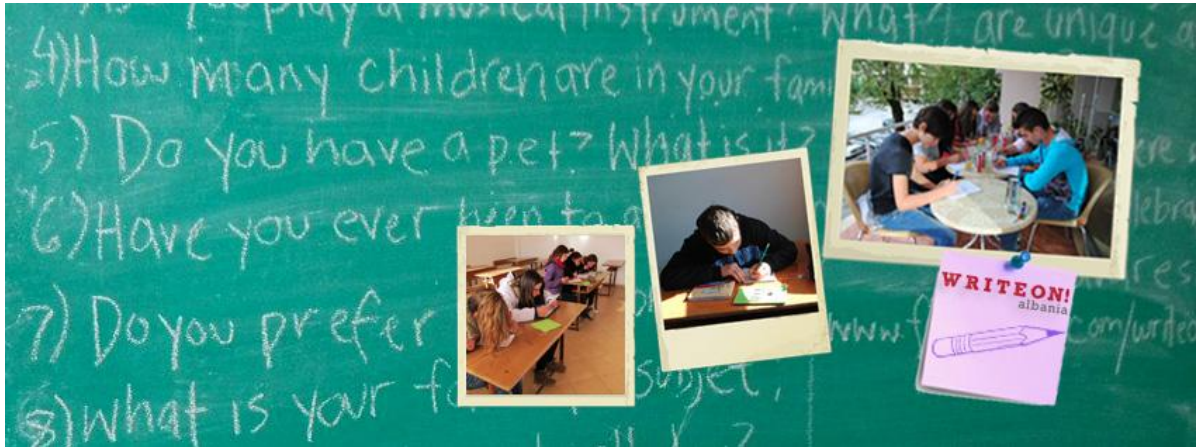




WRITEON!
albania

Creative Writing Go to Guide

2014



Dear Reader,

This year, in order to help make your teaching easier, your WO! Team has assembled a list of activities and resources for you to use within your sessions, private courses and even school with the intention of teaching and nurturing creativity amongst your students. We selected feasible plans that require few to none external tools aside from of course the mighty pen and paper. All activities and lessons are useable with any age so it just depends on which ones interest you and your students more. In addition to lessons, we also have a list of online resources that you should check out, free books to read and a short list of fun ice breakers to help you start getting to know your students. Even if you do not participate in WO, these are great and fun lessons that will inspire your kids to think outside of the box. Thank you for what you do and may creativity thrive.

- **Team Write On! Albania 2013 – 2014**
Co-Coordinator Joyce Wolf & Ian Fornshell
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A Growing List of our Favorite Websites:

1. <http://www.globalessay.net/a/daixieEssay/2013/0403/40341.html> - The Process of Essay Writing.
2. <http://www.sanchezclass.com/reading-graphic-organizers.htm> - Free graphic organizers and pintables to help you get your point across.
3. www.dailywritingtips.com – Daily writing tips available.
4. 99.com/tips/7082/25-Insights-on-Becoming-a-Better-Writer – Be a Better Writer.
5. www.howto.co.uk/writing/magazine-writing/creating_a_twist_in_the_tale/
6. voices.yahoo.com/20-first-lines-20-creative-writing-prompts-spark-10162735.html?cat=38 – List of creative writing prompts.
7. www.usingenglish.com/glossary - Glossary of English linguistic and grammar terms.
8. owl.english.purdue.edu – All your MLA format and more needs can be met here.
9. ccp.rpi.edu/resources/revising-prose – Revise your prose.
10. eslbee.com/sentences.htm - Advanced Composition for Non-Native Speakers of English.
11. msu.edu/~jdownell/135/transw.html – List of transition words.
12. MOOC (Massive Open Online Course) classes - The MOOC program allows students around the world to take classes from the best universities in America at home, online, free of charge.
13. Edx.org – Online courses from the world’s best universities.
14. <http://khmazz.hubpages.com/hub/Thought-provoking-questions-Great-for-inspiration-or-conversation-starting> - Like the link says, great for inspiration!
15. <http://aerogrammestudio.com/2013/03/07/pixars-22-rules-of-storytelling/> - Rules from the pros of creativity.
16. <http://justenglish.me/2012/09/01/free-books-100-legal-sites-to-download-literature/> - 100 legal sites to download free books.

Books (Most available on Kindle)

1. *50 Ways to Practice Writing*, Dorothy Zemach, Wayzgoose Press
2. *Writing for the Mass Media*, James Glen Stovall, Allyn and Bacon
3. *Effective Sentences: Writing for Success*, Jan Fluit-Dupuy, University of Michigan Press, 2006.
4. *GateWay to Academic Writing: Effective Sentences, Paragraphs, and Essays*, Alan Meyers, Pearson Publishing, 2004.
5. *The Well Crafted Sentence: A Writers Guide to Style*, Nora Bacon, Bedford/St. Martin's Press, 2012.



Warm Up/Ice Breakers:

1. **Alphabet Race:** Place students in teams and designate a secretary per team. Say a letter of the alphabet and give students one minute to write as many words as they can using that letter. Award 2 points for original words and 1 for repeated.
2. **Circle Name Game:** Have students stand in a circle. Explain that this is to help people learn each other's names. Say your name and select a motion to go along with it. The next person then has to say your name, repeat the motion and add on their own. Repeat this until the last person has to review everyone's name and motion.
3. **The Long Sentence Game:** Start the sentence with something like "Yesterday I got up early". Have a student repeat what you said and add on to it. They then pick another student to repeat everything and add on their own words. Continue the game until everyone has participated or until it dies out.
4. **Reporter:** Have students pair up and interview each other. Then have them introduce their partner to the whole group.
5. **Who Is It?:** Have students write anonymous descriptions/brief bios of something in the room. Then, after they've shared, have the class guess who they're writing about.
6. **Jump the Line:** Designate a correct and incorrect corner of the classroom. Divide the class in half to start. Explain that you will be reviewing grammar and that you will be reading sentences to see if they think they are written correctly or not. To start with, look up countable and uncountable nouns sentences. After you've read the sentence, student should move into a corner.
7. **Board Warm Up:** If you have access to a board, it's always great to set up a routine and have students answer whatever prompt you have on the board as they are filing in and waiting for the class to begin. Prompts can be far fetched, magical, whimsical as well as anagrams and riddles. A Word of the Day is another great way to boost their vocabulary. Check out this site for a long list of thoughtful journal prompts:
<http://www.davidrm.com/thejournal/tjresources-exercises.php>
8. **Just a Minute:** Pick an easy prompt and give students a minute to write as much as possible about that prompt. Switch it up by selecting a word and having them write as many synonyms or antonyms as possible.
9. **True or False:** Have students write 5 sentences about themselves. Let them choose to write how many truths or lies. Share with the class and have the class guess.
10. **Mnemonics:** Use the order of the planets as an example to help you teach your students about mnemonics. Explain that this technique is used to help people remember and study. E.g. Many vegetarians eat marmalade (and) jam (and) swim up (the) Nile (in) pajamas.

Activity Name: Show & Tell

Summary: For your writing assignment, choose something for show & tell, but rather than bringing your object to class, your job is to write a description, short story or poem that shows us the object and tells us why it's important to you. You'll need to use lots of details to demonstrate the significance of the object -- use your words to create images that *show* readers the object and why it is important to you. Turn it into a game, have students write about their object and then guess what it is.

Supplies Needed: Pen & paper

Activity Name: Cookies

Summary: Bring in cookies or some other treat for your students. Before they eat them, have them describe the food either in sentence or list form.

Supplies Needed: Cookies or any kind of snack, pen & paper

Activity Name: Brave New World

Summary: Go over what makes a country a country such as official flag, language, money, traditions, etc. Now have the students design and write about their own country from imagination.

Supplies Needed: Pen & paper

Activity Name: Class Mascot

Summary: Review mascots and show examples of famous ones. Then “find a small soft toy or puppet which will become the class mascot. With the class, choose a name for the mascot, and discuss its background (where it comes from, its friends and family, its likes and dislikes etc.).

Let each child take the mascot (and a book in which to write) home for a few days at a time. While they are looking after the mascot, they should write a short story in the book outlining what the mascot has done during its stay with them. This can be true or the children can make up events (e.g. a trip to the moon). Encourage them to be as creative as possible.

When the mascot returns to school, spend some time discussing what it has done and where it has been. The class could make a book describing the mascot's travels.”

Taken from: <http://www.teachingideas.co.uk/english/creative.htm>

Supplies Needed: Object, pen & paper

Activity Name: Write About Names

Summary: “Where yours came from, or where you wish it came from. Who you’re named after. Who your father, mother, neighbor is named after. Odd names. Nicknames. Street names. Family names. What you wished you were named. Why they’re important, why they’re not important. Write about names.”

Taken from: <http://kidstardustliteraryblog.wordpress.com/2013/04/09/28-creative-writing-exercises-and-prompts/>

Supplies Needed: Pen & paper

Activity Name: Recipes

Summary: Pick a recipe and go over it with the kids. Now have them design recipes for themselves.

Example:

In a blender, combine equal parts Chess, Pink Floyd, Flute, Don Quixote, Cycling, Guitar, Failure, Plato, American Beauty, The Elder Scrolls, Tool, Soccer, Tattoos, Traveler, Hum, Maurice Merleau-Ponty, Dungeons & Dragons, Dostoevsky, Percussion, Apocalypse Now, Black Market Flowers, Lord of the Flies, and Greco-Roman History. Blend on medium-high until well done.

Makes one, although ingredients listed may not be accurate for a full serving, and listed ingredients may leave cook feeling unsatisfied that they haven’t captured the full essence of Ian Fornshell; recipe subject to capriciousness.

- *Ian Fornshell*

Supplies Needed: Pen & paper

Activity Name: Use Your Words

Summary: Select a student to hold the photo. Have the student describe the photo to the rest of the class without actually saying what the photo is a picture of. The rest of the class will be drawing what the student says. In the end, compare the results and choose a winner.

Supplies Needed: Photos, pen & paper

Activity Name: Restaurant

Summary: Have students create a fake menu and design a restaurant. Explain how some restaurants have a theme to start off them off.

Supplies Needed: Pen & paper

Activity Name: Word Bank

Summary: Select an array of words, simple and complex, and have students write a story using all of those words.

Supplies Needed: Pen & paper

Activity Name: Perspective

Summary: “Write a short story (1-2 pages) from the perspective of your favorite animal: bird, dog, horse, skunk, etc. Let the animal in you describe what it is like living among humans, in the chicken coop, or in the dog house. What are your hopes and dreams? What are you looking for in a mate? How do you feel about rainy days, baths, and treats? What do you expect from your puppies, cubs, or kittens? Write a draft, have your parent grade it, and then rewrite/polish it.”

Taken from: <http://thewritingbomb.blogspot.com/2012/08/10-creative-writing-ideas-for-teens.html>

Supplies Needed: Pen & paper

Activity Name: Bucket List

Summary: Go over the point of a bucket list and then have students create one for summer and for life. Push them to do whatever they want or wish.

Supplies Needed: Pen & paper

Activity Name: Personification

Summary: Ask if they've heard of personification. Review that it means giving life to an inanimate and read the following poem to emphasize this fact.

THE sky is low, the clouds are mean,
A travelling flake of snow
Across a barn or through a rut
Debates if it will go.
A narrow wind complains all day
How some one treated him;
Nature, like us, is sometimes caught
Without her diadem.
- *Emily Dickinson*

Once you're sure they understand personification, have them write a story using the objects in the room. Switch it up by pairing students off and creating a dialogue. A great one is between a chair and table.

Supplies Needed: Pen & paper

Activity Name: Facebook

Summary: Ask the students if they own a facebook and then ask if they believe it's popular. Go over what is revealed on facebook like profile picture, interests, friends, etc. Now have the students brainstorm new characters and create facebook profiles for them. Make it even more fun by having them create imitate the facebook wall, friend each other and facebook chat.

Supplies Needed: Pen & paper

Activity Name: How Did I Get Here?

Summary: "As above. This means that your opening is rather weird, so you want to find out how you got there. "Here I am, writing this, covered in green paint, on the church bell-tower ..."

Taken from: <http://english-skills-success.blogspot.com/2013/01/52-examples-of-my-creative-writing.html>

Supplies Needed: Pen & paper

Activity Name: Answering Questions

Summary: "If you have a character concept, such as the programmer who hates his computer or the critical dance instructor, and want to develop it further, it really helps to do this exercise.

Answer **all** of the questions, even if you answer incompletely or in the negative. For example, if you were trying to answer "what kind of car does he/she drive" for a knight errant, you might answer "he rides a horse and it's a chestnut stallion, 4 years old". For a little boy you might answer "he doesn't drive a car but he loves playing with his Matchboxes". Or you might answer "some kind of beat-up old compact car" instead of listing the model and year."

Be as specific as possible.

- What is his/her name?
- Age?
- Height?
- Body shape?
- Hair colour, skin colour?
- Job?
- Favourite saying?
- Typical outfit to wear?
- Method of transportation?
- Immediate plan?
- Long-range goal?
- Kind of education?
- What kind of house/home/apartment?
- What city/country/location?

- Does he/she have a pet? What kind?
- Best friend?
- Favourite food?
- Financial situation?
- Hobby?
- Skill?
- Moral attitude?
- Philosophical attitude?
- Favourite book? Last-read book?
- What is the bedroom like?
- Spouse/mate/steady date/significant other? Why/why not?
- Parents? Siblings? Kids?

Taken from: <http://ofb.net/~lisa/exercise.html>

Supplies Needed: Pen & paper

Activity Name: Mix and Match

Summary: Choose characters from different novels and write a whole new story. For example, have Batman and Harry Potter in the same story line.

Supplies Needed: Pen & paper

Activity Name: Haiku

Summary: Review/teach how to write a haiku. Explain that it is short poetry used to describe or capture a feeling or imagery originating from Japan. Haikus are 3 lines long and broken down into a syllable pattern of 5/7/5.

Example:

An old silent pond...

A frog jumps into the pond,

splash! Silence again.

- Basho Matsuo

Supplies Needed: Pen & paper

Activity Name: Miscellaneous Story

Summary: Gather a handful of items and place them in a bag. Have students write a story where they connect all the items. This can be repeated and you can assign genres to make it more interesting each time.

Supplies Needed: Random items around the house, pen & paper

Activity Name: Advertisement

Summary: Review the power of advertisements and go over the popular ones from commercials to bill boards. Now have students create an ad for a real or imaginary product.

Supplies Needed: Pen & Paper

Activity Name: Sticky Note Story Board

Summary: Have students draw random pictures on as many sticky notes as you want. Then have them place them in an order and connect each picture by writing a story. You can also do a variation of games using the sticky notes. Have them pick just two and assign a genre or select one where they have to describe it as best as they can.

Supplies Needed: Sticky notes, pen & paper

Activity Name: Word Theft

Summary: “We cut up all the words in a poem and then remixed them to make shorter new poems.”

Taken from: english-skills-success.blogspot.com/2013/01/52-examples-of-my-creative-writing.html

Supplies Needed: Pen & paper

Activity Name: News Reporting

Summary: Review the basic components of a news article and how they answer the five Ws (who/what/when/where/why). Now get your kids to write a funny news story about a trivial event such as a pencil gone missing.

Supplies Needed: Pen & paper

Activity Name: Writetube

Summary: Have students watch a youtube video of your choice (can be serious, funny, etc.). Have them summarize the video in their own words and then tell them that they must use the material to create a story. You have the freedom to change it up, challenge them!

Supplies Needed: Access to youtube, pen & paper

Activity Name: Secret Production

Summary: “We use codes to keep an idea secret. This can involve pictures and symbols. This makes our writing feel precious. Its revelation is a gift to the world.”

Taken from: english-skills-success.blogspot.com/2013/01/52-examples-of-my-creative-writing.html

Supplies Needed: Pen & paper

Activity Name: BodyWords

Summary: Have students draw an outline of themselves on poster paper then fill it with positive adjectives that they feel describe them. This is a great confidence booster. Same concept of drawing an outline and filling it with words can be catered towards anything such as drawing their favorite book and filling it with adjectives of that story.

Supplies Needed: Markers, crayons, poster paper, pen & paper

Activity Name: Crayon Names

Summary: Write a story based on the crayon’s color name. Use your imagination to create tasks, genres, etc. to spice up the story.

Supplies Needed: Crayons – the funkier the better, pen & paper

Activity Name: Shape Writing

Summary: Write a story in the shape of an object. This can be used for a variety of genres, poetry, mystery, fiction, etc. For example, for a poem on flowers, have the student write the poem on lined paper and perfect it. Then, draw a flower and have the student transfer their final poem onto the flower and fill it with color.

Supplies Needed: Markers, crayons, poster paper, pen & paper

Activity Name: Hollywood

Summary: All movies started out as words on paper so why not rewrite an entire plot? Have students share their favorite movies/tv shows and then tell them to keep the same names and places but rewrite the story. You can add on to the challenge by changing the genre completely.

Supplies Needed: Pen & paper

Activity Name: 5 Senses Poetry

Summary: Have students review the 5 senses. Now pull up a word bank of feelings and have students pick out their favorite words. Make sure that they fully understand their word. Ask students to describe this feeling using each of their senses.

Example Poem:

Happiness
feels like a perfect warm hug
tastes like a delicious home cooked meal
looks like a gathering of my favorite people in the world
smells like my preferred perfume
sounds like gut wrenching laughter

Supplies Needed: Pen & paper

Activity Name: Photo Story

Summary: A picture is worth 1,000 words so why not put those words to use? Use your own photos or find ones on the internet. Have students talk about the photo, engage them to think outside of the box with questions like “What do you think they were thinking in the photo?” to help them mentally think about the endless possibilities. Then tell them to write a story based on the photo.

Supplies Needed: Pictures, pen & paper

Activity Name: Acrostic

Summary: “Acrostic poems are a great way to get kids started on writing poetry. In this poem form, the letters that make up a word are used as the first letter of each line of the poem. Each line should relate to the acrostic word. Begin by showing your kids examples of acrostic poems, and then have them write their own. To choose a word to begin your poems, look to the seasons, holidays or nature for inspiration. For younger students, keep the word fairly short; four or five letters is plenty.”

Taken from <http://www.life123.com/parenting/education/creative-writing/creative-writing-activities.shtml>

Supplies Needed: Pen & paper

Activity Name: Six Word Novel

Summary: Write a story in six words.

Example: Disaster, despair, tears, toil, redemption, glory.

Supplies Needed: Pen & paper

Activity Name: Look It Up

Summary: Get a dictionary, open it and select a random word. Go over the definition with your student and then have them write a story using it.

Supplies Needed: Dictionary, pen & paper

Activity Name: Description With Limits

Summary: Describe each of your family members, but limit the number of words in each description to the age of each person. For example, your 71-year-old mother must be described in 71 words, your 43-year-old sister must be described in 43 words, and your 12-year-old cousin must be described in 12 words.

Taken from: http://www.huffingtonpost.com/2011/01/10/best-creative-writing-exercises_n_805914.html#220942title=Dictionary

Supplies Needed: Pen & paper

Activity Name: Noun & Verbs

Summary: Grab a sheet of paper and start two columns. In one column list ten nouns and in the other column list ten verbs. Pair them up randomly and write a sentence for each pair. Write a story that uses all ten sentences

Taken from: http://www.huffingtonpost.com/2011/01/10/best-creative-writing-exercises_n_805914.html#220942title=Dictionary

Supplies Needed: Pen & paper

Activity Name: Paragraph Chains Link by Link

Summary: Explain to your students that, as a general rule of thumb, a paragraph will average five complete sentences: a topic sentence, three supporting sentences, and a concluding sentence. With practice, more sentences may be added, but as an introductory activity, five sentences are all students need to write. Also explain that each writing assignment, whether one paragraph or more, needs to have a title.

1. Each student should cut six strips of construction paper: one white strip, one green strip, three yellow strips, and one red strip.

2. On the white strip, write title of the paragraph

3.Explain to students that the topic sentence introduces the paragraph and gives indication of its content. On the green strip, write introduce the content of the paragraph. Just as green represents "go" on a stoplight, the green color signals the beginning of the paragraph.

4.Next explain that supporting sentences provide more details and information about the topic sentence. On the yellow strips, write details about the topic sentence. As the color yellow is found in the middle of a stoplight, so yellow represents the middle of a paragraph.

5.Now explain that the concluding sentence restates the content and closes the paragraph in a newly worded way. Write restates what the paragraph is about on the red paper strip. As a red light signals a driver to stop, the color red represents the end of the conclusion of that specific paragraph.

6.Staple or tape the six paper strips in correct order. Have kids touch each link and explain the meaning of each part. Chains may be taped to desks or tables as references for paragraph writing activities.

Supplies Needed: Construction paper of said colors and markers, pen & paper

Personal Notes If Any: Get students into groups to save on supplies instead of having students do this individually.

Activity Name: How Do I Do This

Summary: Let's use watercolor painting as our example activity for this lesson plan guide. Most kids have had experience with inexpensive watercolor sets since they were preschoolers, so they'll be quite familiar with those brushes and cakes of color! An added bonus: this holds natural appeal to your "spatially smart" students and visual learners!

Pre-writing stage:

- 1 Step 1: As a prewriting activity, demonstrate to students how to create a watercolor painting, while giving a detailed description of your actions.
- 2 Step 2: With students, brainstorm a list of transitional words and phrases to be used in writing a description of how to use watercolors. Remember, transitional words and phrases are the golden keys to writing directions effectively!

First Draft:

- 1 Step 3: Instruct students to write a first draft of directions for creating a watercolor painting.
- 2 Step 4: When kids have finished this task, make a painting exactly as they have written their directions. For example, if they write, "Put the paint on the paper", then place the watercolor set directly on the paper! It isn't necessary to do a complete painting or to demonstrate all of the sets of directions. Kids will soon understand that they have inadvertently skipped steps when writing step by step directions.

Rewriting:

1 Step 5:

Instruct students to rewrite their directions, adding any steps or details they missed on their first drafts.

Proofreading:

1 Step 6: Have kids peer edit one another's work by pantomiming the directions while the writer reads his or her work aloud.

2 Step 7:

If time allows, create paintings again using your students' directions. If not, begin the revision process.

Revision:

1 Step 8: Guide your students in writing their directions in paragraph form, complete with topic sentence, supporting details, and conclusion. See this article for teaching tips relating to the parts of a paragraph. Introduce the transitional words you brainstormed earlier, those magic keys to writing directions, into the writing. As a class, discuss how each word is used most effectively. Correct the final versions.

Supplies Needed: Depends on what you plan to do

Personal Notes If Any: This is just an example; use a pre-writing activity that your own students are familiar with. Maybe they have never used water-colors. Be sure to evaluate the whole way through to ensure your students are learning the process correctly.

Activity Name: Brainstorm

Summary: Pick one word, like 'rain', and have students write as much as they can about that one word. Really force them to think as deeply as possible on this.

Supplies Needed: Pen & paper

Activity Name: Color Coded

Summary: Ask students to write a short story that begins with the word "blue," and in which the first word of every paragraph is a color. Use the "color word" only once in each paragraph, but suggest the color in as many ways as possible. For example:

The world had turned grey. Nothing but mud and asphalt surrounded the unpainted house, little more than a box made of concrete blocks. Charlie, dressed in faded work pants, rubber boots, and a thick wool sweater, steadied himself with a hand on the top rail of a weathered cedar fence. Behind him, nothing but ash-coloured sky, bare trees, and plumes of smoke belching from the factory in the distance. A lone sparrow rested on a branch, one beady eye watching.

Supplies Needed: Pen & paper

Activity Name: Everything but the Eyes

Summary: Many of us are visually oriented. We forget that others may respond equally well to a sense of smell or hearing. Ask writers to describe a place of importance to them using sensory details of taste, smell, hearing or touch. Anything except the visual.

Supplies Needed: Pen & paper

Activity Name: Sketch It

Summary: Continuing on with the visual theme, have your students take a break from words and steer them towards sketching. Visit this website, <http://www.nisk.k12.ny.us/departments/art/sketchbookideas.html>, for 149 sketch ideas. For fun, have them draw a handful and then try and connect them in a story.

Supplies Needed: Pen & paper

Activity Name: Description & Connection

Summary: “**Choose two objects.** Try to choose two objects that don’t have any obvious connections with each other: worm and crayon, cucumber and hat, doll and phone book.

Show your writer(s) one of the objects, and ask them to describe the object in as much detail as possible. You might want to time them. A time limit adds a sense of adventure to the exercise.

Once they’ve finished with the first object, show them the second object and ask them to do the same, beginning with a new paragraph.

Then, give them a new sheet of paper, and looking at the two paragraphs they’ve just written, ask them to write a third paragraph about how these two objects are connected. This may be easy for some writers, and some writers will claim that there is no connection, but encourage them that there is *always* a connection!

Once everyone is done writing, it can be fun to share those third paragraphs with the group, to see how many different connections two seemingly unconnected objects can have!”

Taken from <http://imaginationsoup.net/2011/11/5-creative-writing-exercises-to-do-with-young-writers/>

Supplies Needed: 2 different objects, pen & paper

Activity Name: Sing It

Summary: Use pop culture, or your student’s favorite song artists, as a basis for a story. First explain that songs are very similar, if not exactly like, poetry. Look up the lyrics for their favorite

songs, review the words to ensure that they understand what it's talking about and then have them write a story using the song as an outline.

Supplies Needed: Music, lyrics, pen & paper

Activity Name: Jumble Story

Summary: Preparation: Have students choose three numbers (from 1 to 10). Each number corresponds to an item on the list below. The first number is the character their stories are to focus on, the second number is the setting for their stories, and so forth.

Assignment: Write a story with the character, setting, time period, and situation that you've chosen. The character that you've chosen should be the main character in the story, but isn't necessarily the ONLY character in the story. Likewise, most of the story will take place in the setting that you've chosen, but you can include other settings or elaborate on the setting that you have chosen (breaking it into several smaller settings, for example). The situation or challenge that you've chosen may involve the main character or your main character may observe someone else who must deal with the situation or challenge. In other words, you can combine these elements anyway that you desire, so long as all four are included in your story.

Character

1. a new mother
2. a photographer
3. a recent high school graduate
4. a restaurant owner or manager
5. an alien from outer space
6. a homeless child
7. a 93-year-old woman
8. an environmentalist
9. a college student
10. a jazz musician

Setting

1. near a National Forest
2. a wedding reception
3. a celebration party
4. an expensive restaurant
5. a shopping mall
6. a city park
7. the porch of an old farmhouse
8. a polluted stream
9. a college library
10. a concert hall

Time

1. during a forest fire
2. after a fight
3. the night of high school graduation
4. after a big meal
5. sometime in December
6. late at night
7. after a big thunderstorm has passed
8. in early spring
9. first week of the school year
10. during a concert

Situation/Challenge

1. an important decision needs to be made
2. a secret needs to be confessed to someone else
3. someone's pride has been injured
4. a death has occurred
5. someone has found or lost something
6. someone has accused someone else of doing something wrong
7. reminiscing on how things have changed
8. someone feels like giving up
9. something embarrassing has just happened
10. someone has just reached an important goal

Supplies Needed: Pen & paper

Personal Notes: You can change the numbered items to fit your students understanding. For example, they may not know what a national forest is, so use forest instead. When you repeat this

exercise, replace every item with new words. There are also websites available to repeat this activity such as <http://www.seventhsanctum.com/generate.php?Genname=storygen>

Activity Name: Alphabetical Sentence

Summary: To spark new and unusual ideas, have students work alone or in small groups to write a sentence where each subsequent word begins with the next letter of the alphabet. For instance:

"Acids, bases, compounds" Dorothy explains, "for group homework." Instantly jaded, knowing long monosyllabic nonsense oozes, pupils quickly revolt.

Have students go on for as long as they are able (X,Y, Z can get a little tricky), and then if you like, have them work in the reverse direction. Or ask them to use the idea, setting, or character that resulted to write a short piece of fiction. Such limited constraints will sometimes yield fresh and surprising concepts or descriptions.

Supplies Needed: Pen & Paper

Activity Name: Group Writing

Summary: Another fun creative writing activity that students can do is to separate into small groups of four or five. Each group is given a paper and pencil. The teacher then gives the opening sentence of a story. When the teacher gives the go signal, each member consecutively adds a sentence to the paper. The goal is for the students to use their creative minds and formulate stories on their own all while having fun with their group.

Supplies Needed: Pen & Paper

Website Link: http://www.eslprintables.com/writing_worksheets/creative_writing/

The webpage contains tons of different writing activities for all different age levels and topics and good things.

Activity Name: Let's Write a Paragraph

Summary: First, review with students the main parts of a paragraph: topic sentence, supporting sentences, and concluding sentence. Don't forget the title!

Write a simple sample paragraph on the board, and ask students to copy the sentences. Then have them use a green highlighter pen to highlight the topic sentence, a yellow pen to highlight the supporting sentences, and a red pen to highlight the conclusion.

Now students are ready to write a simple paragraph. Choose a familiar topic, such as a favorite season. Brainstorm descriptive words and phrases, and then write the paragraph.

Students may use highlighter pens to differentiate the parts of their own paragraphs, as in the above exercise.

Edit paragraphs and then rewrite them neatly. Add appropriate illustrations.

Evaluation: check for the following:

- 1 Does the paragraph have a title?
- 2
- 3 Does the paragraph contain a topic sentence?
- 4
- 5 Does the paragraph contain three supporting sentences?
- 6
- 7 Does the paragraph contain a concluding sentence?
- 8
- 9 Are grammar, punctuation, and spelling correct?

Supplies Needed: Pen & paper

Personal Notes If Any: Just have students indicate some other way the different parts of a paragraph instead of using different colors.

Activity Name: Historical Fiction

Summary: Choose a historical figure whom you know something about. Choose one of the following sentence beginnings below, and complete the sentence for your figure. Compose a short story in first-person, speaking as the historical figure where you explain the figure's wish, dream, or fear.

The thing that I regret most about my life is _____.

If I could accomplish one more thing, I would _____.

The accomplishment that I am proudest of is _____.

If I could live anywhere in the world, I would choose _____.

The saddest moment in life was when _____.

My favorite childhood memory is _____.

The thing that scares me the most is _____.

Supplies Needed: Pen & paper

Activity Name: Place Poem

Summary: “To write a place poem, choose a place that you remember well and want to share with others. This poem relies on your filling in a form. If you're unsure of the parts of speech, check your grammar handbook. Here's the format:

3 adjectives	cool, quick, smooth
an abstract noun	beauty
a participial phrase	flowing swiftly downward
2 prepositional phrases	over the edges of reality
2 participial phrases	defying sense compelling sighs
the place name	fallingwater

You can format your poem anyway that you like. Use more punctuation or less. Change the line breaks. Align the words with the margin. Use capital letters, play with the arrangement of the words on the page, and so forth. Be creative!

NOTE: I was thinking about BioPoems when I wrote this, but I wanted to do something different, something that focused on connecting grammar terms to writing, and something that gave the writer more control over the content. Info on the BioPoem is available at Educator's Reference Desk.”

Taken from: <http://www.tengrrl.com/tens/017.shtml>

Supplies Needed: Pen & paper

Activity Name: Random Word Epigraph

Summary:

Step One: Randomly choose 15 entries from your dictionary. Just flip through the pages, close your eyes, and put your finger down on the page. Copy down the word that is closest to your finger. If your finger lands on a word that you don't know, you can choose the word just above or just below it. For the purposes of this assignment, count paired words as a single entry (for instance, "melting pot" is listed as a single entry).

Step Two: Shape your list of dictionary entries into a poem, using at least ten of the entries (you

can, of course, use them all if you want). You can add articles, helping and to be verbs, coordinating conjunctions, and prepositions.

Step Three: Use your poem as an epigraph for a short story. Compose a story that incorporates the themes and images that are included in your poem. The relationship between the poem and your short story should be clear to your readers, but it should not be stated explicitly in your story. Your job is to use the poem as a jumping off point. You can add more images and themes, but those that are included in your poem should be the major images and themes in your story.

[NOTE: you could, of course, end with Step Two, having students write poems only.]

Supplies Needed: Dictionary, pen & paper

Personal Notes: You only need one dictionary. See how creative your students can get using all the same words.

Activity Name: Childhood Place

Summary: Think of an important place or event from your childhood. Write a fictionalized story about a child who goes to this place or this event as a children's book for someone about the same age that you were when you were in the place or involved in the event. Because you're writing a fictionalized record of the place or event, your details don't have to conform to actual truth. You can weave two or three (or more) memories about the place together in one story. You can make up things about the place that you're not sure of or that you wish had occurred. Your story should show how you thought and felt about the place or event as a child. Your reader has never been to the place you are describing, so you will need to use specific, concrete details which make the place vivid and your perspectives clear.

Supplies Needed: Pen & paper

Activity Name: Found Treasure

Summary: Gather a collection of odds and ends, and sort them into small paper lunch bags. You might include anything you have lying about -- a marble, a fortune from a fortune cookie, a bird's feather, a photo of a little girl and her dog, a poker chip, and so forth. You might have a bag for every student, a bag for a group of students, or one bag for the entire class.

Writing Assignment: The bag you've received stores a collection of treasures left behind by someone. Your job is to write a short story that depicts the character who gathered the objects and shows why the objects are important to the character. How do the objects connect to one another -- or do they? Why has the character saved the objects? What do they tell you about him or her? How old is the character, and how old was the character when these objects were

collected? Do you think they were all collected at the same point in the character's life? Spin out a tale from these treasures that your character has left behind.

Supplies Needed: Bag of treasure, pen & paper

Activity Name: Place Poem

Summary: To write a place poem, choose a place that you remember well and want to share with others. This poem relies on your filling in a form. If you're unsure of the parts of speech, check your grammar handbook. Here's the format:

3 adjectives	cool, quick, smooth
an abstract noun	beauty
a participial phrase	flowing swiftly downward
2 prepositional phrases	over the edges of reality
2 participial phrases	defying sense compelling sighs
the place name	fallingwater

Supplies Needed: Pen & paper

Personal Notes: Change the parts of speech your students are familiar with if necessary.

Faleminderit!