



Creative Writing

Ideas



The Bear

I've crossed two rushing streams and sniffed every other tree in this forest. Along the way, I stopped to gobble a few berries. I'm just a bundle of nerves. I know that a honey pot is somewhere.



- Riddles
- Cartoons
- Shapes
- Stories

Ebook

Correlated to State Standards

- 65 activities that provide a variety of creative writing practice
- 11 types of writing experiences, including:
 - poetry
 - letters
 - draw & write
- ... and more!



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**Correlated
to State Standards**

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this book's activities
to your state's standards.
This is a free service.

Creative Writing

Ideas

What?

- 11 types of writing experiences
- 65 activities that inspire student writing
- Delightfully illustrated writing forms
- Easy-to-follow teaching instructions

Why?

- Supports differentiated instruction
- Encourages creative thinking
- Provides resources for prewriting and publishing student work
- Can be used for guided or independent writing

Editorial Development: Joy Evans
Marilyn Evans
Jo Ellen Moore
Leslie Sorg
Andrea Weiss
Copy Editing: Cathy Harber
Art Direction: Cheryl Puckett
Cover Design: David Price
Cover Illustration: Nathan Y. Jarvis
Illustration: Don Robison
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Creative Writing Ideas

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Using This Book

The easy-to-use activities in *Creative Writing Ideas* are just the springboards that students need to develop their writing. The forms in this book provide opportunities for creative expression and a way to engage students in the writing and revision process.

Remember that it is extremely difficult to “just sit down and write.” But the motivating lessons and writing prompts in this book will help students generate the vocabulary, ideas, and enthusiasm needed in order to begin a writing task.

There are several ways that you can help your students enjoy the writing process and develop their creative writing skills:

- **Prewriting**

After selecting an activity, allow ample time for idea generation. Ask questions that stimulate thinking and discussion, such as:

“What do you think will happen next?”

“Is something funny or frustrating going to happen?”

“How would you feel if this happened to you?”

“How would your character react to that?”

- **Drafting**

Remember that creative writing is not just an outlet for personal expression; it is also a chance to foster creative and critical thinking. So push students, and encourage them to push themselves, beyond their initial or nonsensical ideas. Meet with students throughout this stage of the process to give them individual attention.

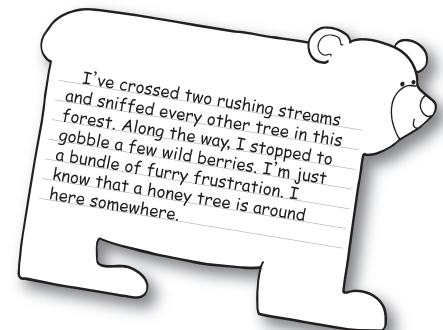
- **Revising and Editing**

Creative writing does not mean “anything goes.” It is an excellent opportunity to focus on the traits of good writing, including conventions (grammar, spelling, punctuation, etc.).

Help students learn to think critically about writing by asking more prompting questions or incorporating a writer’s workshop or peer review. But before you have students share any writing, teach them to have and show respect for each other’s work. Teach them how to listen respectfully and openly, and how to give and accept true constructive criticism. Even young students can do this effectively with enough modeling and support.

- **Publishing**

While not all instances of writing need to be published, publishing creative writing often encourages students to show their excitement and pride in their own writing. Many of the activities in this book make publishing fun and easy—from shape books to cartoons to poetry.

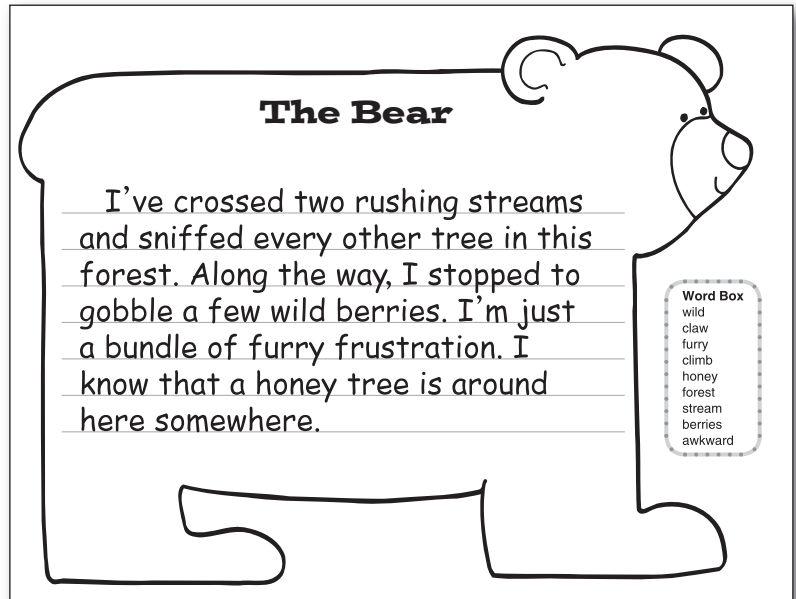


Shape Stories

This section of *Creative Writing Ideas* features six shape story forms, with a word box included on each form.

You may choose to reproduce multiple copies of the same form for students who are ready to write longer stories, or use the form as a template to cut writing paper.

Use the prompts below to stimulate a prewriting discussion for each form. You may also want students to brainstorm additional words to add to the word box.



The Bear (Page 4)

Think about this:

1. Describe how I look.
2. Where can you find me?
3. Name some foods I like.
4. What can I do?

The Planet (Page 5)

Think about this:

1. What is the name of this planet?
2. What is the weather like?
3. What grows here?
4. Are there any animals on this planet?
5. What can happen on this planet?

The Whale (Page 6)

Think about this:

1. Describe my size, shape, and color.
2. What else is special about how I look?
3. In what kinds of places can you find me?
4. How many kinds of whales do you know about?

The Spaceship (Page 7)

Think about this:

1. What shape am I?
2. What am I made of?
3. What would you need to take to travel in me?
4. Where can I go?

The Elephant (Page 8)

Think about this:

1. What do I look like?
2. Where do I live?
3. What kinds of food do I eat?
4. What are some of the things I can do?

The Shoe (Page 9)

Think about this:

1. What does your shoe look like?
2. What is it made of?
3. Where did it come from?
4. What can you do while wearing this shoe?

Name: _____

The Bear

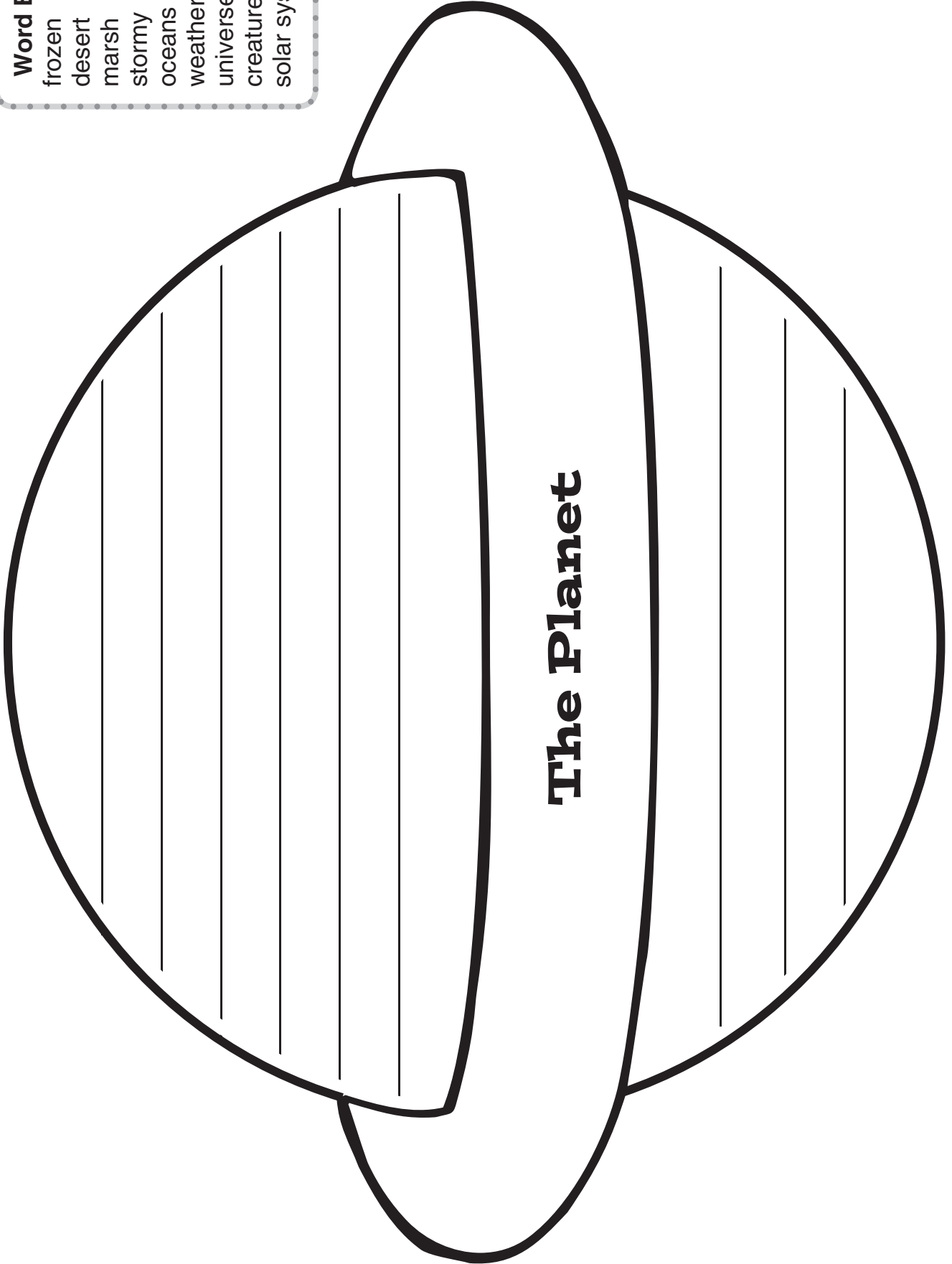
Word Box

wild
claw
furry
climb
honey
forest
stream
berries
awkward

Word Box

frozen
desert
marsh
stormy
oceans
weather
universe
creatures
solar system

Name: _____

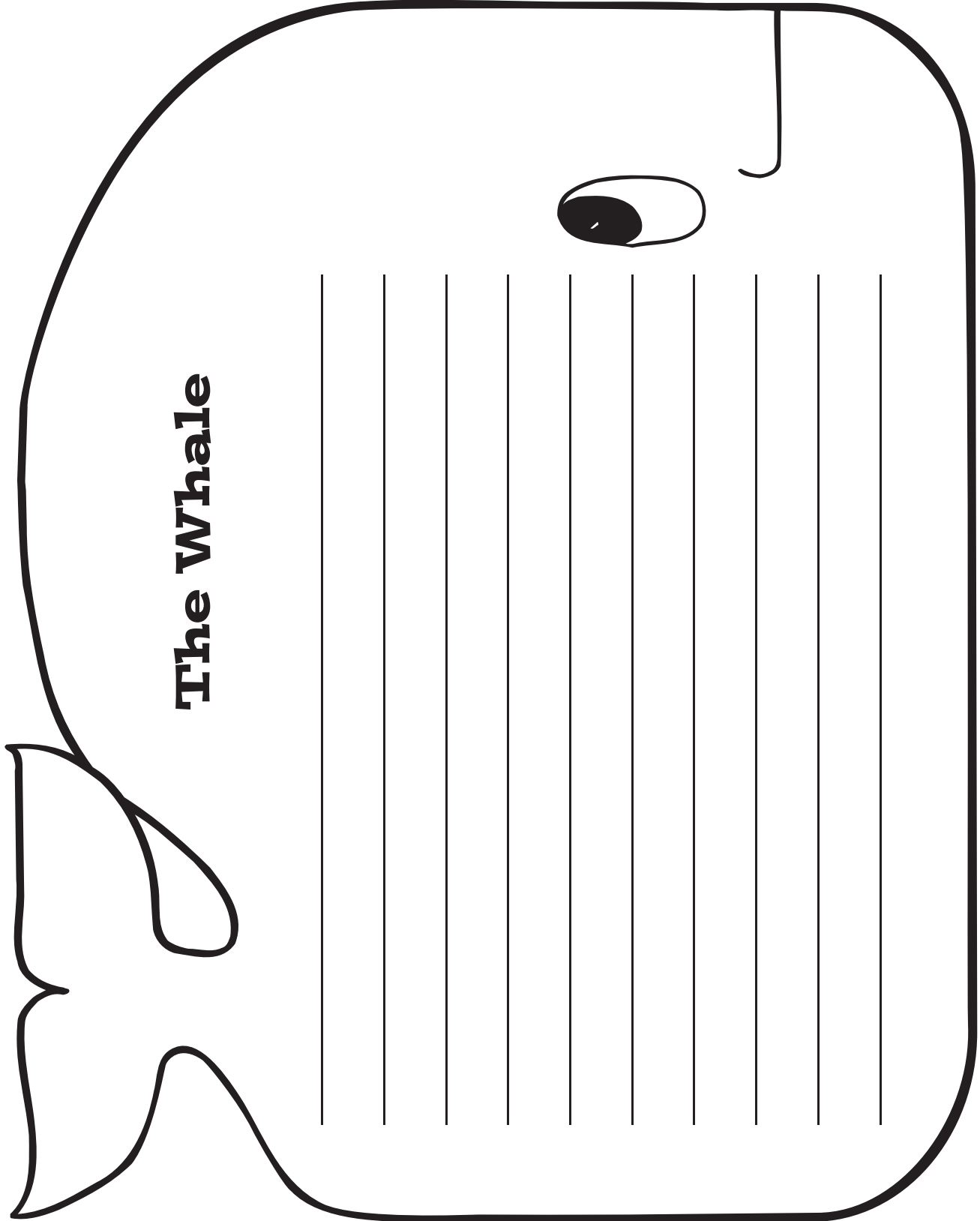


Word Box

dive
ocean
baleen
migrate
breathe
blubber
gigantic
mammal
blowhole
immense

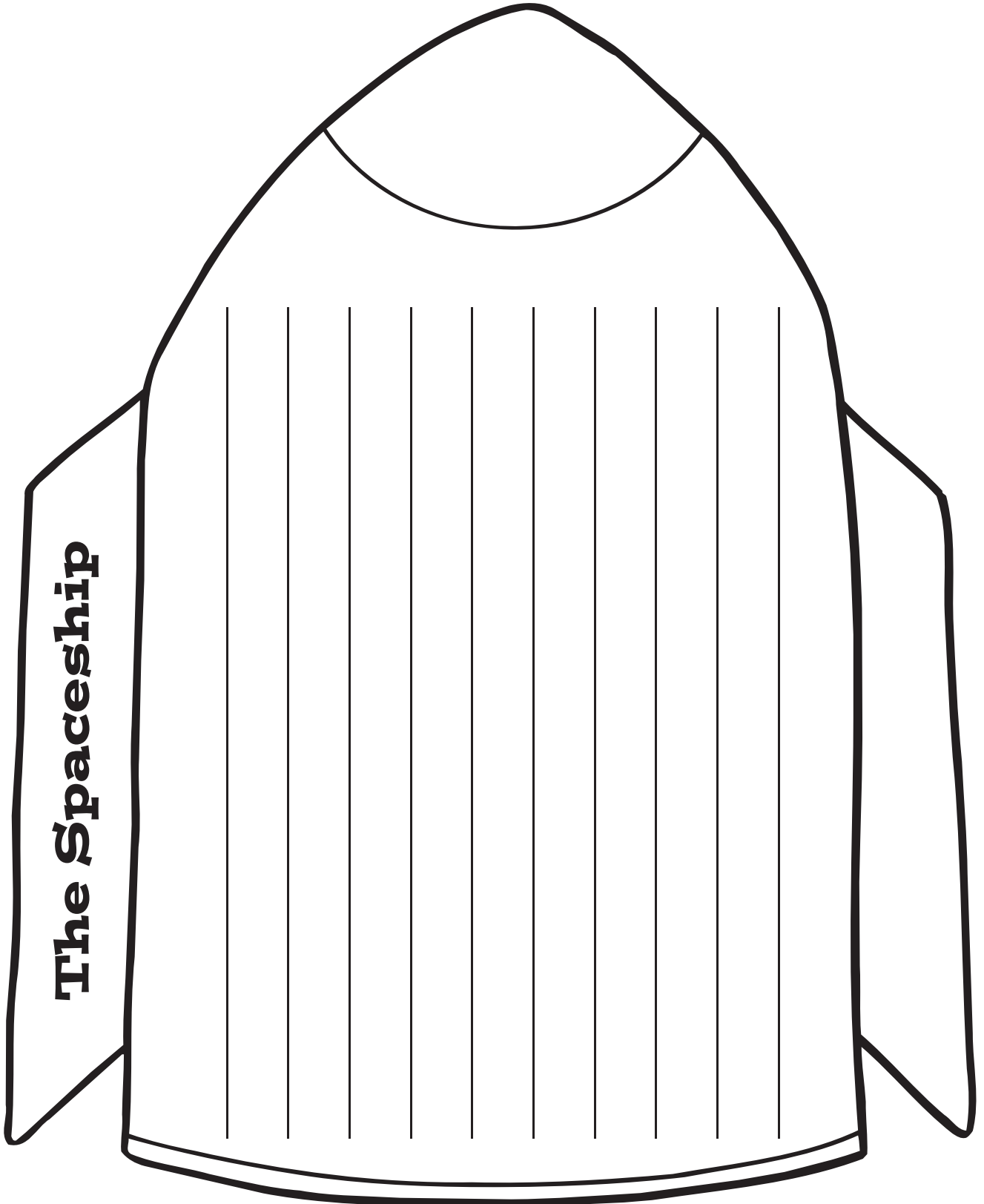
Name: _____

The Whale



Word Box

liftoff
shuttle
metallic
universe
astronaut
weightless
exploration
outer space
atmosphere



The Spaceship

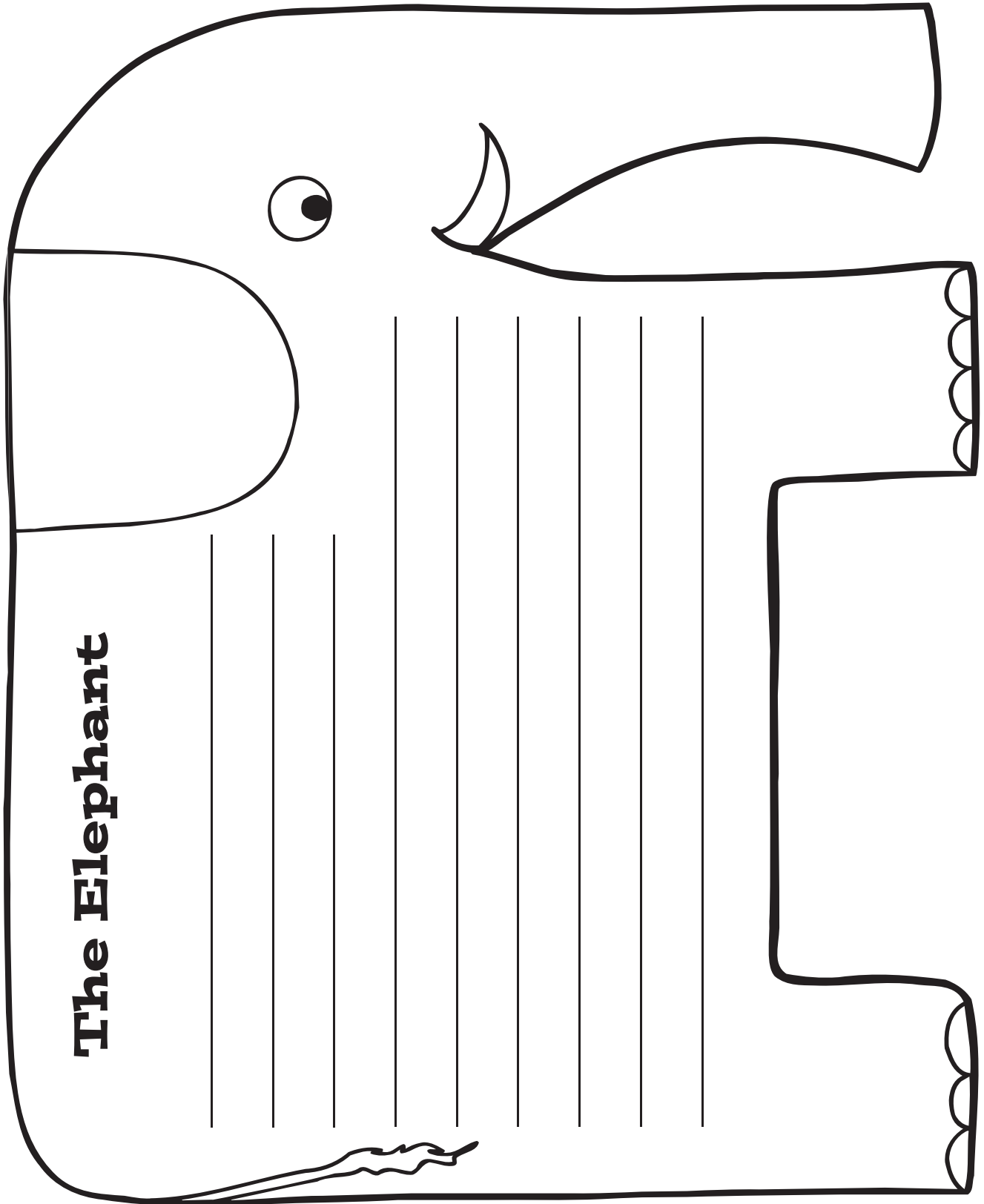
Name: _____

Word Box

huge
India
tusks
Africa
rough
floppy
heavy
jungle
wrinkled

Name: _____

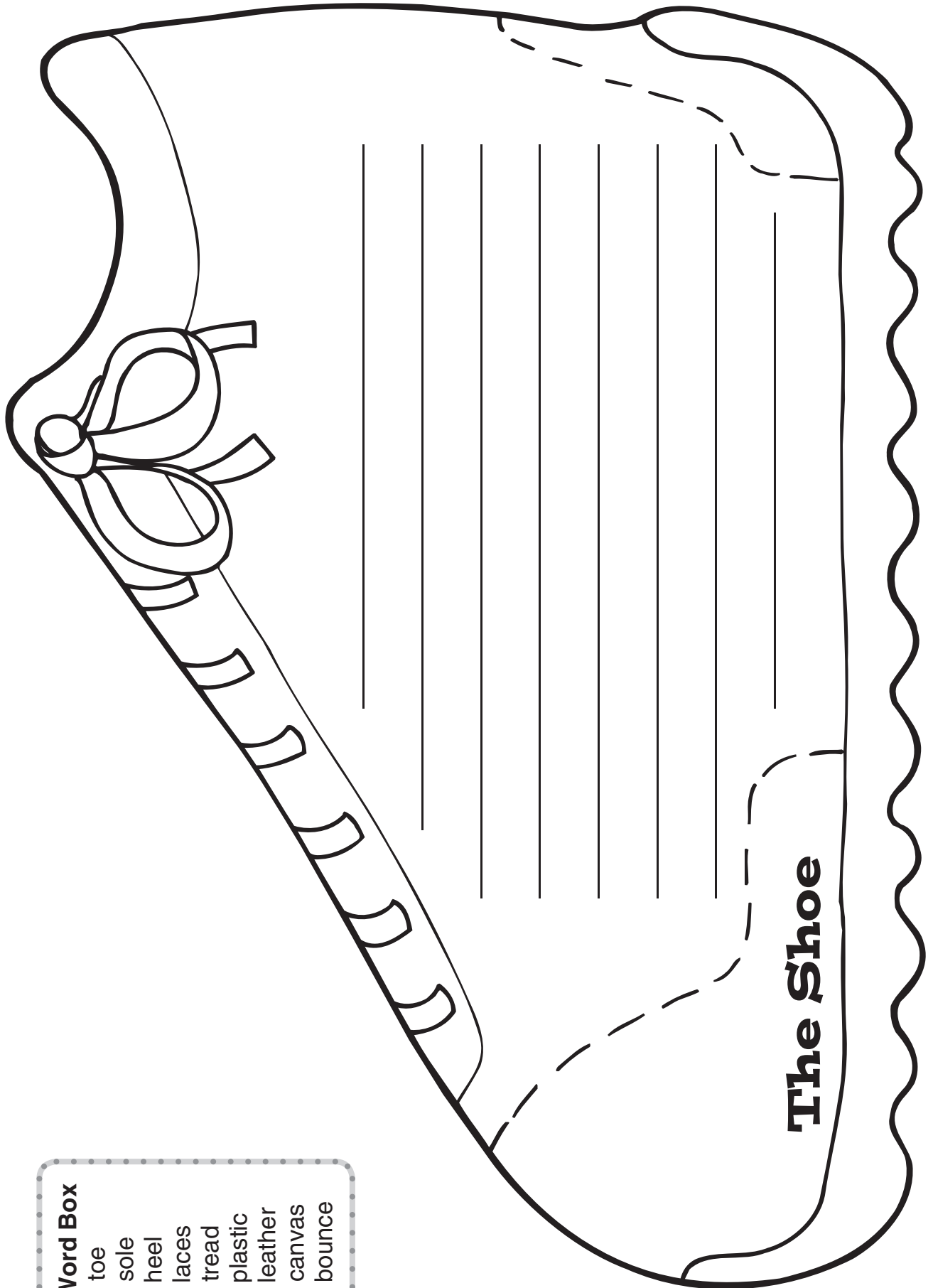
The Elephant



Name: _____

Word Box

- toe
- sole
- heel
- laces
- tread
- plastic
- leather
- canvas
- bounce



Draw and Write

This section of *Creative Writing Ideas* provides four lessons in which students follow drawing steps and answer questions about the drawing. The purpose is to stimulate imagination and to serve as a springboard to writing a story.

Have students follow the steps to complete a drawing in the space provided. Then have them add details to make the drawing more interesting.

Have students answer the questions at the bottom of the page as a first step in writing a story. Their answers will serve as the basic plot of their stories.

On a separate sheet of paper, have students write short stories about their drawings.

Name: _____

Who or what? A whale

Did what? swam

Where? in the ocean

When? as it migrated

Why? to find food

© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas **DRAW AND WRITE** 11

Name: _____

Who or what? A yapping poodle

Did what? jumped on its owner

Where? in the hallway

When? at 5 o'clock

Why? it wanted dinner

12 DRAW AND WRITE Creative Writing Ideas • EMC 206 • © Evan-Moor Corp.

Name: _____

Who or what? The last dinosaur

Did what? hid

Where? in a shed

When? October 25, 2009

Why? to hide from scientists

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Name: _____

Who or what? A metallic robot

Did what? beeped and flashed

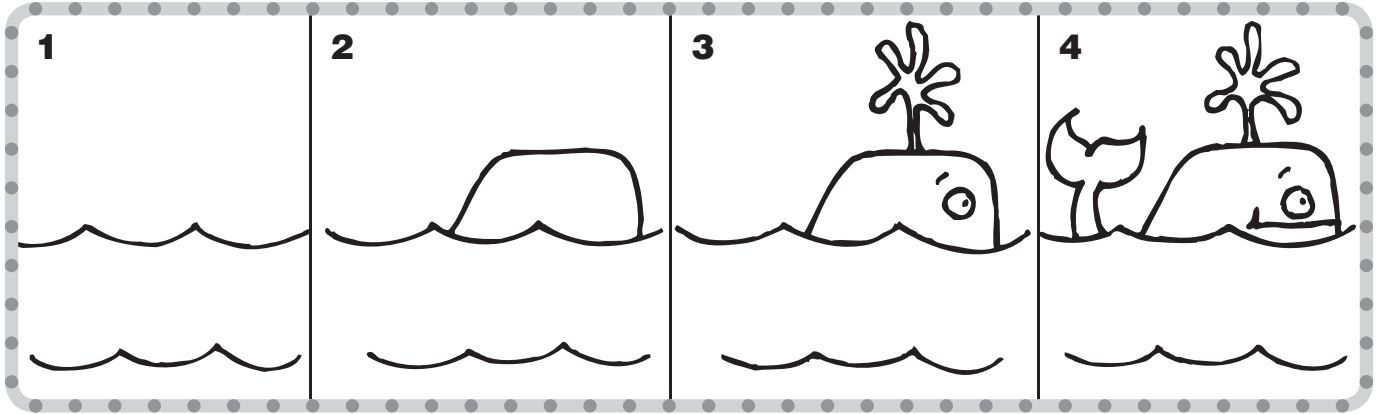
Where? in the scientist's laboratory

When? late one night

Why? its batteries were charged

14 DRAW AND WRITE Creative Writing Ideas • EMC 206 • © Evan-Moor Corp.

Name: _____



Who or what? _____

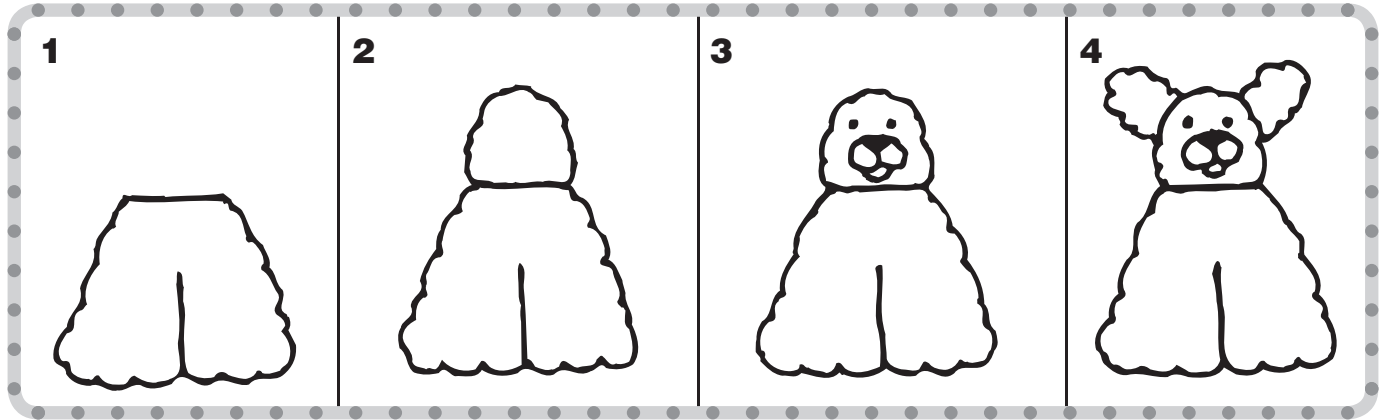
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

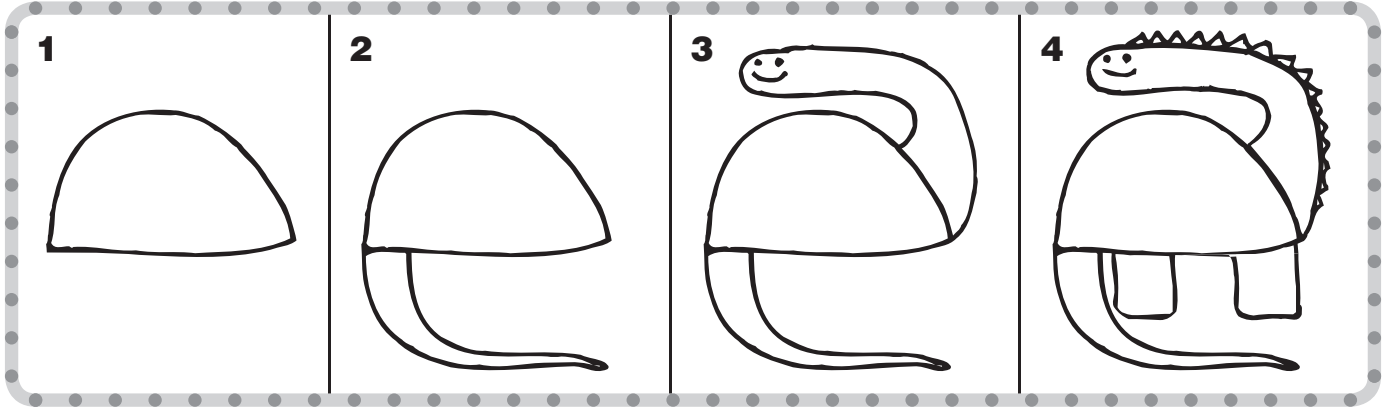
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

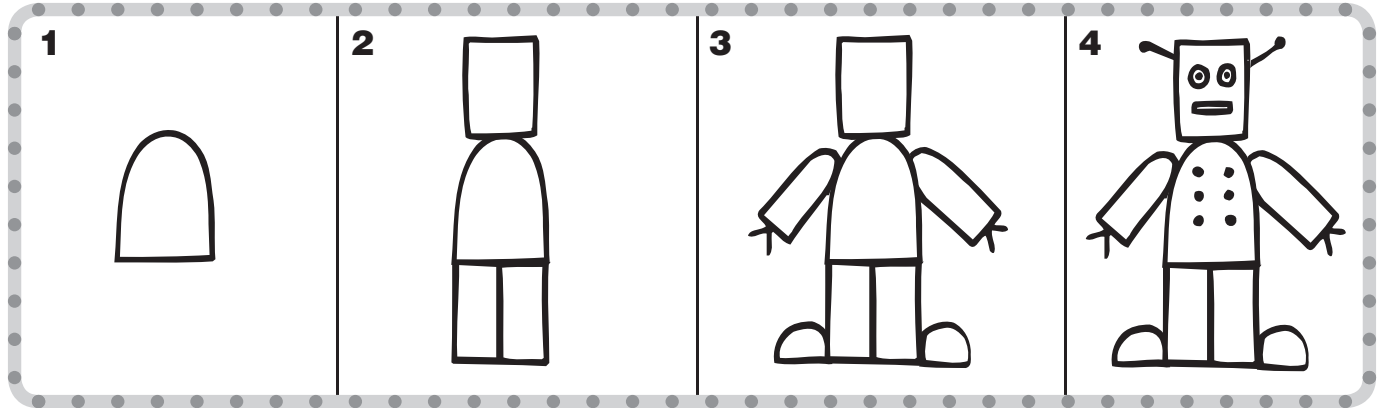
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

Did what? _____

Where? _____

When? _____

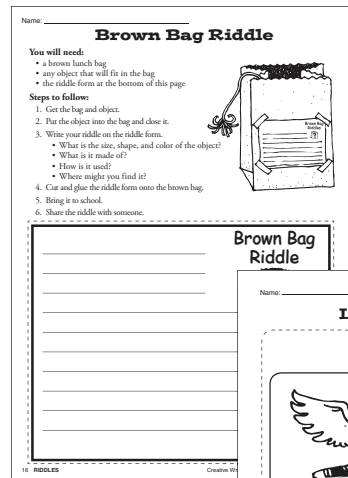
Why? _____

Riddles

This section of *Creative Writing Ideas* offers four fun riddle-writing activities. When students decide on a topic for each activity, prompt further ideas by asking the questions listed below.

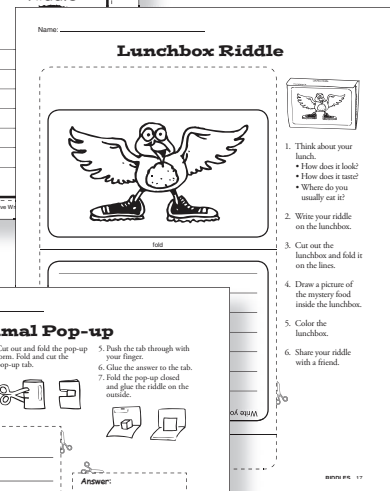
Brown Bag Riddle (Page 16)

- What is its size?
- What is its shape?
- What color is it?
- What is it made of?
- Where might you find it?



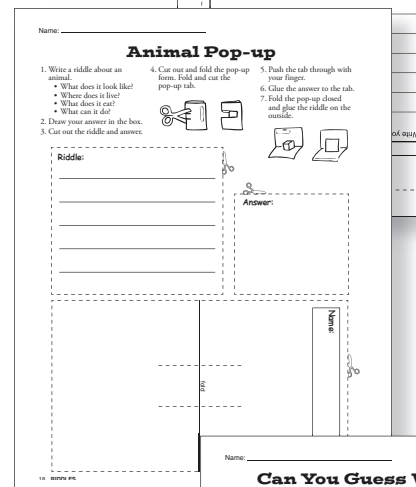
Lunchbox Riddle (Page 17)

- What does it look like?
- How does it taste?
- How does it smell?
- When do you usually eat it?



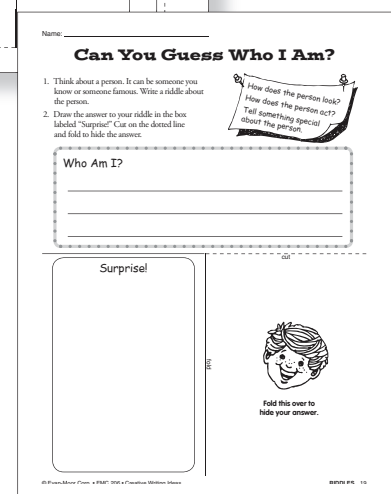
Animal Pop-up (Page 18)

- What is its physical appearance?
- Where does it live?
- What does it eat?
- What can it do?
- Does it make a sound?
- Do humans use it in any way?



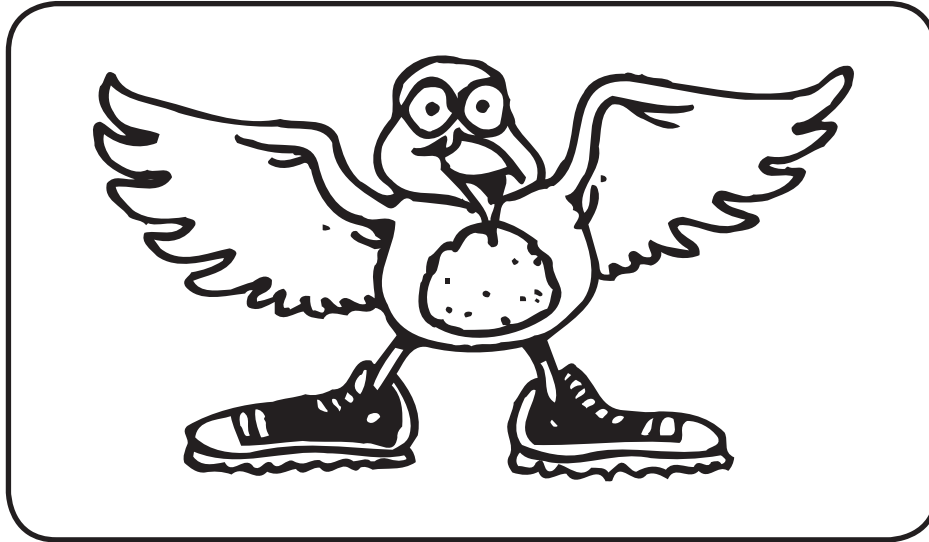
Can You Guess Who I Am? (Page 19)

- How does this person look?
- Describe the behavior of this person, or tell an activity he or she can do.
- What is unique about this person?
- When and where did this person live?
- Write about:
 - yourself
 - a classmate
 - a family member
 - someone from a movie or from TV
 - a character from a story
 - someone from history
 - a sports figure
 - a teacher



Name: _____

Lunchbox Riddle



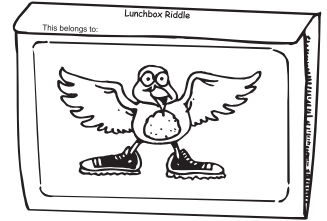
fold

Write your riddle here.

fold

Lunchbox Riddle

This belongs to: _____



1. Think about your lunch.
 - How does it look?
 - How does it taste?
 - Where do you usually eat it?
2. Write your riddle on the lunchbox.
3. Cut out the lunchbox and fold it on the lines.
4. Draw a picture of the mystery food inside the lunchbox.
5. Color the lunchbox.
6. Share your riddle with a friend.



Name: _____

Animal Pop-up

1. Write a riddle about an animal.

- What does it look like?
- Where does it live?
- What does it eat?
- What can it do?

2. Draw your answer in the box.

3. Cut out the riddle and answer.

4. Cut out and fold the pop-up form. Fold and cut the pop-up tab.



5. Push the tab through with your finger.

6. Glue the answer to the tab.

7. Fold the pop-up closed and glue the riddle on the outside.



Riddle:

Answer:

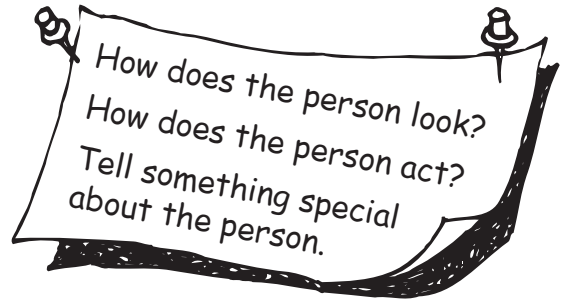
Name:

fold

Name: _____

Can You Guess Who I Am?

1. Think about a person. It can be someone you know or someone famous. Write a riddle about the person.
2. Draw the answer to your riddle in the box labeled "Surprise!" Cut on the dotted line and fold to hide the answer.



Who Am I?

Surprise!

fold

cut



Fold this over to
hide your answer.

Sequence and Write

In this section of *Creative Writing Ideas*, students put pictures in the correct order and then write a paragraph about each picture to create a complete story. These exercises help students tell a story in a sensible order. For older students, the pictures aid in learning when to start a new paragraph.

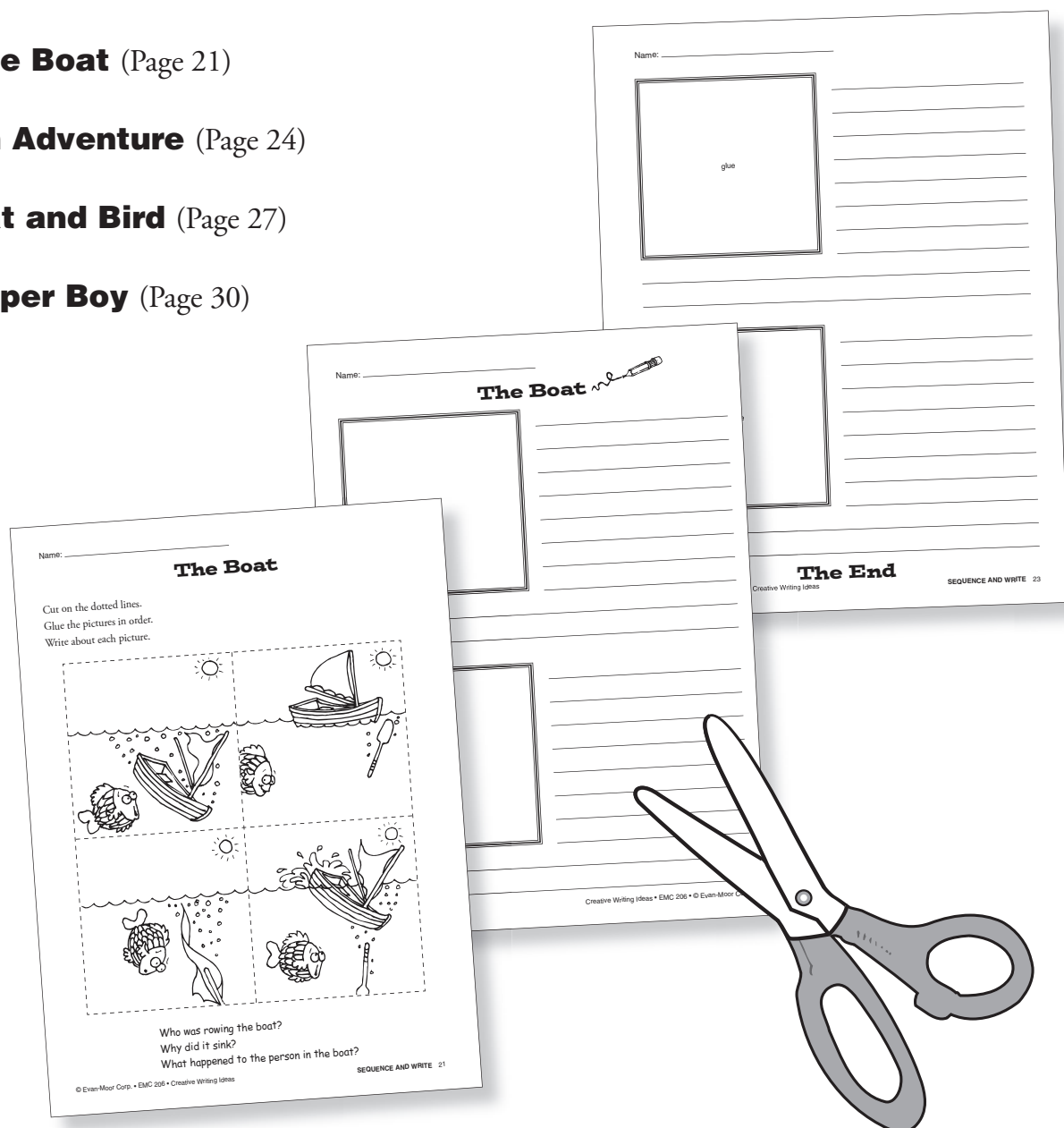
To complete the activity, have students cut the pictures apart and lay them in the boxes in sequential order. Make sure the sequence makes sense before having students glue the pictures in place. Then have them write about each picture.

The Boat (Page 21)

An Adventure (Page 24)

Cat and Bird (Page 27)

Super Boy (Page 30)



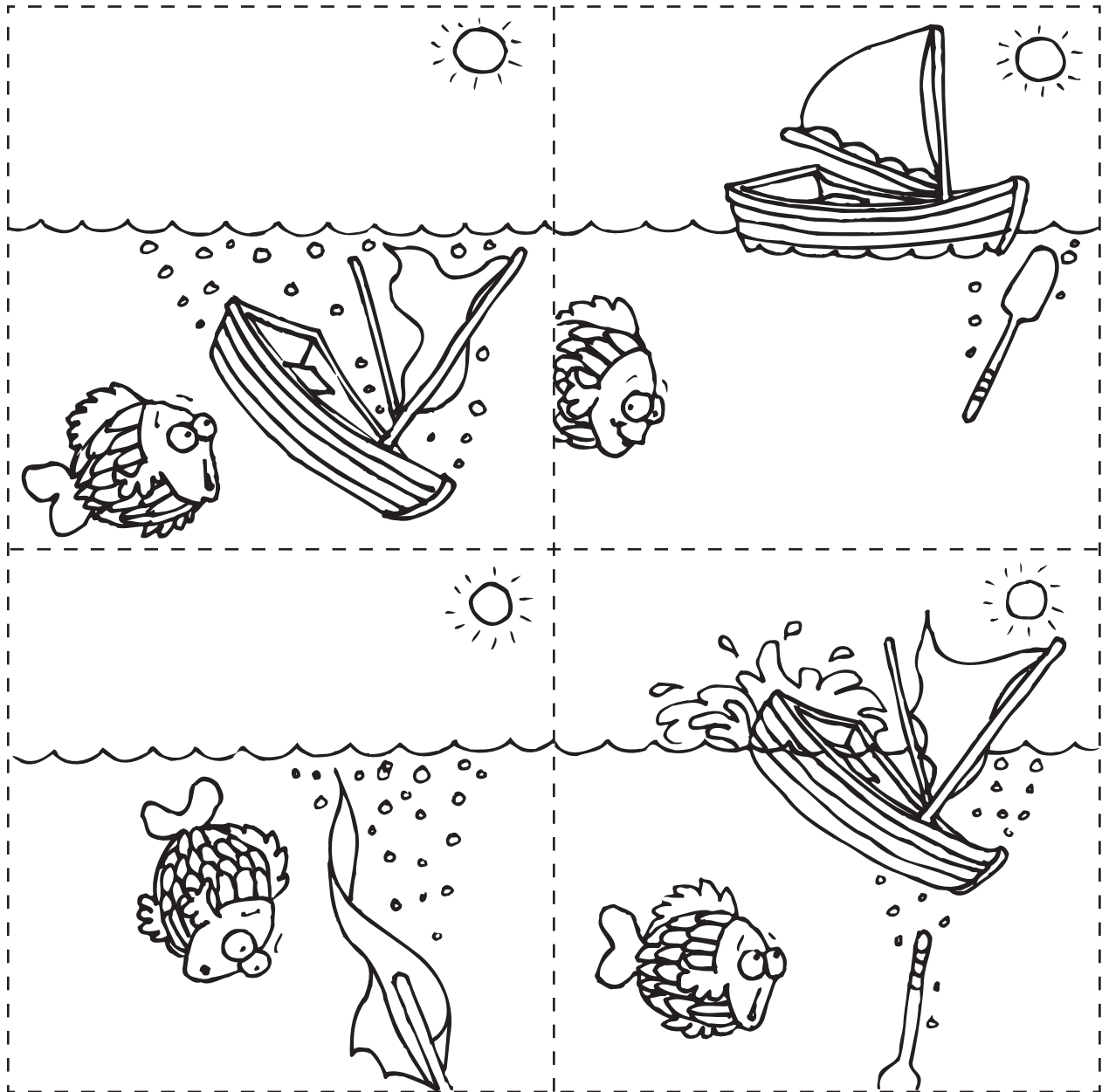
Name: _____

The Boat

Cut on the dotted lines.

Glue the pictures in order.

Write about each picture.



Who was rowing the boat?

Why did it sink?

What happened to the person in the boat?

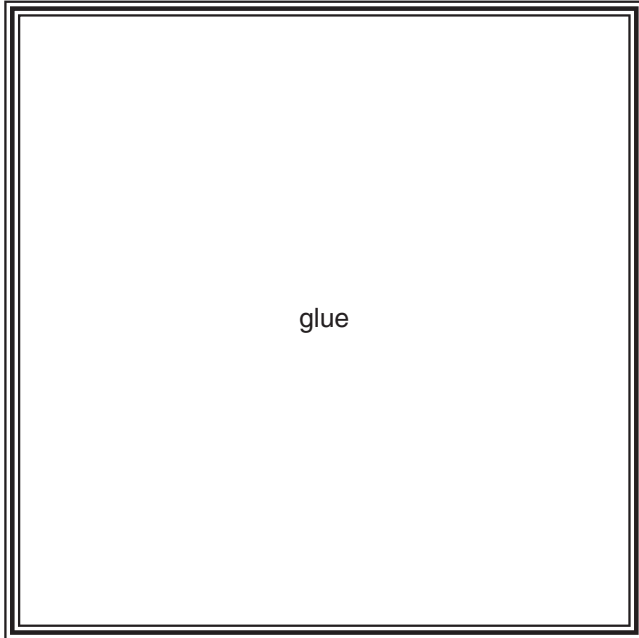
Name: _____

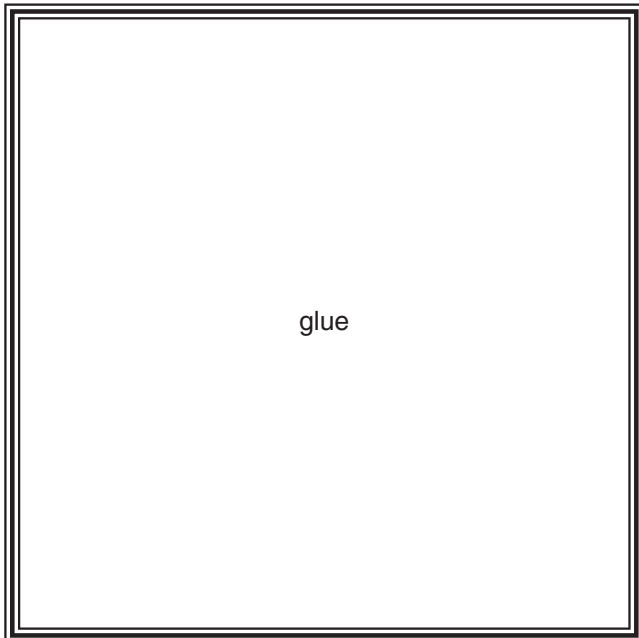
The Boat





Name: _____





The End

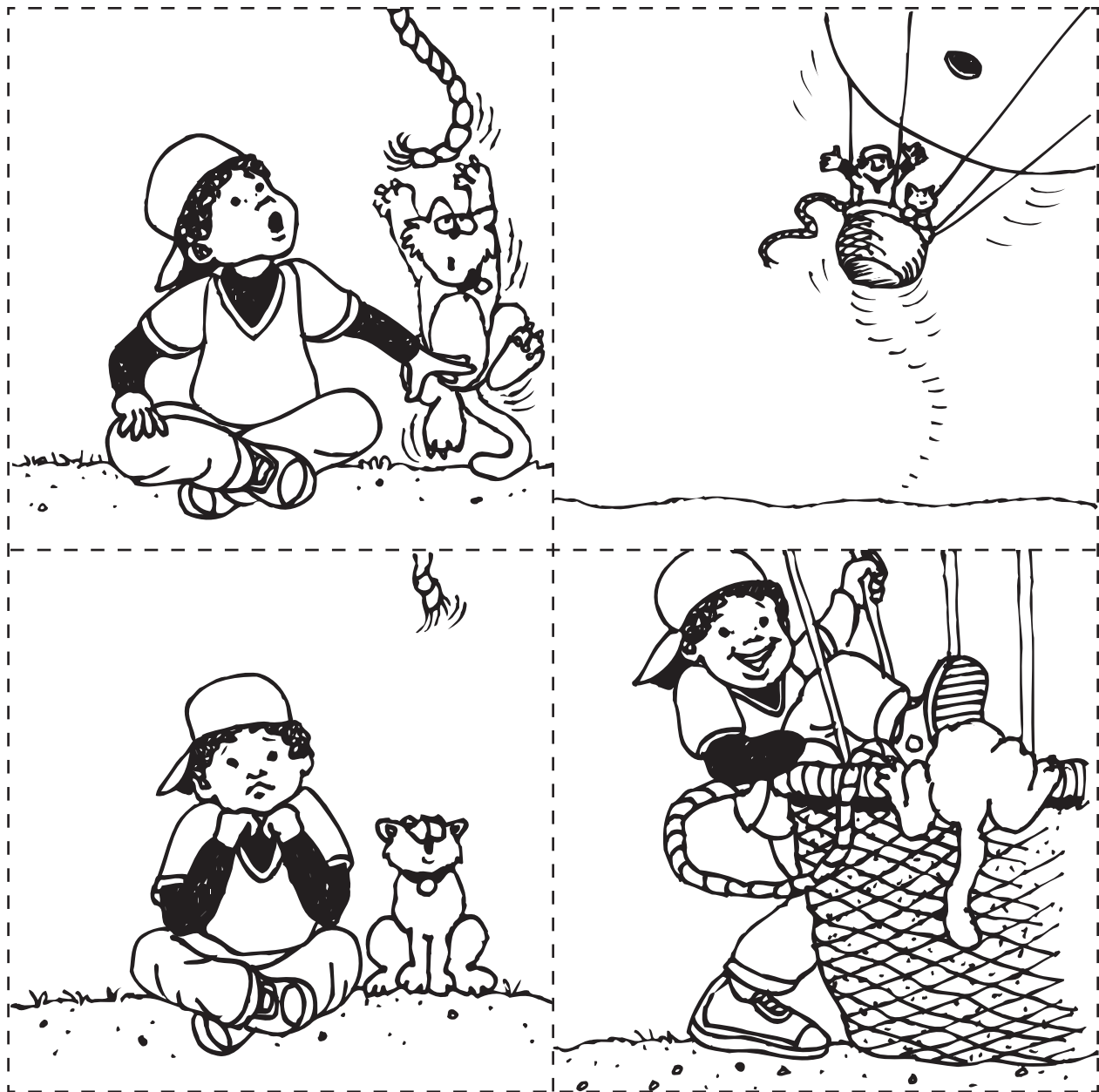
Name: _____

An Adventure

Cut on the dotted lines.

Glue the pictures in order.

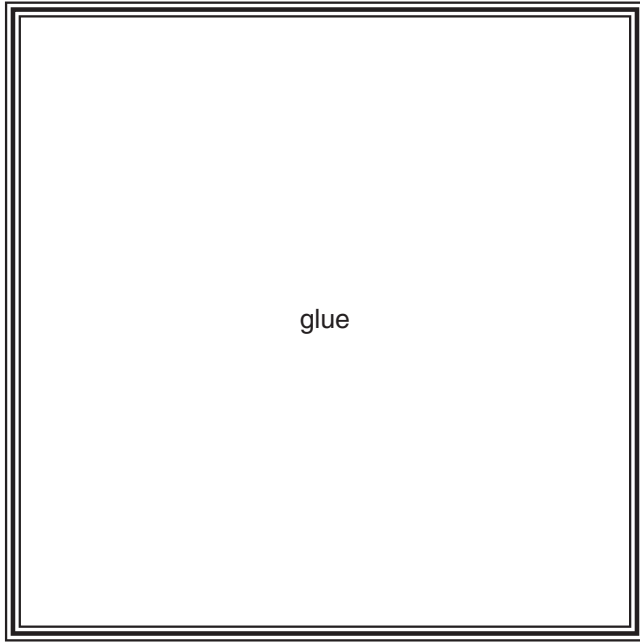
Write about each picture.



Why does the balloon go to the boy?
Where will he travel in the balloon?

Name: _____

An Adventure

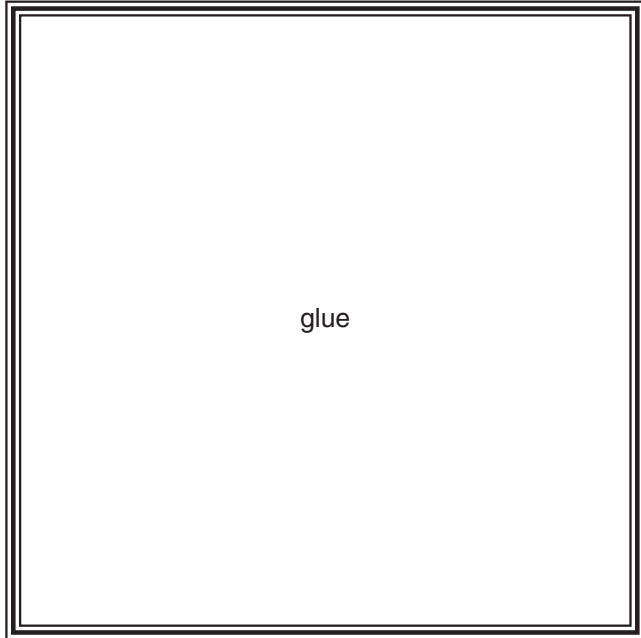


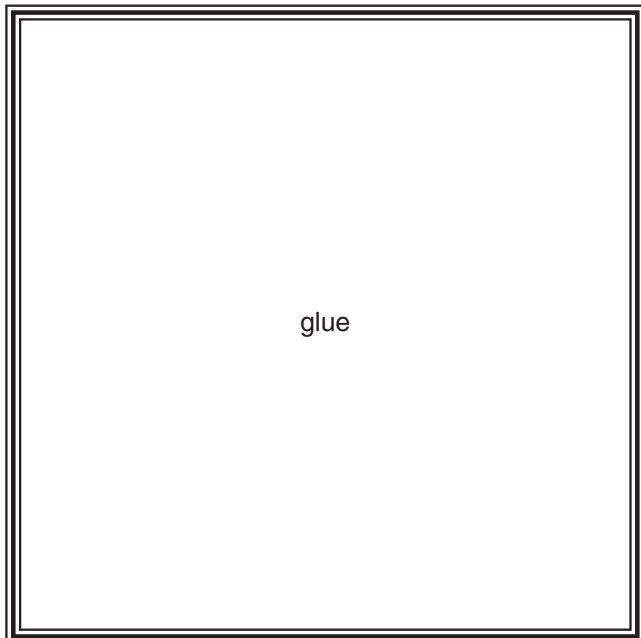
glue



glue

Name: _____





The End

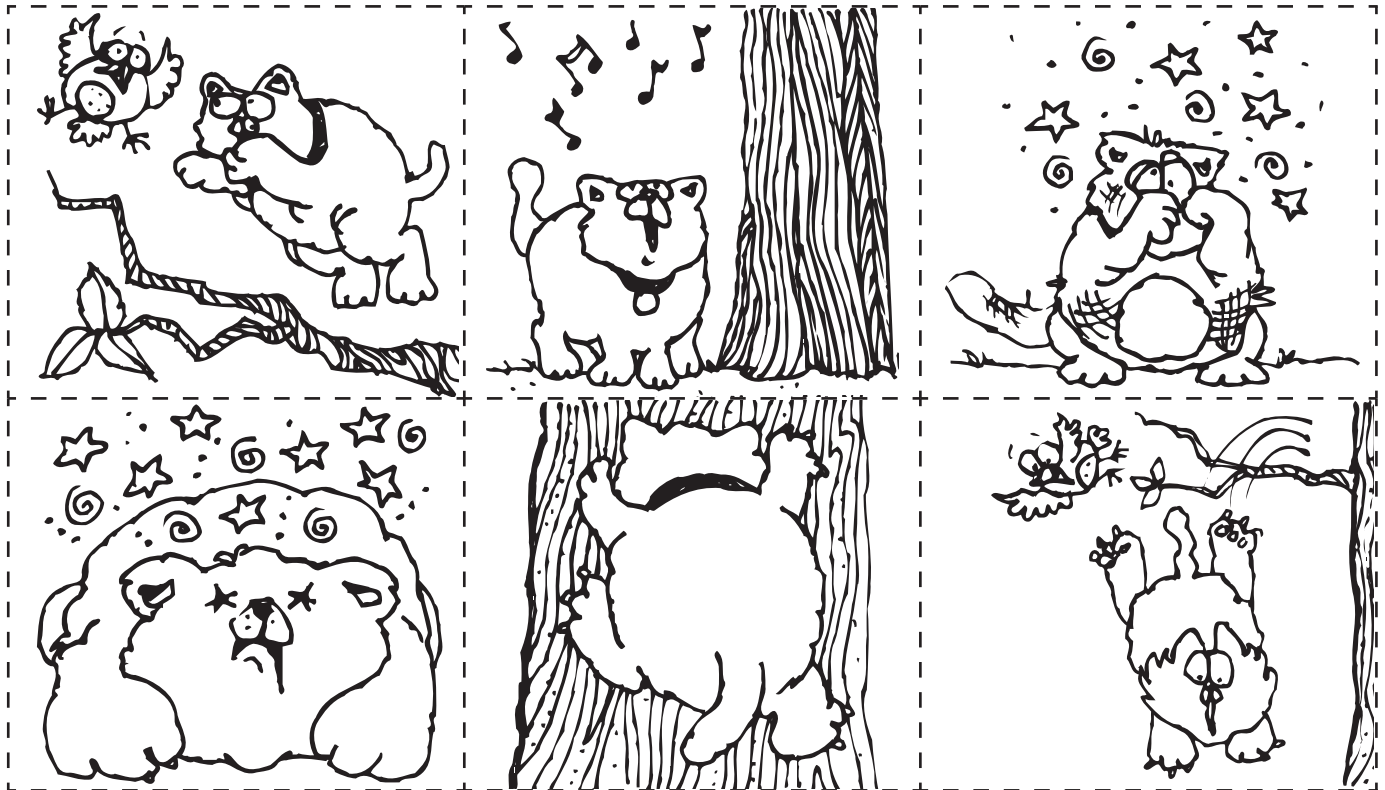
Name: _____

Cat and Bird

Cut on the dotted lines.

Glue the pictures in order.

Write about each picture.



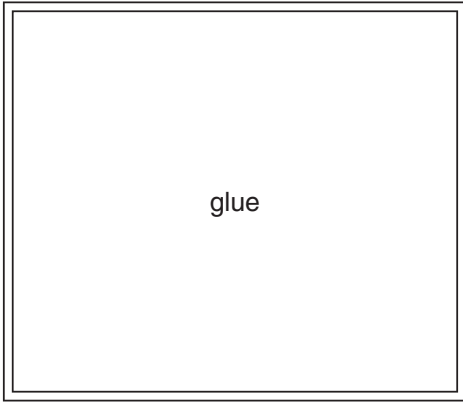
Why did the cat go after the bird?

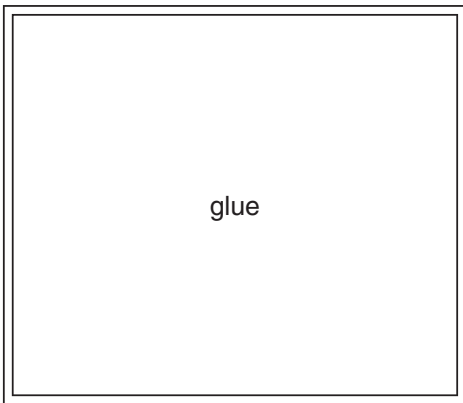
What did the bird think or say?

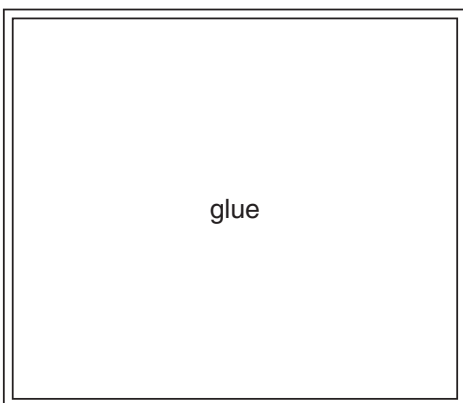
How did the cat feel?

Name: _____

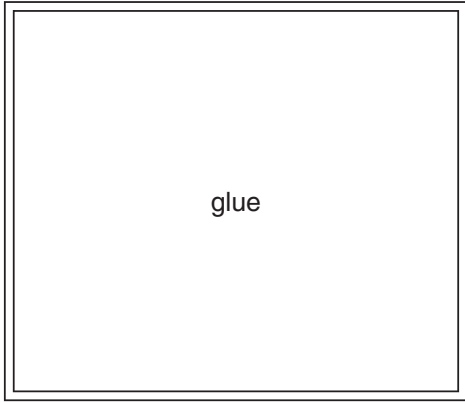
Cat and Bird

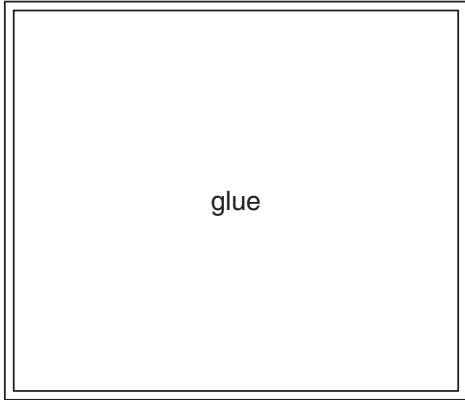


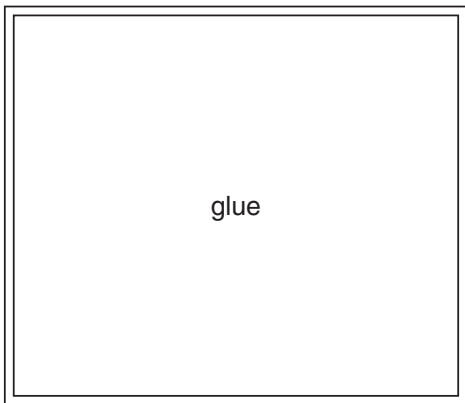




Name: _____







The End

Name: _____

Super Boy

Cut on the dotted lines.

Glue the pictures in order.

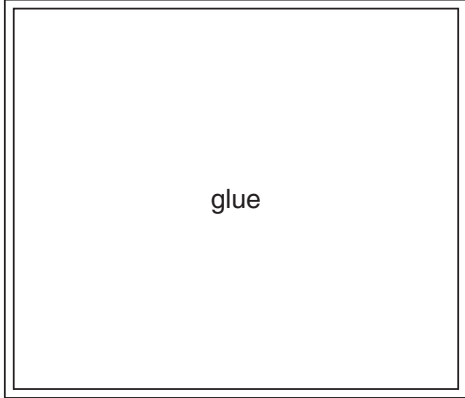
Write about each picture.



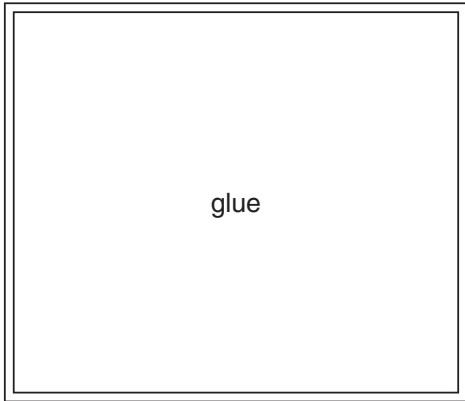
- Why did Super Boy go to the moon?
- Why did Super Boy need the cheese?
- How far away is the moon?
- How long did it take Super Boy to fly to the moon?
- What did the moon say to Super Boy?

Name: _____

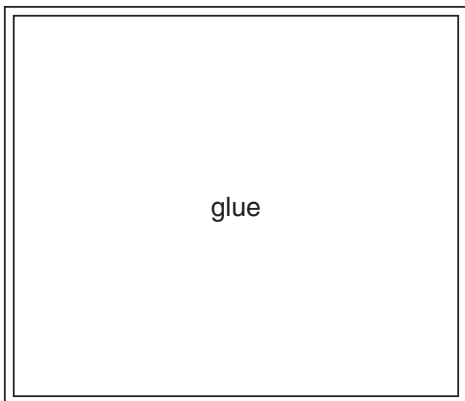
Super Boy



glue

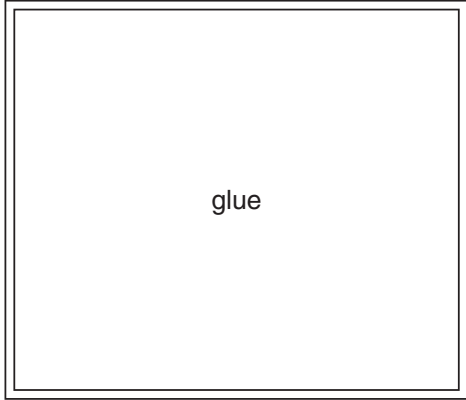


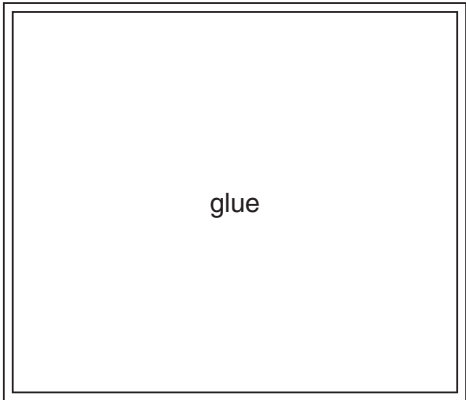
glue

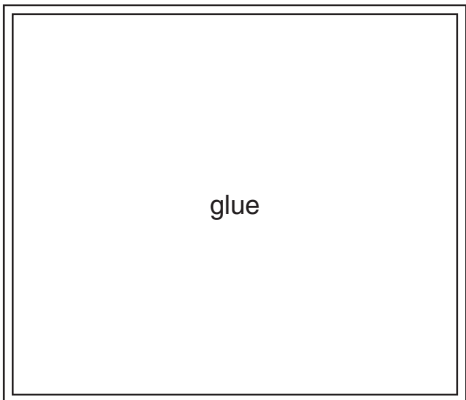


glue

Name: _____







The End

Fill in the Missing Words

The four activities in this section of *Creative Writing Ideas* provide practice in using descriptive words. To introduce the concept, write the following sentences on the board:

1. The cat went after the bird.
2. The stealthy, skinny cat slinked noiselessly through the weeds toward the unsuspecting bird.

Then discuss which of the sentences creates a more vivid picture in the reader's mind and why.

A Trip to the Zoo (Page 34)

Students will practice using adjectives and verbs in this activity. Have students write two adjectives to describe the animal and then tell what it is doing.

Examples:

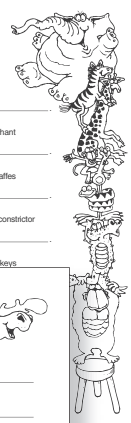
- A tall, spotted giraffe nibbled leaves from a tree.
- Two small, angry monkeys chattered loudly.

Name: _____

A Trip to the Zoo

Describe each animal and tell what it is doing.

1. A _____ zebra
2. That _____ elephant
3. Some _____ giraffes
4. The _____ boa constrictor
5. Two _____ monkeys



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A Sheet of Silly Sayings (Page 35)

Here's a really entertaining way to practice adjectives and nouns. Have students write one adjective and one noun that begin with the same letter or sound as the "group" word given.

Examples:


- a **bunch** of busy boys
- a **bunch** of barefoot bears
- a **bunch** of beautiful blossoms

Name: _____

A Sheet of Silly Sayings

Choose an adjective and a noun that begin with the same sound as the word in bold.

1. a bunch of **bouncing** babies
2. a gang of _____
3. a flock of _____
4. a mob of _____
5. a group of _____
6. a herd of _____
7. a crowd of _____
8. a throng of _____
9. a gathering of _____
10. a mass of _____



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The Race (Page 36)

Students will practice using adjectives and adverbs in this exciting story. Have students fill in the blanks by writing an adjective or an adverb from the word box, or by using one of their own.

Beth and Tabby (Page 37)

Students will practice using sound words in this story. Have students fill in the blanks by writing words from the word box.


Name: _____

The Race

Fill in the blanks to create an exciting story about race cars.

BANG! cracked the starting gun. The _____ race had begun. The motors of the _____ racing cars roared _____ Lucky Number 7 zoomed _____ around a _____ curve. Down the _____ track sped the _____ cars.

Number 19 was ready to _____ pass for the lead when his tire went flat! Too bad, Number 19! Number 7 sped past the _____ flag to win the _____ race. The standing crowd cheered _____ Number 7 felt very _____ and _____ Number 19 chugged _____ back to the garage. Maybe next time he would be the winner.



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Name: _____

Beth and Tabby

This story is missing all the sound words. Fill in the blanks to create an exciting story about Beth and Tabby.

_____ went the alarm clock. Beth quickly leaped out of bed. _____ went her warm, fuzzy blankets onto the floor. _____ went her feet. She heard a _____ sound outside. Her fluffy bedroom slippers went _____ as she hurried to the window. Giant white hailstones were _____ all around outside. _____ went the chunks of ice on Beth's roof. _____ There was a noise at the back door. Poor Tabby had been left outside! Beth hurried to let her cat in. As Beth slammed the heavy backdoor with a _____ Tabby jumped up and began licking her face. _____

Word Box

Use these words or make up answers of your own. You may need to add endings to the words.

pow	crash	plip	split	buzz	slurp
crash	click	purr	hiss	hum	meow
slunk	gurgle	rattle	crunch	swish	boom
bang	flip-flop	blub-blub	tick-tock	scratch	pitter-pat

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FILL IN THE MISSING WORDS 37

Name: _____

A Trip to the Zoo

Describe each animal and tell what it is doing.

1. A _____, _____ zebra

_____.

2. That _____, _____ elephant

_____.

3. Some _____, _____ giraffes

_____.

4. The _____, _____ boa constrictor

_____.

5. Two _____, _____ monkeys

_____.

6. The _____, _____ ostrich

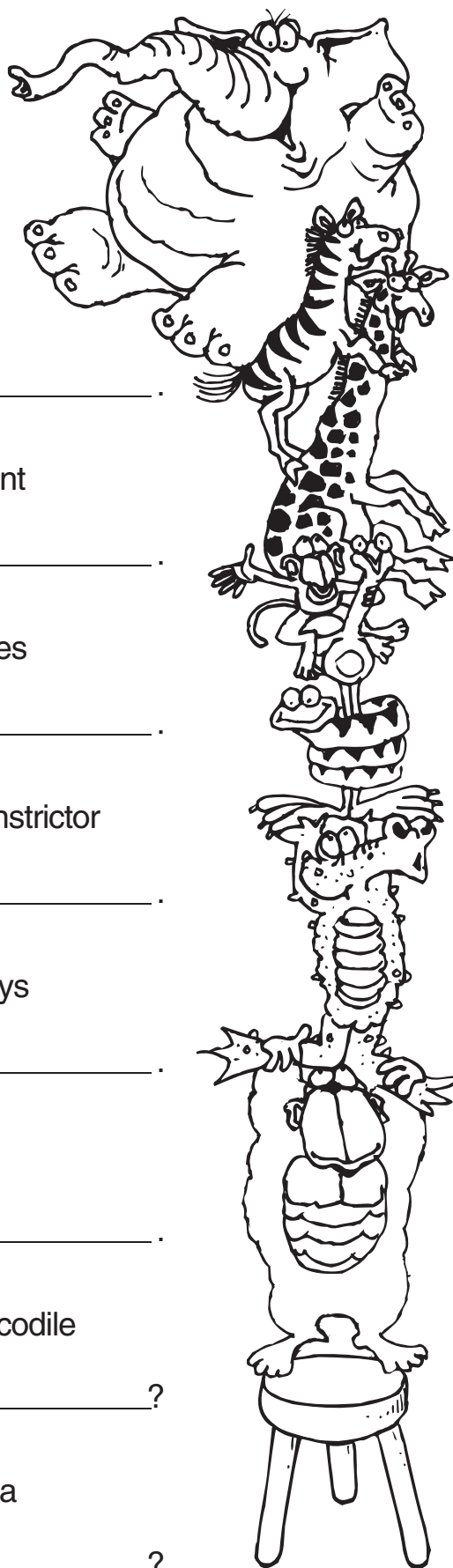
_____.

7. Will that _____, _____ crocodile

_____?

8. Can a _____, _____ gorilla

_____?



Name: _____

A Sheet of Silly Sayings



Choose an adjective and a noun that begin with the same sound as the word in bold.

1. a **bunch** of bouncing babies

2. a **gang** of _____

3. a **flock** of _____

4. a **mob** of _____

5. a **group** of _____

6. a **herd** of _____

7. a **crowd** of _____

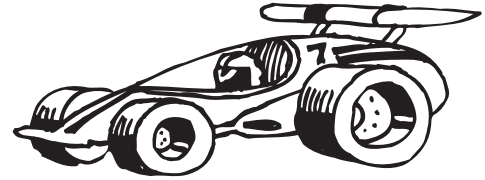
8. a **throng** of _____

9. a **gathering** of _____

10. a **mass** of _____

Name: _____

The Race



Fill in the blanks to create an exciting story about race cars.

BANG! cracked the starting gun. The _____ race had begun. The motors of the _____, _____ racing cars roared _____. Lucky Number 7 zoomed _____ around a _____ curve. Down the _____ track sped the _____ cars. Number 19 was ready to _____ pass for the lead when his tire went flat! Too bad, Number 19! Number 7 sped past the _____ flag to win the _____ race. The standing crowd cheered _____. Number 7 felt very _____ and _____. Number 19 chugged _____ back to the garage. Maybe next time he would be the winner.

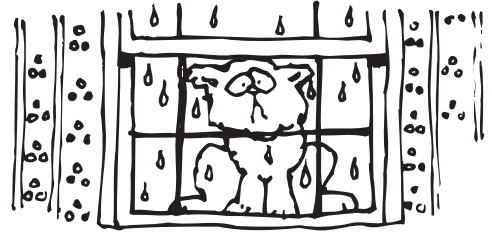
Word Box

Use these words or make up answers of your own.

- | | | | |
|----------|-------|-----------|--------------|
| sadly | flat | slowly | wildly |
| tired | proud | smooth | muddy |
| slick | shiny | thrilling | dangerous |
| exciting | dusty | excited | checkered |
| powerful | steep | suddenly | championship |

Name: _____

Beth and Tabby



This story is missing all the sound words.
Fill in the blanks to create an exciting story
about Beth and Tabby.

_____ went the alarm clock. Beth quickly leaped out of
bed. _____ went her warm, fuzzy blankets onto the floor.
_____ went her feet. She heard a _____,
_____, _____ sound outside. Her fluffy
bedroom slippers went _____ as she hurried to the window.
Giant white hailstones were _____ all around outside.
_____, _____ went the chunks of ice
on Beth's roof. _____! _____!
_____! There was a noise at the back door. Poor Tabby
had been left outside! Beth hurried to let her cat in. As Beth slammed the
heavy backdoor with a _____, Tabby jumped up and
began licking her face. _____!

Word Box

Use these words or make up answers of your own. You may need to add endings to the words.

pow	creak	plop	splat	buzz	slurp
bang	click	purr	hiss	hum	meow
crash	gurgle	rattle	crunch	swish	boom
slunk	flip-flop	blub-blub	tick-tock	scratch	pitter-pat

Story Starters

Sometimes the hardest part of writing a story is getting those first few words down. Story starters give students a place to begin thinking and writing.

This section of *Creative Writing Ideas* provides ten interesting story starters, complete with illustrations and writing lines.

How to Get Started

Help your students get revved up to write by discussing each story starter.

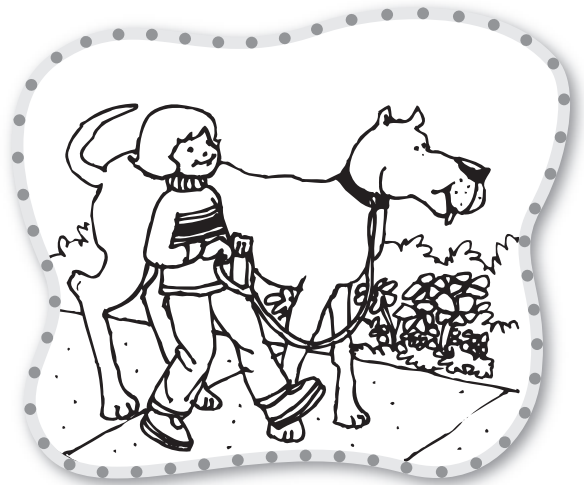
1. Have students brainstorm as many story ideas as possible.
 - Carmen caught a snake.
 - Carmen caught an old chest.
 - Carmen caught a mermaid.
 - Carmen caught a scuba diver.
2. Brainstorm choices the characters have.
 - how to get a snake back into the water
 - open the chest or call the police
 - talk to the mermaid or run away
 - help the scuba diver or not
3. Have students determine what would happen if the characters had made those choices.
 - If Carmen drops the fishing pole, she loses it.
 - If she opens the chest, a magic fish jumps out.
 - If she talks to the mermaid, Carmen learns how to save the lake.
 - If Carmen helps the scuba diver, she discovers a sunken treasure.
4. How do students think the stories will end?
 - The snake just slides off the pole.
 - The fish isn't nice, so Carmen puts it back in the chest.
 - Carmen, her dad, and the mermaid save the lake from pollution.
 - Carmen becomes a professional treasure hunter.
5. Brainstorm with students lists of words and phrases that might be useful for each story. Write them on the board.
 - slithering, scaly, tangled
 - glittering, persuade, sly
 - polluted, sludge, slimy
 - marine, oxygen, cargo



Name: _____

Read the story starter. Think about what will happen next. Use your imagination to finish the story.

Mother's Day was almost here. Emma still needed money to buy her mother a gift. Mrs. Tod hired her to walk her Great Dane. As Emma started down the street with the huge dog...



Name: _____

Read the story starter. Think about what will happen next. Use your imagination to finish the story.

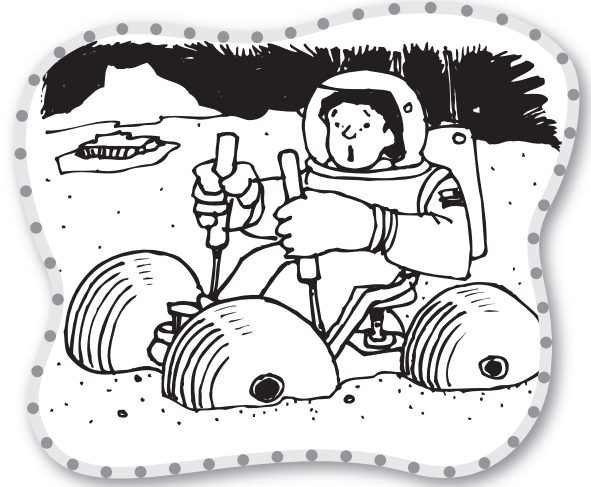
Tasha was excited. Her parents said she could plan her birthday party all by herself. Tasha decided to...



Name: _____

Read the story starter. Think about what will happen next. Use your imagination to finish the story.

The astronaut was driving across a wide crater when suddenly his lunar rover began to sink into the moon dust.

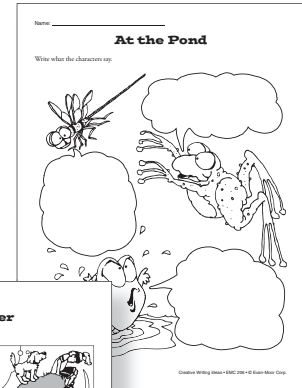


Cartoons

Kids love cartoons. In this section of *Creative Writing Ideas*, students add their own words to three sets of cartoon pictures. Use the discussion questions below to stimulate ideas.

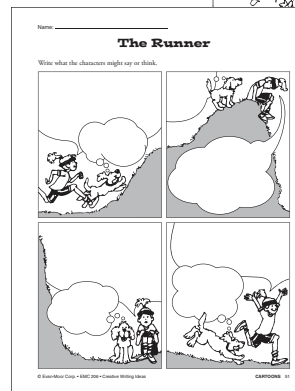
At the Pond (Page 50)

- What could be happening at the pond?
- How would you describe each animal's expression?
- Why might each animal feel that way?
- What do you think each is saying?



The Runner (Page 51)

- Why is this character running?
(toward what? away from what?)
- How is the runner feeling?
- What might happen during the run?

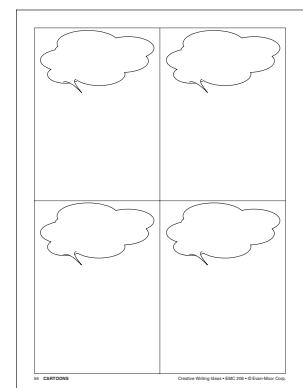
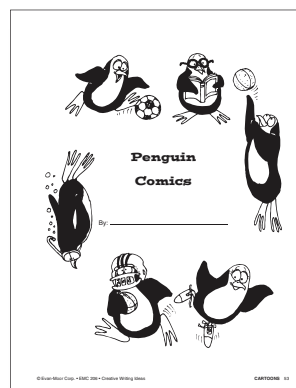
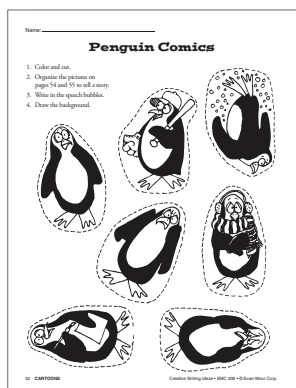


Penguin Comics (Page 52)

- What kinds of problems might penguins have?
- Think about how each penguin looks. What could be causing these expressions and actions?
- What could each penguin be saying?

Directions:

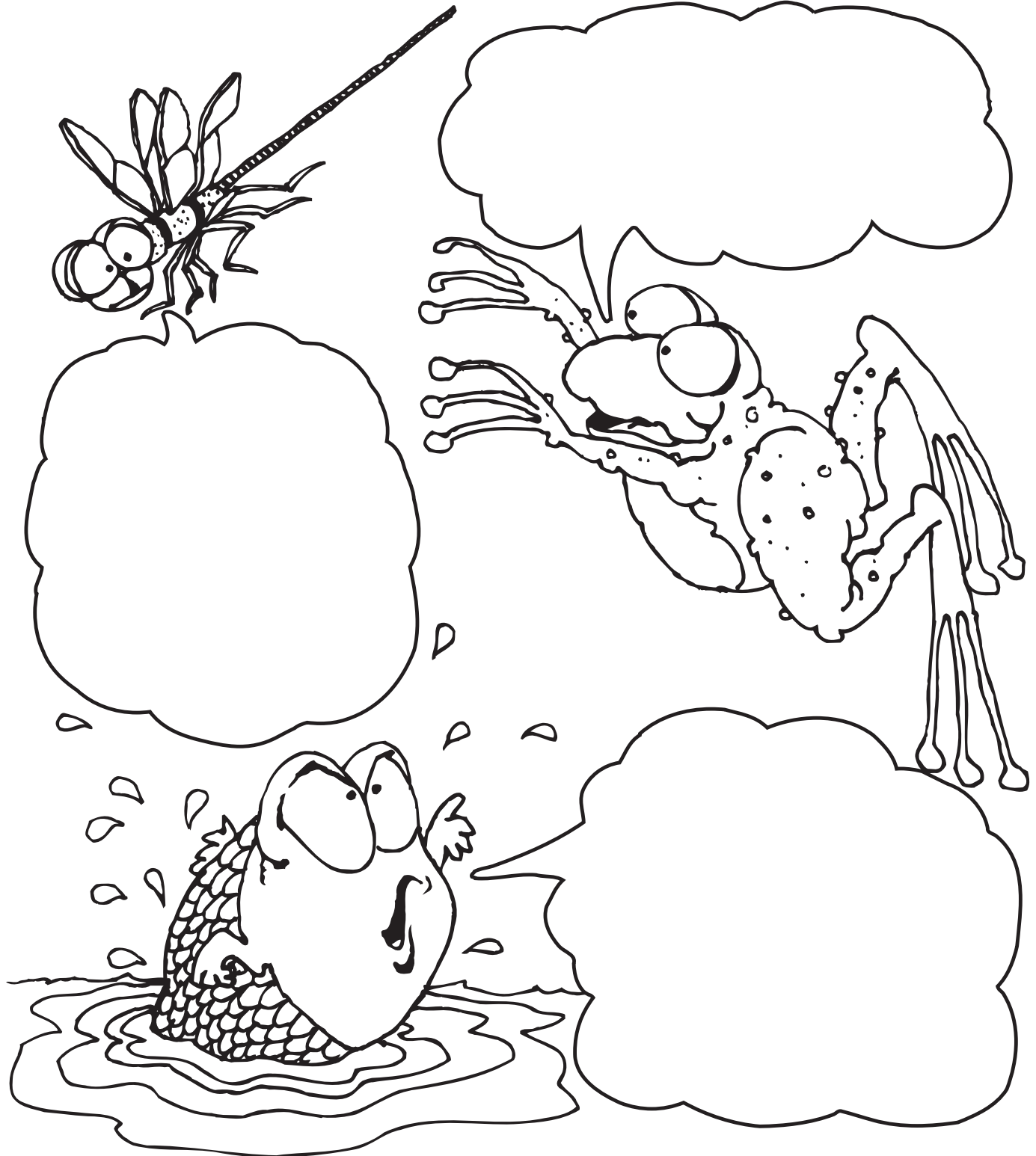
1. Follow the instructions on page 52 to make a cartoon story.
2. On page 53, complete the cover for your comic book.
3. On pages 54 and 55, glue the penguins in place and write what they say.



Name: _____

At the Pond

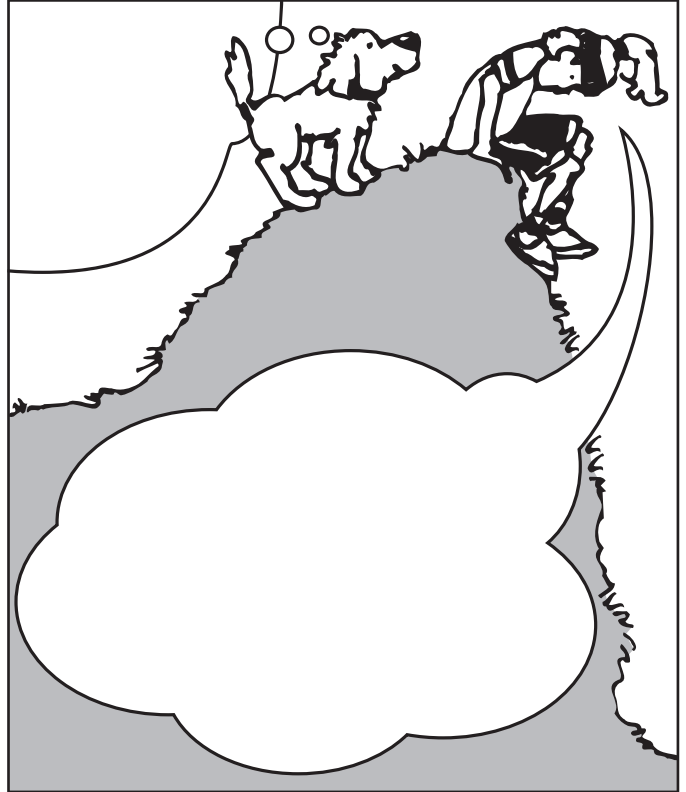
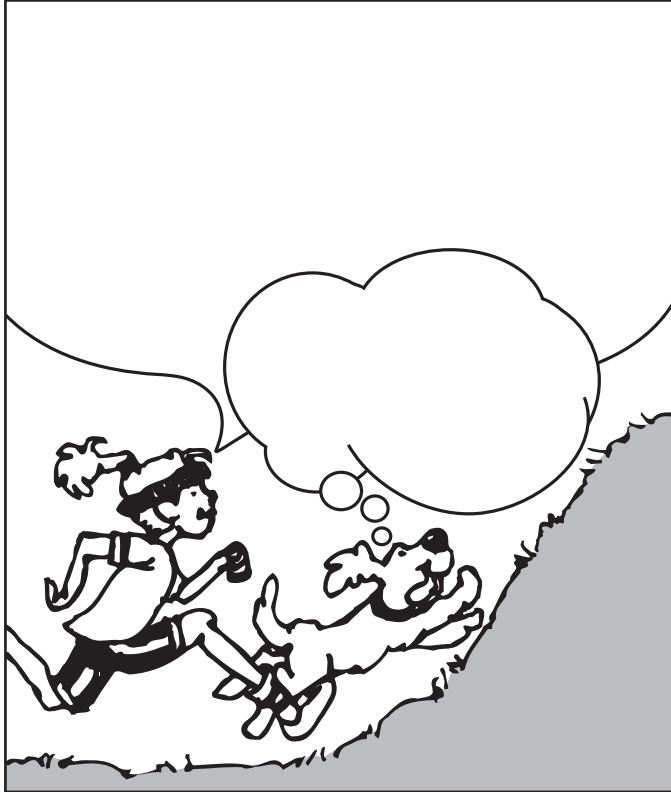
Write what the characters say.



Name: _____

The Runner

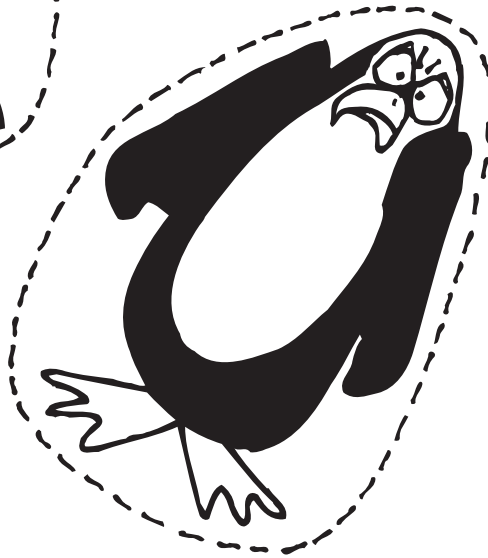
Write what the characters might say or think.



Name: _____

Penguin Comics

1. Color and cut.
2. Organize the pictures on pages 54 and 55 to tell a story.
3. Write in the speech bubbles.
4. Draw the background.

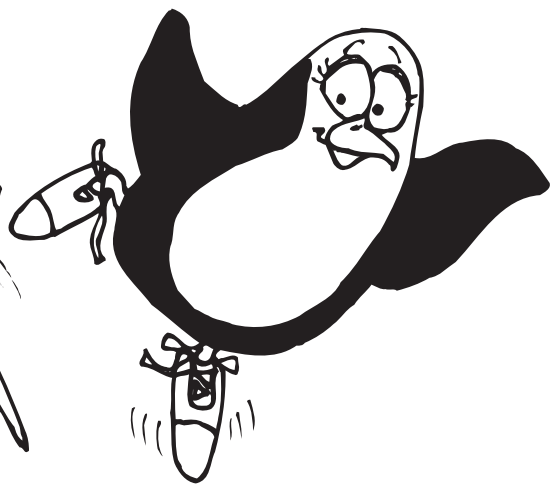


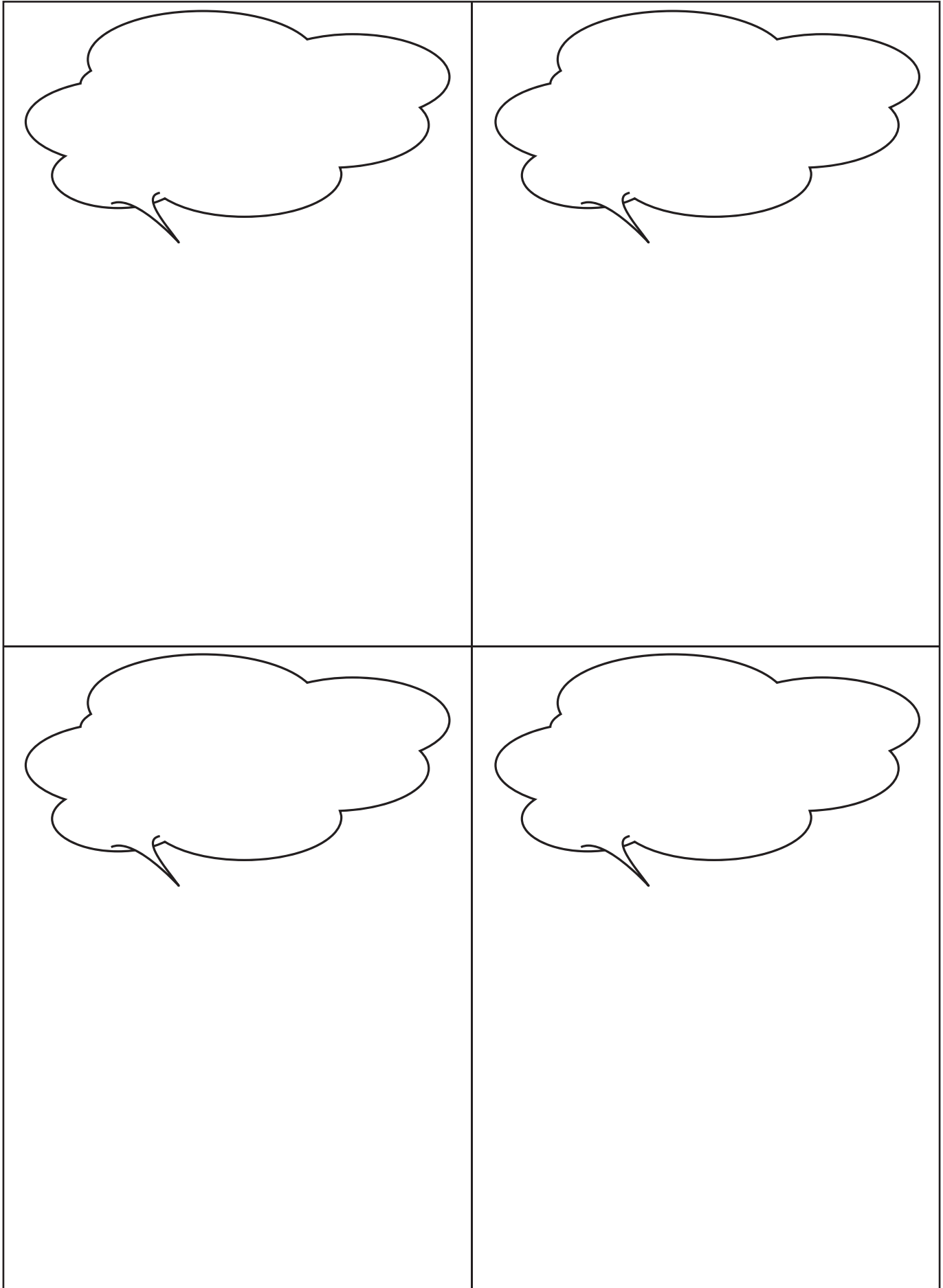


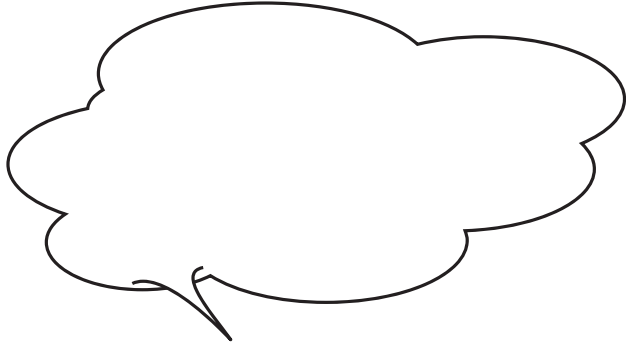
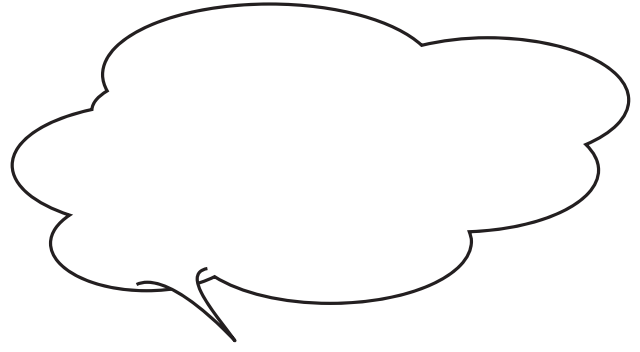
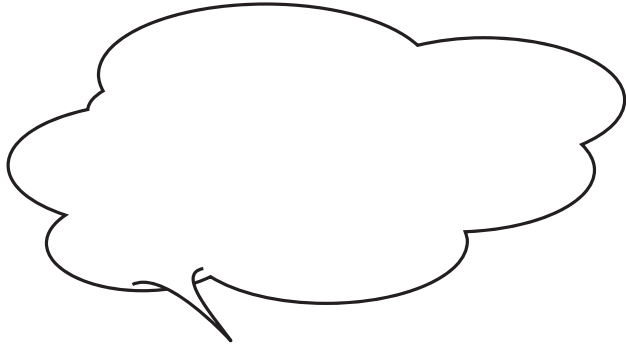
Penguin Comics



By _____







The End

Descriptive Paragraphs

In this section of *Creative Writing Ideas*, students will have the opportunity to use good descriptive language to write complete paragraphs about objects, feelings, and places. Help students get ready to write by using the questions below for each topic.


Describing Objects (Pages 57–62)

- What does the object look like? (color, size, shape, texture)
- What other characteristics does it have? (taste, smell, sound)
- How is it used?
- Where can you find it?

Name _____

Chair

Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.




© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas DESCRIPTIVE PARAGRAPHS 57

Name _____

Pie

Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.




© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas DESCRIPTIVE PARAGRAPHS 61

Describing Feelings (Pages 63–66)

- What are some of the feelings people experience? (e.g., happiness, sadness, disappointment, embarrassment, excitement, fear)
- What experiences can cause these feelings?
- Have you ever felt _____?
- What did you do?

Name _____


Decide how this person feels. Write a paragraph describing how it feels to have this emotion.



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Name _____

Decide how this person feels. Write a paragraph describing how it feels to have this emotion.



© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas DESCRIPTIVE PARAGRAPHS 65


Describing Places (Pages 67 and 68)

Have students follow the directions on page 67 to complete the activity on the following page.

- Where is this place located?
- What are its physical characteristics? (e.g., how it looks, feels, smells)
- What is special or unusual about this place?

Name _____

Describing Places



1. Select a place you are often in and that you know well. You need to be able to look at the picture and be able to picture it clearly in your mind.

Here are some examples of places you might choose:

- inside the machine cabinet
- in the kitchen's cup
- under the bed
- in your backpack or purse
- inside your closet
- your classroom

2. Think about how the place looks, smells, feels, sounds, and how it is used. Then write a simple description of the place you chose. Make the description so clear that anyone reading it will be able to picture the place in their mind.

Hint: Think of words or phrases that create mental images.

For example:

- Instead of *small*, you might say *as bigger than my thumb*.
- Instead of *new*, you might say *as dirty as a pig in a mud puddle*.

3. Draw a picture of the place in the box on the writing form.

© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas DESCRIPTIVE PARAGRAPHS 67

Name _____

© Evan-Moor Corp. • EMC 206 • Creative Writing Ideas DESCRIPTIVE PARAGRAPHS 68

Name: _____

Describing Places



1. Select a place you see often and that you know well. You need to be able to look at it as you write or be able to picture it clearly in your mind.

Here are some examples of places you might choose:

- your backyard
- under the bed
- your classroom
- inside your closet
- in the hamster's cage
- in your backpack or purse
- inside the medicine cabinet

2. Think about how the place looks, smells, feels, and sounds, and how it is used. Then write a terrific description of the place you chose. Make the description so clear that anyone reading it will feel as though they have seen the place, too.

Hint: Think of words or phrases that create mental images.

For example:

- Instead of **small**, you might say **no bigger than my thumb**.
- Instead of **not clean**, you might say **as dirty as a pig in a mud puddle**.

3. Draw a picture of the place in the box on the writing form.

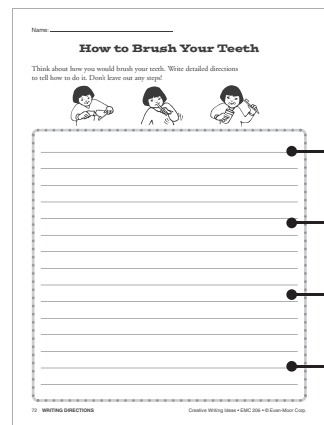
Writing Directions

Writing directions requires thinking clearly about the sequence in which something occurs. It also requires being thorough so that no steps or necessary parts are left out. This section of *Creative Writing Ideas* provides ten opportunities to write clear, step-by-step directions.

As a prewriting experience, help students explain the steps of a common activity, such as putting on a jacket, making a sandwich, or wrapping a present. If possible, demonstrate each step as you describe it. This will help reveal missing steps.

How to... (Pages 70–75)

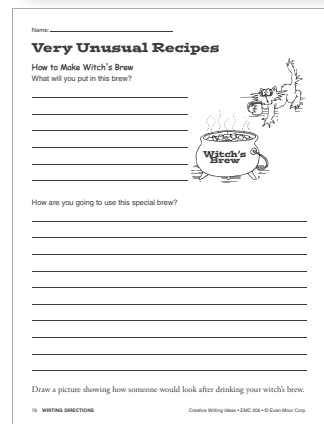
The first six activities provide the opportunity to list the steps in doing an activity—either a common, everyday one (brushing teeth) or one requiring the use of imagination (capturing an elephant).



Very Unusual Recipes

(Pages 76 and 77)

Children love to create wild and wacky (and, yes, disgusting) combinations of ingredients. These two writing activities allow them to generate two very unusual recipes.



How to Get There (Pages 78–81)

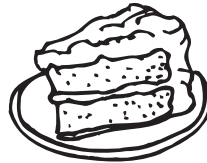
Giving directions from a starting point to a particular location is a valuable skill. The first writing experience requires being a keen observer of your surroundings; the second necessitates looking at a map.



Name: _____

How to Make _____

Think about how you would make any of the desserts below.
Write detailed directions to tell how to do it. Don't leave out any steps!



A large rectangular writing area with a dotted border and horizontal lines for writing.

Name: _____

How to Change a Light Bulb

Think about how you would change a lightbulb. Write detailed directions to tell how to do it. Don't leave out any steps!



A large rectangular area with a dotted border, containing ten horizontal lines for writing directions.

Name: _____

How to Brush Your Teeth

Think about how you would brush your teeth. Write detailed directions to tell how to do it. Don't leave out any steps!

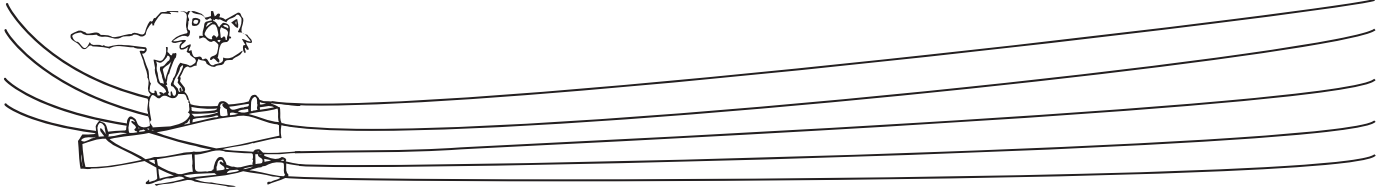


A large rectangular writing area with a dotted border and horizontal lines for writing.

Name: _____

How to Get a Cat Off a Telephone Pole

Think about how you would get a cat off a telephone pole. Write detailed directions to tell how to do it. Don't leave out any steps!



A large rectangular writing area with a dotted border. It contains 15 horizontal lines for writing.

Name: _____

How to Capture a Wild Elephant

Think about how you would capture a wild elephant. Write detailed directions to tell how to do it. Don't leave out any steps!



A large rectangular area with a dotted border, containing 15 horizontal lines for writing.

Name: _____

How to Get Out of an Eight-Foot Hole

Think about how you would get out of an eight-foot hole. Write detailed directions to tell how to do it. Don't leave out any steps!



A large rectangular writing area with a dotted border and horizontal lines for text.

Name: _____

Very Unusual Recipes

How to Make Witch's Brew

What will you put in this brew?



How are you going to use this special brew?

Draw a picture showing how someone would look after drinking your witch's brew.

Name: _____

Very Unusual Recipes

How to Make Super Stuff: The Drink of Champions

Ingredients:



How to prepare “Super Stuff”:

Name: _____

How to Get There

From Here to There

It is important to be very clear and to give directions in the correct order so the person you're giving directions to does not get lost!

Choose one of the questions listed below. Think about the correct order for directions from one place to the other. Write the directions carefully.

- How can someone go from the school to your backyard?
- How can you get from your desk to the pencil sharpener?
- How can you get from your classroom to the cafeteria?
- How do you get from your favorite park to the movie theater?
- How do you get from your kitchen at home to your bedroom?

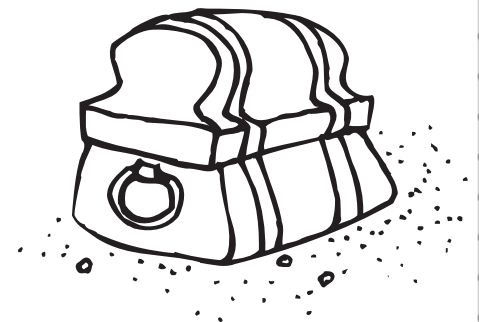


Name: _____

Treasure Hunt

Study the treasure map. Write directions for getting from the hut to the treasure chest.

A large rectangular area with a dotted border, containing 20 horizontal lines for writing directions.



Name: _____

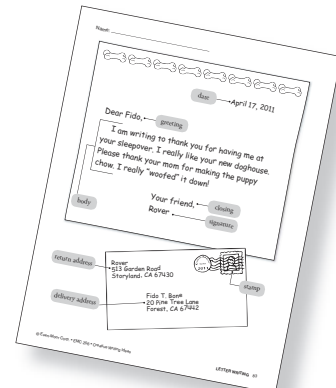
Treasure Map



Letter Writing

This section allows students to practice the important skill of letter writing in both imaginative and real contexts.

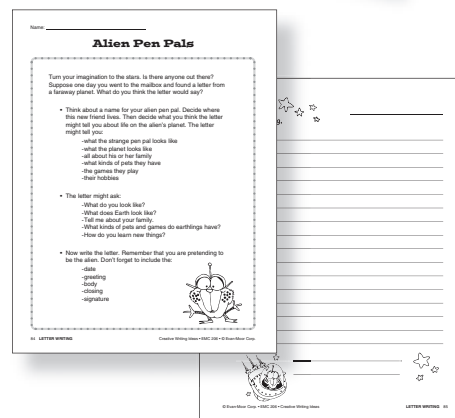
Page 83 shows the correct form for writing a friendly letter and for addressing the envelope. Make an overhead transparency, provide copies, or enlarge this page to create a chart. Discuss the information and encourage students to refer to it during the letter-writing activities.



Alien Pen Pals (Pages 84 and 85)

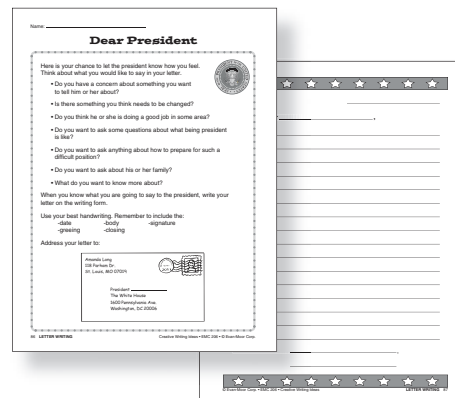
Active imaginations can have free reign with this topic. The prewriting suggestions on page 84 will stimulate lots of ideas. Remind students to keep in mind the point of view used in the letter. Say: *Remember, you are pretending to be the alien, and the alien is writing a letter to the human you.*

If students enjoy this project, you might suggest that they write back to the "alien."



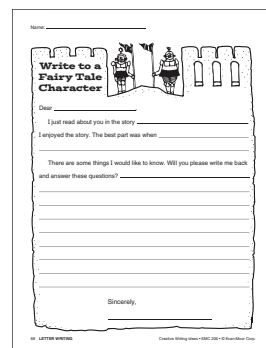
Dear President (Pages 86 and 87)

Read and discuss the questions and reminders on page 86. You may want to limit the number of questions and concerns to be included in the letter. This activity provides an excellent opportunity to discuss the importance of neat handwriting and correct spelling and punctuation in clearly communicating one's ideas. Be sure to actually mail the letters!




Write to a Fairy Tale Character (Page 88)

Brainstorm a list of favorite fairy tales and the important characters in each. Let each student choose one character to be the recipient of his or her letter.



Name: _____



date — April 17, 2011

Dear Fido, — greeting

I am writing to thank you for having me at your sleepover. I really like your new doghouse. Please thank your mom for making the puppy chow. I really “woofed” it down!

Your friend, — closing
Rover — signature

body

return address — Rover
513 Garden Road
Storyland, CA 67430

delivery address — Fido T. Bone
20 Pine Tree Lane
Forest, CA 67442

stamp — 

Name: _____

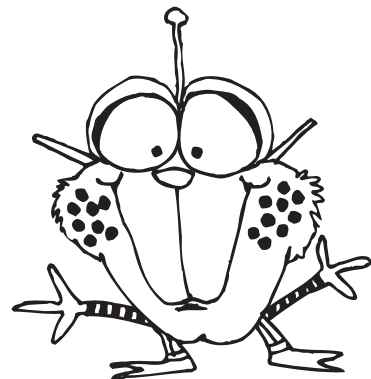
Alien Pen Pals

Turn your imagination to the stars. Is there anyone out there? Suppose one day you went to the mailbox and found a letter from a faraway planet. What do you think the letter would say?

- Pretend you are an alien. Decide where you live. Then decide what you might write in the letter to tell about your life on your faraway planet. The letter might tell:
 - what you (the alien) look like
 - what your planet looks like
 - all about your alien family
 - what kinds of pets you have
 - the games you play
 - your hobbies

- The letter might ask:
 - What do you (the human) look like?
 - What does Earth look like?
 - Who is in your family?
 - What kinds of pets and games do earthlings have?
 - How do you learn new things?

- Now write the letter. Remember that you are pretending to be the alien. Don't forget to include the:
 - date
 - greeting
 - body
 - closing
 - signature



Name: _____

Dear President



Here is your chance to let the president know how you feel. Think about what you would like to say in your letter.

- Do you have a concern about something you want to tell him or her about?
- Is there something you think needs to be changed?
- Do you think he or she is doing a good job in some area?
- Do you want to ask some questions about what being president is like?
- Do you want to ask anything about how to prepare for such a difficult position?
- Do you want to ask about his or her family?
- What do you want to know more about?

When you know what you are going to say to the president, write your letter on the writing form.

Use your best handwriting. Remember to include the:

- date
- body
- signature
- greeting
- closing

Address the envelope like this:

Amanda Long 118 Parham Dr. St. Louis, MO 07019	A circular postmark from St. Louis, MO, dated April 17, 2011, is placed over a postage stamp.
President _____ The White House 1600 Pennsylvania Ave. Washington, DC 20006	



Dear President _____,

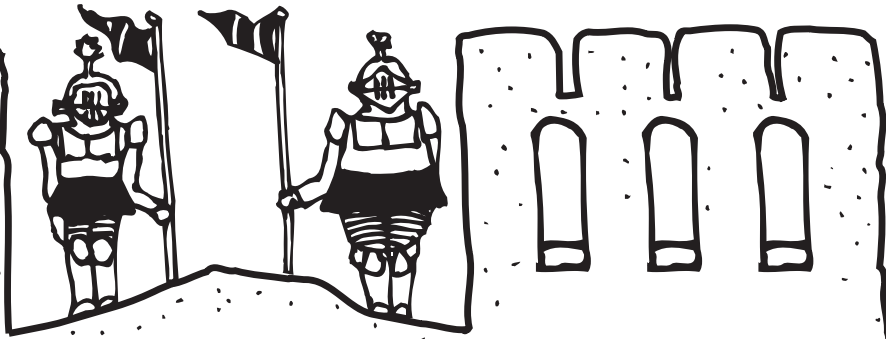
Lined writing area for the letter body

_____,



Name: _____

Write to a Fairy Tale Character



Dear _____,

I just read about you in the story _____.

I enjoyed the story. The best part was when _____

There are some things I would like to know. Will you please write me back
and answer these questions? _____

Sincerely,

Poetry

It's true that poetry can be harder to write than prose, but some simple forms can make it easier. In this section, students try their hands at six poetry forms.

Cinquains (Page 91)

Cinquains do not rhyme. They follow a pattern of five lines and can be on any topic, frequently nature. The form presented here is simplified for younger students.

- Line 1: One-word subject
- Line 2: Two adjectives that describe the subject
- Line 3: Three words that express an action
- Line 4: Four words that express a feeling about the subject
- Line 5: One word that renames or refers back to the subject

The Name Game: Couplets (Page 92)

A couplet is two lines that rhyme. To create a name couplet:

1. Choose a name as the first line of the couplet.
2. Think of words that rhyme with the chosen name.
3. Write a sentence that ends with one of the rhyming words.

Alphabet Poems: Acrostics (Page 93)

An acrostic is a sentence or phrase in which the words begin with the letters of a topic word.

1. Select a word.
2. List as many words as you can that describe or relate to the word.
3. Write the word vertically. Select one word from your list that starts with each letter of the topic word. Your goal is to create a descriptive phrase or sentence about the topic.

Owl
Swift, ferocious
Watches for food
Soaring through the night
Hunter

Otter
Furry swimmer
Diving, hunting, eating
Enjoys the cool water
Otter

Mrs. Anne Sneed
Taught me to read.

Jacques Cousteau
Sailed on Calypso.

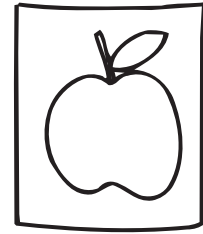
Dashing
Over
Ground

Lovely
Even
After
Falling

Shape Poems (Page 94)

Finished shape poems are eye-catching when displayed on a bulletin board or used as the cover for a report or a unit notebook.

Complete reproducible directions are given on page 94.



Haiku (Page 95)

Haiku is a Japanese poetry form. It consists of three lines containing 17 syllables in this configuration:

Line 1: **5 syllables** gentle raindrops fall
Line 2: **7 syllables** reflected in the puddles
Line 3: **5 syllables** thirsty flowers drink

Traditional haiku usually refers to nature or the seasons. Despite its lack of rhyme, haiku is difficult to write. Students can be successful with this form, however, given ample modeling. Read samples of haiku to the class. Then write haiku together before assigning the writing as an independent activity. Students should start with the thought and then “play” with the words to make the syllable count fit.

Little hungry frog
resting on a lily pad
dreams of careless flies

Limericks (Page 96)

Limericks follow an AABBA rhyming pattern. The meter is also specific. Students can grasp the basic rhyme and meter by reading many limericks aloud. Find limericks by Edward Lear, Bruce Lansky, Graham Lester, and Lewis Carroll.

It is helpful to begin by providing part of the rhyme and having the class provide the rest.

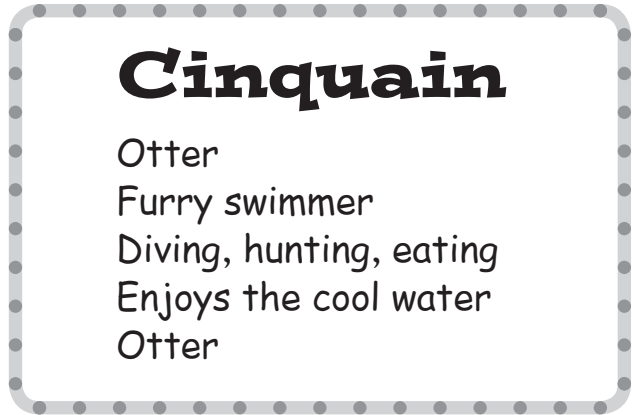
For example:

There once was a kitten named Dan,
Who always had a new plan.

That mischievous kitten named Dan.

Name: _____

1. Decide on your one-word subject.
2. Write a cinquain.
3. Illustrate your poem below.



One Word
(subject)

Two Words
(describe subject)

Three Words
(describe an action)

Four Words
(describe a feeling)

One Word
(refer back to subject)



Name: _____

The Name Game

Mrs. Anne Sneed
Taught me to read.

Jacques Cousteau
Sailed on Calypso.

1. Choose a name.
2. Make a list of words that rhyme with the name.
3. Write the verse.

Name: _____

Rhyming Words

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Line 1: Name

Line 2: A rhyming sentence about the person

Name: _____

Alphabet Poem

D ashing
O ver
G round

L ovely
E ven
A fter
F alling

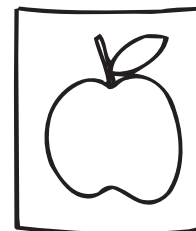
1. Choose a word to be the topic of your poem.
2. Make a list of words that describe or relate to your word.
3. Write the topic word vertically in the narrow box. Pick words from the list that start with each letter in your word. Use them to make a sentence or phrase about the word.

Word List

Name: _____

Shape Poem

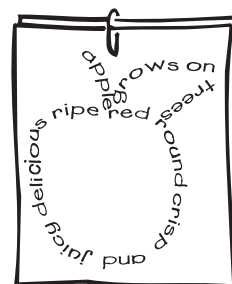
1. Pick an object that has a fairly simple outline, such as an apple.
2. Draw the outline of your object using a dark crayon or marker.



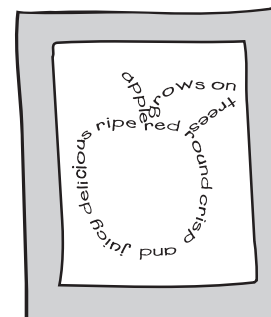
3. Get a piece of writing paper. Make a list of words and phrases that describe the object. Arrange them in a way that sounds pleasing to you.



4. Paperclip a sheet of plain paper over your drawing. Write your description following the shape of the picture.



5. Mount your poem on a sheet of construction paper.



Name: _____

Haiku

Little hungry frog
resting on a lily pad
dreams of careless flies

1. Choose a topic.
2. Write a haiku.
3. Illustrate your poem.

Line 1: 5 syllables _____

Line 2: 7 syllables _____

Line 3: 5 syllables _____



Name: _____

Limerick

There once was a young man named Sam,
Who was always caught in a jam.
He followed a dog,
And was lost in the fog.
That's the last we saw of poor Sam.

1. Choose a topic for your poem.
2. List words that rhyme with your topic.
3. Write your limerick.

Rhyming Words

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

There once was _____

_____ .

_____ .

_____ .

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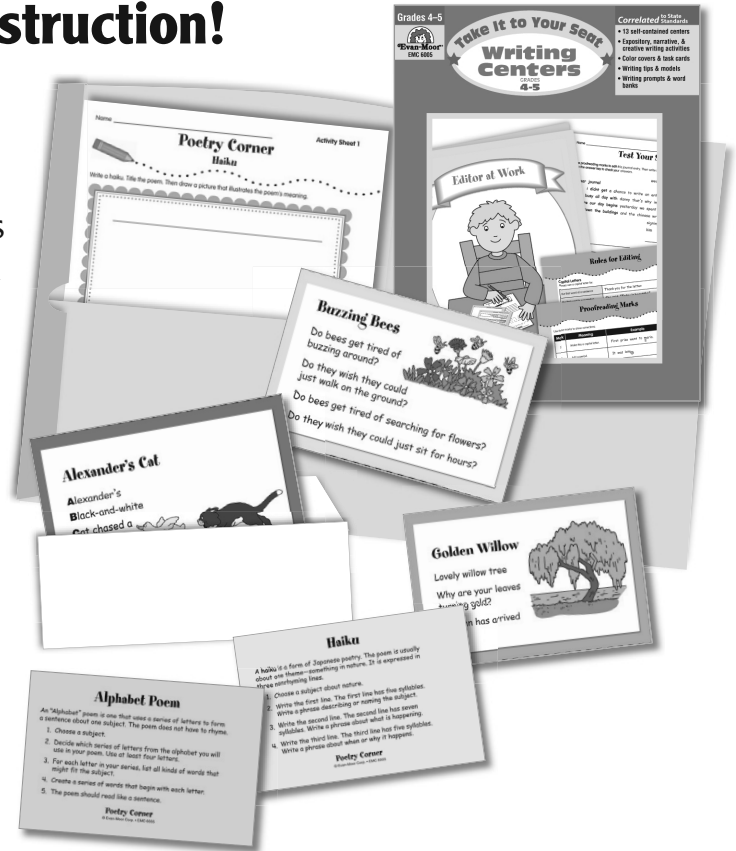
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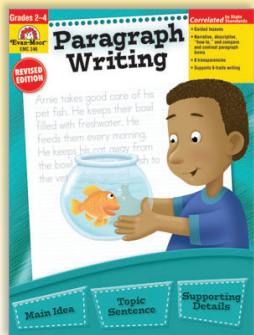
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