

Grades 2–4



Evan-Moor
EMC 206

**REVISED
EDITION**

Creative Writing

Ideas

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!

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



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Creative Writing

Ideas

Correlated to State Standards

Visit

www.evan-moor.com

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

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

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**Correlated
to State Standards**

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Creative Writing *Ideas*

Contents

Using This Book	2
Shape Stories	3
Draw and Write	10
Riddles	15
Sequence and Write	20
Fill in the Missing Words	33
Story Starters	38
Cartoons	49
Descriptive Paragraphs	56
Writing Directions	69
Letter Writing	82
Poetry	89

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.

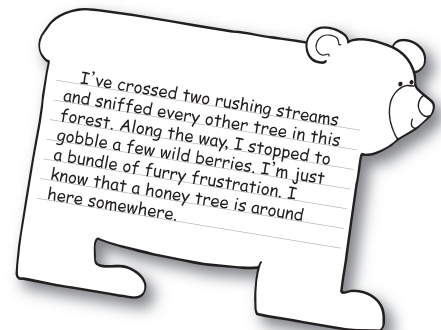
- **Revising and Editing**

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

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

Word Box
wild
claw
furry
climb
honey
forest
stream
berries
awkward

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

Name: _____

Word Box

frozen
desert
marsh
stormy
oceans
weather
universe
creatures
solar system

The Planet

Name: _____

Word Box

dive
ocean
baleen
migrate
breathe
blubber
gigantic
mammal
blowhole
immense

The Whale

Name: _____

Word Box

liftoff
shuttle
metallic
universe
astronaut
weightless
exploration
outer space
atmosphere

The Spaceship

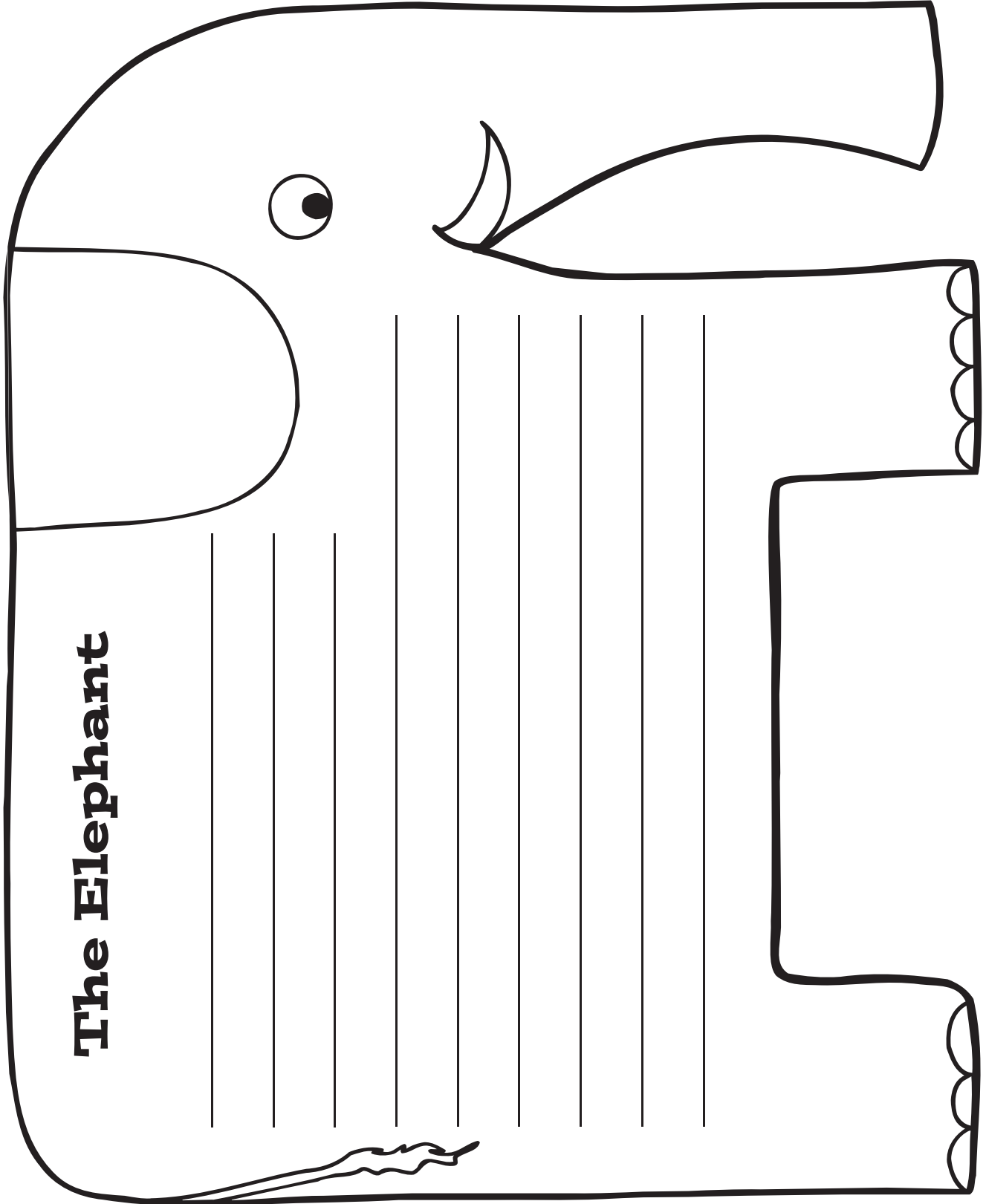
A large outline of a spaceship with a pointed nose and two engines at the rear. The main body of the spaceship is filled with ten vertical lines for writing.

Name: _____

Word Box

huge
India
tusks
Africa
rough
floppy
heavy
jungle
wrinkled

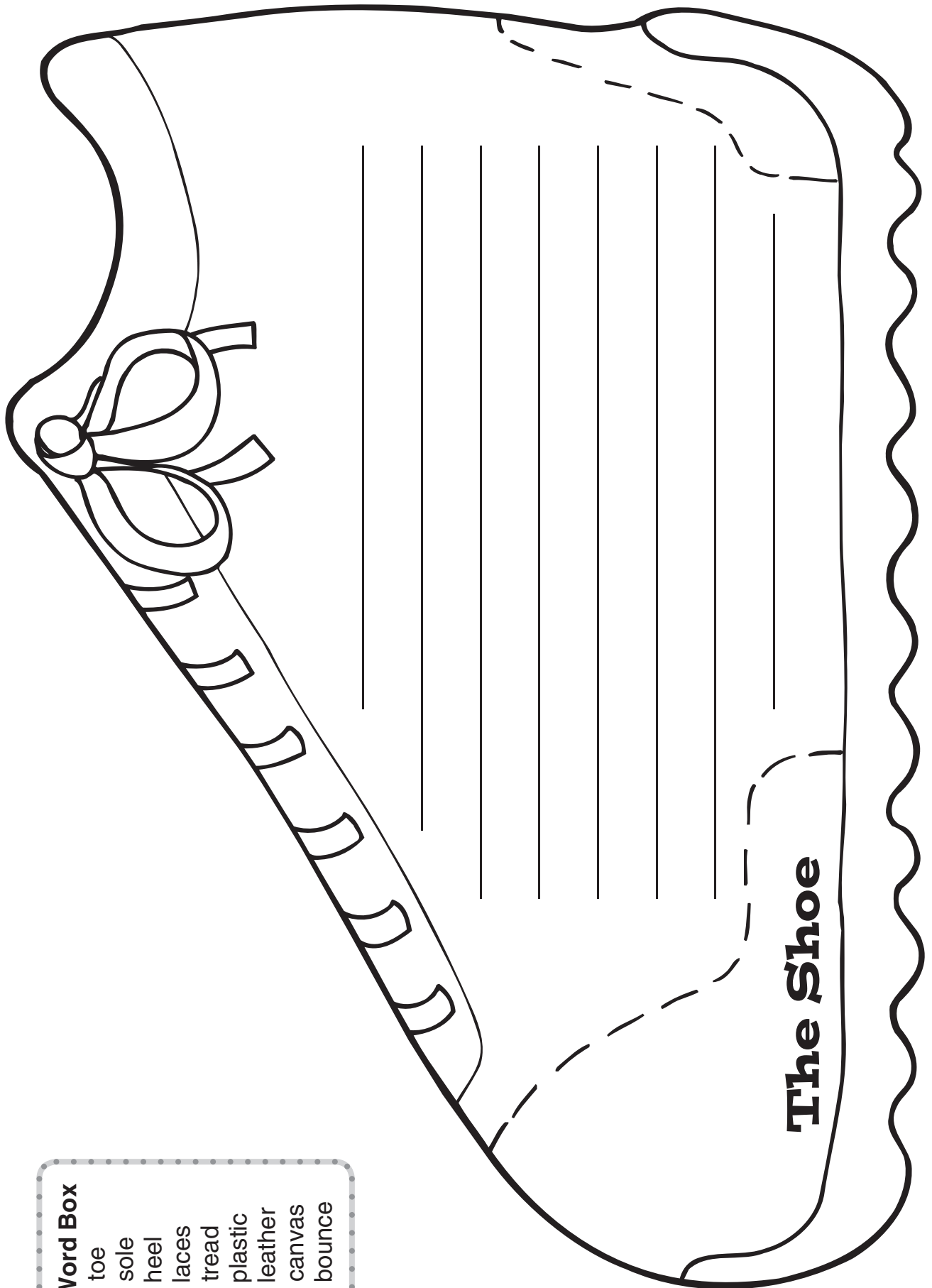
The Elephant



Name: _____

Word Box

toe
sole
heel
laces
tread
plastic
leather
canvas
bounce



The Shoe

Draw and Write

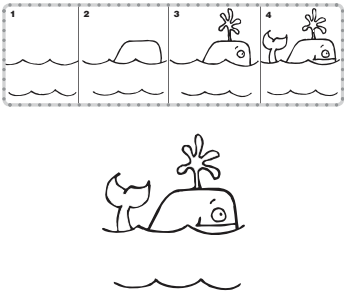
This section of *Creative Writing Ideas* provides four lessons in which students follow drawing steps and answer questions about the drawing. The purpose is to stimulate imagination and to serve as a springboard to writing a story.

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

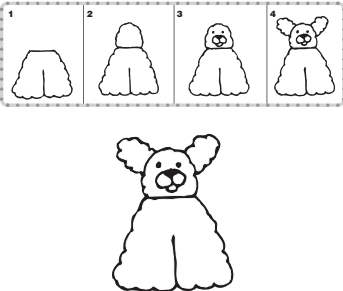
Where? in the ocean

When? as it migrated

Why? to find food

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Name: _____



Who or what? A yapping poodle

Did what? jumped on its owner

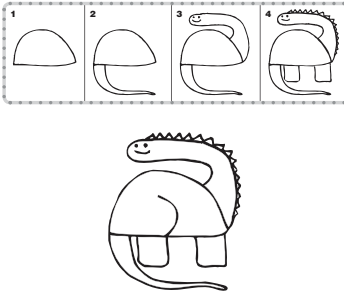
Where? in the hallway

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

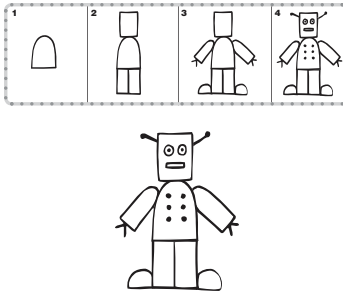
Where? in a shed

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

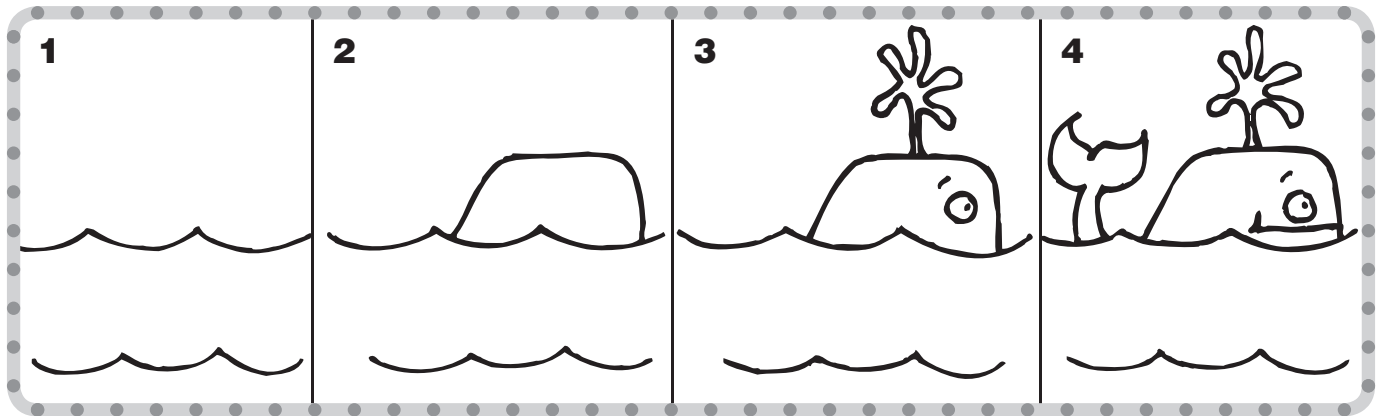
Where? in the scientist's laboratory

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? _____

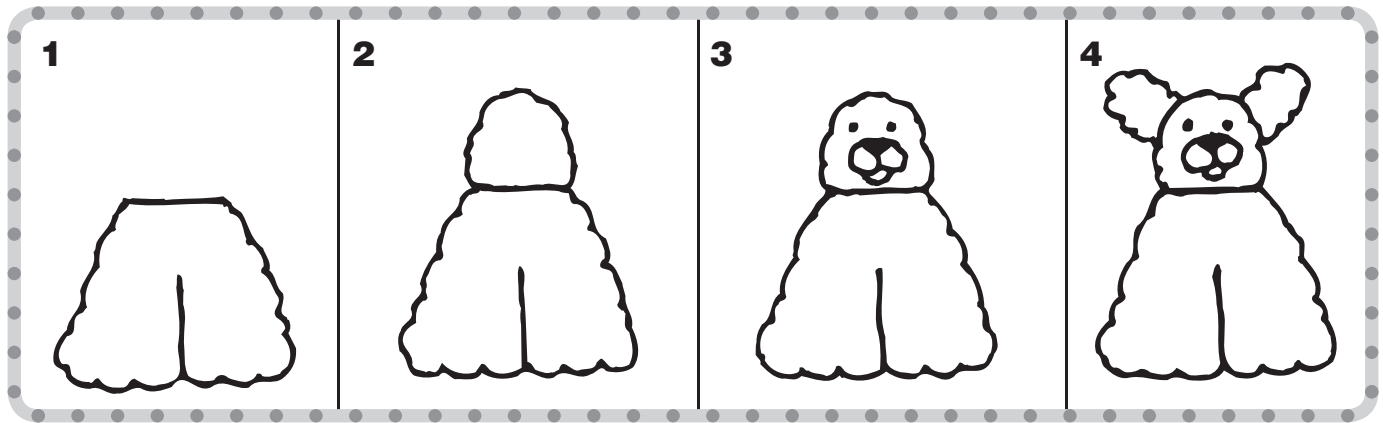
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

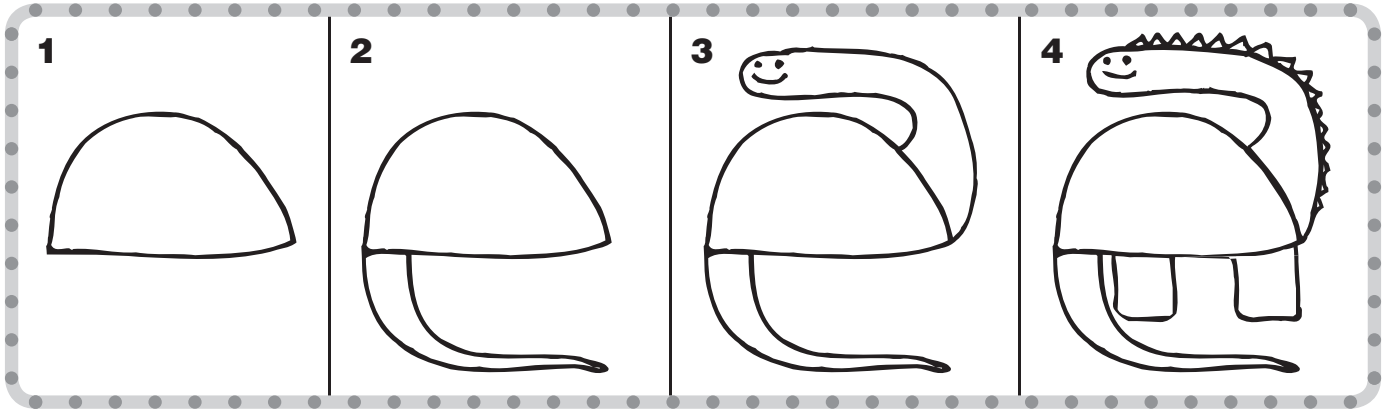
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

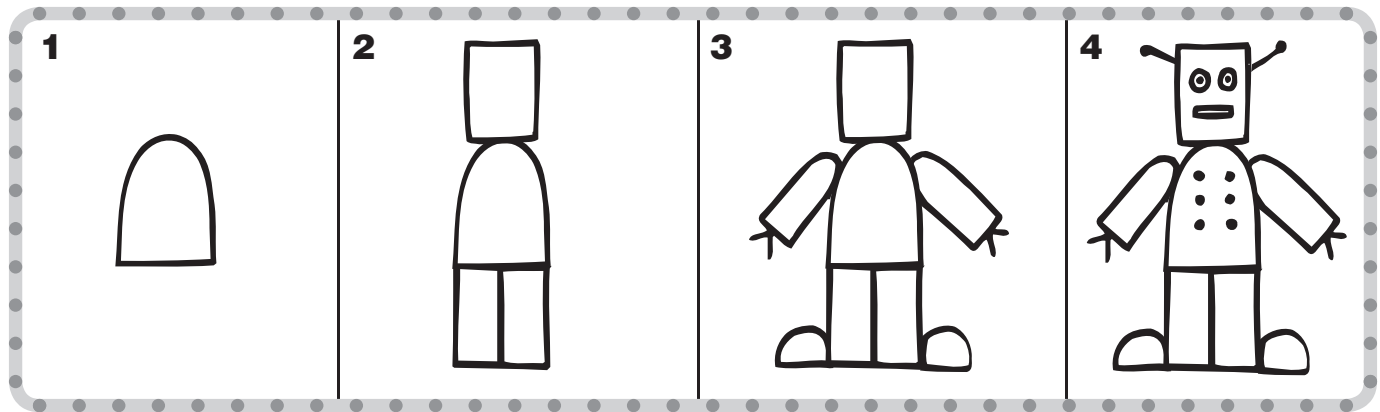
Did what? _____

Where? _____

When? _____

Why? _____

Name: _____



Who or what? _____

Did what? _____

Where? _____

When? _____

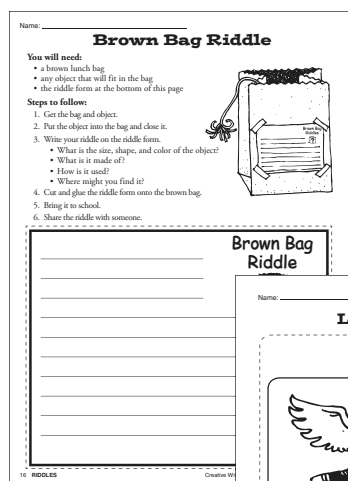
Why? _____

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.

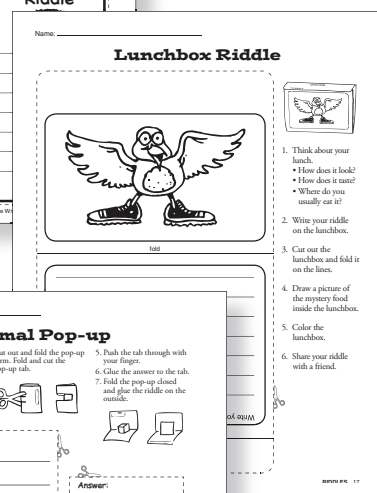
Brown Bag Riddle (Page 16)

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



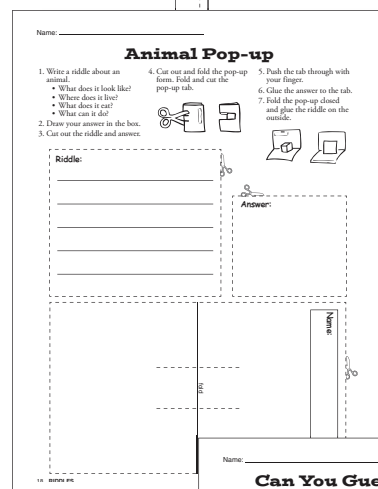
Lunchbox Riddle (Page 17)

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



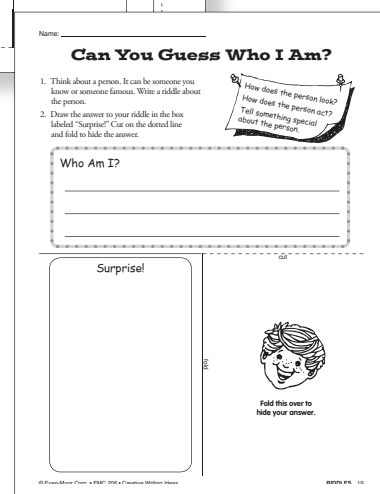
Animal Pop-up (Page 18)

- 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: _____

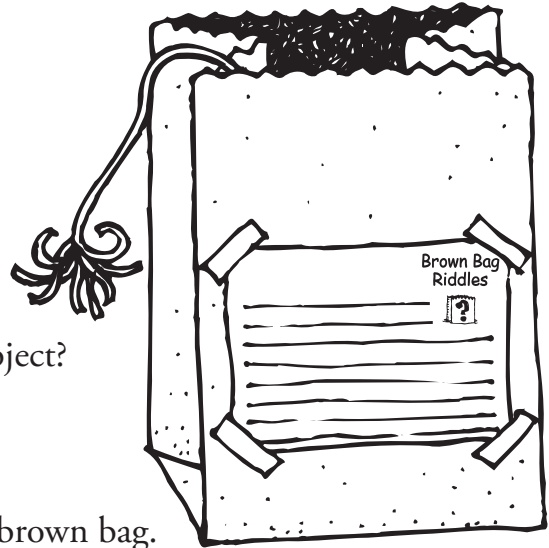
Brown Bag Riddle

You will need:

- a brown lunch bag
- any object that will fit in the bag
- the riddle form at the bottom of this page

Steps to follow:

1. Get the bag and object.
2. Put the object into the bag and close it.
3. Write your riddle on the riddle form.
 - What is the size, shape, and color of the object?
 - What is it made of?
 - How is it used?
 - Where might you find it?
4. Cut and glue or tape the riddle form onto the brown bag.
5. Bring it to school.
6. Share the riddle with someone.

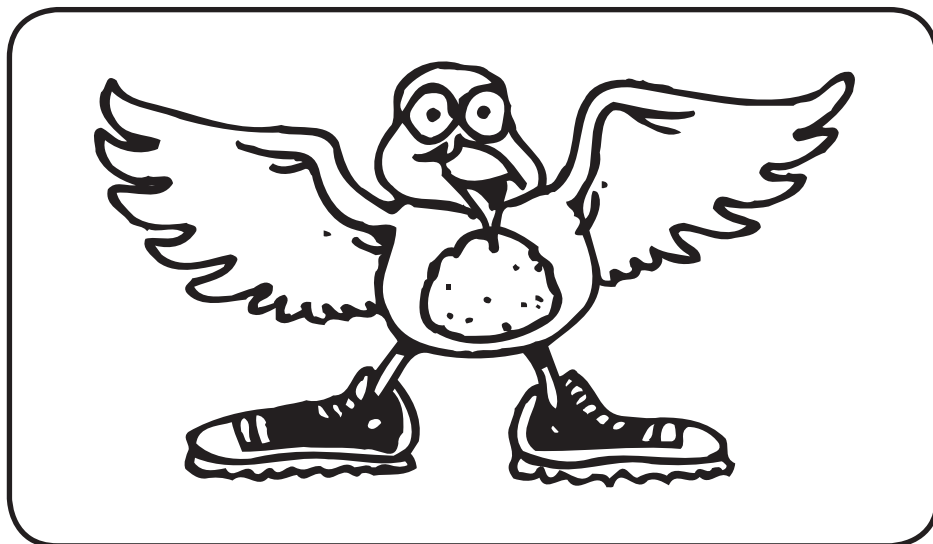


Brown Bag Riddle



Name: _____

Lunchbox Riddle



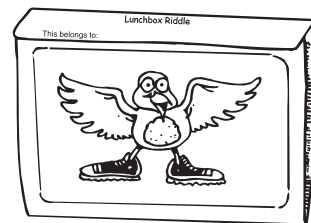
fold

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

- Write a riddle about an animal.
 - What does it look like?
 - Where does it live?
 - What does it eat?
 - What can it do?
- Draw your answer in the box.
- Cut out the riddle and answer.
- Cut out and fold the pop-up form. Fold and cut the pop-up tab.
- Push the tab through with your finger.
- Glue the answer to the tab.
- Fold the pop-up closed and glue the riddle on the outside.



Riddle:

Answer:

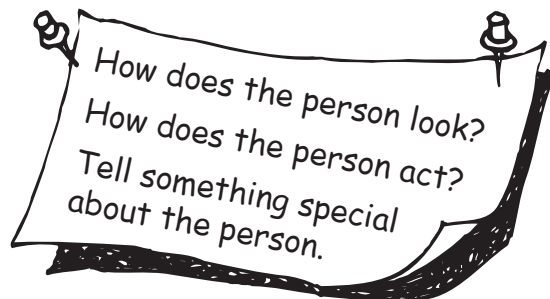
Name:

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!

cut

fold



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.

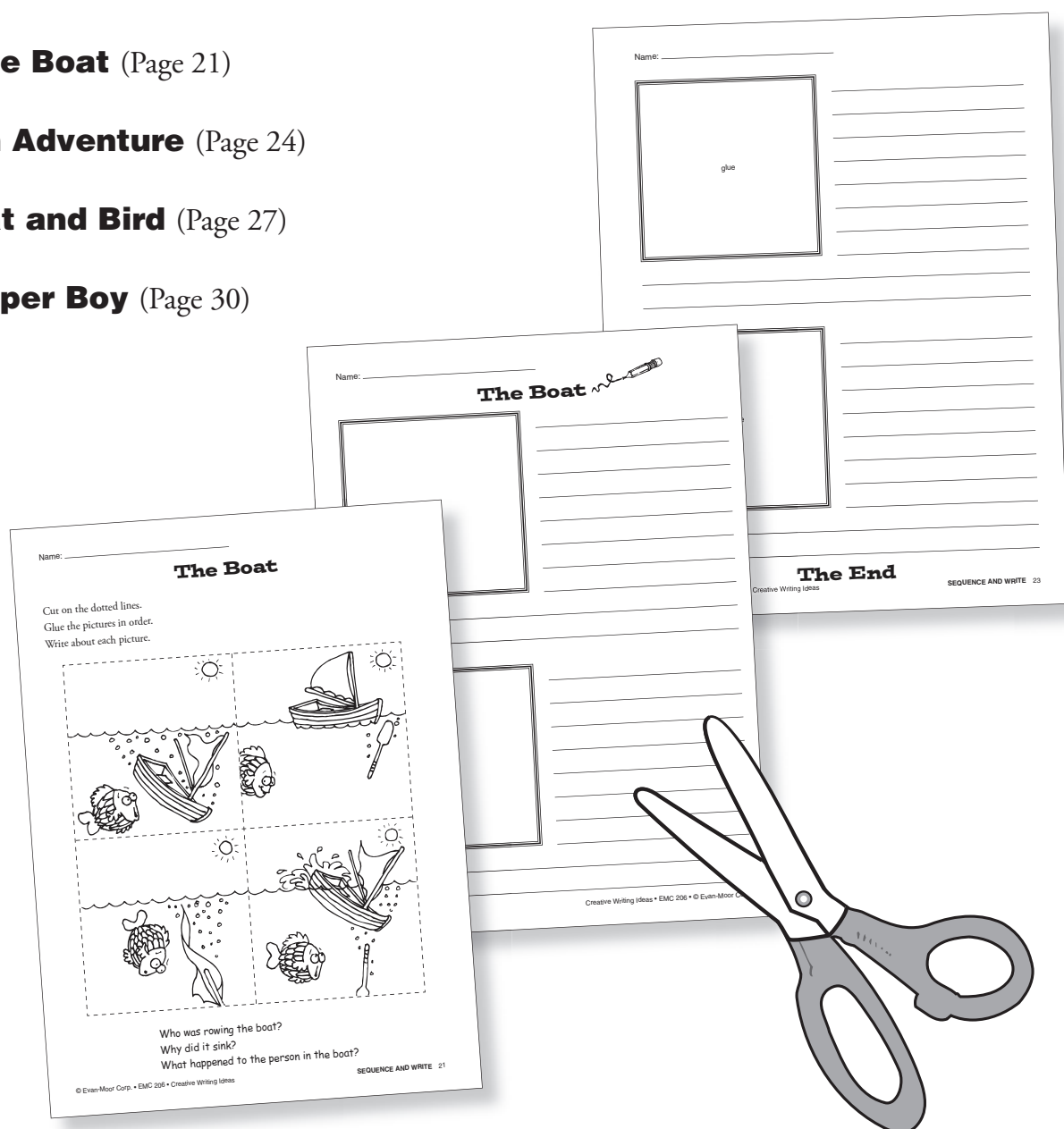
To complete the activity, have students cut the pictures apart and lay them in the boxes in sequential order. Make sure the sequence makes sense before having students glue the pictures in place. Then have them write about each picture.

The Boat (Page 21)

An Adventure (Page 24)

Cat and Bird (Page 27)

Super Boy (Page 30)



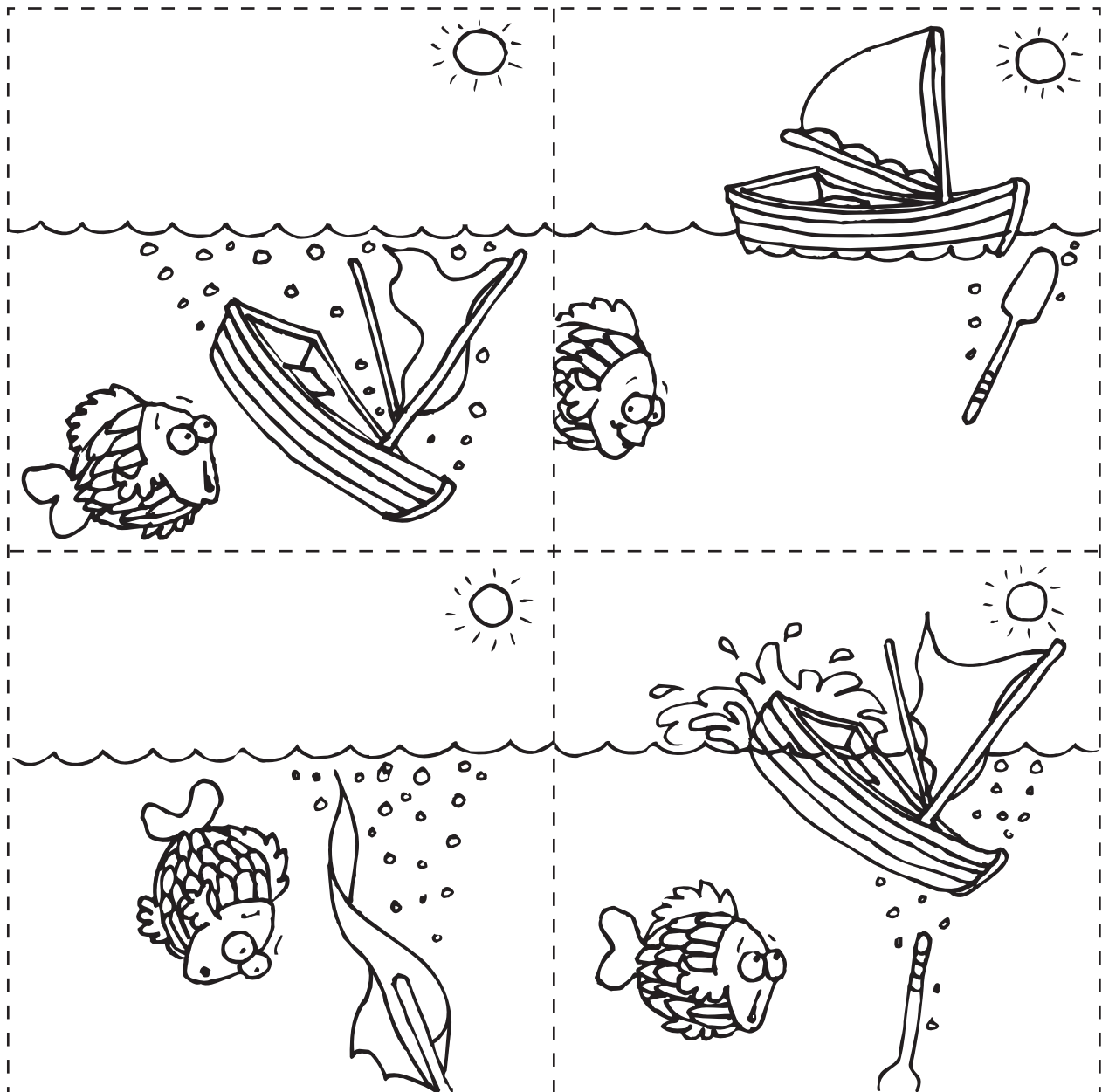
Name: _____

The Boat

Cut on the dotted lines.

Glue the pictures in order.

Write about each picture.



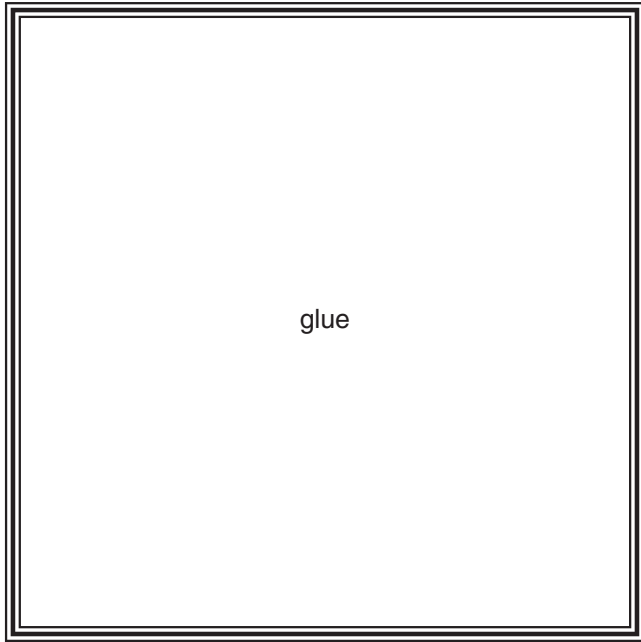
Who was rowing the boat?

Why did it sink?

What happened to the person in the boat?

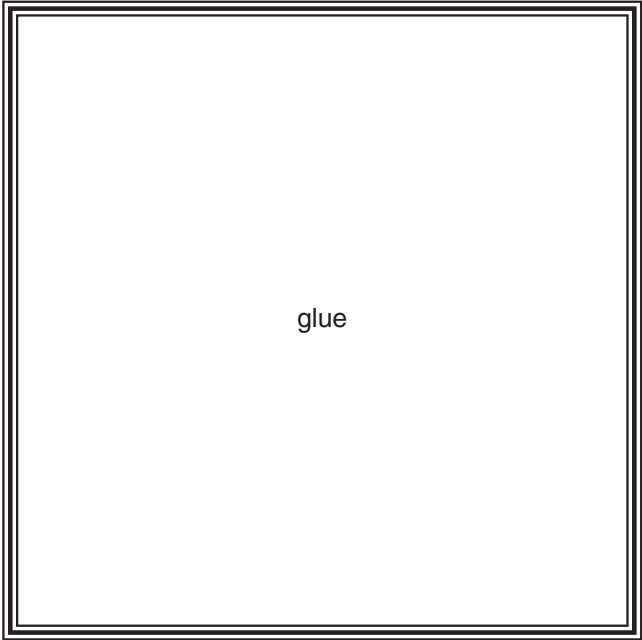
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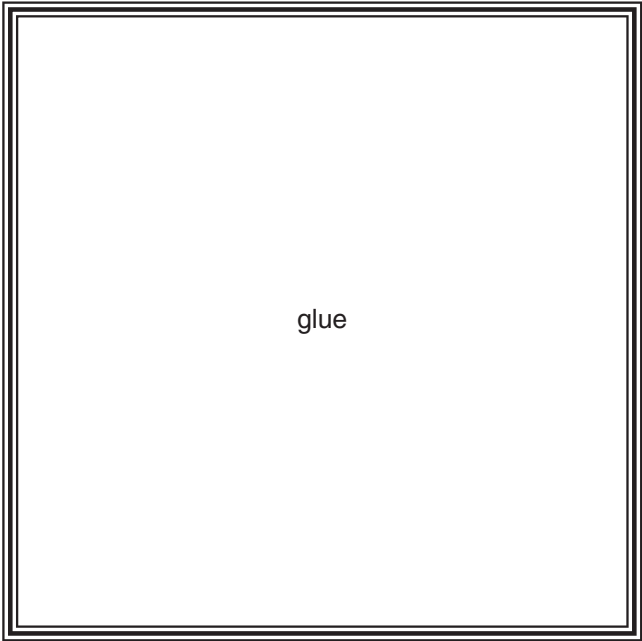
The Boat





Name: _____





The End

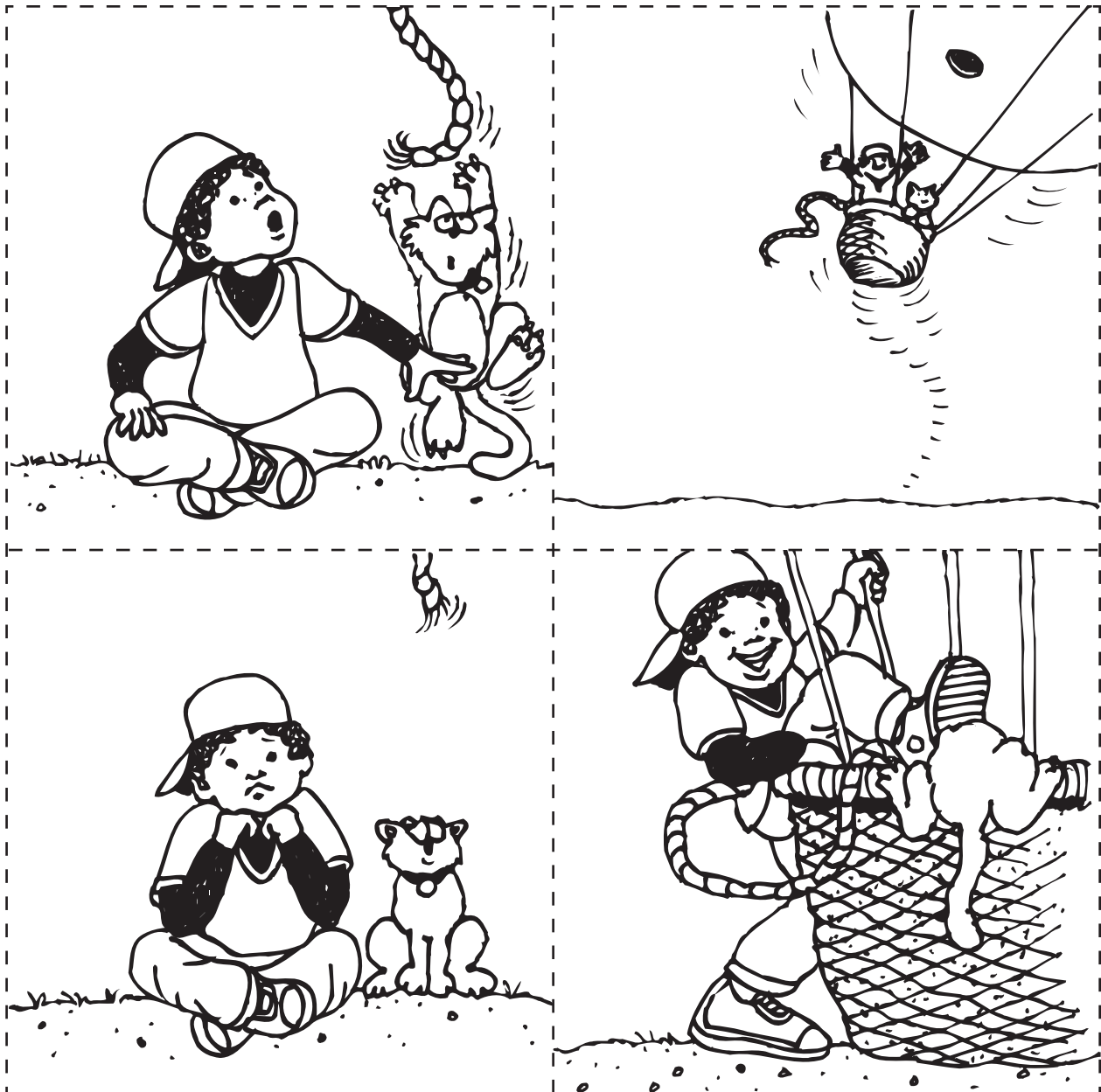
Name: _____

An Adventure

Cut on the dotted lines.

Glue the pictures in order.

Write about each picture.

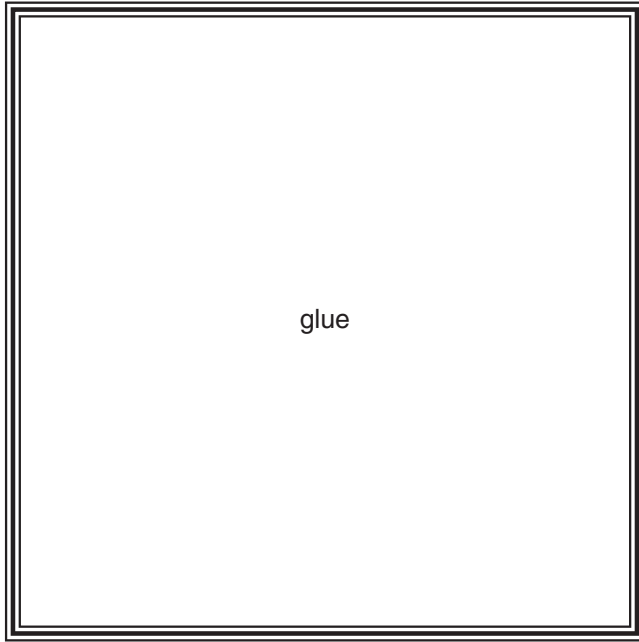


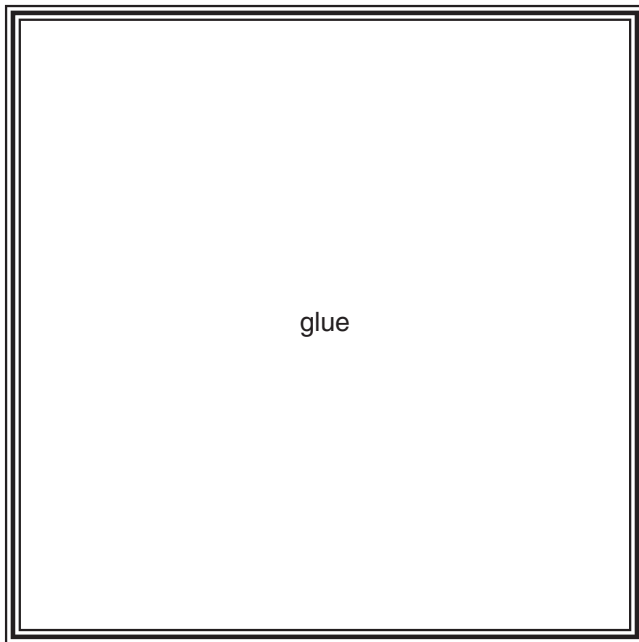
Why does the balloon go to the boy?

Where will he travel in the balloon?

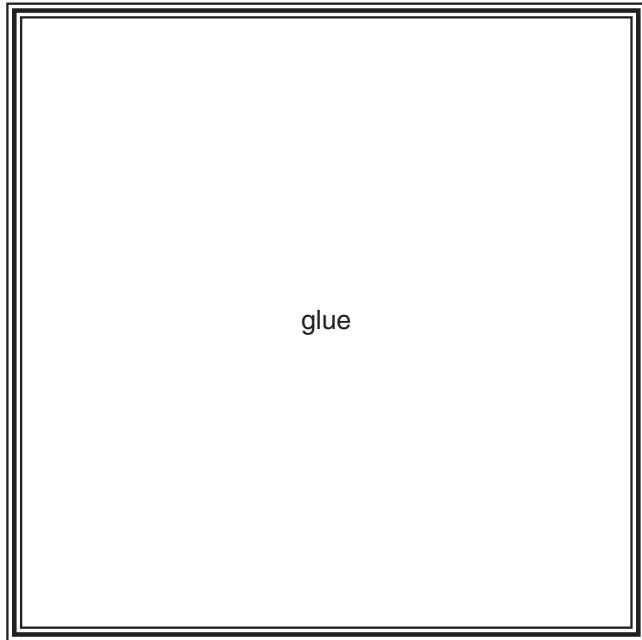
Name: _____

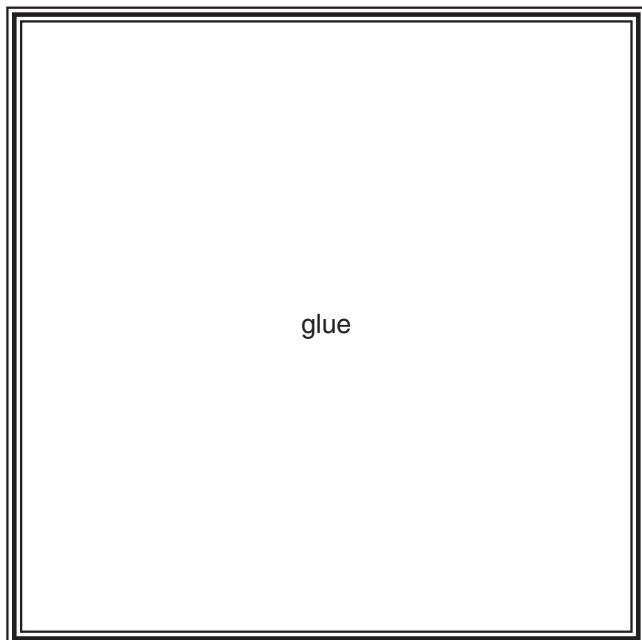
An Adventure





Name: _____





The End

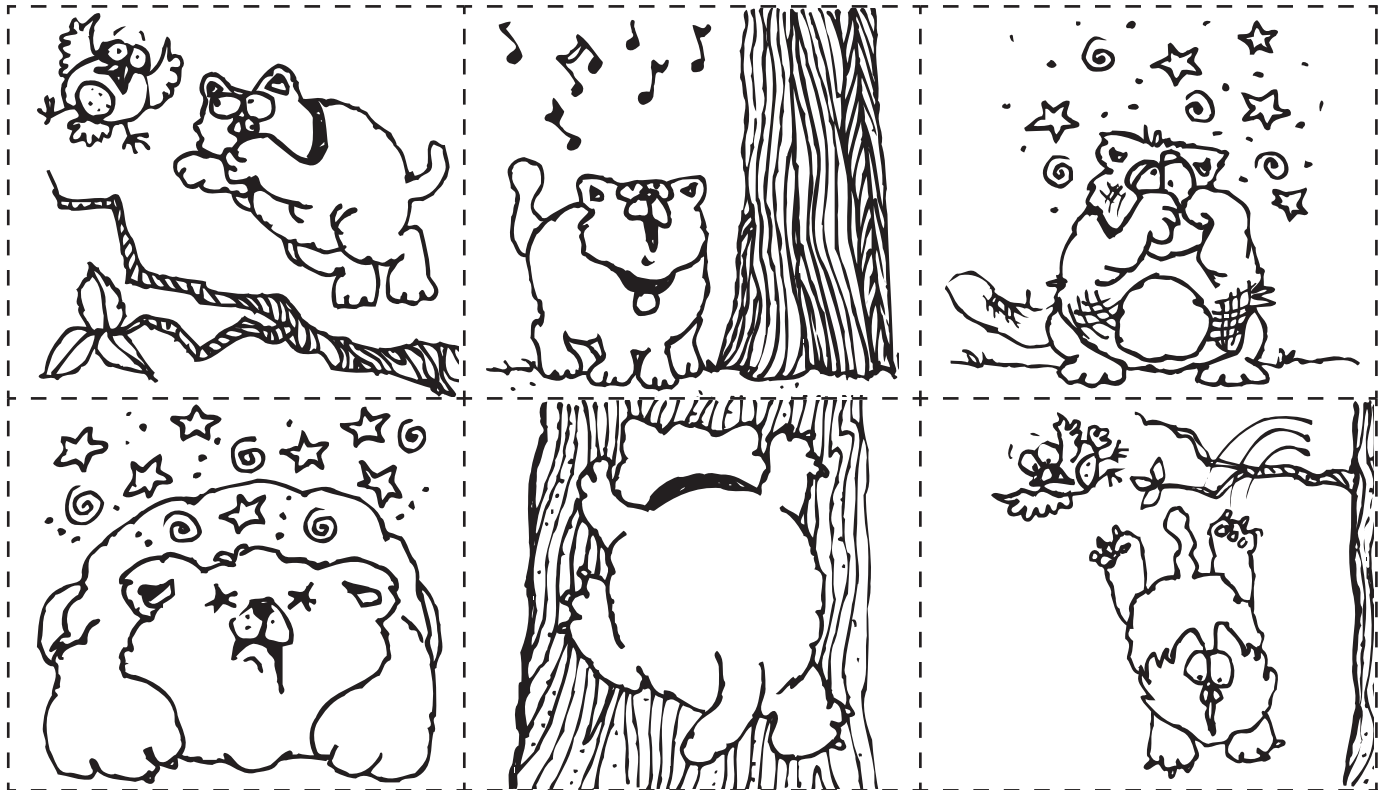
Name: _____

Cat and Bird

Cut on the dotted lines.

Glue the pictures in order.

Write about each picture.



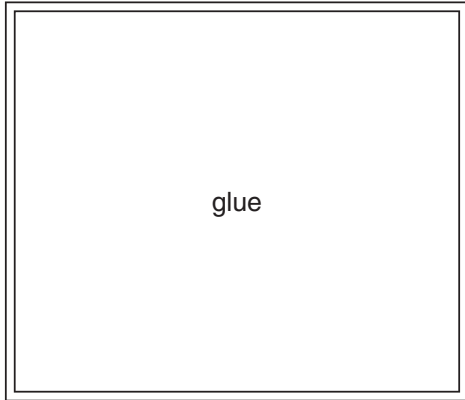
Why did the cat go after the bird?

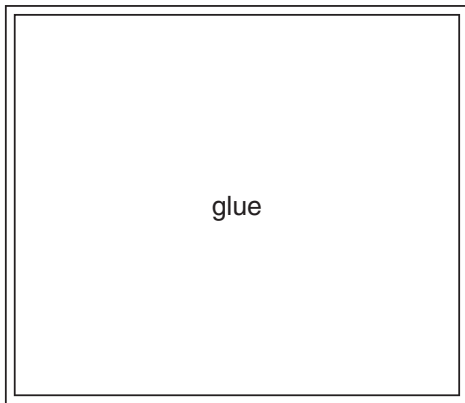
What did the bird think or say?

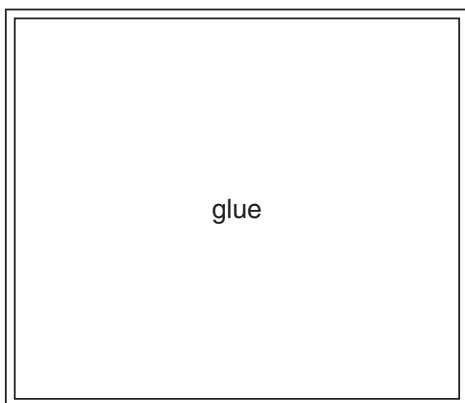
How did the cat feel?

Name: _____

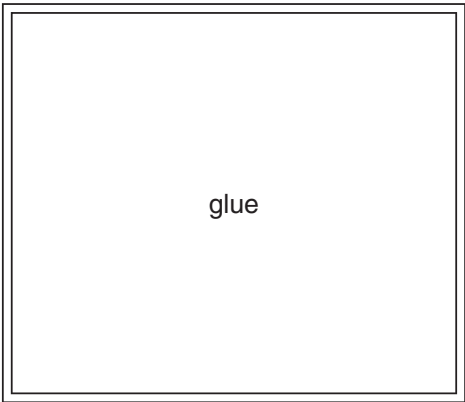
Cat and Bird

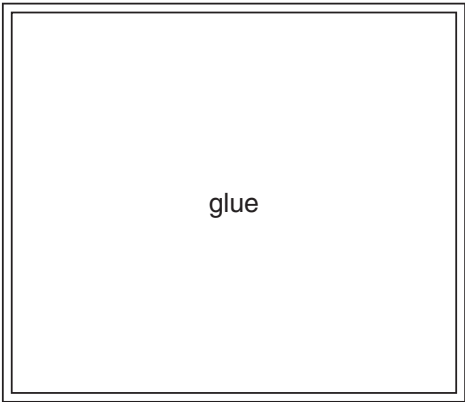


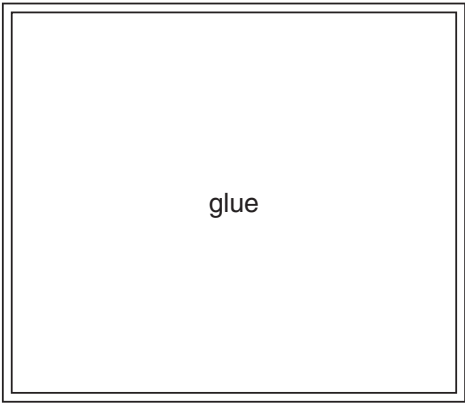




Name: _____







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

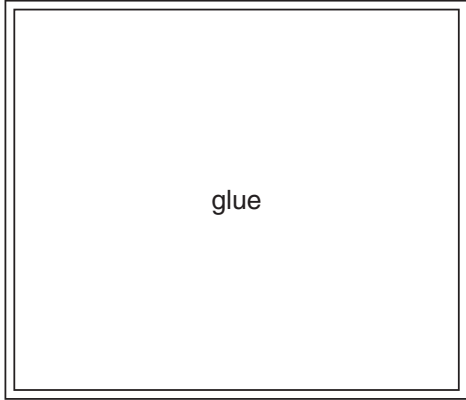


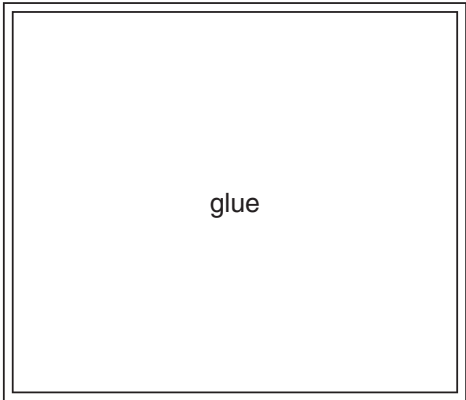
glue

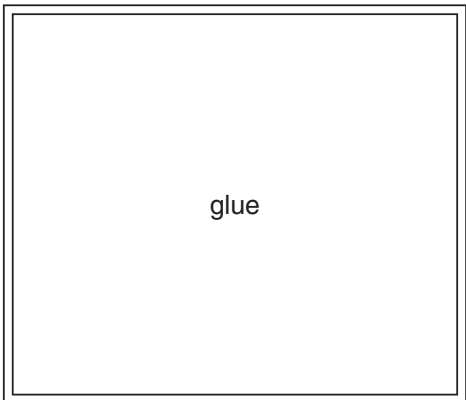
glue

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.

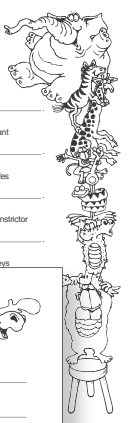
Two small, angry monkeys chattered loudly.

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.



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	clink	plip	splat	buzz
crash	clink	purr	hiss	hum	meow
slunk	gurgle	rattle	crunch	swish	boom
bang	flip-flop	blub-blub	tick-tock	scratch	pitter-pat

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Word Box

make up answers of your own.

flat	slowly	wildly
proud	smooth	muddy
shiny	thrilling	dangerous
dusty	excited	chickened
steep	suddenly	championship

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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

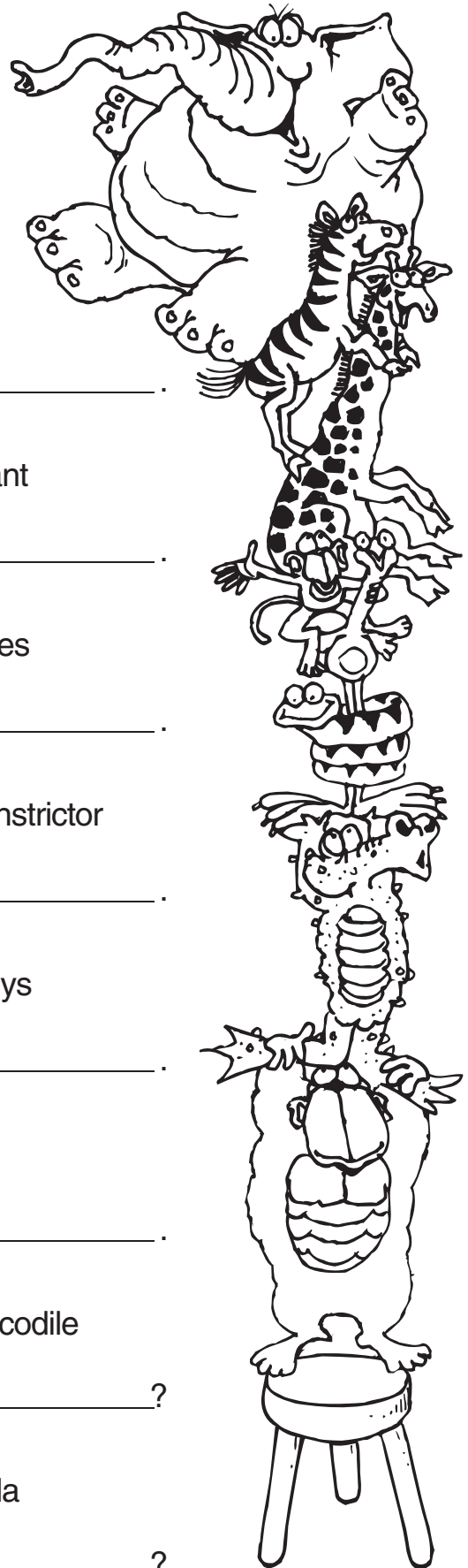
_____.

7. Will that _____, _____ crocodile

_____?

8. Can a _____, _____ gorilla

_____?



Name: _____

A Sheet of Silly Sayings

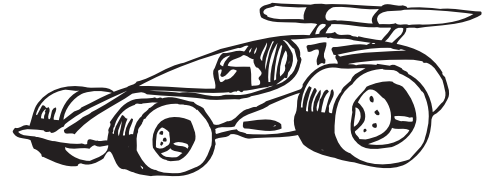


Choose an adjective and a noun that begin with the same sound as the word in bold.

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

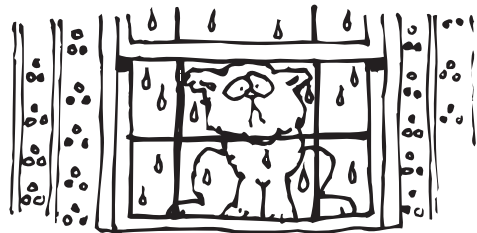
Use these words or make up answers of your own.

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.

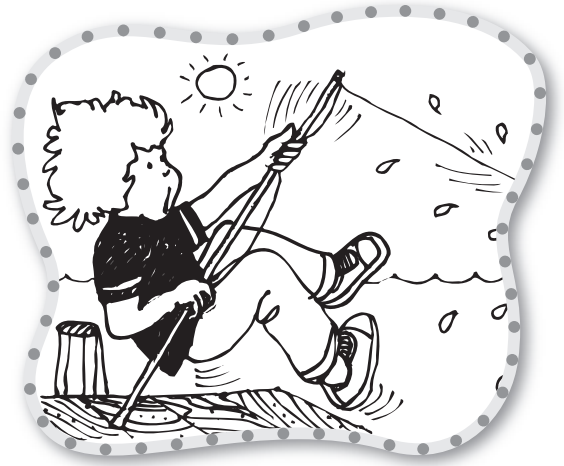
1. Have students brainstorm as many story ideas as possible.
 - Carmen caught a snake.
 - Carmen caught an old chest.
 - Carmen caught a mermaid.
 - Carmen caught a scuba diver.
2. Brainstorm choices the characters have.
 - how to get a snake back into the water
 - open the chest or call the police
 - 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.

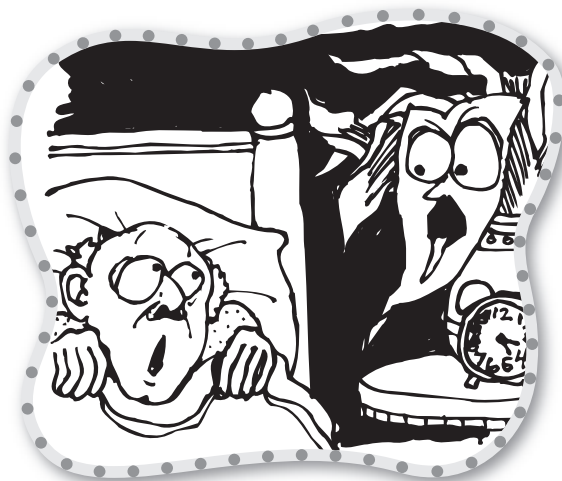
Carmen and her dad went fishing at the lake. Dad caught several fish, but when Carmen pulled in her hook and line she found...

[illegible]

Name: _____

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

Aunt Ethel sent George a plant for his birthday. George woke up in the middle of the night and heard the plant say...

[illegible]

Name: _____

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

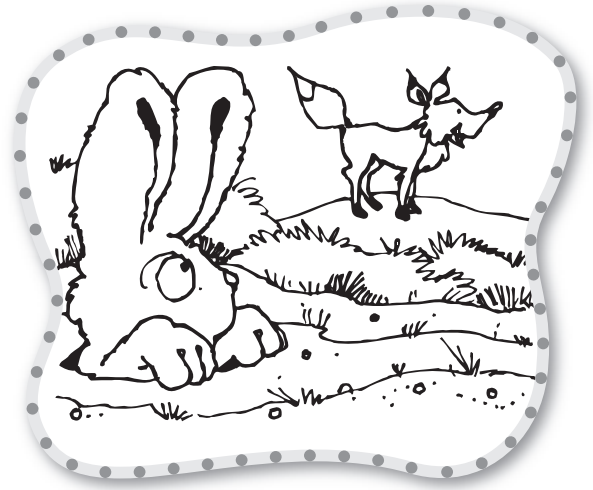
Sean had come up with a clever plan to find the treasure hidden by the leprechaun in the woods behind his house.

[illegible]

Name: _____

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

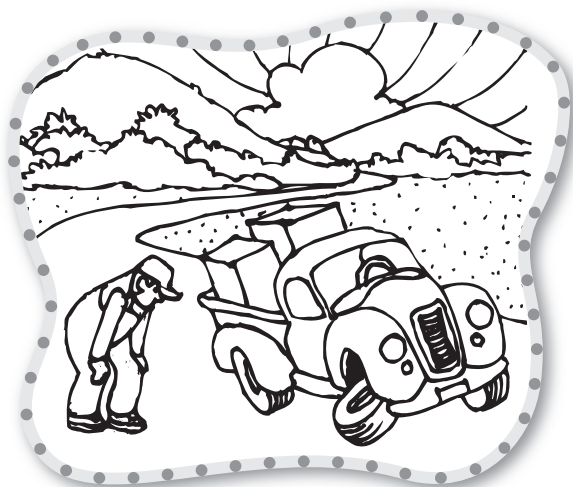
A small brown bunny peeked out of his burrow one summer afternoon. The bunny was feeling very hungry, but there was a fox sitting nearby. "How can I get by that fox?" he wondered.

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

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

“Uh-oh! My pickup truck has broken down. What do I do now?” The farmer didn’t know that strange help was just over the hill and coming his way.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

A black and white line drawing of a person wearing a Santa hat and a striped scarf, looking out a window with snow falling outside. The drawing is framed by a decorative border of small circles.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

A black and white line drawing of a young boy walking a large dog on a leash. The boy is wearing a striped shirt and pants, and is holding the leash with both hands. The dog is on the right, looking towards the right. They are walking on a path with some bushes in the background. The entire illustration is enclosed in a decorative border with a dotted pattern.

[illegible]

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

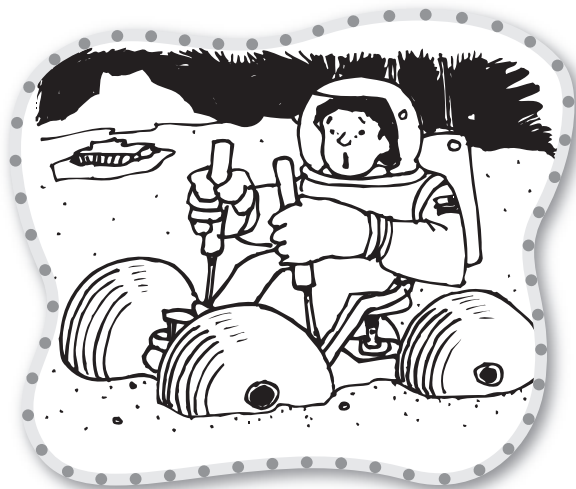
A black and white line drawing of a boy with short hair, wearing a striped shirt, sitting and resting his chin on his hand. He is looking up at a large, empty thought bubble above him. To the right of the boy, a small dog with black spots and a collar is sitting and looking up at the boy. The entire scene is enclosed within a decorative, cloud-like border with a dotted pattern.

[illegible]

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.

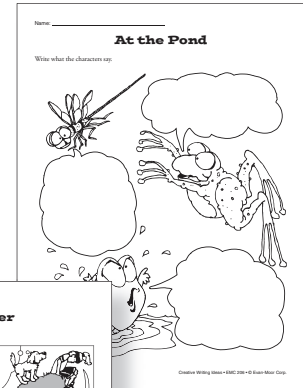
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

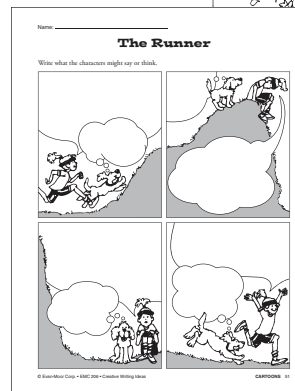
At the Pond (Page 50)

- 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?

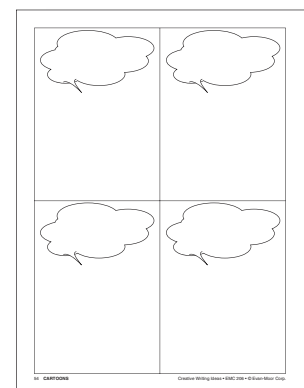
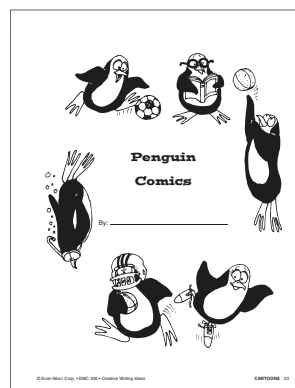
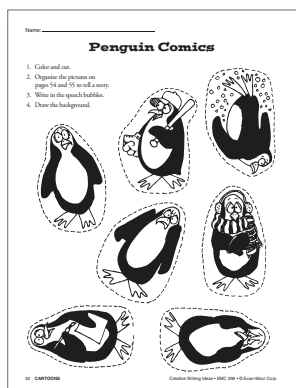


Penguin Comics (Page 52)

- 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:

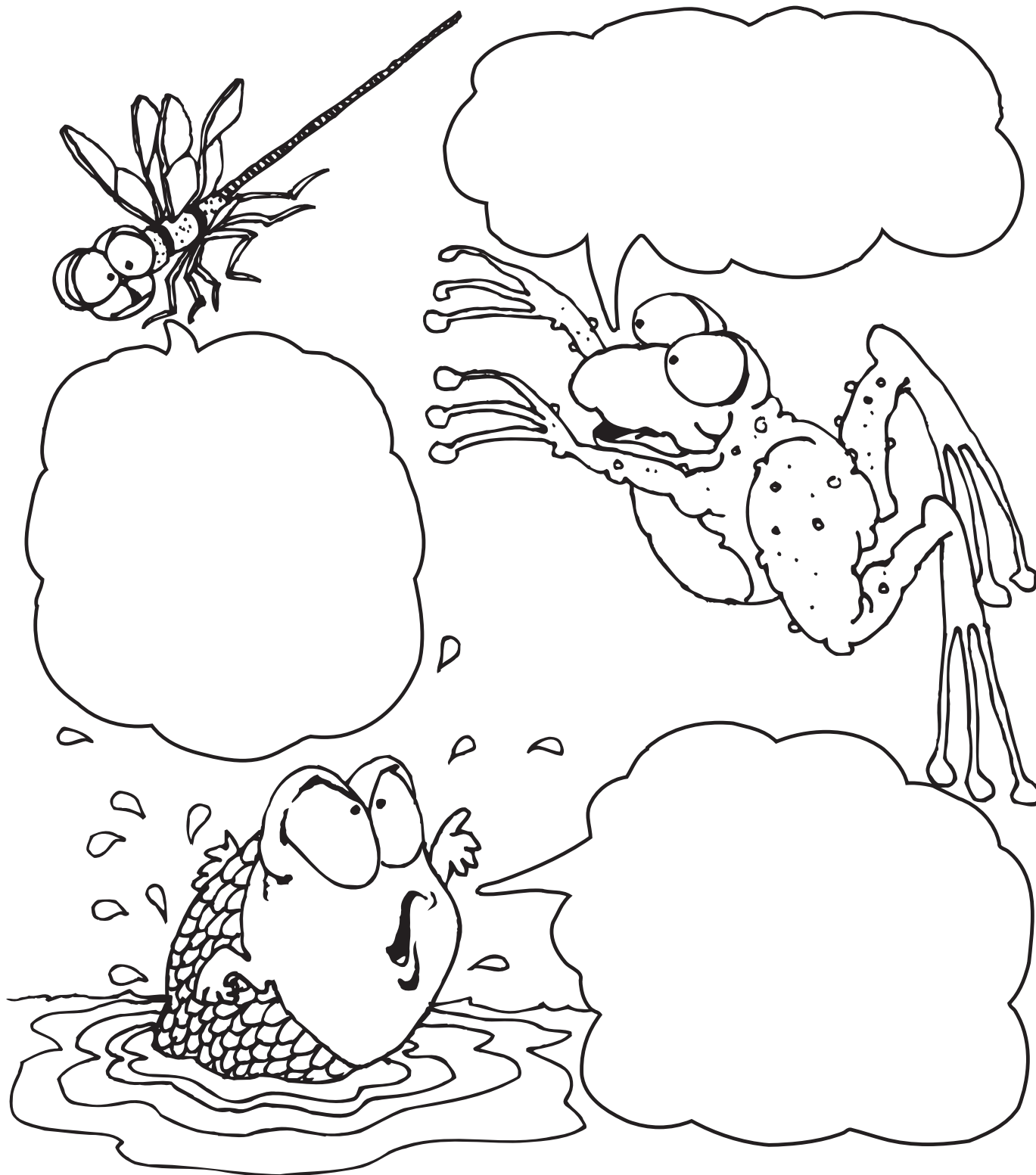
1. Follow the instructions on page 52 to make a cartoon story.
2. On page 53, complete the cover for your comic book.
3. On pages 54 and 55, glue the penguins in place and write what they say.



Name: _____

At the Pond

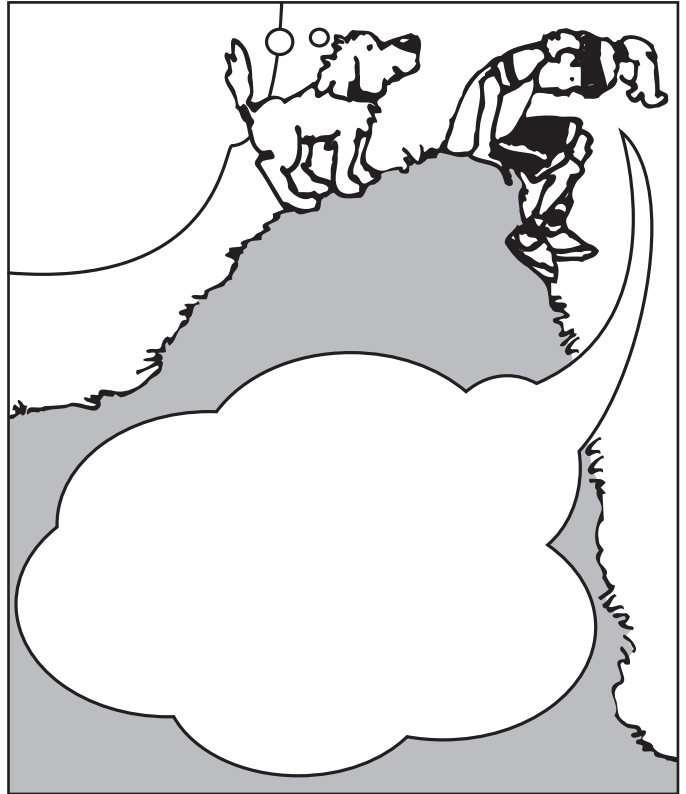
Write what the characters say.



Name: _____

The Runner

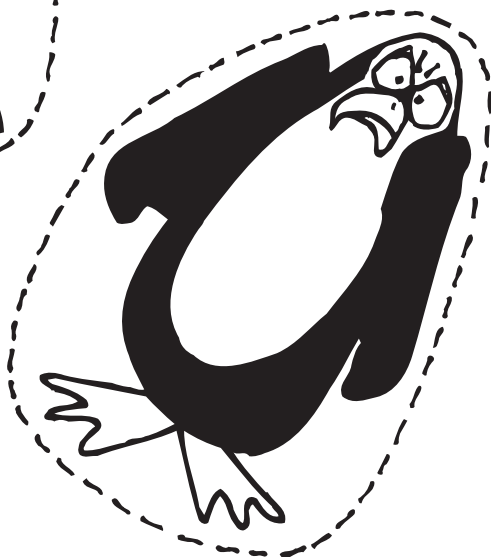
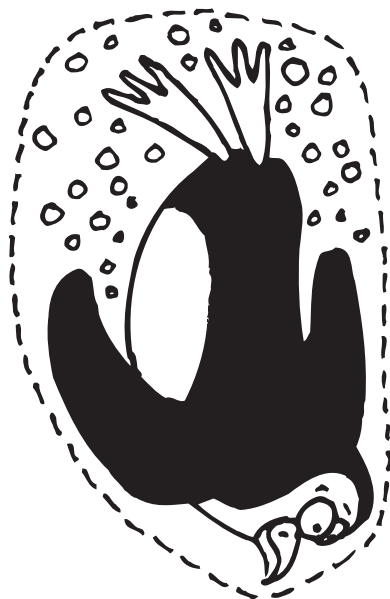
Write what the characters might say or think.



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.

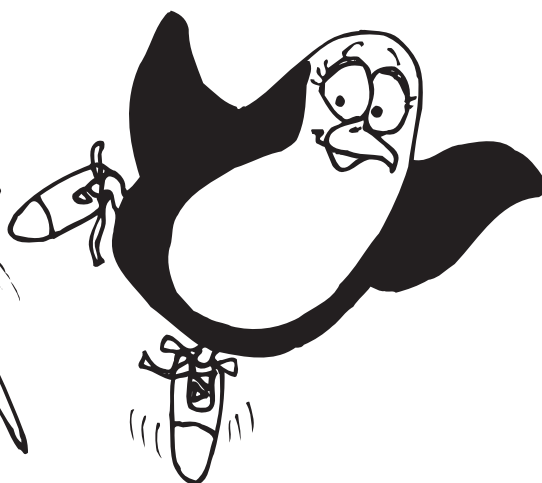
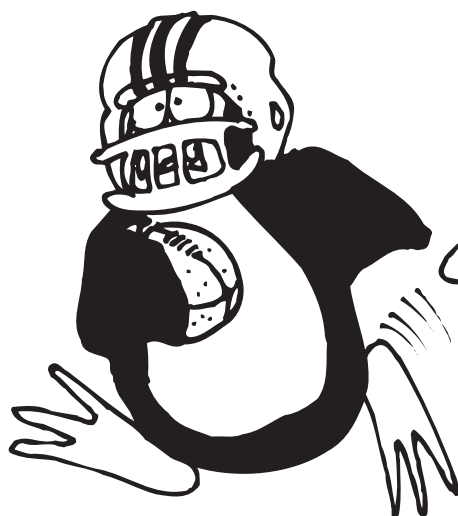


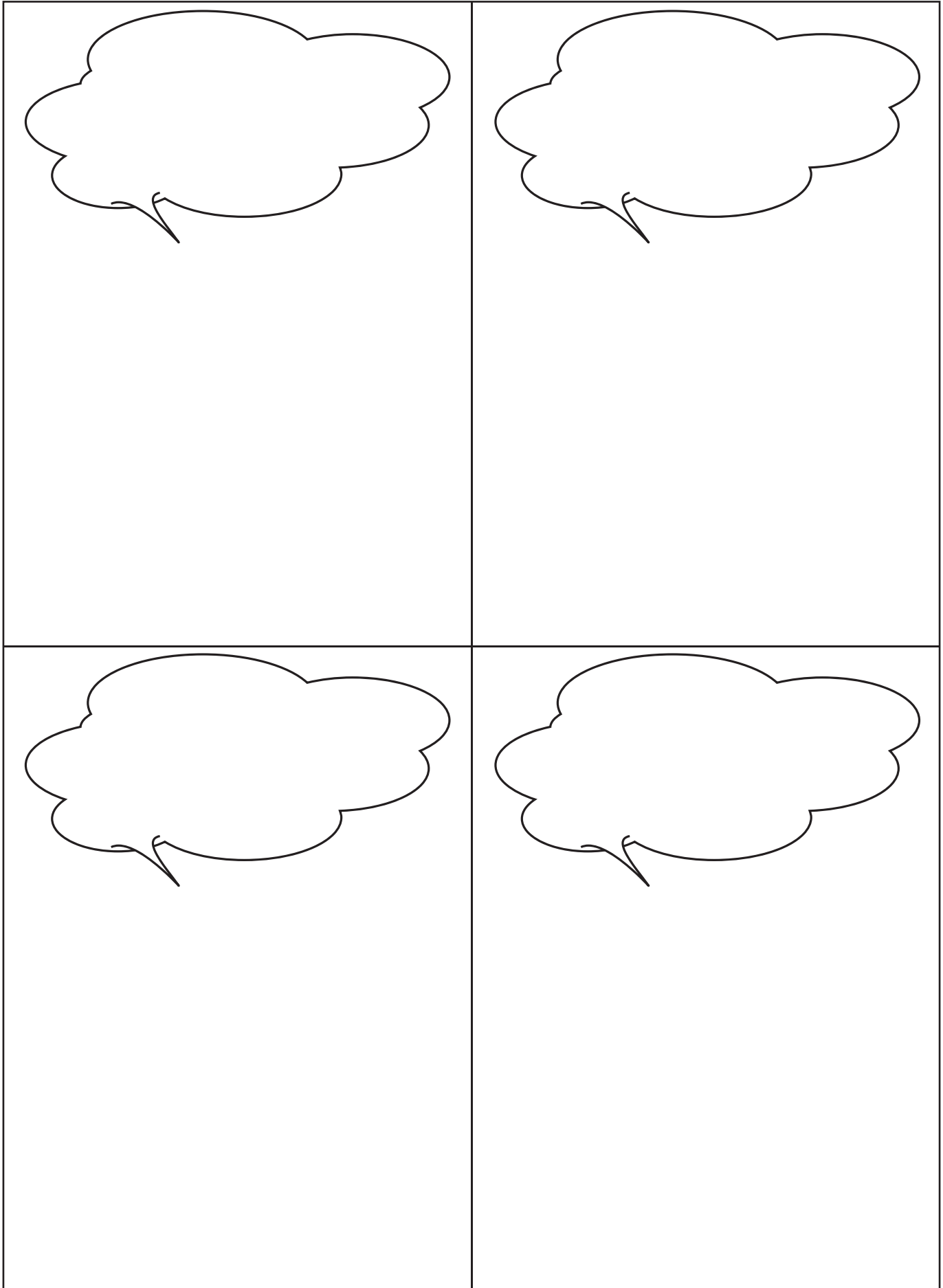


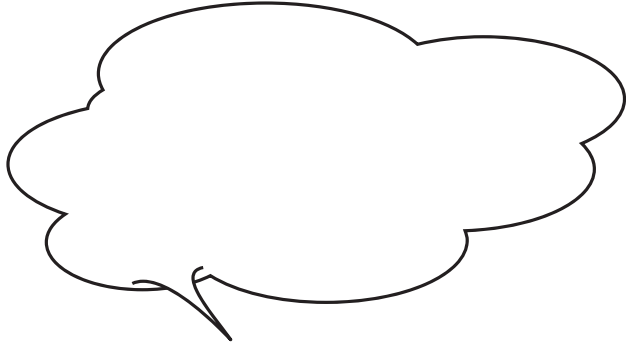
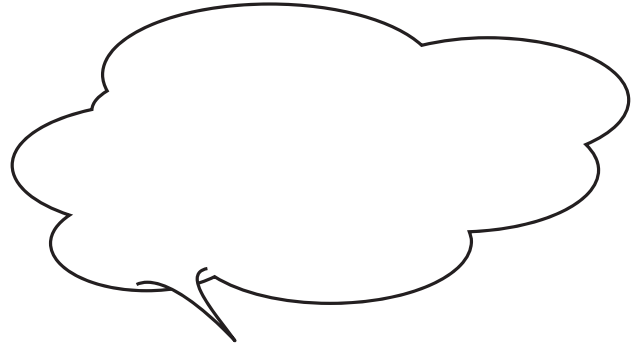
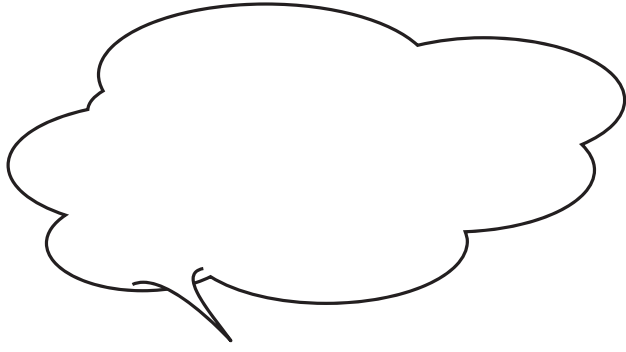
Penguin Comics



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?

[illegible][illegible]

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 in your own words.

A black and white line drawing of a young girl with pigtails, wearing a short-sleeved shirt and shorts, jumping rope. The illustration is enclosed in a decorative cloud-like border.

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DESCRIPTIVE PARAGRAPHS 40

Name _____

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

142 DISCUSSION PARAGRAPHS

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Describing Places (Pages 67 and 68)

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

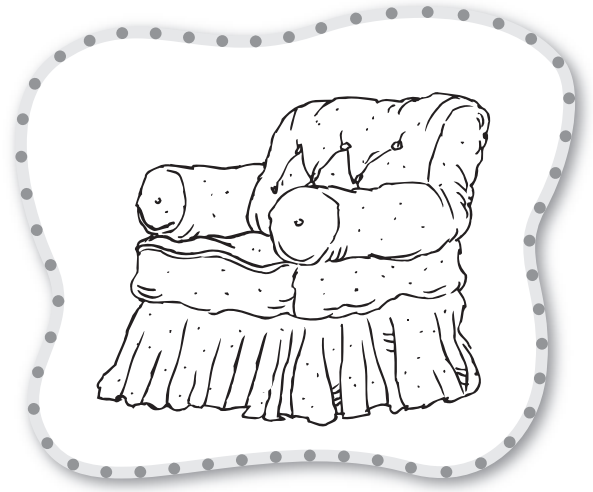
- Where is this place located?
- What are its physical characteristics? (e.g., how it looks, feels, smells)
- What is special or unusual about this place?

[illegible][illegible]

Name: _____

Chair

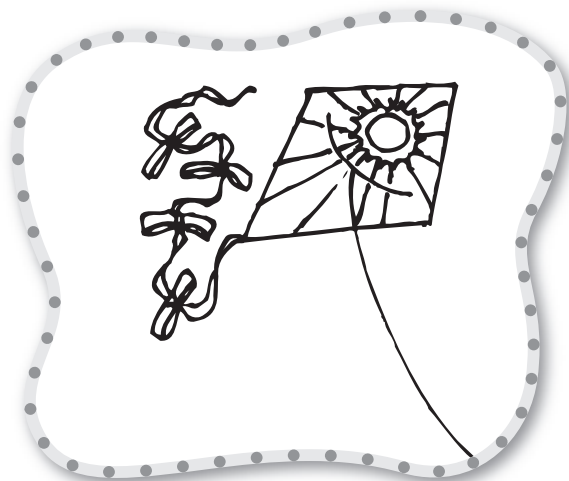
Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across most of the page width. In the top right corner, there is a decorative element consisting of a light blue wavy border with small dark blue dots along its edge. The overall appearance is that of a clean, unused piece of stationery or a template for a document.

Name: _____

Kite

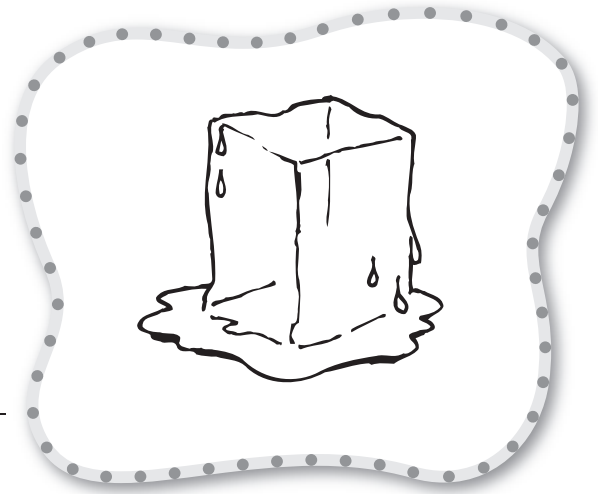
Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.



Name: _____

Ice Cube

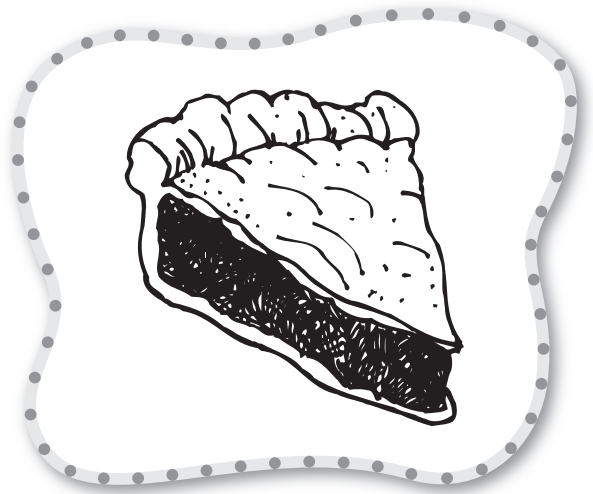
Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across most of the page width. In the top right corner, there is a decorative element consisting of a light gray wavy line with small dark dots along its path, resembling a stylized cloud or a piece of tape. The overall appearance is that of a clean, unused notebook page.

Name: _____

Pie

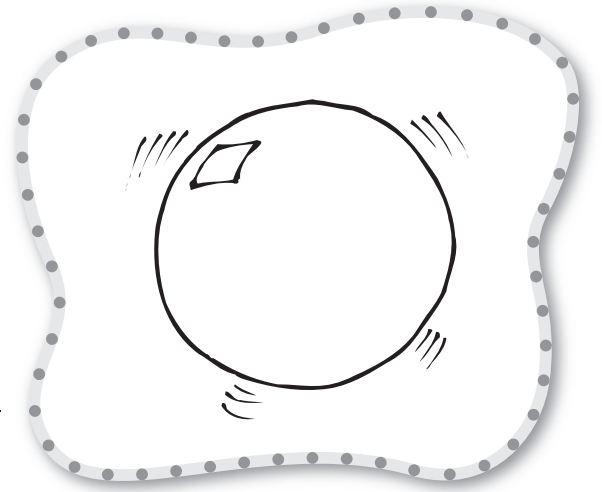
Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.

[illegible]

Name: _____

Bubble

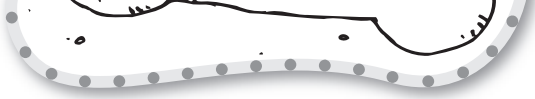
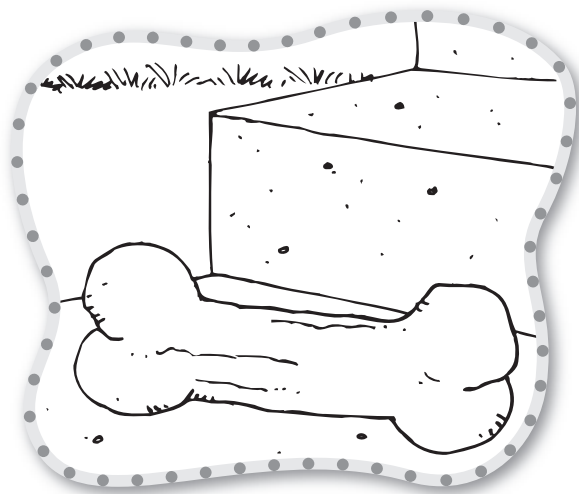
Write about the object in the picture. Use descriptive words to tell about its color, shape, taste, smell, sound, and use.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. At the top right corner, there is a decorative element consisting of a series of small, dark gray dots forming a wavy, undulating pattern. This pattern starts near the top edge and curves downwards towards the right side of the page. The overall appearance is that of a clean, unused piece of stationery or a template for a document.

Name: _____

Bone

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



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

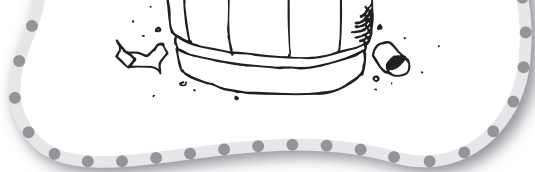
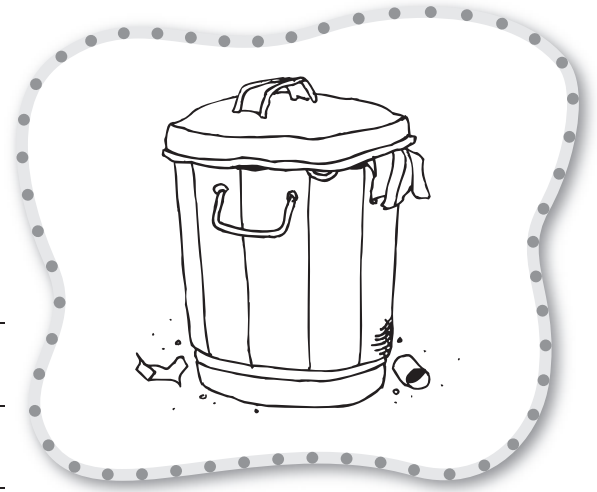


This image shows a blank sheet of white paper with horizontal ruling lines. At the top right corner, there is a small illustration of a person's legs wearing light blue pants and red sneakers with white laces. The person appears to be standing on a grey, wavy path or shadow. The rest of the page is filled with evenly spaced horizontal lines for writing.

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

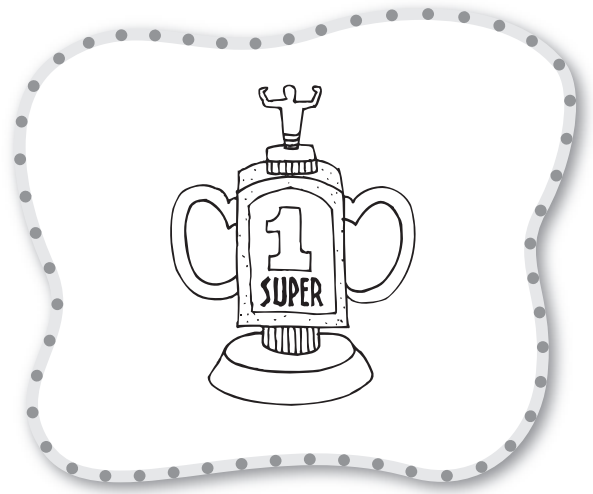


Pretend that this object has feelings.
Write a paragraph describing how it feels.



Name: _____

Pretend that this object has feelings.
Write a paragraph describing how it feels.

[illegible]

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.

descriptive words:

[illegible]

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).

Name _____

How to Brush Your Teeth

Think about how you would brush your teeth. Write detailed directions so I will know so I don't have to ask you any more!



A

72 WRITING DIRECTIONS

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- First,...

- Then,...

- Next,...

- Finally,...

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.

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.

36 WRITING DIRECTIONS Creative Writing Ideas ©MAG 2004 • © Core-Matter Corp.

How to Get There (Pages 78–81)

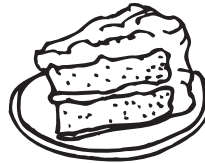
Giving directions from a starting point to a particular location is a valuable skill. The first writing experience requires being a keen observer of your surroundings; the second necessitates looking at a map.

[illegible]

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 area with a dotted border, containing 15 horizontal lines for writing directions.

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 15 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!

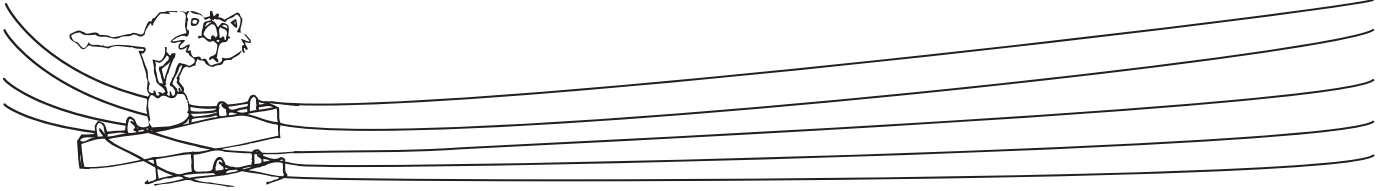


A large rectangular area with a dotted border, containing 15 horizontal lines for writing directions.

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 area with a dotted border, containing 15 horizontal lines for writing directions.

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!

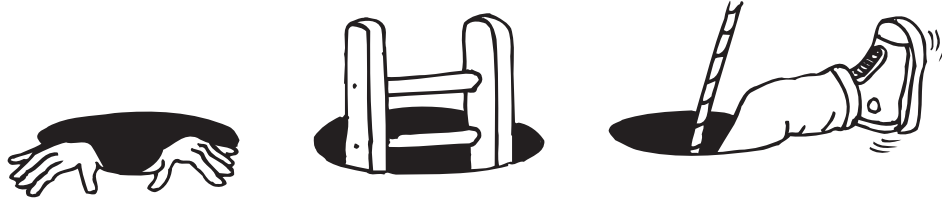


A large rectangular area with a dotted border, containing horizontal lines for writing directions.

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 area with a dotted border, containing 15 horizontal lines for writing directions.

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: _____

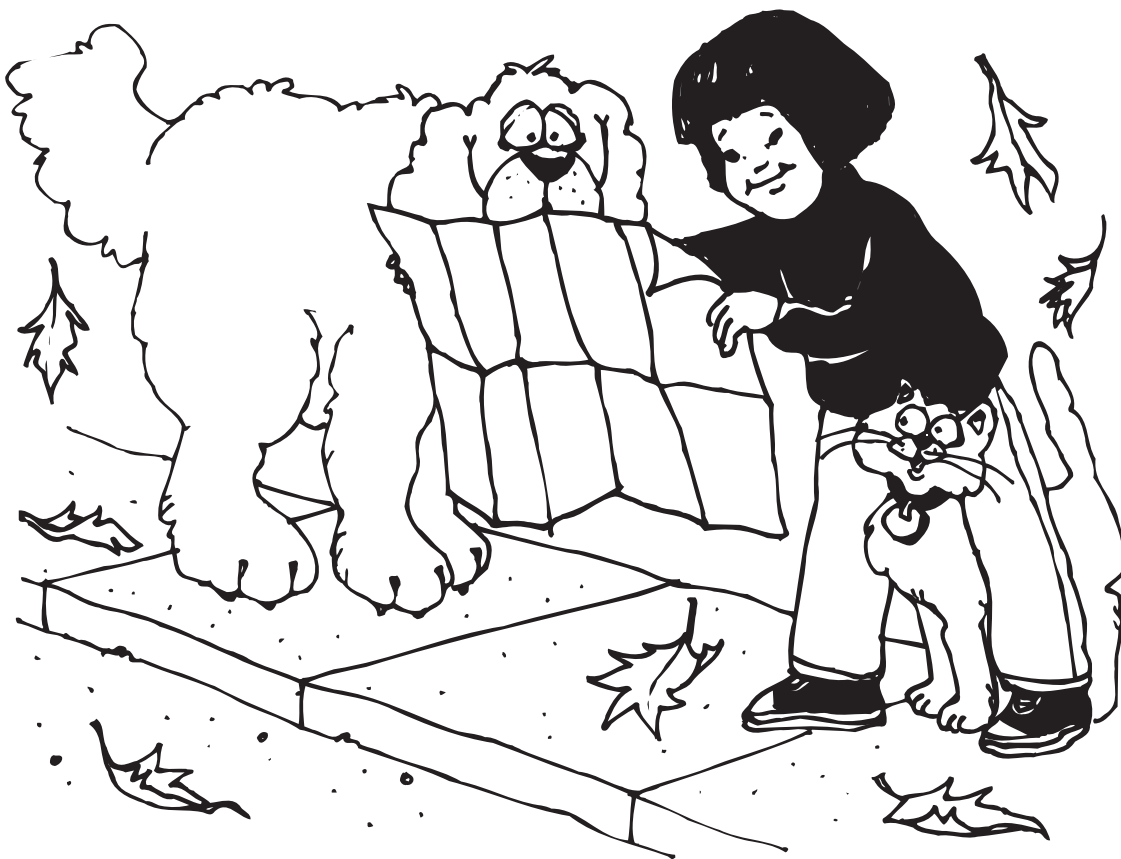
How to Get There

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!

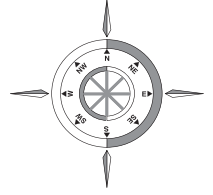
Choose one of the questions listed below. Think about the correct order for directions from one place to the other. Write the directions carefully.

- 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: _____

How to Get There



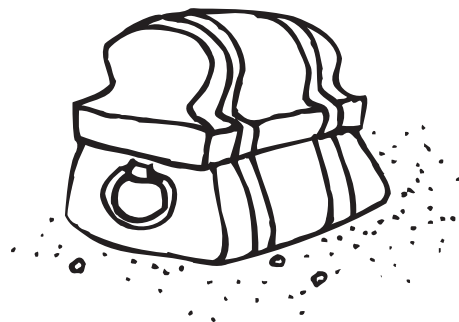
Here's how to get from _____ to _____:

[illegible]

Name: _____

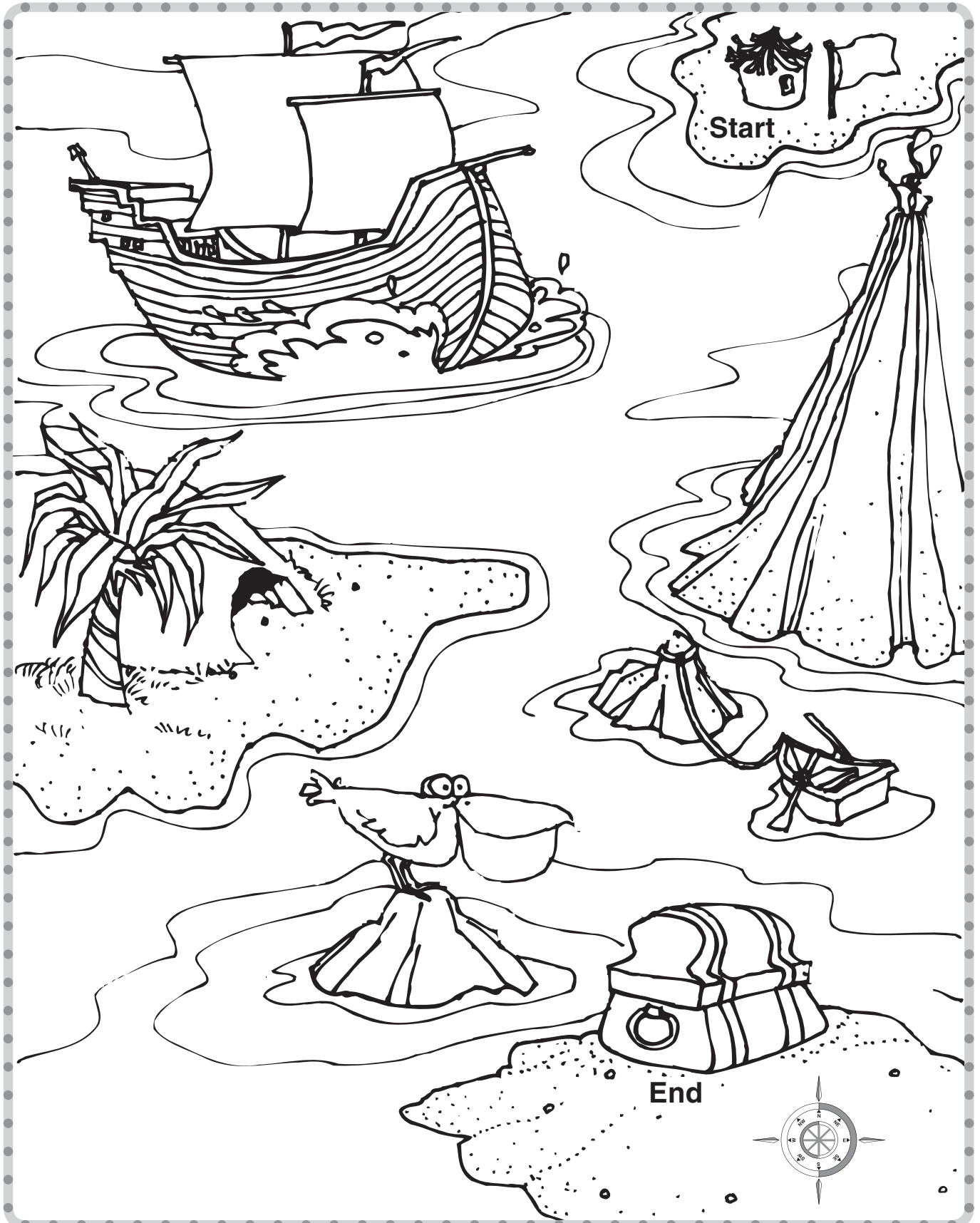
Treasure Hunt

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

[illegible]

Name: _____

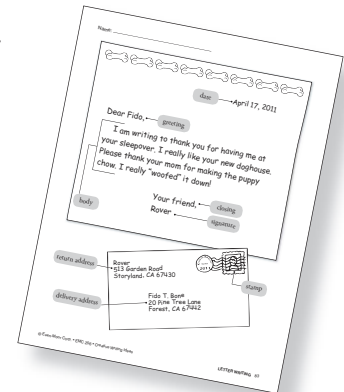
Treasure Map



Letter Writing

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

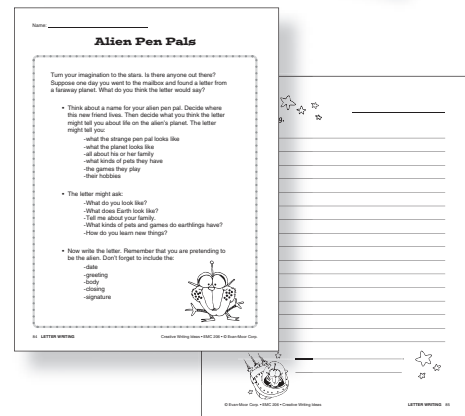
Page 83 shows the correct form for writing a friendly letter and for addressing the envelope. Make an overhead transparency, provide copies, or enlarge this page to create a chart. Discuss the information and encourage students to refer to it during the letter-writing activities.



Alien Pen Pals (Pages 84 and 85)

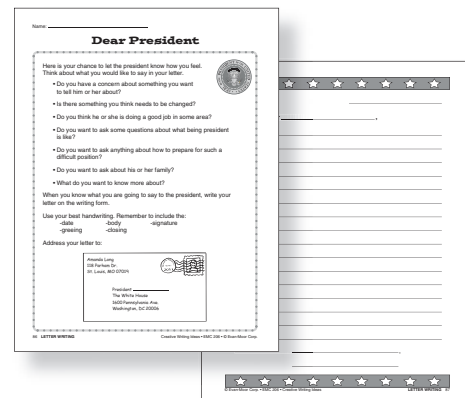
Active imaginations can have free reign with this topic. The prewriting suggestions on page 84 will stimulate lots of ideas. Remind students to keep in mind the point of view used in the letter. Say: *Remember, you are pretending to be the alien, and the alien is writing a letter to the human you.*

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



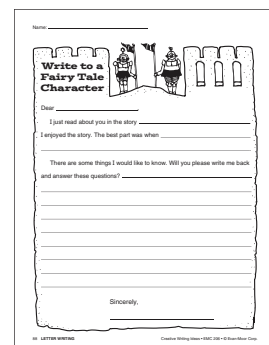
Dear President (Pages 86 and 87)

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!

body

Your friend, — closing

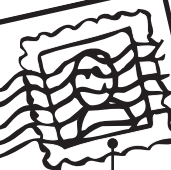
Rover — signature

return address

Rover
513 Garden Road
Storyland, CA 67430

delivery address

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



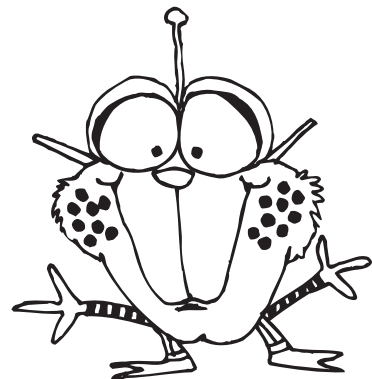
stamp

Name: _____

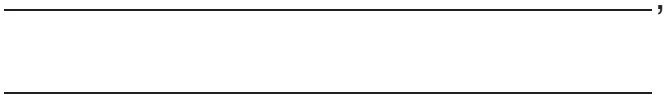
Alien Pen Pals

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



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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 Evan-Moor dated April 17, 2011, next to a rectangular postage stamp featuring a stylized eagle.
President _____ The White House 1600 Pennsylvania Ave. Washington, DC 20006	



Dear President _____,

_____,



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

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

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

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.

Mrs. Anne Sneed
Taught me to read.

Jacques Cousteau
Sailed on Calypso.

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.

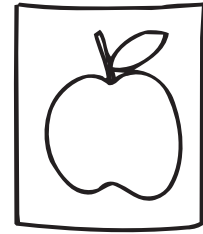
Dashing
Over
Ground

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.

Cinquain

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

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

Dashing
Over
Ground

Lovely
Even
After
Falling

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.

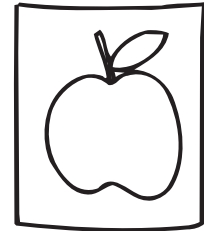
Word List



Name: _____

Shape Poem

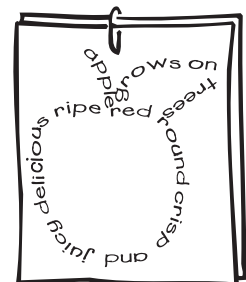
1. Pick an object that has a fairly simple outline, such as an apple.
2. Draw the outline of your object using a dark crayon or marker.



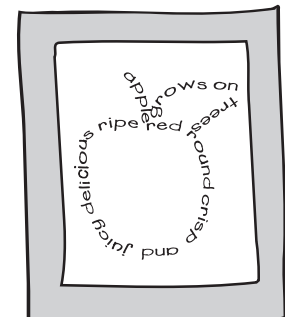
3. Get a piece of writing paper. Make a list of words and phrases that describe the object. Arrange them in a way that sounds pleasing to you.



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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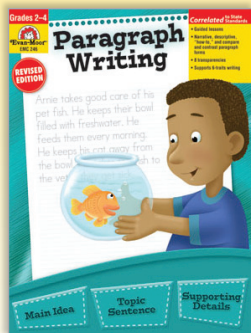
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