Creative Writing Lesson Plans Grades 1-3

Tues. Creative Writing class

Wed. Creative Writing followup/journal (Write about an assigned topic)

Fri. Creative Journal (fun journal - have them trace their hands and decorate, draw their favorite food, design an imaginary house, etc.)

Notes: Buy each student a fun, wide-ruled composition notebook to use as a journal. Allow students to decorate as they wish.

Include 1st grade in Creative Writing classes, but be available to write their ideas down. Get others to help, if needed. DO NOT stress a lot of correct Spelling and punctuation, especially in Grades 1-2. Encourage creativity and getting words down on paper. 1st graders can draw and color a picture for their story or try their hand at writing some while they are waiting on the teacher.

1st Quarter Objectives:

Use 5 senses to describe

Use descriptive words

Writing good descriptions

Identifying and developing book characters

2nd Quarter Objectives:

Understanding and developing: setting

 Plot

 Story lesson

Using good, better, best words in writing

3rd Quarter Objectives:

Develop a simple story plan

Write, illustrate, and share a simple story

Writing in a journal

4th Quarter Objectives:

Research in small groups about a chosen animal (2-3 weeks)

Appreciating poetry

Learning rhythm and rhyme

Write a simple piece of poetry

Quarter 1

Supplies: items to taste, touch, smell, hear, and see

Lesson 1 Using 5 Senses A

1. List 5 senses on the board.

Make a list of things each sense can do.

Allow students to taste, touch, smell, hear, and see items I brought.

What would life be like without our senses?

When we read a story, we depend on the writer to help us “hear, taste, see,”etc.

This year we will learn to be good writers.

1. Draw a picture of something you like to taste. Add a few words describing it to the reader. Is it sweet? Juicy? Crunchy? Buttery?

Lesson 2 Using 5 Senses B

Supplies: blindfold, clothespin, ear plugs, plastic gloves, whipped topping, shaving cream, plastic for desk

1. Do “Sense-able Writers” Writing to God’s Glory\*\*(WGG) pg. 43

“It” is the reader. “Its Senses” is the writer.

Assign one student to be “It”. Try to dull all of “It’s” senses possible.

Assign each student a sense and have them describe the shaving cream and whipped topping to “It”.

If there’s time, make a list on the board about what you experienced.

1. Do circled word together on board using summer. List as many words as you can describing summer (Ex: green, swimming, ice cream…)

Be descriptive!

Lesson 3 Using Descriptive Words

1. Make a simple stick figure on the board.

How can we make this more interesting? What could I add?

Write a boring sentence on the board.

How can we make this more interesting? What words could we add?

Make a list together of boring, non-descriptive words about our classroom. Then make a list using better words.

1. Write/draw about your summer.

Lesson 4 - Writing Good Descriptions A

Supplies: A good, descriptive paragraph

1. Read a really good paragraph or story. Discuss descriptive words.

Discuss a couple favorite animals. Make several descriptive sentences about each.

1. Write several sentences about your pet, and draw a picture of it. Be “Its Senses” and use all 5 senses to describe it.

Lesson 5 - Writing Good Descriptions B

Supplies: sound clip of thunderstorm

1. Let’s talk about a thunderstorm. What do you think about a thunderstorm? What are some words that describe a thunderstorm?

List ideas on the board.

Now you use these ideas to write a paragraph about a thunderstorm. Be descriptive!

1. Go outside and write what you see, smell, hear, taste, and feel.

Lesson 6 - Identifying Story Characters

Supplies: A short story describing a couple characters.

1. Read the short story. List the people (characters) on the board. What were they like?

Write the name of someone we all know on the board. Make a list describing him/her.

1. Draw a picture of your mom or dad. List at least 5 things that describe him/her.

Lesson 7 - Developing Story Characters A

Supplies - magazine pictures of people

1. Hang the magazine picture on the board. Discuss who this person could be. We are the writers, so we get to decide.

What does he look like? What’s his favorite food? How old is he? Where does he live? Does he have a pet? What scares him? Does he have a family?

List characteristics on the board.

As a class, make an imaginary character without a picture.

1. Each student may choose a magazine picture to paste in their journal. They should make a list and draw pictures about their magazine picture.

Quarter 2

Lesson 8 - Developing Story Characters B

1. What is a character? Can you think of some story characters you have read about?

Today we will each write down 5 things that describe someone we know. Then we will see if the rest of the class can guess who it is.

1. Pretend you have a secret friend. What does he look like? What does he like to do? Draw a picture of him, and write 5 things about him.

Lesson 9 - Finish a story

Supplies: Story-starters

1. Give each student a story-starter to complete.
2. Journal - Write about your week.

Lesson 10 - Identifying Settings

Supplies: calendar pictures

1. What is a place you would really, really like to visit? Make a list on the board. A setting is a place where the story happened. You, the writer, can make the story happen wherever you want it to happen!

Hang up a calendar picture. Discuss this setting.

If time, make a brief description about a couple possible settings.

1. Let each student choose a calendar picture to paste in journal and write a descriptive paragraph about.

Lesson 11 - Writing about settings

Supplies: Charlotte’s Web

1. Read descriptive paragraph about barn to the students. Then give a description about a place everyone is familiar with, and see if the student can guess where it is.

Let other students take a turn.

1. Pretend you are only 2 inches tall. Where will you go? This is the setting. Write about where you will go. Next week, you will write a little bit more about being 2 inches tall.

Lesson 12 - Imaginary stories

1. What if you were only 2 inches tall? Would you swim in the fish tank? Would you sleep in the teddy bear’s lap? What would you eat?

Write a short story about being 2 inches tall. This is a favorite for students.

1. Finish imaginary story; draw a picture.

Lesson 13 - Identifying a plot

1. Tell a story from my childhood. List main happenings on the board. This is called the plot. It tells what will happen in the story.

Work together to list plot from class story time book. Try to keep the plot to 3-5 main points.

1. Write about the worst day in your life!

Lesson 14 - Learning about a story lesson

Supplies: A fable to read or re-tell

1. When a person writes a story, he wants to teach something, like “be kind”, “do not be afraid”, etc. Listen to this story and see if you can find the story lesson.

Read fable.

Discuss lesson taught in this story.

1. What are some good lessons to teach in a story?

Can you think of a Bible story that teaches the lesson “be kind”?

In your journal, write an example of an important lesson to teach in a story.

Lesson 15 - How to Use Good, Better, Best Words

(Review of Lesson 4)

1. Play Tag (WGG pg. 41)

\*In this game, a student will say a phrase such as “When are we going to eat lunch?” Another student may ‘tag’ by saying “Inquired Jordan.” Then that student gets to say the next phrase. The goal is to use descriptive tags. Using the word ‘said’ (i.e.“Said Jordan”) puts the person out of the game.

Review the difference between boring and descriptive words.

Each student should write a boring sentence for a partner to re-write.

Extra Time: Draw a stick figure for your partner to add to.

1. Journal: Write about your week

Lesson 16 - Observant Writers

Supplies: tray with items

1. Box Top Memory (WGG pg. 35)

\*Lay at least 10 objects on a tray for each student. The sets should be identical. (For example, each set could include a CD, a crayon, a toy truck, et.) Tell students you will be giving them a quiz about what is on their tray. Give students 2 min. to examine the objects on their tray. Remove the trays; have students number a paper from 1 to 10. Ask questions such as “How many objects were on your tray?” “What was the most interesting object?” “What shape was the tray?” “What color was the crayon?”, etc.

A good writer will think beyond the obvious; they will watch what is going on around them.

1. How much can you remember? Write about an early memory in your life.

Quarter 3

Lesson 17 - Snowball Writing

Supplies: story starters on a piece of paper

1. Play snowball writing. Give each student a sheet of paper with a story starter. Have them write as quickly as they can for 5 min. Then students will make a snowball out of their paper and throw it to the front of the room. Students each pick a snowball, smooth it out, and continue the story. Repeat several times. Students love this!
2. Read snowball stories.

Lesson 18 - Developing a story plan.

1. Review characters, setting, plot, and story lesson. Introduce this quarters’ project.

Discuss possibilities for stories. Choose something to write about that you really enjoy. Your story will be short.

1. Begin thinking about what you will write. Write ideas down in your journal.

Lesson 19 - Developing a story plan.

Supplies: form to fill out for story plan. Form should include characters, setting, plot, and story lesson.

1. Guide students through filling out story plan.
2. Finish story plan.

Lesson 20 - Writing the Rough Draft

1. Rough draft does not need to be perfect! Just write. (Get extra help for younger students’ dictation.)
2. Work on rough draft.

Lesson 21 - Writing the Rough Draft, Editing

1. Finish the rough draft, discuss how to edit. (Shredding machine!)
2. Edit stories/plan where to illustrate. (Get extra help!)

Lesson 22 - Editing, Final Copy

Supplies: booklets (1/2 sheets of typing paper stapled together work well.

Copy stories neatly onto lined paper instead of penmanship this week.

1. Finish editing, work on copying.

 Cut text out and glue onto pages at appropriate places.

1. Begin illustrating stories.

Lesson 23 - Illustrating, finishing up

1. Finish illustrating.
2. Design title page. Discuss guidelines for sharing story with the class.

Lesson 24- Sharing Your Story

Supplies: special snack; invite moms to come for author’s tea

1. Share story with class and moms; have snack together
2. Journal

Lesson 25 - Writing a Story with an item

Supplies: items to write a story about

1. Partner students, and have each team choose 2 items to write a story about. Assign a scribe for each team.
2. Finish writing story.

Quarter 4

Lesson 26 - Writing Just for Fun!

1. What if…? or have each student come up with their own subject to write about.
2. Journal

Lesson 27 - Research -may need to use extra time-

Supplies: encyclopedias, teams of 3 or 4, books about listed animals

1. Discuss guidelines for activity. Assign roles to each team member, and maybe a little prize for a job well done. :)

Be specific and clear with instructions!

Each team will choose an animal from the list to research about, write a brief report, draw a picture, and make one 3-D item about.

Allow teams to choose and discuss their chosen animal.

1. Work on project.

Lesson 28 - Research

1. Work on project.
2. Finish up project.

\*Present projects (extra time needed!)

Lesson 29 - Appreciating Poetry

Supplies: books about poetry

1. Read poems just for fun.
2. Read a couple fun poems, brief journal.

Lesson 30 - Learning Rhythm

1. Sing a song, and clap/move with rhythm.

Read a poem, and clap/move with rhythm.

Try putting accent on the wrong places.

1. Journal

Lesson 31 - Learning Rhyme

Supplies: a couple simple poems to finish

1. Read a couple poems and find rhyming words.

List words on the board and think of rhyming words to go with each.

As a class, finish a simple poem on the board.

1. Finish and illustrate a simple poem in your journal.

Lesson 32 - Writing a short poem

1. Read a couple poems, and discuss rhyme and rhythm. Discuss number of syllables per line. Make a simple poem together on the board - start to finish.
2. Write a simple poem in your journal.

Use this extra time for journal sharing, fun writing projects, etc.