

CREATIVE WRITING

SPARKLING BITS OF WRITING
BOOK 1

-JENNIFER YODER

Creative Writing Sparkling Bits of Writing Book I

Copyright © 2018 Jennifer Yoder

Copyright permissions pending on the following book excerpts and poems:

Poem: "Snow" by Lucy A. Martin

Poem; "A Sample" by Sheila J. Petre

Poem: "Start With The Heart" by Christine Laws

CONTRIBUTING ARTISTS :

Eddie Slaubaugh

Ariana Miller

Andrew Yoder

Jennifer Yoder

INTRODUCTION . . .

Dear Students,

Welcome to writing class! Writing happens all the time. It happens when you chalk out a pretend story on the sidewalk, journal how you feel, make lists of what to take on vacation, or design a card for Grandma. Swirls, flourishes, and swoops characterize your handwriting and give your letters and lists a personal feel.

I began noticing how people write when I was in sixth grade. I read reports that other people had written and thought, “surely this doesn’t have to be so boring! Why does everyone write the same old way?” So I began rethinking how to begin my reports and essays. I wrote stories in my spare time. I poured my heart into every paper I handed into the teacher. Once my teacher wrote back to me in a note, “Jennifer, someday you’ll be an author of a book. I hope to read it.” I was stunned. Could I be a writer? Although that note went to my head, one thing positive it did do was gave me the encouragement I needed to pursue writing with a passion. Later that same teacher gave me an editing book to help me along even more. She was the biggest instrument in helping me get several stories published and in pushing me towards writing.

Writing is not confined to stodgy blank pages and reports for science. Writing is observation and creativity. Ask yourself, “How can I word this in a way that is fresh? How can I convey my message in a way that nobody else has before”? It makes you start looking at life through a new lens. When you write creatively, you try to write with interest, pop, and reality. The mundane can become fascinating depending on how we portray it.

Write things down! That is one way to become a good writer. Recording details, conversations, article titles, funny happenings, and things you like or dislike suddenly becomes your “writer’s ammunition”. You have a wealth of true-to-life tidbits to add to any non-fiction or fiction writing. It’s authentic. It’s you.

Another way to become a good writer is to observe how others do it. When you read something, notice how you feel about it. Did it bore you and make you toss it aside with a sigh? Or did you reread parts, cling to every word, and formulate a response in your mind? If you did the latter, take note of how that author did it. What style of sentences did he use? What word choices? How can I do that?

Writing doesn’t come easily or naturally all the time. But it’s something that is worth doing with your whole heart. The more you write, the more comfortable you’ll be and success will come quickly. This creative writing course is designed to add some fun and flair to the writing process, divided into small, manageable lessons. I hope you enjoy it! Live with your eyes wide open. Acknowledge the Creator of life. And write with gusto.

Practice makes perfect,


~ Jennifer Goder

INSTRUCTIONS . . .

There are three basic kinds of lessons in this writing course. Each lesson will be labeled with one of the following kinds of lessons: (1) Free writing, (2) Reading Responses, and (3) Mini Writing Lesson exercises.

Free-writing is a technique used to help you get comfortable with writing whatever you want to. You are expected to write non-stop for a set amount of time (eight minutes or ten minutes, whatever the teacher requires). Write whatever comes to your mind. Normally, the free-writing lessons will have a writing prompt, a picture, a poem, or a question for you to respond to. If however, you'd rather write about a different subject, that is ok too! If you run out of words in your mind, fill in with, "What shall I write next, what shall I write next, what shall I write next," till your creative juices get flowing again. Eventually some other topic will come to your mind!

Reading Response Lessons are to help you analyze other people's writings, and critically think about the given situation. It is good to constantly have wholesome literature in front of us, and this is one way we can do that. Also, we wanted a way for you as students to develop critical thinking skills. One way to do that is to write a response to what you just read. Writing is thinking in this case and it helps summarize your opinions about the writing. We also want you to be able to discern between light and darkness spiritually, especially in reading materials. . . "Is it first pure, then peaceable, of good report, . . ." Phil. 4:8?

The Mini Lesson Writing activities are geared toward "fun" writing experiences where you have to "get out of your box" for a bit and try something new! Some lessons might be like what you learn in English Class. All the better! It'll help you know how to make English Class a really good experience for yourself, your classmates, and your teacher. Some of the writing activities are labeled with a symbol  that stands for a "gold piece". Those are the written pieces that we want you to edit and polish until they're perfected and you are satisfied. It also gives something for the teacher to put a grade on so he/she can record in your report card that you have been doing good writing.

Normally, the lesson plans follow this order: Free writing, Mini Writing Lesson, Reading Response, Mini Writing Lesson, Mini Writing Lesson. . .


Another thing. . . whenever you see this symbol  it means that it's a friends lesson. You get to pull aside a friend, and do the lesson together! Remember that when you do it with a friend, only help each other think - don't copy each other's work.

TABLE OF CONTENTS . . .

Lesson 1...Personal name acrostic	1
Lesson 2...Free Writing (How do you feel right now?)	3
Lesson 3...Reasons for a cell phone (Friends Lesson)	5
Lesson 4...Reading Response (<i>A Secret Garden</i>).	7
Lesson 5...Concrete nouns (Friends lesson)	9
Lesson 6...Using the thesaurus	11
Lesson 7...Free Writing (What matters to you).	13
Lesson 8...Beginning technique (Gold piece)	15
Lesson 9...Reading Response (<i>Oliver Twist</i>).	17
Lesson 10...Complete answers	19
Lesson 11..."Off limits"	21
Lesson 12...Free Writing (imaginary journal entry)	23
Lesson 13...Clover heads are full of...	25
Lesson 14...Reading Response ("Have you ever seen?")	27
Lesson 15...Onomatopoeia	29
Lesson 16...List of ten things (Friends lesson)	31
Lesson 17...Free Writing (Chore time).	33
Lesson 18...Wake up your senses poems (Gold piece)	35
Lesson 19...Reading response (<i>The Adventures of Tom Sawyer</i>)	37
Lesson 20...Show instead of tell	39
Lesson 21...Imaginary dialogue between objects	41
Lesson 22...Free Writing (I couldn't do without...).	43
Lesson 23...Specific words (Friends lesson).	45
Lesson 24...Reading Response (<i>Man-Eaters Don't Knock</i>)	47
Lesson 25...Onomatopoeia (Friends lesson)	49
Lesson 26...Colors (Friends lesson)	51
Lesson 27...Free Writing (Christmas time)	53
Lesson 28...Repetitious word story (Friends lesson)	55
Lesson 29...Reading response (" <i>A Little Bird Am I</i> ")	57
Lesson 30...Word association	59
Lesson 31...Creative subjects and themes	61
Lesson 32...Free writing (Christmas time)	63
Lesson 33...Diamantes poem (Gold piece).	65
Lesson 34...Reading response ("Snow").	67
Lesson 35...Create a sales pitch.	69
Lesson 36...Developing paragraphs (Gold piece)	71

Lesson 37...Free Writing (Where all can you go?)	73
Lesson 38...Where are the circles?	75
Lesson 39...Reading Response (<i>The Bishop's Shadow</i>)	77
Lesson 40...5W poems (Friends lesson)	79
Lesson 41...Design a weather gram (Friends lesson)	81
Lesson 42...Free Writing (Letter writing)	83
Lesson 43...Coherent paragraphs (Gold piece)	85
Lesson 44...Reading Response (<i>Young Prince Hubert</i>)	87
Lesson 45...Alliteration	89
Lesson 46...Paragraph with supporting reasons (Gold piece)	91
Lesson 47...Free Writing (<i>A Terrible, Horrible, No-good, Very Bad Day</i>)	93
Lesson 48...Month acrostic	95
Lesson 49...Reading Response ("A Sample")	97
Lesson 50...Haiku (Gold piece)	99
Lesson 51...Color poems (Friends lesson)	101
Lesson 52...Free Writing (Describe an ice-cream world)	103
Lesson 53...One and a half minute speeches (Gold piece)	105
Lesson 54...Reading Response ("Trees")	107
Lesson 55...Bible story acrostic	109
Lesson 56...Dictionary terms (Friends lesson)	111
Lesson 57...Free Writing (Misc. starter prompts)	113
Lesson 58...Short stories (Gold piece)	115
Lesson 59...Reading Response (II Kings 2: 23-25)	117
Lesson 60...Describing people	119
Lesson 61...Recipes (Friends lesson)	121
Lesson 62...Free Writing (I don't understand...)	123
Lesson 63...Model a poem	125
Lesson 64...Reading Response (<i>A Little Princess</i>)	127
Lesson 65...How-to articles (Gold piece)	129
Lesson 66..."Scuttle, scuttle, little roach"	131
Lesson 67...Free Writing (I keep wondering if...)	133
Lesson 68...What are people doing around the world right now	135
Lesson 69...Reading Response (<i>The Five Little Peppers and How They Grew</i>)	137
Lesson 70...Riddles that rhyme.	139
Lesson 71...Compliments	141
Lesson 72...Free Writing ("Start With the Heart")	143
Lesson 73...Grocery lists (Friends lesson)	145
Lesson 74...Reading Response (Isaiah 43)	147
Lesson 75...List of how to have a good life	149

LESSON 9

ASSIGNMENT:
READING RESPONSE

NAME _____

DATE _____

Read:

The room, in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbors nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

“Please, sire, I want some more.”

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralyzed with wonder; the boys with fear.

“What!” said the master at length, in a faint voice.

“Please, sir,” replied Oliver, “I want some more.”

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for the beadle.



LESSON 18

ASSIGNMENT:
MINI WRITING EXERCISE

NAME _____ DATE _____

Wake up your senses! Today you're going to pen another style of poetry.

Examples:

Joy is bright green.
 It tastes like orange juice.
 It smells like sunshine.
 It looks like fireworks.
 It sounds like a crackling fire.
 Joy makes me feel like giggling.



Crankiness is orange brown.
 It tastes like dried out cookies.
 It smells like bad breath.
 It looks like a bull dog.
 It sounds like a chalkboard scratch.
 Crankiness is how I feel with a sore throat.

Excitement is _____

It tastes like _____

It smells like _____

It looks like _____

It sounds like _____

Excitement makes me feel _____

Loneliness is _____

It tastes like _____

It smells like _____

It looks like _____

It sounds like _____

Loneliness makes me feel _____

STUDENT TIP:

This is a gold piece lesson. Restudy, edit, and revise your work. Refer to the rubric on the back page on the book for writing tips. Please write the final draft on the following blank page for your teacher to grade.