

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 positive thing it did was give 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 Gader

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.

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LESSON 5

ASSIGNMENT:
MINI WRITING EXERCISE

NAME _____ DATE _____

Write a list of things you can feel. The first several are done for you.

Example:

1. I can feel hungry
2. I can feel cold
3. I can feel impatient
4. I can feel absorbed in a book
5. I can feel goosebumps
6. I can feel like singing
7. I can feel _____
8. I can feel _____
9. I can feel _____
10. I can feel _____
11. I can feel _____
12. I can feel _____
13. I can feel _____
14. I can feel _____
15. I can feel _____
16. I can feel _____
17. I can feel _____
18. I can feel _____
19. I can feel _____
20. I can feel _____
21. I can feel _____
22. I can feel _____
23. I can feel _____
24. I can feel _____
25. I can feel _____



LESSON 6

ASSIGNMENT:
MINI WRITING EXERCISE

NAME _____ DATE _____

Write a menu for a Blue bird, a mail box, a grizzly bear, a paper shredder, cd player, shoe box, or a pen holder.

Example: Menu for a Blue bird

Beverage: fizzy morning dew

Appetizer: tasty 'tunias

Main course: tossed locust leaf, rooster-tail worms, rotisserie roach

Dessert: seedy apple tart with cloud fluff

-ASHLYN BYERS

Example: Menu for a Mailbox

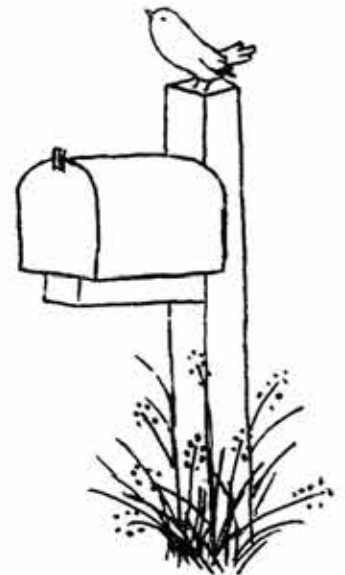
Main Menu: Letter from Grandma (Casserole), Berlin Seeds catalog (Vegetable), Bread and Butter note (bread)

Dessert: Invitation to a b-day party

Side: Birthday Card

Drink: Gift Card (for a coffee shop)

-ARIANA MILLER



You try it!

Beverage: _____

Appetizer: _____

Main Course: _____

Dessert: _____

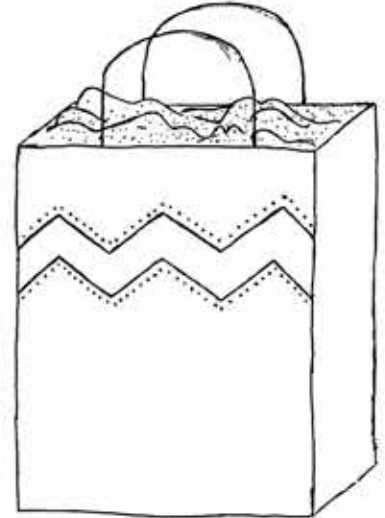
LESSON 7

ASSIGNMENT:
FREE WRITING

NAME _____ DATE _____

Free writing starter:

Your life is like a gift bag. It might be a regal black and white striped one, with sparkling tissue paper gracing the top. Or it might be a fun-loving splash of green, blue and purple polka dots with a silver band across the top. Maybe it would be a simple brown bag. In spite of what the outside looks like I would want to fill it with valuable things.



Some experiences I would want to put in my bag:

Some character traits I would want to put in my bag:

Some people I would want to have in my bag:



LESSON 8

ASSIGNMENT:
MINI WRITING EXERCISE

NAME _____ DATE _____

A typical paragraph is a small piece of writing consisting of unified sentences. A paragraph includes a topic sentence at the beginning. The rest of the sentences support, explain, and develop the topic sentence. A summarizing sentence should be at the end of the paragraph to tie all the sentences together.

Example:

From the tick-tock of the steel hands on Mr. Joseph's sail boat shaped clock to the clanging of the sports room door, I enjoy the regular sounds I hear in our classroom while we study. They're normal sounds, safe sounds, and comfortable sounds. After what I experienced during that tragic farm accident a month ago, any time I hear good, normal sounds, I feel better. I'll never forget the sounds of crunching metal, exploding tires, and screaming sirens. I'm so glad I can still come to school.

Building a fort in the woods is one of my favorite things to do. In the woods near our house, my brothers, Scott and Gary, and I could show you three forts that we built---the Cherry Tree Club house, the Underground Hut, and the Three Musketeers Hole. We use cast off boards, twine, nails, and metal pipes from dad's shop. Our favorite time to work is after lunch. Mom sometimes packs us a fun lunch of chicken salad sandwiches, apple halves filled with peanut butter, and raisin coconut cookies. You should come help us build our forts sometime. We have so much fun!

Write an answer to the following question, using at least five sentences. Use your imagination and add your opinion on the matter. There is not a right or wrong answer. This paragraph is your opportunity to agree or disagree with the question, create reasons in your answer and write observations about your answer.

"Why does everyone think they know a lot?"

STUDENT TIP:

This is a gold piece lesson. Restudy, edit, and revise your rough draft. Check out the back page of this booklet for writing tips. Rewrite your final draft on the blank page following this one for the teacher to grade.