Diane Kunkel
Language Arts/Writing
Creative Writing

LESSON RATIONALE

N.Y.S. English/Language Arts Learning Standards

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Key idea 2: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Standard 4: Students will read, write, listen, and speak for social interaction.

Key idea 1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Instructional Objectives

Students will:
1. Identify what a creative story is. [knowledge]
2. Create the beginning of a story. Introduce the characters and setting. [synthesis]
3. Develop the action for the story. [synthesis]
4. Bring the story to a conclusion. [analysis]
5. Read and evaluate another's work. [evaluation]

Adaptations:
- For student with emotional disturbance: Teacher will provide clear, concise verbal directions. Directions will also be written down. Behavioral expectations will be reviewed by the class before the lesson begins.
- For students who have illegible handwriting: Students will be able to use computers to write their stories or stories will be scribed for them.

Materials:
"Pencil and writing paper for each student
"Pictures from the newspaper or magazines

LESSON OPENING

Anticipatory Set:

"I am sure that you have all done creative writing at some point during your schooling. Who can tell me what they think creative writing is? (Call on student[s] to share.) [Check for understanding]
Good. Creative writings are usually done in the format of a story and are usually not true. Creative writings can be done on a variety of topics. (Give the students some examples of topics that they might want to write about; i.e. look at a picture and write about it, an adventure, aliens, etc). [modeling]
Who can give me another topic that someone might use for a creative writing exercise? (Call on a couple of students to share) [guided practice]

Well, today we are going to be doing some creative writing that might be a little different from the writing that you have done before."

**LESSON BODY**

1. Have students prepare to start their creative writing.
   "I would like all of you to take out a clean piece of paper and a pen. Do not put your name on this paper. I would like you to all start the beginning of a story. If you need some help coming up with a topic, you can use one of the one's that the class came up with or you can look at some of the pictures that I brought in to get ideas."

2. Explain to the students what should be included in the beginning of a story.
   "In the beginning of a story, you should introduce the characters, where the story takes place, and some information about what the main idea of the story will be about. The characters' names should not be those in the class. You will have 15 minutes to write as much of the beginning of the story as you can. (This time can be changed if students' seem to finish prior or need extra time)

3. T-circulate as the students are working to provide support for students and to ensure that they are on-task.

4. At the end of the time parameter, have students pass in their stories. Pass the stories out to other students making sure that no student receives his or her paper again.

5. Have the students read the story that has been started and continue developing the plot of the story for the next 15 minutes.

6. After 15 minutes, have the students again pass in their papers. Pass the papers out again making sure that students do not receive a story that they have already worked on. Remind the students that they will now have to create a conclusion for the story.

   [Extension Activity: Pass the stories out for a fourth time and have the student provide an illustration]

**Closure:**
"Who can explain to me what a creative story is? (Call on student(s) to share). Who can tell me a way that they might get ideas for a topic? (Call on another student). Now, who can tell me what the major parts of every good story are? Good. I'd like you to all take the stories that you have now and revise them at home. I would also like you to type the stories on the computer tomorrow so that it will be easier for everyone to read them. Tomorrow, we will all share our stories with the rest of the class."

**LESSON FOLLOW-UP**

Independent practice:
Revise and type up the creative story that they were last working on.

Evaluation:
What did I want the students to learn?
"Identify what a creative story is.
"Create the beginning of a story and introduce the characters and setting.
"Develop the action and plot of the story.
"Conclude the story
"Read and analyze another's work

How will I know they learned it?
"Quality of verbal responses
"Quality and strength of their portions of the stories

LESSON RESOURCES

References for student use:
"Pictures from the newspaper

References for teacher use:
"NYS ELA Learning Standards
"Handout identifying and explaining Bloom's taxonomy