



# CREATIVE WRITING

NOTEBOOK #1

LEVELS  
3-8



The Good AND THE Beautiful



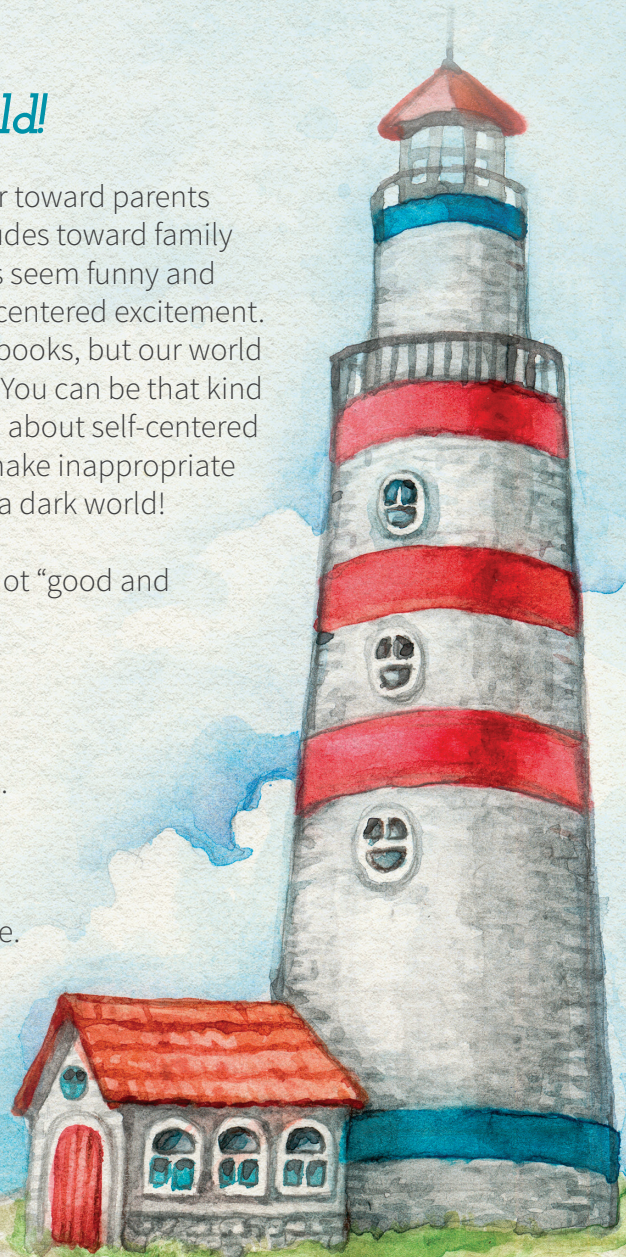
# WRITING “GOOD & BEAUTIFUL” STYLE

## *You can be a light in a dark world!*

Many books today are packed with disrespectful behavior toward parents and teachers. Young characters often have negative attitudes toward family members and education. Writers often make these things seem funny and acceptable and also focus only on thrill and fun and self-centered excitement. This type of writing may be popular and may sell a lot of books, but our world desperately needs writers who write to uplift and inspire. You can be that kind of writer! Determine now that your writing will not just be about self-centered excitement. Determine now that your writing will never make inappropriate behavior seem funny or acceptable. You can be a light in a dark world!

Read the sentences below. Cross out behaviors that are not “good and beautiful,” and never include these things in your writing!

1. A girl rolls her eyes at her mother.
2. A boy steals some gum, but feels bad and repents.
3. A boy makes fun of a teacher behind his back.
4. Dysfunctional families are portrayed as acceptable.
5. All the main character cares about is having fun.
6. A girl has a lot of fun as she helps another person.
7. A bunch of young girls are obsessed with boys.
8. A boy acts like his little sister is a pest.
9. A girl acts as if her parents are no fun.
10. A boy thinks school is a bore.





# Make Your Descriptions Fly Higher!



Practice replacing description that states the way something is using “to be” verbs (is, are, etc.) with description that uses active verbs.

## Example:

To be verb: Her eyes are beautiful.

Active verb: Her eyes shimmer with light as she smiles.

To be verb: The bird is flying.

Active verb:

To be verb: The ring is fancy.

Active verb:

To be verb: The trees are tall.

Active verb:

To be verb: The baby is laughing.

Active verb:

To be verb: The sun is shining.

Active verb:



# Rainbow Words

On each color of the rainbow, write as many ways as you can think of to write each color. Purple is completed for you as an example. If needed, look up the color on Thesaurus.com or visit <http://www.words-to-use.com/words/colors-names/>.

*lilac, lavender, royal purple, violet, plum, radiant purple, deep purple*



# Colors

Underline all the references to color in this passage by author Evaleen Stein:

As Raoul and Sidney first saw it in the gray light of early dawn, for the night was almost gone, it looked very ghostly and forlorn. One great round tower, though roofless and broken, still rose above the battered and crumbling walls of stone. Beautiful little blue-bells and wild pinks had spread a tangled mass of bloom over these walls, and green mosses and silvery grasses tufted the forsaken fireplaces and carpeted the sunken flagstones of the floors.

Go outside (or look out a window) and describe in detail the nature that you see; use description of colors.



# Describe the Scene

Describe in detail the scene in the painting below. Use your imagination to describe what you see and what you might smell, hear, and feel.



Fitz Henry Lane (1804–1865)



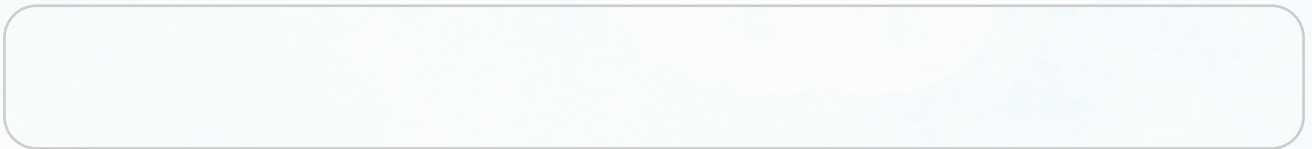
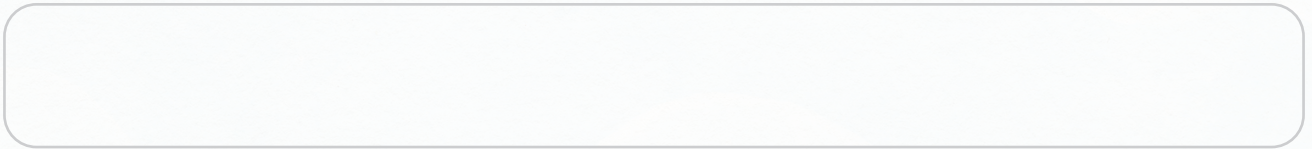


# WRITING EXERCISES



# Jump Start Beginnings

Find two first sentences you really like from books you have never read. Write the sentences in the gray boxes. Then, finish the paragraphs with your own words and ideas. When you are done, erase the sentences in the gray boxes and write new beginning sentences that work with the paragraphs you wrote.





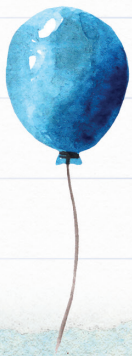
# Heart Map



It's easy to write about things you really love or things you really dislike. Inside the heart make a list of things you love. Outside of the heart, make a list of things you really dislike.







# Possible Antagonists

Antagonist = a person who actively opposes or is hostile to someone or something

Name:

About:

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---

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Name:

About:

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---

---

Name:

About:

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# Character Sketch

Fill out this page about an imaginary character. If desired, use the character sketch to spark story ideas.

Character Name: \_\_\_\_\_ Age: \_\_\_\_\_

Physical Appearance

Personality



# Ideas for Mysteries



1.

2.

3.

4.

5.

6.

7.

8.





# Possible "Good & Beautiful" Messages

1. Example: A boy realizes that being kind is more important than being popular.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.



# Dialogue

In each gray box, write a short phrase you have heard someone say. On another day, in the white boxes, write an imaginary dialogue that includes the phrases.



# Poetry Brainstorming

## *Family*

**Fill out the boxes.**

*Blessings of the family*

Thoughts/Ideas

Rhyming Words

Similes (e.g., She sings like an angel.)

Sensory Description



# Poetry Brainstorming

## *Animals*

Write words or phrases that come to mind when you study the painting on this page.

Blank white space for writing.



Sophie Sperlich (1863–1906)



# Poetry Brainstorming

## Trees

Write words or phrases that come to mind when you study the painting on this page.



August Fink (1846–1916)



# Poetry Brainstorming

## *Inspiration from Paintings*

Write words or phrases that come to mind when you study the painting on this page.



César Pattein (1850–1931)



# Poem Inspired by a Painting

Choose one of the first lines or couplets that you wrote on the previous page and finish the poem.





# Poetry Brainstorming

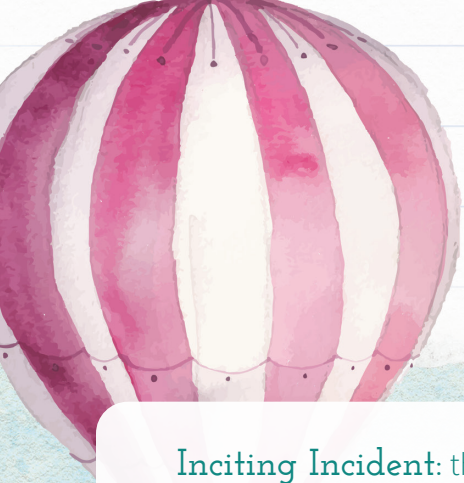
## *Books or Learning*

Write words or phrases that come to mind when you study the painting on this page.



Henriette Browne (1829–1901)





# Possible Plot

**Inciting Incident:** the event or decision that begins a story's problem

**Rising Action:** a series of events leading to the climax

**Climax:** the part of the story where the conflict and tension are at the highest point

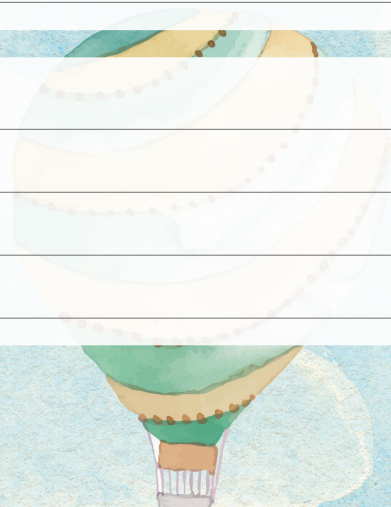
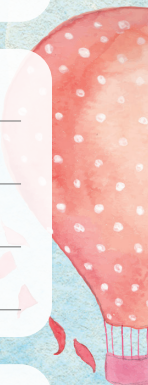
**Resolution:** the part of the story that resolves the problem, answers any unanswered questions, and closes the story

Inciting Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rising Action: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Climax: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resolution: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Fly a Kite!

Imagine you are at a kite store with hundreds of different kites. You don't want to spend all day choosing a kite. You want to have time to fly it! In this notebook you have written many story ideas. Choose one and let it fly! Fill out the box below, then, on a computer or on paper, write the entire story.



Story Outline: Describe your story in one paragraph



# Overcoming Writer's Block

Finishing a full story can be hard! But imagine you are climbing a mountain peak. It's not designed to be easy. You may have to take some breaks to rest, but once you finally make it to the top of the mountain, it is a wonderful feeling! Use these ideas when you are stuck on a story.

## Brainstorm Eight Options

What could possibly happen next that could move the story forward? Quickly write down the first eight options that come to your mind, whether or not you think they are good. Then, see if any of them spark a good idea.

## Fill in the Blank

Fill in the blanks out loud:

What I'm trying to say here is \_\_\_\_\_.

What I want to have happen is \_\_\_\_\_.

## Questions

Ask yourself questions. It works best to ask and answer out loud. Here are some possible questions:

How is pacing coming along (how fast the story unfolds)? Do I need to move more quickly to the climax of the story?

What is the main character's goal right now? What needs to happen now for the character to move toward that goal?

Do I need to back up to a certain point in the story and go in a different direction?

## Discussion

Have a friend or parent read the story to the point you have gotten to. Then, have them ask you questions about the next part of your story.

## Take a Break

Take a walk or do another activity for a time, and then come back to the story.