

# LESSON PLAN: Making Your Creative Project Shine

<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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<b>LESSON TOPIC:</b>	The Revision Process: Creative Writing
<b>AIM:</b>	Students will learn how to use the revision bookmark to improve a creative writing piece.
<b>OBJECTIVES:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain why authors revise their work.</li> <li>2. View themselves as authors and look at their own work with a critical eye.</li> <li>3. Apply the principles of good writing to their story's setting, characters, plot, pacing and overall structure.</li> <li>4. Recognize the effects of word choice when writing a story.</li> <li>5. Revise their work to create a more compelling story.</li> </ol>
<b>ESSENTIAL QUESTIONS:</b>	<ul style="list-style-type: none"> <li>• How can an author use language to impact an audience?</li> <li>• How do good writers express themselves?</li> <li>• How does revision shape the writer's product?</li> </ul>
<b>QUICK STARTER:</b>	<p>Provide students with a descriptive quote from an age-appropriate novel, such as this one from the middle grade novel <i>Smack Dab in the Middle of Maybe</i>:</p> <p><i>"Turns out, it's easier than you might think to sneak out of town smuggling a live cricket, three pocketfuls of jerky, and two bags of half-paid for merchandise from Thelma's Cash 'n Carry grocery store.</i></p> <p><i>The hard part was getting up the guts to go.</i></p> <p><i>It happened like this: There I was in Thelma's produce section, running my fingers up and down a bundle of collard. Collards never did make for good eating, but I was wondering if maybe they were some kind of sign that it was time for me to skedaddle. Collards always reminded me of Mama. She used to make me drawing paper out of collards, sumac seeds, dryer lint, and newspaper Daddy chopped up in his wood chipper. She plunked things in her newspaper the way other people stuck things in scrapbooks. Thread from the hem of her wedding dress, a four-leaf clover,</i></p>

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	<p><i>Daddy's first gray hair. Mama's paper held so much life, it made my drawings pop right off the page.</i></p> <p><i>That was the kind of mama and daddy I used to have.</i></p> <p><i>I was ruffling up those collards, mourning my daddy, and scheming on how to sneak away to win back Mama. Not that I had much time for scheming. Aunt Belinda, Little Quinn, Jackson, and Clay were the next aisle over. My cousins were working hard at plowing down every last tower of cans in that store. Aunt Belinda, she was working hard at keeping some distance between her cart and those crashes."</i></p> <p>Ask the students to write down their impressions from the passage. What did they learn about the characters? The setting? The plot?</p> <p>As a class, discuss their answers.</p>
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<b>MAIN ACTIVITY:</b>	<p>When writing a story or novel, authors engage in a process called revision. When you write and revise fictional work, you are an author, too. The word "revision" literally means to "see again." The author looks over his or her work with a fresh perspective, reviewing, analyzing, and improving it. The Revision Bookmark makes this process easier for students by providing them with a checklist of things to look for in their writing. Before using the bookmark, students should complete a rough draft of a short story.</p> <ol style="list-style-type: none"><li>1. As a class, discuss the meaning of the word "revision" and the purpose of revising a piece of writing.</li><li>2. Provide each student with a copy of the Writing Terms worksheet.</li><li>3. Provide each student with a Revision Bookmark. Instruct them to look at the Creative Project side of the bookmark. For each question on the bookmark, do the following:<ol style="list-style-type: none"><li>a. Ask a student volunteer to read the question out loud.</li><li>b. As a class, discuss what the question is asking them to do regarding their stories, referring to the Writing Term worksheets as necessary.</li></ol></li><li>4. Instruct the students to read through their stories again, this time considering the questions on the bookmark one by one.</li><li>5. Encourage students to make changes to their stories to make the writing stronger as they consider each question.</li></ol>
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<b>CLOSING ACTIVITY:</b>	Invite students to share with the class one or two changes they made to their stories and why.
<b>EXTENSIONS:</b>	<ol style="list-style-type: none"> <li><b>Character Questionnaire:</b> Sometimes students struggle with expressing different voices for their characters because they don't know them well enough. Ask students to fill out a character questionnaire for the protagonists, antagonists, and supporting characters in their story. This exercise will also help students know how their characters are going to act/react in certain situations.</li> <li><b>Word Choice:</b> To show students the importance of word choice, instruct students to draw a detailed picture with colored pencils of the following sentence: "The dog chased the cat." Then ask for volunteers to show the class their drawings. What kinds of dogs did the students draw? What color were the cats? Were they all in the same type of setting or were some running through the grass, while others were running on a road? Explain that if you had said, "The tiny Chihuahua chased the orange and white striped cat up a tree in the back yard," their drawings would have looked much more similar because you used specific, descriptive words. Invite the students to consider how specific, descriptive words can help engage the reader and draw them into the story.</li> <li><b>Describing a Mystery:</b> For each student, prepare a brown paper lunch bag with one small recognizable object inside. Possible objects include eating utensils, Legos, pen/pencil, glue stick, toy car, shell, etc. Students may not look in the bags. One by one, ask each student to reach into their bag and feel the object. The student then describes the object without naming it or saying how it is used. Possible words include soft, hard, smooth, bumpy, plastic, circular, fragile, thick, flat, tiny, etc. As each student describes his or her object, the other students try to guess what it is. This engages the students in using their powers of description.</li> <li>Ask students to begin an idea journal. Writers use idea journals to record things such as story ideas, dialog, character traits, intriguing details, and pacing, plot, and story structure ideas.</li> </ol>
<b>CHECK FOR UNDERSTANDING:</b>	Students submit both the original and revised drafts of their writing for teacher review.

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<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>• Quote from a novel</li><li>• Writing Terms Worksheet</li><li>• Student short stories</li><li>• Revision Bookmarks</li><li>• Character questionnaires</li><li>• Plain white paper</li><li>• Pencils or pens</li><li>• Colored pencils</li><li>• Brown paper lunch bags</li><li>• Small household objects (one per bag)</li></ul>
<b>NORTH CAROLINA STANDARDS:</b>	W.5.3, W.5.4 W.6.3, W.6.4 W.7.3, W.7.4 W.8.3, W.8.4 W.9-10.3