

Creative Writing-Scary Story

Subject Area	English Language Arts, Grade 7
Timeline	At least five fifty minute classes, with time outside of class if needed
Big Ideas	Motivate and engage students so they will enjoy writing and want to write stories
Lesson Objectives	<p>Student will understand and/or be able to demonstrate knowledge of the elements of the writing process and apply the techniques to their own writing</p> <p>Student will be able to demonstrate a level of independent strategies for planning, writing, rewriting, and editing a scary story</p> <p>Student will continue to work on and improve writing skills with a focus on writing short scary stories</p> <p>Student will use a technology tool to create a visual expression of their scary story</p>
Standards	<p>Michigan Common Core Standards</p> <p>W.PR.06-08.02 apply a variety of pre-writing strategies for both narrative and informational writing 6 narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme).</p> <p>W.PR.04-05.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve 4 – sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). 5 – organization and flow of ideas (e.g., position/evidence</p>

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organizational pattern, craft such as titles, leads, endings, and powerful verbs).

W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

W.AT.06-08.01 be enthusiastic about writing and learning to write.

W.PR.06.03 revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.

W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.

W.PR.06-08.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.


W.PR.06-08.02 apply a variety of pre-writing strategies for narrative and informational writing: 6 - graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme; problem/solution or sequence.

W.PR.08.04 revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.

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	<p>W.PR.8.07 - graphically depict roles of antagonist/protagonist, internal/external conflict, position statement/supporting evidence, problem statement/solution, or compare/contrast. Graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator; compare/contrast, cause/effect, or sequential text patterns).</p> <p>ISTE National Educational Technology Standards for Students</p> <p>Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)</p> <p>Gather data, examine patterns, and apply information to Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)</p> <p>Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)</p> <p>Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)</p> <p>Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)</p>
Overview	<p>One of the main goals for creative story writing is to learn the writing process, while making it fun for the students. With the use of Glogster, students will create an interactive and visually appealing representation of their</p>

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	short stories.
Preparation/Materials	<p>The teacher will have materials to teach and review the writing process, specifically prewriting, drafting, revising, editing, publishing/sharing.</p> <p>This lesson requires the use of a technology tool. The student will need to create an account with Glogster (http://www.glogster.com).</p>
Lesson	<ol style="list-style-type: none"> 1. Explain that this lesson continues the theme of the previous lesson, which involved scary stories. In the last lesson, students read a scary story and studied and analyzed the elements of a scary story. In this lesson, students will learn (review for some) about the writing process and write their own scary story. They will then use a technology tool to visually create and represent their story. 2. Introduce the writing process with a writing process diagram (<i>The Writing Process</i>). Go over and discuss the steps with students. <p style="text-align: center;">THE WRITING PROCESS</p>  <p>Prewriting In this stage, you plan what you are going to write. You choose a topic, identify your audience and purpose, brainstorm ideas, and organize information.</p> <p>Drafting In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.</p> <p>Proofreading In this stage, you finish your editing by polishing your work. Check for errors in grammar, spelling, capitalization, and punctuation. Make a final copy of your composition.</p> <p>Publishing Finally, you choose a way to present your work to an audience. You may want to add pictures, make a class book, or read your work aloud.</p> <p>Revising This stage is the first part of editing your writing. You may work by yourself or with a partner or a group. Make changes that will improve your writing.</p> <ol style="list-style-type: none"> 3. Use the <i>Writing Parts of a Story</i> worksheet to help

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students begin drafting their scary story, reviewing the writing while the student begin their drafts.

Name: _____ Date: _____ #: _____


Writing Parts of a Story

Title: _____

Setting:	Characters:
Beginning:	Middle (Problem):
Solution:	End:

4. Student will finished the remainder of the first lesson and the entire second lesson writing their stories. It is important to continually check students' progress as they go through the stages of the writing process.
5. If needed, students will be encouraged to work on their stories on their own time.
6. During the third lesson, with the teacher's help, students will revise their rough drafts. Stories need to be checked for organization and use of transitions. Students will then edit for spelling, grammar, and any other errors.
7. After students are satisfied with their stories, they will

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	<p>move on to the final stage of publishing.</p> <p>8. To publish their stories, students will be using <i>Glogster</i> (http://www.glogster.com).</p> <p>9. During the fourth class period they will create (with the help of the teacher) a glog account and the teacher will show the students how to create a glog. The students will use Glogster to create a visual representation of their story.</p>  <p>10. During the fifth and final class, students will finish their glog and share it with the teacher.</p>
Check for Understanding/Closure	The teacher and student will review and discuss the glog and the writing process. Student will reflect on his/her learning experience during the lesson.
Adaptations/Extensions	<p>See The Writing Process, A Writing Resource Guide for more information and ideas to help students' understand/master the writing process more fully.</p> <p>The lesson can be used in other content areas that require students to write.</p> <p>Instead of publish their complete stories, students could publish sections that focus on specific literary elements</p>