



ELEMENTARY CREATIVE WRITING

Semester IV

(ages 7 & 8, and students of any age who are developing literacy)

(For the student and teacher to read)

This is the fourth and final course from Connect The Thoughts **for students ages seven and eight, in Creative Writing**. This course helps a student think about how to tell stories. It explains some basic qualities of story construction and develops overall creativity and writing skills.

The course is to be read by the student step by step, and done by the student with the help (as needed) of the tutor or teacher. Follow *exactly* the written steps in order. Change nothing, please. The course is to be **read by the student** step by step, and done by the student with the help (*only as needed*) of the tutor or teacher. **FOLLOW EXACTLY THE WRITTEN STEPS IN ORDER**. Change nothing, please. *The student will need access to the Internet.*

(For the Teacher only to read)

The Teacher's assignment is to:

- Thoroughly understand each lesson plan before delivering it.
- Deliver each lesson *exactly* as written.
- Clarify materials and answer questions with the materials themselves, whenever possible. Avoid adding outside (or personal) "data".
- Make sure each student thoroughly completes each step.
- Make certain each student thoroughly understands each step.
- Make certain each student thoroughly understands each concept learned before moving onto the next lesson. (NOTE- A single lesson may take *several days of study*. They are *not* to be rushed! We're only interested in results, not "speed of execution". This isn't a race. It's education.)

We recommend that each day of Creative Writing studies take no longer than one hour. We recommend that these studies be done no more often than 3 times each week, and never twice in a day. These 56 lessons should take about 19 weeks, which is the final semester of curricula for the second year of Elementary Creative Writing. If the student completes a lesson quickly, he should feel free to move on to the next lesson. If a lesson takes a while to complete, spread it out over two or more days. This is education, not a race. This course should be done by each student at his own pace, if possible. The student may occasionally need a partner, or a teacher/tutor to work with.

IMPORTANT NOTE ABOUT CRITIQUE – We ask the teacher to avoid critique entirely. No “helpful” suggestions”, no”hints”, no spelling or syntax correction, no comments constructive or otherwise! Just allow the student to create, and then your job is to admire their creativity and encourage more. That's it!

NOTE ABOUT REQUIRED DRAWINGS – When asked to draw, we only want the student to demonstrate conceptual understanding. This is not an art course. Blobs and stick figures are fine.

NOTE ABOUT STRUGGLES READING – When asked to read, please try not to coach very much, or do the student’s reading for him. **IF HE STRUGGLES WITH A WORD, help simply, but also write that word on a list of words for the reading program!**

NOTE ABOUT WORKING OUTDOORS– There are exercises (called “DO”), where the student must go outside. Access to an outdoor area must be available.

NOTE ABOUT WORKING WITH GROUPS – Every step in this course can be done by an individual and by a group. The only steps you need to be concerned with for a group are the steps where the students are expected to read aloud. Select a different student to read each paragraph. If you have more than four students, read through each reading section twice, dividing up the paragraphs.

NOTE ABOUT ADMINISTRATIVE CONCERNS – When asked to write down an answer, please have the student write down at the top of his answer the name of the course (Elem Creative Writing IV, or El CW IV), the lesson and exercise number. The student will need to be able to easily, quickly find his work from earlier lessons, and often! Answers written or typed should be looked over by the teacher to help form spelling lists, per Connect The Thoughts spelling program for Elementary.

IMPORTANT NOTE – THE STUDENT CAN PUBLISH THEIR WORKS! This creative writing course provides a link which will take the student to a page on our site, at www.connectthethoughts.com. On that page, the student will be able to enter his name, age, the title of his piece, and copy and paste the piece itself – and we will publish work written for this course on our site for all to see! The work remains the property of the author. We want to provide a way for the student to share his work with others. He’ll see his work surrounded in artwork on a page all of its own, and we will leave it up as long as we have a site! There, your student’s work can be shared with friends and family around the world, for years to come. To have your student’s work published in this manner, the link for this course is:

<http://www.connectthethoughts.net/student-stories.php?a=1&courseno=25725&type=creative>

PART ONE – A QUICK REVIEW

LESSON ONE:

1. UNDERSTAND THE WORDS:

Plot - The things that happen, in order, in a story.

Plot is “THIS happens, AND THEN that happens, AND THEN this happens, AND THEN that happens...”)

Action – Anything that happens in a story.

Story – Everything in the plot PLUS all the “details”, all the *descriptions* of people, places, things and actions. Everything you usually read.

Beginning – The first part of a story, the start.

Middle – The second part of a story. Almost always the longest part.

End – The last part, or finish of a story.

Character – A person, animal, or thing in a story that can do things in the story, and is important to the story.

Rewrite – 1) To make changes in a written piece, like a story. 2) The changes made to a written piece, like a story.

Dialogue – Anything a character would say.

2. READ ALOUD TO THE TEACHER:

In the last course you did, Creative Writing III, you learned about characters. You learned that to tell a good story, a character must have at least one problem that they must solve. That problem could be an enemy, such as another person, bad weather, evil animals, or anything you can imagine. The problem that the character must defeat may also be inside the character. Maybe the character is lazy, and so won't do the things needed to succeed, as an example. But a character needs something to fight against.

You learned that a plot is short, a simple way to organize your story. A plot is “this happens, then that happens, then this happens, and so on. A story is everything, the plot, characters, action, conflict, description and dialogue. You found out that a good story almost always has a beginning, a middle and an end. The beginning lets us meet the

characters, and what they want. A character must want something, or you won't have much of a story to tell.

The middle of the story might let us meet the problem, and if the problem is alive, we will find out what the problem wants. If you want a conflict (a fight of some kind) in your story, the problem should want something that the character wants, or the problem could just want the character to fail. In the middle of the story, the character and problem meet and fight, or whatever they will do to decide who will win.

Usually at the end of a story, we find out not only who got what they wanted, but what happened to the character and the problem he or she or it has.

You worked on all of these ideas in Elementary Creative Writing III. If you did not do that course, you should, before going any farther with this one!

On this course, we're going to mostly work on telling stories. But first, let's do a few things to make sure you understood the last course!

3. DO: Create a character. Make your character a human being. They can be any age, and they can be a boy or girl, man or woman. Describe in writing what they are like. Make sure to describe what they look like.

Once you've done this, give your character something to want. It's up to you, as this is your story, so you decide.

Once you've given the character something to want, give them a problem, something in the way. This could be an "outer" problem, like another person who wants the same thing, or bad weather, or a bike that doesn't work. It could also be an "inner" problem, like the character is lazy, or foolish. You decide. Describe in writing what the character wants, and the problem that they face.

Do a *plot*. This is just a "this happens, then that happens", it is not the full story! No description, and little or no "dialogue". This does not need to be very long, but it can be if you like.

Write your story. Fill in all the action and descriptions of things, and the dialogue. Your story can be as long or as short as you like, it's your story.

Read your story out loud. Listen and look for things that may not make sense, or that could be better said. Rewrite anything that you feel could be better.

You can read it to someone if you like, but do not listen to comments or "help".

LESSON TWO:**1. DO: Do a whole new story with a new character.**

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PART TWO – CHANGING PARTS OF A STORY – ANDROCLES AND THE LION

LESSON FOUR:

1. DO: Find on a map, globe or the Internet:

Rome, Italy

2. UNDERSTAND THE WORDS:

Location – The place where a story happens.

3. READ ALOUD TO THE TEACHER:

As you've seen, a story is made of many parts. Some of these are the character or characters, what they each want, the problem or problems, dialogue, description (what things are like or what they look like, using words to paint a picture of them), and the beginning (where we meet the characters and what they want), middle (where most of the *conflict* or battle happens to decide who will win or lose), and the end (where we are told how things end up).

That's a lot of parts! In this course, we're going to play with each part.

You'll be shown a simple story. You'll read the story aloud. Then, you'll be asked to *change the story*. The changes you'll be asked to make will be to parts of the story. For instance, you may be asked to change the dialogue (what the characters say), and to write new dialogue. If a character says all new things, that will change a story a lot. You may have to rewrite other parts of the story to rewrite the dialogue. You may even end up with a whole, new story!

You may be asked to change the *problem* that the main character faces, and to rewrite the story with a new problem that you invent. When you change the problem that a character faces, you must change the whole story! Again, you'll end up with a new story. For example, let's say your character wanted a banana, and his problem was a monkey that wanted the same banana. If you change the problem to an elephant that wants the banana, the character now has a much bigger problem.

And how about the character? What if you change the main character? That will certainly give you a new story. What if you started with a little girl, and changed it to an old man? Wouldn't that change almost everything? Old men cannot do some things that little girls can. Little girls cannot do some things that old men can do.

What if you changed what the character wants? That will change your story. A character who wants a banana has a different set of problems to face than a character who wants to fly without a plane or machine, doesn't he? What a character wants *makes* a story work. If you change what the character wants, you change the story.

There's many things that could be changed in a story, that would change a story. Another thing that could change is the *location*. Every story takes place somewhere. Let's say you were reading a story that took place in a jungle, and then you decided to move your story to the North Pole. A jungle, and the North Pole, which is all ice and snow, are not at all alike. Changing the location would change your whole story. Characters cannot do the same things at the North Pole, as they can do in a jungle.

4. DO: Read this story. It is a fable by an ancient Greek writer named *Aesop*, called *Androcles and the Lion*. Here are some words you'll need to understand first:

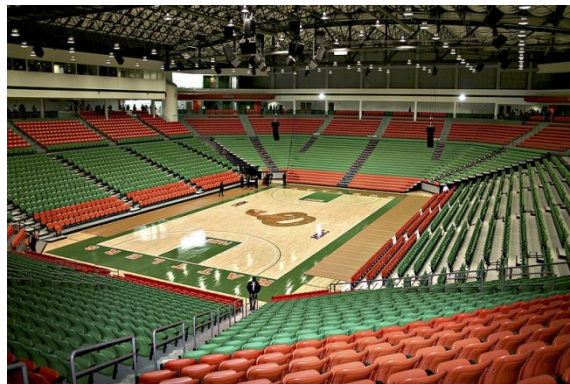
Flee – Run away in fear.

Emperor – A powerful ruler, usually over many countries.

Court – The people around a King, Queen, or Emperor.

Spectacle – A big show.

Arena - A large area in which games, or shows, are put on, surrounded by a crowd that watches. Here's a basketball arena. See the raised seats above the "floor" where the game is played.



Fawned – To have shown affection to someone.

Whereupon – After which.

Pardoned – Forgiven for any crime or sin one has done.

This story takes place at a time in history long ago, in a powerful land called Rome, where there were many slaves.

A slave named Androcles once escaped from his master and fled to the forest. As he was wandering about there he came upon a Lion lying down moaning and groaning. At first he turned to flee, but finding that the Lion did not pursue him, he turned back and went up to him.

As he came near, the Lion put out his paw, which was all swollen and bleeding, and Androcles found that a huge thorn had got into it, and was causing all the pain. He pulled out the thorn and bound up the paw of the Lion, who was soon able to rise and lick the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day used to bring him meat from which to live.



But shortly afterwards both Androcles, and the Lion were captured, and the slave was sentenced to be thrown to the Lion, after the latter had been kept without food for several days. The Emperor and all his Court came to see the spectacle, and Androcles was led out into the middle of the arena.

Soon the Lion was let loose from his den, and rushed bounding and roaring towards his victim. But as soon as he came near to Androcles he recognized his friend, and fawned upon him, and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles to him, who told him the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.
