

ED 315 LESSON PLAN # 3
“Picture-Perfect” Creative Writing
Adapted for Hour 6

Goal(s):

Language Arts: Writing

B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.

B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

Pre-assess:

A writing assessment was conducted prior to this lesson to check for fluency, sentence structure, and organization.

Objective(s):

Students will develop creative writing skills through the use of newspaper photos. Students will work with a partner to develop a shared writing piece that reflects events that happened before, during and after the photo was taken.

Assessment:

Partners will be assessed on their “picture-perfect” photo story presentation using a rubric. The rubric will include: a “prop/picture, a compelling headline, identify what happened before, during, and after the photo was taken, who/what/when/where/why/how, partner work, and participation in presentation. Students will self-assess using this sheet.

Materials Needed:

Newspapers
Scissors
Glue
Copy Paper
Pen/Pencil

Total time needed:

2 days (Two 48 minute classes)

DAY 1

• Introduction: 5 minutes

What is creativity?

Name a favorite story that fits your definition of creativity. What makes these stories

interesting, funny, or unusual? Tell them that some of the stories may have been the writer's own experiences, or wonderfully creative products of the imagination.

- **Steps for instruction** (engagement, demonstration, participation, practice): **25 minutes**

Tell students that today I am going to help them unlock their creativity with a “picture-perfect” activity.

Show students newspaper photo. Demonstrate creating a story by identifying what happened before, during and after the photo was taken.

Tell students that they will be working with a partner to create a story based on a newspaper picture just as I have. (Show Hour 7 stories for an example)

Tell students that they are going to write a story about what happened before, during and after the photo was taken.

Students are encouraged to be creative and use their imagination to create a real or unreal scenario. Students may be completely imaginary or try to re-create the factual aspects so the stories have a straight news approach.

Break class into partners.

Pass out newspapers and magazines to each group.

Have students cut out their photo from the newspaper and glue it onto a white piece of paper.

Below the picture, have students begin writing their sequence of events.

DAY 2

Have the class find their partners and continue writing their newspaper story.

Partners will present their “picture-perfect” story.

- **Strategies for students requiring additional assistance:**

Students needing additional assistance will be placed in a group where members will assist with the writing of ideas.

- **Closure:**

Ask students if using a “prop” was helpful when creating their storyline.