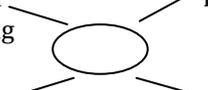


Using Picture Prompts for Creative Writing

Language: Will vary based on worksheet selected. See worksheets.

Objective: SWBAT compose a short creative story inspired by a picture in a group writing exercise.

This plan will help Ss work through the writing process: **Brainstorm, Plan, Organize, Write, Correct, Publish**. Each part of the writing process is scaffolded and modeled before teachers write. Timing is very important here. Do allow at least 20 to 25 minutes for Ss to write once scaffolding and modeling are completed.

Time	Procedure	Stage aim	Materials
2	Choose any picture of interest that may be useful for the Ss. It should not be the same picture as the lesson. Ask the Ss to think about what they see in the picture. T: What do you see? Don't answer just think. Model thinking.	To set the context for the lesson	Picture, whiteboard
8	Elicit description of picture from Ss. Organize words on the board into a list. Ex) bird house food egg Red yellow blue green big small fast Eating watching searching flying <i>NOTE: As you elicit organize words into word types (nouns, adjectives, verbs). This does not have to be clarified at this time, but can be referred to later. When writing verbs be consistent about the form. Ss may not be consistent, T should adjust.</i> Draw a mind map on the board like the one on the worksheet. Ask Ss to think about what is happening in the picture. Elicit parts of the story and organize into the map. Example: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: left;">The bird is looking for food.</div>  <div style="text-align: right;">It hears a noise.</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: left;">It's the egg.</div> <div style="text-align: right;">A baby bird is waking up.</div> </div> Use the picture you have selected. Elicit and arrange the story.	To give students a chance to demonstrate their prior knowledge of how to describe pictures (description adjective/ action verb) Brainstorm Plan Encounter the mind map form used to organize the story.	White board

5	<p>Ask Ss to look at the words from the first brainstorm. T: Can we add these words to our story.</p> <p>Use words from the brainstorm and add them to the description of the story.</p> <p>Ex: The bird is flying fast. It is looking for food.</p> <p>Take time to add a few more words the story. As you add words write the story on the right side of the board. As you write make some mistakes in your story.</p> <p>Board Organization:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 80px; text-align: center;">Elicited Words</div> <div style="border: 1px solid black; padding: 5px; width: 150px;"> Story One day a byrd was flying fest. it was looking for food... </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 80px; text-align: center;">Mindmap</div> </div>	<p>Remember and clarify vocabulary introduced by students. Clarify use.</p> <p>Clarify and internalize the form of the story using the organizer to arrange a short story.</p> <p>Organize</p>	White board
1 min	<p>Review the story with Ss. T: Now it's your turn. Here is a new picture. Can you make a story with your team?</p> <p>Pass out worksheet to Ss in teams.</p>		
20 min	<p>Allow time for Ss to work in groups. Circulate and provide assistance as necessary. The writing process will take time so step back and observe. Look for places where Ss writing may need to be addressed, including content and organization as well as grammar and mechanics. This can be addressed in future lessons focused on that skill.</p> <p>Optional: If a groups finishes before other groups, have all members of the group copy the story into their personal notebooks.</p>	<p>Objective: To produce a story using demonstrating fluency of using an organizer.</p> <p>Brainstorm Plan Organize Write</p>	<p>Worksheet</p> <p>Paper Optional</p>

10 min	<p>Draw Ss attention to the board. Ask Ss to help you find mistakes in your story. Correct mistakes on the board with Ss.</p> <p>Write the correction checklist on the board.</p> <p>Spelling Mistakes ____ Used words from the box ____ Beginning middle End ____</p> <p>Put a check next to spelling. Ask Ss if the first brainstormed story used words elicited. Put a check. Ask the Ss if the story included all parts from the organizer. Put a check.</p> <p>Have teams exchange stories with another team. Ask the teams to correct the story. Provide a correction checklist to help scaffold.</p>	<p>Encounter and clarify correction.</p> <p>Model peer correction of a story.</p> <p>Provide scaffolding for correction.</p> <p>Allow teams to internalize the use of correction by correcting the work of another team.</p> <p>Correct</p>	<p>Ss worksheet with story</p> <p>Checklist (Can be written on the board)</p>
5 min	<p><i>If class time is 45 to 50 minutes, this can be a homework assignment.</i></p> <p>Have peers return stories. Pass out a clean sheet of paper. Have Ss correct errors and write a final story without errors.</p> <p>Optional: Have Ss write clean copy as homework.</p>	<p>Publish</p>	<p>Ss worksheet with story</p> <p>Clean paper</p>
5 min	<p>Collect stories from Ss. Post around the classroom. Invite Ss to stand and read the stories shared by partners.</p>		<p>Tape, Ss stories</p>