



CREATIVE WRITING

NOTEBOOK #2

GRADES
3-8



THE GOOD AND THE BEAUTIFUL LIBRARY

Let Your Writing Be a Light!

A Message from Jenny Phillips

The Good and the Beautiful curriculum is not just designed to teach you to write well, but also to write in a way that is good and beautiful. The world needs more writers that bring light into the world rather than darkness. Choose now to write words that

Lift,
inspire,
and *bring people close to Christ.*

Never use inappropriate behavior or words to make writing funny or interesting. The world needs the light that you can shine!





Writing for Fun

This section will guide you through activities that will spark imagination, kindle creativity, and help you enjoy writing for fun!

The activities in this section do not go in any particular order.

"Choose Three" Challenge

In each box, circle one word from each category. Then, on the right-hand side, write 1–2 sentences that use all three of the words you circled (in any order).

<u>Character</u>	<u>Setting</u>	<u>Description</u>
captain	beach	frail
goat	upstairs	salty
snail	church	steep

<u>Character</u>	<u>Setting</u>	<u>Description</u>
dragonfly	ocean	shallow
Debra	basement	rapid
snake	pasture	unusual

<u>Character</u>	<u>Setting</u>	<u>Description</u>
beetle	airplane	melodic
Sam	meadow	thundering
pig	lake	massive

Food and the Senses



Choose two foods that you can touch, smell, and taste, such as cheese, bread, fruit, chocolate, or butter. Observe the foods closely, and then fill out the chart for each food, using as many descriptive words as you can.

Food : _____

Look

Texture

Smell

Taste

Food : _____

Look

Texture

Smell

Taste

Descriptive Language

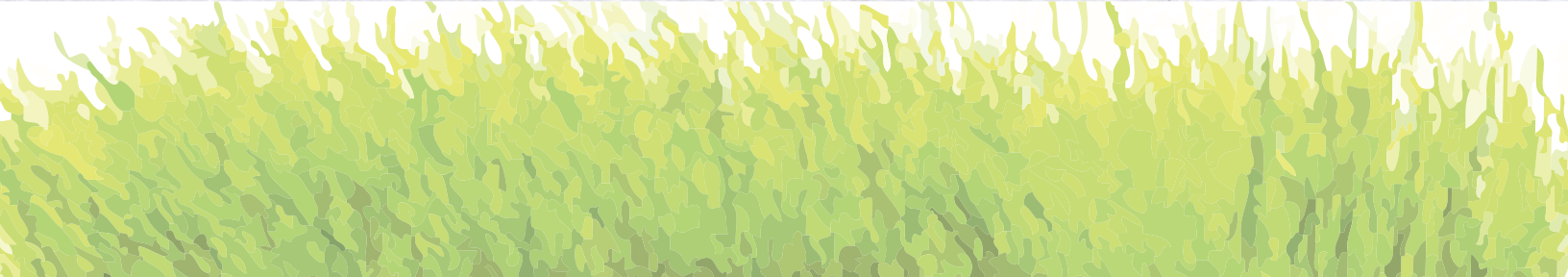
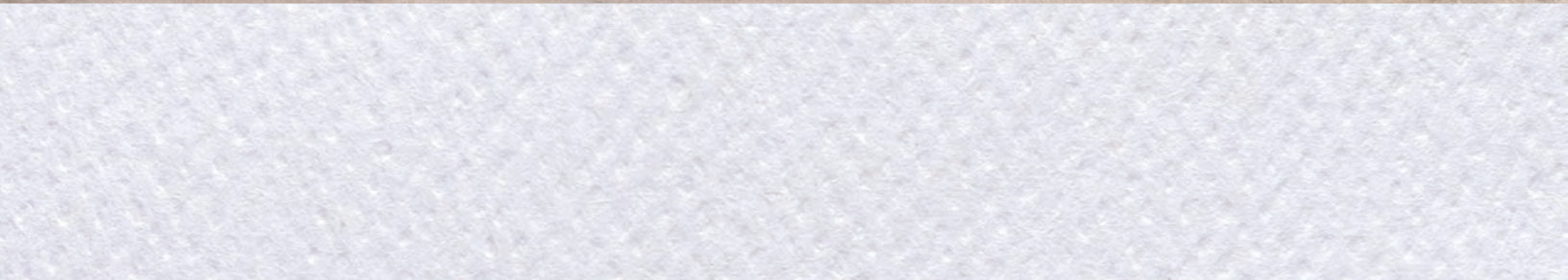
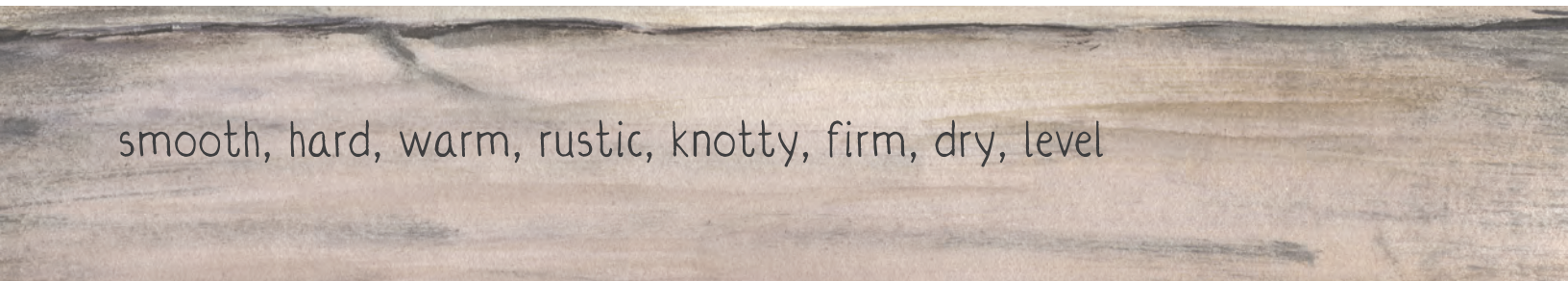
Sentences can be either dull and dry or interesting and “alive,” depending on how descriptive the language is. Write as many descriptive words or phrases as you can for each image on this page.



Textures

On each different texture below, write as many descriptive words as you can. The first one is completed for you as an example (though you can add more if you would like).

smooth, hard, warm, rustic, knotty, firm, dry, level





Poetry Couplets

In poetry, a couplet is two lines in a row that rhyme and have the same rhythm, or meter.

In each box, use the right-hand side to write a list of words that rhyme with the ending sound of the first line. Then, create a couplet by writing a second line that rhymes with the first. The first one is done for you as an example.

The little star shone high in the sky

To tell the barn owl where he should fly. _____

why, try, fly, sigh, my, by,
high, cry, butterfly, nigh

Beside the creek, all dressed in white,

Three yellow tulips were peeking at me

When the moon rose grandly above the peak,

“Try again, Dear,” my grandmother said,

Beyond the lake, shining so blue,

I worked very hard, and at the end of the day,

Flash Writing

Do you ever just sit and wonder what to write about? That is completely normal! It happens to every writer. On this page, read the sentence and then immediately write about the first thing that comes to your mind. Don't worry too much about how it sounds or about making it perfect. Just start writing!

You are walking through a dense, green forest, and you suddenly see an animal in the path ahead of you.

While carrying a load of firewood from the woodshed to the house, you trip over something in the dark that you know wasn't there before.

Two boys are fishing at a high mountain lake on a beautiful day when a sudden, enormous storm rolls in.

Match the Writing Style

One of the best ways to learn how to write well is to read excellent examples of good, descriptive literature. In the top two boxes, first read the uninteresting writing on the left, and then read the descriptive writing by author May Justus on the right. Then try your own hand at descriptive writing in the bottom boxes.

The ax was dull. Tib had to sharpen it. It was hard to sharpen it. It was also really cold.



To sharpen a dull ax takes quite a while, especially on a cold morning. At first Tib whistled a tune as he turned the grindstone against the edge of the ax. But soon he didn't feel like whistling at all. The cold bit the tips of his fingers, and he began to turn the grindstone more and more slowly.

The dog heard something. The noise came from the bushes. The noise was a squirrel. The dog chased the squirrel. Tib called the dog back.





Story #1

This section will guide you through creating story ideas, using one of those ideas to write a story, and then refining your story. Thus, the pages in this section should be completed in order.

Remember to be a light through the things that you write—a light that leads others to true and good principles.

Brainstorming Conflicts:

Person Against Person

Conflict is the challenge or problem to be resolved in a story. If your story lacks conflict, it will be hard to write and even harder to engage the reader. There are several different types of conflict. One is “person against person”—when the main character struggles with another character. This is a common type of conflict in stories and in real life.

For each image, write two possible “person against person” conflicts that could take place in the setting.

Example:

1. A girl works at her grandmother’s flower shop. One day she sees a ragged little boy steal a flower from a display vase. There is a police officer down the street. Should she have the boy arrested? Is there anything she can do to help him?
2. The main character lives in an apartment complex. He has a very grouchy neighbor who has a beloved pet dog. One day the boy thoughtlessly leaves the main door open, and the dog escapes and becomes lost. How can he gain the courage to admit his mistake to his ornery neighbor and help find the lost dog?



1. _____

2. _____



1. _____

2. _____



Create Your Story

You have been very creative and have come up with several great story ideas!

Just like gathering a recipe and all the ingredients to make a delicious treat, you have gathered ideas and creative thoughts, and now you're ready to put them together to create a fascinating story.

Now, take a highlighter and look through the pages you have completed in this section so far. Highlight your favorite story-starter ideas and setting (or settings). Later, you will use the highlighted passages to create your story.



Type Your Story

You are ready to type up your story! You have everything you need to be successful. Use the following step-by-step instructions to type your story on a computer. It's okay if it takes you several days to complete the steps on this page. Mark the steps off as you complete them.

☐ Type the first paragraph

Open a new word processing document on a computer. Give your story a title and save the document. You can change the title later if you want, so don't worry too much about what to call it. Use your highlighted "first paragraph" ideas and type the first paragraph of your story.

☐ Type the body of the story

Type the body of your story. This may take several days, and that's okay! If you feel stuck at any point, look at the things you have highlighted on the previous pages. Remember, it doesn't have to be perfect. You will be refining the story later. You do not need to write the ending of the story at this point.

☐ Type the ending

Use your highlighted "resolution" idea and type the ending of your story.

☐ Read through and complete the first edit

Now you have finished typing your whole story! Read through it and fix any errors and anything you are unsatisfied with.

Excellent! You have typed your story and completed a first edit! You should have a good feeling inside. The next several lessons will help you add even more interest, description, and beauty to your story.

Literary Devices:

Similes

Writers often use literary devices to add depth to their works and to help the reader really feel the meaning and understand their intent. There are many different literary devices. First, you will learn about similes, and then you will add at least one to your story.

Similes draw parallels or comparisons between two unrelated things. By using similes, the writer is better able to convey the intended sentiment to the reader. Similes use the words “as” or “like.”

Here are some examples:

He was quiet as a mouse.

Her eyes are like the ocean after a storm.

My horse sprinted as fast as the wind.

On the lines below, rewrite the sentences with similes to create greater meaning, depth, and description. Remember to use the connecting words “as” or “like.” Then, add at least one simile to your typed story.

The warrior fought bravely. _____

It was a cloudy day outside. _____

I saw a really big hawk. _____

Put on Your Editing Spectacles



Though it may not be your favorite thing to do, an important part of writing a story is editing it. Even professional writers have to review and fix mistakes every time they write. Figuratively—which means metaphorically or imaginatively, *not* literally—put on your editing spectacles and carefully read through your story, watching closely for any errors. Here are some of the most common errors to watch for:

- Missing commas or periods
- Extra commas
- Missing quotation marks
- Misspelled words
- Improper capitalization (remember to capitalize proper names and the first letter of each sentence, but also watch for words that are capitalized that shouldn't be)
- Run-on sentences
- Sentence fragments (incomplete sentences that do not express a complete thought)

Brainstorming Conflicts:

Person Against Self

In a “person against self” conflict, the character has an internal struggle. A character must overcome a weakness or make a choice between two or more paths.

For each image, write one or two “person against self” story ideas using the scene or object shown in the picture.

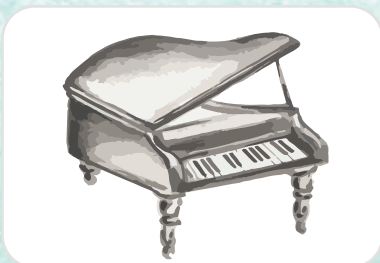
Example:



#1: The main character is staying at a cabin with cousins, but he cannot swim. His uncle offers to teach him, but he is too scared. How does he overcome his fears? #2: While staying at a cabin, a girl forgets to tie up the boat, and it drifts off and is never found. She is afraid to tell her parents the truth. How can she gain the courage to tell them?







Describe the Scene

Describe in detail the scene in the painting below. Use your imagination to describe what you see and what you might smell, hear, and feel.



"Farmyard in Winter" by George Henry Durrie (1820–1863), 1858



Possible “Good & Beautiful” Messages

Use your writing to send good and beautiful messages to the world, like a lighthouse sending light to the ships at sea.

Some possible traits you could draw from are honesty, integrity, kindness, hard work, love, compassion, friendship, courage, service, charity, faith, and selflessness.

1. Example: A girl realizes that being honest is more important than having money.

2.

3.

4.

5.

6.

7.

8.

Arrange Your Story

You have been very creative and have come up with several great story ideas!

Individual flowers are beautiful to behold all on their own, but when you gather a variety of flowers and arrange them together, they become a delightful bouquet. Just like gathering flowers, you have gathered ideas and creative thoughts, and now you're ready to put them together to create a fascinating story!

Now, take a highlighter and look through the pages you have completed in this section so far. Highlight your favorite story-starter ideas and your favorite good and beautiful message (or messages). Later, you will use the highlighted passages to arrange your story.

