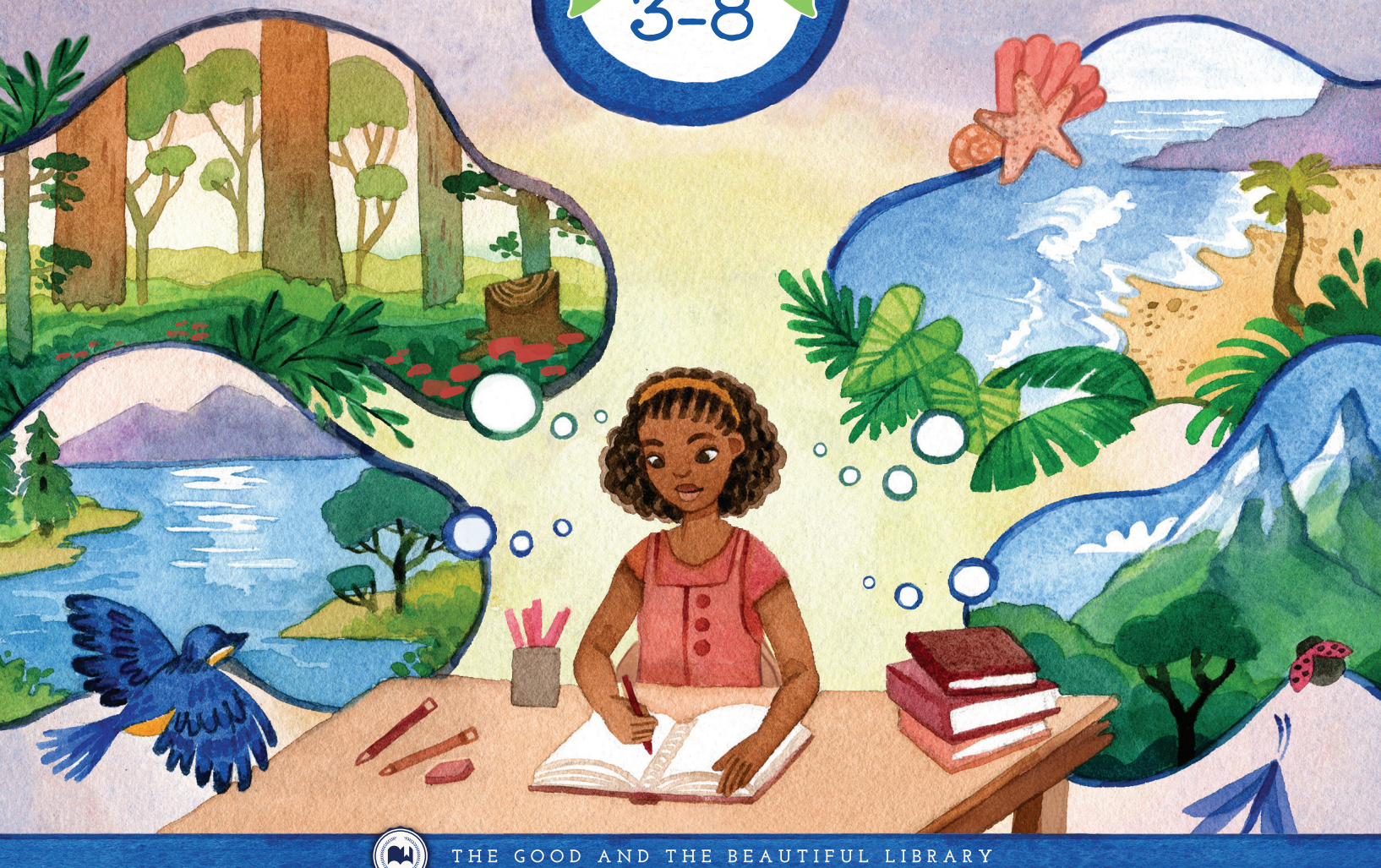
CREATIVE WRITING

NOTEBOOK #1

GRADES 3–8



THE GOOD AND THE BEAUTIFUL LIBRARY

WRITING "GOOD & BEAUTIFUL" STYLE

You can be a light in a dark world!

Many books today are packed with disrespectful behavior toward parents and teachers. Young characters often have negative attitudes toward family members and education. Writers often make these things seem funny and acceptable and also focus only on thrill and fun and self-centered excitement. This type of writing may be popular and may sell a lot of books, but our world desperately needs writers who write to uplift and inspire. You can be that kind of writer! Determine now that your writing will not just be about self-centered excitement. Determine now that your writing will never make inappropriate behavior seem funny or acceptable. You can be a light in a dark world!

Read the sentences below. Cross out behaviors that are not "good and beautiful," and never include these things in your writing!

1. A girl rolls her eyes at her mother.
2. A boy steals some gum, but feels bad and repents.
3. A boy makes fun of a teacher behind his back.
4. Disrespectful, disobedient behavior is portrayed as acceptable.
5. All the main character cares about is having fun.
6. A girl has a lot of fun as she helps another person.
7. A bunch of young girls are obsessed with boys.
8. A boy acts like his little sister is a pest.
9. A girl acts as if her parents are no fun.
10. A boy thinks school is a bore.



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Make Your Descriptions Fly Higher!



Practice replacing description that states the way something is using “to be” verbs (is, are, etc.) with description that uses active verbs.

Example:
To be verb: Her eyes are beautiful.
Active verb: Her eyes shimmer with light as she smiles.

To be verb: The bird is flying.
Active verb:

To be verb: The ring is fancy.
Active verb:

To be verb: The trees are tall.
Active verb:

To be verb: The baby is laughing.
Active verb:

To be verb: The sun is shining.
Active verb:

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Rainbow Words

On each color of the rainbow, write as many ways as you can think of to write each color. Purple is completed for you as an example. If needed, look up the color on Thesaurus.com or visit http://www.words-to-use.com/words/colors-names/.



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Colors



Underline all the references to color in this passage by author Evaleen Stein:

As Raoul and Sidney first saw it in the gray light of early dawn, for the night was almost gone, it looked very ghostly and forlorn. One great round tower, though roofless and broken, still rose above the battered and crumbling walls of stone. Beautiful little blue-bells and wild pinks had spread a tangled mass of bloom over these walls, and green mosses and silvery grasses tufted the forsaken fireplaces and carpeted the sunken flagstones of the floors.

Go outside (or look out a window) and describe in detail the nature that you see; use descriptions of color.

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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.



"Fishing Party" by Fitz Henry Lane (1804–1865), 1850

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WRITING EXERCISES

Jump Start Beginnings

Find two first sentences you really like from books you have never read. Write the sentences in the gray boxes. Then, finish the paragraphs with your own words and ideas. When you are done, erase the sentences in the gray boxes and write new beginning sentences that work with the paragraphs you wrote.

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Heart Map

It's easy to write about things you really love or things you really dislike. Inside the heart make a list of things you love. Outside of the heart, make a list of things you really dislike.



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Possible Antagonists

Antagonist = a person who actively opposes or is hostile to someone or something

Name: _____

About: _____

Name: _____

About: _____

Name: _____

About: _____

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Character Sketch

Fill out this page about an imaginary character. If desired, use the character sketch to spark story ideas.

Character Name: _____ Age: _____

Physical Appearance

Personality

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Ideas for Mysteries



1.

2.

3.

4.

5.

6.

7.

8.

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Possible "Good & Beautiful" Messages

1. Example: A boy realizes that being kind is more important than being popular.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

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Dialogue

In each gray box, write a short phrase you have heard someone say. On another day, in the white boxes, write an imaginary dialogue that includes the phrases.

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Poetry Brainstorming
Family

Fill out the boxes.
Blessings of the family

Thoughts/Ideas

Rhyming Words

Similes (e.g., She sings like an angel.)

Sensory Description

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Poetry Brainstorming

Animals

Write words or phrases that come to mind when you study the painting on this page.



"The Red Ball" by Sophie Sperlich (1863–1906), c. 1900

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Poetry Brainstorming

Trees

Write words or phrases that come to mind when you study the painting on this page.



"Oaks" by Ivan Shishkin (1832–1898), 1887

© JENNY PHILLIPS

Poetry Brainstorming
Inspiration from Paintings

Write words or phrases that come to mind when you study the painting on this page.



"A Welcome Break" by César Pattein (1850–1931), 1887

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Poem Inspired by a Painting

Choose one of the first lines or couplets that you wrote on the previous page and finish the poem.

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Poetry Brainstorming
Books or Learning

Write words or phrases that come to mind when you study the painting on this page.



"A Girl Writing; The Pet Goldfinch" by Henriette Browne (1829–1901), c. 1870

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Possible Plot

Inciting Incident: the event or decision that begins a story's problem

Rising Action: a series of events leading to the climax

Climax: the part of the story where the conflict and tension are at the highest point

Resolution: the part of the story that resolves the problem, answers any unanswered questions, and closes the story

Inciting Incident: _____

Rising Action: _____

Climax: _____

Resolution: _____

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Fly a Kite!



Imagine you are at a kite store with hundreds of different kites. You don't want to spend all day choosing a kite. You want to have time to fly it! In this notebook you have written many story ideas. Choose one and let it fly! Fill out the box below, then, on a computer or on paper, write the entire story.

Story Outline: Describe your story in one paragraph

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Overcoming Writer's Block

Finishing a full story can be hard! But imagine you are climbing a mountain peak. It's not designed to be easy. You may have to take some breaks to rest, but once you finally make it to the top of the mountain, it is a wonderful feeling! Use these ideas when you are stuck on a story.

Brainstorm Eight Options

What could possibly happen next that could move the story forward? Quickly write down the first eight options that come to your mind, whether or not you think they are good. Then, see if any of them spark a good idea.

Fill in the Blank

Fill in the blanks out loud:

What I'm trying to say here is _____.

What I want to have happen is _____.

Questions

Ask yourself questions. It works best to ask and answer out loud. Here are some possible questions:

How is pacing coming along (how fast the story unfolds)? Do I need to move more quickly to the climax of the story?

What is the main character's goal right now? What needs to happen now for the character to move toward that goal?

Do I need to back up to a certain point in the story and go in a different direction?

Discussion

Have a friend or parent read the story to the point you have gotten to. Then, have them ask you questions about the next part of your story.

Take a Break

Take a walk or do another activity for a time, and then come back to the story.

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CREATIVE WRITING

NOTEBOOK #2

GRADES 3-8



The Good AND THE Beautiful

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!



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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.

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"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).

Character	Setting	Description
captain	beach	frail
goat	upstairs	salty
snail	church	steep

Character	Setting	Description
dragonfly	ocean	shallow
Debra	basement	rapid
snake	pasture	unusual

Character	Setting	Description
beetle	airplane	melodic
Sam	meadow	thundering
pig	lake	massive

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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

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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.



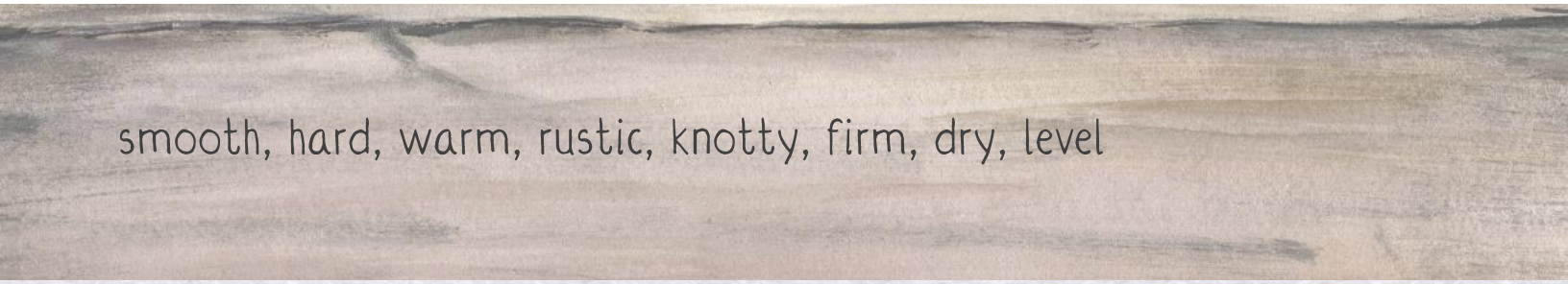


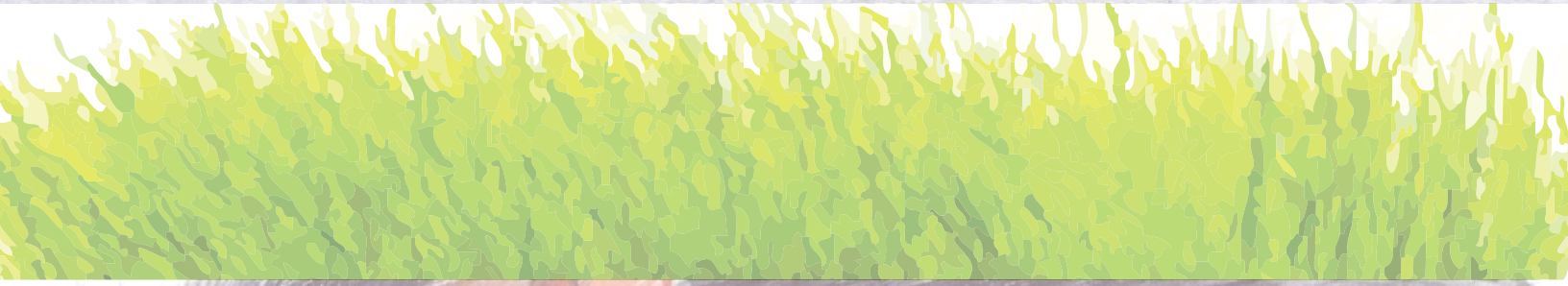


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Textures

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).









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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,
_____

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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.

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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.



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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._____

_____

_____

_____

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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.



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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.

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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. _____

_____

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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)

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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.

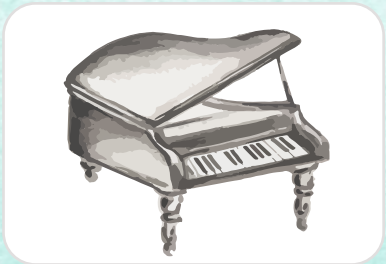
Example:



#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?







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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.



George Henry Durrie (1820–1863)

© JENNY PHILLIPS



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.

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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.



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