

Lesson Plan Template

Teacher Candidate: Jenna Abbey		Date: 11/14/24	Title: Introduction to creative writing
Grade: 5	Subject: ELA	Unit: 6	Lesson #: 3
Core Competency: Communication and thinking		Profile: Teach students about creative writing	
Big Idea: Using language in creative and playful ways helps us understand how language works.		Content: Reading and writing	
Essential Question: Can students recognize the core elements of creative writing?			
Curricular Competencies: Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text.			
Indigenous Perspectives and FPPL: n/a			
Learning Intention: For students to use language in a playful way, and to understand how language works			
Materials: Lewis Carroll's poem "Jabberwocky", sticky notes, paper, pens, access to the creative writing resource			

Introduction - Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

Approx Time 15 mins	<p>To start, I would introduce language in a creative way by reading the poem "Jabberwocky" by Lewis Carroll.</p> <p>This poem is celebrated for its imaginative use of language, which invites readers to find meaning in the invented words through their sound and context.</p> <p>After reading the poem, explain that many of the words are invented and have no official meaning. However, based on how the words sound and where they appear in the sentence, students can guess what they might mean.</p> <p>Ask students to write down their interpretations of a few made-up words from the poem. For example, they could guess "brillig" means "bright" or "noisy," depending on how they interpret the context and sound of the word.</p> <p>Have students write their guesses on sticky notes. Then, stick the notes on a board or wall for everyone to see. Students can walk around, read others' ideas, and perhaps even build on each other's guesses.</p> <p>After all the sticky notes are up, discuss as a class. Ask students to explain their reasoning for their interpretations. This helps develop critical thinking, as students will justify their answers based on how the words sound or fit into the poem's</p>
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Body - Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

Approx Time	Now is where the writing portion of the lesson comes in. This is a creative writing activity, where students can create their own playful, imaginative writing piece.
20 mins	<p>Before you start the activity, teach a quick lesson on the core structure and elements of creative writing. Look at character development, setting, plot, point of view, the theme, dialogue, and descriptive language. Here is a resource that provides more information on each of these elements:</p> <p>https://blueroseone.com/publish/elements-of-creative-writing/</p> <p>Now that students have a general understanding of the elements of creative writing, challenge students to write a short story or poem using made-up words or funny descriptions, inspired by the playful text they just read. Encourage students to think outside the box and use their imagination. Offer prompts like "invent your own animal and describe its funny habits" or "create a short poem using nonsense words that rhyme".</p> <p>After writing, students can swap stories with a partner. Each partner tries to guess the meaning of the other student's made-up words and discuss how creative language helps tell the story.</p>



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Closure - Organize and Integrate: How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

Approx Time	Class word hunt! Hide words from the poem around the room (under desks, behind chairs, etc) and have students work in small groups to find as many words as possible. Make sure there are enough words hidden so that each group is able to find at least 4 words.
15 mins	<p>Then, in their small groups, students can build a poem that ties the words that they found around the room in.</p> <p>You could also hand out an exit slip for students to quickly fill out before finishing class. Ask students to reflect on what they learned using a simple exit slip with questions like "what was the most fun part of playing with language today?" or</p>

	"how did using creative language help you understand the poem better?"
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<p>Adaptations/Modifications:</p> <p>-An adaptation could be to provide sentence starters or a word bank with creative words or phrases that students can use to spark their imagination. For example, instead of asking them to create their own nonsense words from scratch, offer pre-made ones for them to play with in their writing.</p>	<p>Extensions:</p> <p>-An extension could be to encourage students to incorporate figurative language like similes and personification into their creative writing projects.</p> <p>-When creating the poem, students could have a certain criteria to follow such as a poem format (like a limerick or free-verse poem).</p>
<p>Assessment Plan:</p> <p>Assessments can be done through observing student contribution and understanding in the introduction class activity. Assessments can also be done through looking at students creative writing projects. You can also observe students contribution in the closure small group activity to see how well they understood the lesson. Another formative assessment can be done by looking at the exit slip students filled out at the end of class.</p>	
<p>Lesson Notes/Reflection:</p> <p>-This lesson can be very silly and fun, since kids love making up words and using their imagination!</p>	