

# Creative Writing Activity Packet

This packet includes creative writing prompts and activities that are simple, engaging, and fun. While students are at home, their imaginations are still active and can flourish with a little prompting. The following activities require nothing more than a pencil and paper, can be done alone or in pairs/groups, and are appropriate for writers of all ages. Feel free to adapt, reuse, and share these activities with the young writers in your life!

# Table of Contents

- ★ One Word - p. 3
- ★ Story Starters - p. 4
- ★ What's In Your Pocket? - p. 5
- ★ Five Senses Poem - p. 5
- ★ Show Me Sentences - p. 6
- ★ Half a Conversation - p.7
- ★ Borrowed Line Stories - p. 7
- ★ Wonka Words - p. 8
- ★ Telephone Pictionary - p. 9
- ★ Book Spine Poetry - p. 10
- ★ Point of View - p. 10
- ★ Found Poetry - p. 11
- ★ Around the Room - p. 11
- ★ Conflict Prompt - p. 11
- ★ Consequences - p. 12

# One Word

One Word is a quick, flexible activity that gets students thinking creatively and expanding their vocabulary. It works with any number of participants, and can also be done individually, written down.

## One Word and Variations

- Original Version: Pick a letter, go around in a circle, and have everyone say a word that starts with that letter. Go around the circle as many times as you can, until people can no longer think of any more words that start with that letter.
- Word Association Version: First person picks a word to say (any word). Each next person says a word that the previous word makes them think of, whatever word comes to mind. Try doing this as quickly as possible. Don't overthink it.
- Rhyming Version: Ex: Pick a word that ends with -ed, go around the circle and have everyone say a word that rhymes.
- Themed version: Pick a theme (i.e., animals); have a student pick a letter. Go around the circle, everyone has to say something in that theme that starts with that letter.
- Themed Version 2: Pick a theme (i.e., animals), have the group go through the alphabet saying a word within the theme (first person says armadillo, second person says bat, etc.).

After finishing, you can have students pick their favorite word that they heard and write a scene, story, or poem inspired by that word.

# Story Starters

The following are story starters to kick off a story during independent writing time. Try giving a student a 10- or 15- minute timer and see what they can come up with based on just this first line of a story.

- I will never forget the day I grew twelve feet tall.
- I had a wonderful time at the mermaid tea party.
- One day I was walking in the forest when I heard someone scream.
- The wind blew so strongly, and I wandered the streets looking for home.
- I woke up and looked in the mirror only to find my hair had turned blue..
- My Aunt Alice lived in a house on the ocean.
- Ethan's teddy bear went on the most exciting adventures.
- Maria's step-brother told her that he had found something interesting in the treehouse.
- All Craig wanted was a robot to do his chores. So he went to the robot store.
- Last year, my family went on an unusual vacation.
- One day, Lucia started floating away into the air.
- The problems all started when my brother bought a \_\_\_\_\_ at the thrift store.
- Last week, my science teacher made the most interesting experiment!
- Do you remember when it rained for two weeks straight?
- Allie learned to use a sailboat and went all the way across Lake Michigan. But she didn't know that she'd find \_\_\_\_\_.

## What's in your pocket?

Have everyone write down a list of three things that they have in their pockets/purse/backpack. Swap the papers around so no one has their own. Then, write about a character that would carry those three items with them. Students can share what they wrote, or pass back to their partner to see what they came up with. Done individually, a student can write down three things in their own pockets and come up with a character who also carries those things, but who is very different from themselves.

## Five Senses Poem

Discuss: What are the five senses? Why do we use them in setting?

Brainstorm a setting to write about, a place you've been before, and answer the following prompts to create a poem.

Poem structure:

- The beach feels like...
- The beach tastes like...
- The beach sounds like...
- The beach looks like...
- The beach smells like...

## Show Me Sentences

Have the following “boring” descriptions on slips of paper in a bowl. Have each student pull a sentence from a bowl. Each person writes a paragraph describing the situation in more detail — as much detail as they can, using the five senses and imagining what it would really feel like to see that person/place/thing. Instead of telling the reader, try to show the reader!

- The room was messy
- The car was a piece of junk
- The hallway was crowded
- The storm was scary
- The sunrise was beautiful
- I laughed really hard
- The old house looked creepy
- It was a bad meal
- It was a good book
- The party was wild
- The lake was ice cold
- The food was really spicy
- I was really sleepy
- The roller coaster was scary
- The backpack was overloaded
- The kitchen was filthy
- The suitcase was really heavy
- The teacher was boring
- The cafeteria was a mess
- The old computer was very slow
- She was wearing an ugly sweater
- The substitute teacher was angry
- His sneakers were very old
- It was a gloomy day
- The table overflowed with food
- The locker was about to burst
- It was very windy out
- The person was clumsy
- The road was bumpy
- The hill was really steep
- I ran as fast as I could

## Half a Conversation

Give students the following conversation with only one side completed. Working alone or in pairs, have students fill in the empty dialogue. They can do this as many times as they'd like. Share and see how different the scenes they all make are!

Person 1: Hello!

Person 2:

Person 1: What do you mean?

Person 2:

Person 1: I don't believe you.

Person 2:

Person 1: Oh, wow! You were telling the truth!

Person 2:

Person 1: Can you carry this for me?

Person 2:

Person 1: I always knew that this would come in handy.

Person 2:

Person 1: You're lucky to have me as a friend.

## Borrowed Line Stories

Pick up a book, flip to a random page, and write down the first sentence that jumps out to you. Use this sentence as the first line for a story or poem.

# Wonka Words

Wonka Words is a creative argument-writing game. Works for slightly older students, although all can compete. Groups of three players or more.

One player is the judge, and the judge thinks of something that the rest of the players have to guess. They can think of anything (a puppy, their grandpa, the table everyone is sitting at, Niagara Falls, etc.), write it down, and keep it a secret. The rest of the players write down their guess and then say it aloud, with no clues or hints. After all players have guessed, the judge reveals what they were thinking of.

At this point, each player has to write a paragraph explaining why their guess was closest to the thing the judge was thinking of. For example, if you guessed a cloud and the judge was thinking of Hogwarts, you would write a paragraph explaining why Hogwarts is just like a cloud.

Give five minutes or so for players to write their arguments, and then read them aloud one at a time. If time allows, players can ask each other follow-up questions and give rebuttals for each other's arguments. At the end, the judge chooses the player who made the best, most creative argument. The winner becomes the judge for the next round.



# Telephone pictionary

This game works better the more participants, and is great for the whole family.

1. Give each person ten or so pieces of paper in a stack, and a pencil.
2. Have them write a sentence on the top sheet and pass the entire stack to the right. The sentence can be made up, a quote or song lyric, a fun fact about the writer — anything.
3. With the stack you are handed, read the sentence on the top sheet of paper, and then move it to the bottom of the stack. Draw a depiction of the sentence on the new, blank top sheet.
4. Pass to the right.
5. Each person then looks at the picture they were given, puts it at the back of the stack, and writes a sentence describing the picture on the new blank top sheet.
6. Continue this pattern (draw, then write, then draw, then write, etc.) until all the papers are used up, and return the stacks to their original owners, so they can see what their sentences have turned into.
7. Have each person each show the group their original sentence and what it turned into at the end.

## Book spine poetry

If you have a lot of books in your home, have students look through the shelves and choose book spines to create a poem. Stack the books on top of each other so each book title is a line in a poem.

You can see examples here:

<https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/super-simple-book-spine-poetry/>

## Point of View

Writers need to pay close attention to the world around them and notice things other people might not notice. You need to see the world around you in new ways. You can learn more about the world from paying very close attention to things that you usually don't think too hard about.

Describe your house from the point of view of the fridge.

What did we learn about fridges from paying close attention? What did you notice about fridges that you don't usually think about? What could a fridge notice that we can't? What can't they do that we can?

Repeat or adapt with other inanimate objects: pencil, clock, TV, etc.

## Found Poetry

Option 1: Hand out magazines, newspapers, any paper with writing on it that the students will be able to cut up. Let students cut out words and phrases that they like and arrange them into a new poem. Provide glue/tape and paper for them when they've decided on the order of the slips of paper.

Option 2: Have each student walk around the room (or outside!) and look for writing (on signs, books, food packaging, doors, anything!). They should write down five words or phrases of their choosing. Then, write a poem that includes those five words/phrases.

## Around the Room

On a slip of paper, write down five things you see in the room. If in a group or pair, switch your list with someone else. Write a poem or paragraph using the five words either you or your neighbor wrote down.

## Conflict prompt

Write down various nouns on slips of paper and put them into a bowl. Have students choose two slips of paper and write a scene or story where those two things are in conflict with each other. These can end up being silly, serious, bizarre, or anything else.

Options for nouns to write on the slips of paper: scissors, tree, rabbit, phone, flower, candy bar, water bottle, whale, bookshelf, alarm clock, plastic cup, fork, candle, pair of shoes

# Consequences

Each player starts with a blank sheet of paper and pencil.

1. At the very top of the paper, each player writes the name of a male character. They might choose a historical figure, a cartoon or nursery rhyme character, a pet, a famous actor, or even someone they know.
2. Each player then folds down the top of their paper to conceal what they've written, and passes it to the player on their left.
3. Each player then writes down the name of a female character on the paper that's just been passed to them.
4. Then everyone folds over and passes their paper again.
5. Continue writing and passing papers in this way until each paper contains the following:
  - male character
  - female character
  - where they met
  - he said:
  - she said:
  - what happened in the end
6. Once the consequence has been written, everyone unfolds the paper they're holding and takes turns reading their story aloud.

Optional follow-up activity: Use the paper (which is basically the outline of a story) and write out the whole story.