Creative Writing 1

Day 2
August 23rd

• Daily Description: Describe your favorite place.

• Agenda:
  – Daily Description
  – Share “I Am” and “Portrait” poems
  – Introduce “Poetry I Love” presentations
  – Details
  – Writing “5Ws and H” Poem
Today’s Objectives

• I will know how to write concrete descriptions.

• I will be able to write a 5Ws and H poem using concrete details.
“I Am” and “Portrait” Poems

• Trade poems with someone you don’t know.
• Read the other person’s poem and identify moments you like in the poem.
• Share with the class what you liked about the poem and/or what you learned about the person.
Poetry I Love

• Each week students will bring in examples of poetry to share with the class.

• The presentation will include displaying the poem(s) on the overhead, reading the poem(s) out-loud, and explaining what is significant about the poem and/or poet.
# Rubric for Poetry I Love

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Expectations</th>
<th>Areas of Concern</th>
<th>Below Expectations/ Needs Revision</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am really impressed with your work in these areas:</td>
<td><strong>I see you doing these things:</strong></td>
<td>I see you trying to meet expectations, but these areas still need work:</td>
<td>I see an attempt to complete the assignment, but you’re missing the mark in these areas:</td>
<td>I see insufficient evidence of your learning in these areas:</td>
</tr>
</tbody>
</table>

**Presentation**

- Student introduces the piece and maintains focus from the beginning to the end. Presentation is engaging and easy to follow.

**Preparation**

- The student has obviously prepared for this assignment. The student adequately discusses the poem and points out specific poetic elements he/she likes.

**Poem**

- Poem is interesting and introduces the class to something new.
• https://www.poetryfoundation.org/poems/52935/abandoned-farmhouse
Resources:

• Library poetry section
• Poetry Foundation
• Poetry Out Loud
• Louder Than a Bomb
Brain Break
Descriptive Writing

• General vs. Specific
Matching General and Specific
Concrete Details
Moving from general to specific

<table>
<thead>
<tr>
<th>Animal</th>
<th>Dog</th>
<th>Chihuahua</th>
<th>Sparky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chair</td>
<td></td>
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<tr>
<td>Book</td>
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</tbody>
</table>
Concrete Details
Moving from abstract to concrete

Beauty    Sky    Clouds    Thunderhead
Emotion   Value
Color
Adding Detail

#1 Specific noun + adjective
• guardian spruce

#2 Specific noun + adjective prepositional phrase (prepositions show relationship)
  – the spruce with its lush seafoam green needles
  – The spruce at the edge of the meadow

#3 Specific noun + adjective clause (contains a verb)
  – the spruce silently overseeing the valley
• Specific noun: thunderhead
• Single-word adjective + thunderhead =
  – the hovering thunderhead
• Thunderhead + a.p.p. =
  – the thunderhead with its dark, awesome heaviness
• Thunderhead + a.c. =
  – the thunderhead laboriously creeping overhead
Adding Detail

• Directions: Choose two specific nouns and follow the above procedure to create original expressions.

• Specific noun:
  Adjective + Noun:
  Noun + Adjective Prepositional Phrase:
  Noun + Adjective Clause:
Brain Break
5 W’s and H Poem

• Each line of the poem answers one of the W or H questions
  – Who, what, when, where, why, and how

• Each line may be a word, phrase, or clause
  – You must be consistent in your choice throughout the entire poem

• Examples:

  Spring arrives.
  The jaunty robin red-breast
  Carries string and twigs
  To a branch with uncurled leaves
  Building a nest, soft and secure
  Answering unbidden the stir of Nature

  Dinner
  Toad
  Staring
  Lilypad
  Twilight
  Dragonflies
Wrapping Up

• What are concrete details you could use to improve upon these general nouns?

• Dog
• Food
• Shoes