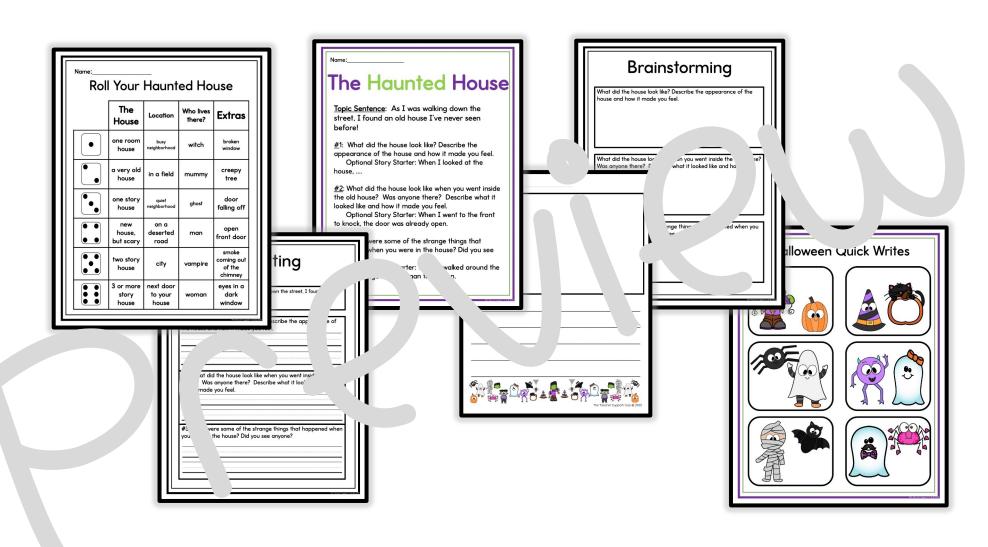
## Creative Writing Design a Haunted House



### Lesson Outline

Introduce what the students will be about writing next. With your class, brainstorm possible ideas on their new topic. I would display the Brainstorming Graphic Organizer on the board or on a smart board for the class to see. You can choose to have the students write this down or use as a class activity that you can display to allow the students to refer to later.

After brainstorming, model the prewriting portion of the writing process. First, demonstrate completing the Roll Your Haunted House followed by filling out the Prewriting graphic organizer with a story of your own. Reference the Brainstorming graphic organizer and the selected choices on Roll Your Haunted House as well. Reminder: What they roll, they must include computers in their story.

Optional: Before our after their writing. on their writing and un

and draw their haunted house. Som benefit from drawing their haunted hou them write. However, other at lants wi to complete their t

### somewhere. This can be on I some of the themed paper at

Lesson Pic

Pre-writing Activity: Quick W

This can be a center activity,

whole group lesson. Each s

with two objects on it. Each

story that has these two c

story. The story must have

### Pre-writing Activity

oup Project of each stud Jece of nonticky note this pror you could design, your own ha d you have in it? Brainstorm 2. what to get their thoughts going 00 00 student > 1-3 ideas on a list.

1. divide th 'sroom into groups. Each group will f paper or one of the Design Your ed a large pi launted House groups together will design their own haunted ha However, each group member must have at leas item from each member's list in o Other than that the sky is the group haunted the limit! Each grow n share their design and what makes theirs unique.

Before letting them begin, I would also make a point of reminding the students to not worry about fixing errors during this portion of the writing process.

### Editina:

Using the writing piece you wrote while modeling the rough draft phase, model editing your work using the self-edit checklist. I added ext of your own expect

modeling the ed process, send s o edit individual Hor edit with a c kequire partners to ide a positive com 25 well as feedback on t or suggestions c ) to ? their writing.

### fina

choose to he You write ir final draf includ<sub>€</sub> student desig their De a Hauntey 170 or work when their final

My favorite part of the writing process!!! Allow the students an opportunity to share their story. Try ? this a fun experience. If you have a smart , you can display a fire and have a fireside chat! There are many options on YouTube. If it's nice outside, you could have a writing celebration outside, picnic style! If you have a partner or buddy class, the students can read to their buddies!

ing on the leve each box After modelii orewritin Brainstorming & begin filling out u. graphic organizer. You can allow studence implete this activity in small groups, partners, or individually. I have included a Descriptive Words page which students may find

Model

to be able to drc

tudents have a

### Rough Draft:

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require

After brainstorming, model to

the process by filling out

entence.

organizer with a story of yo

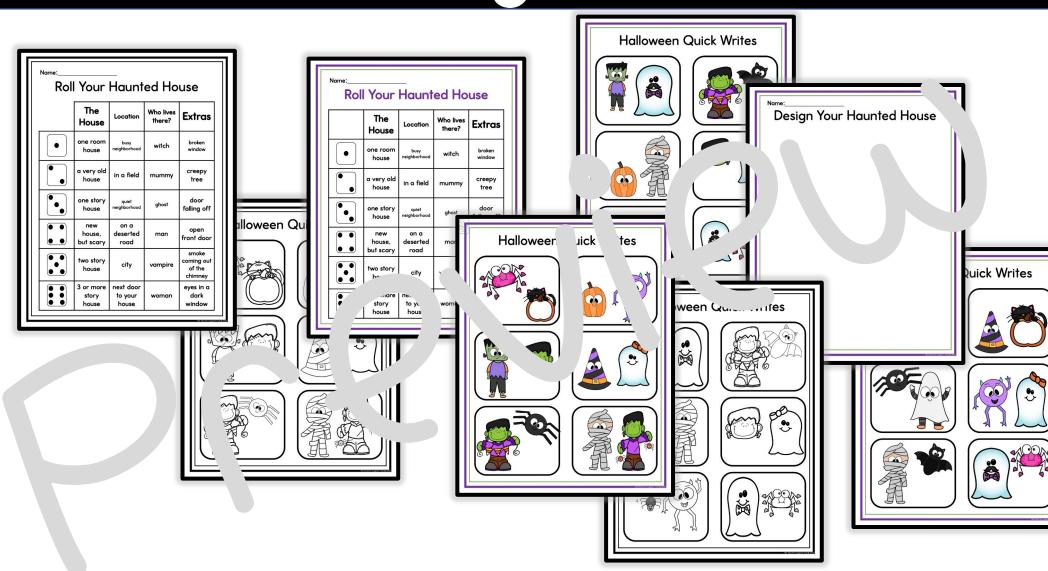
rinstorming graphic organiz

writing part of the writing

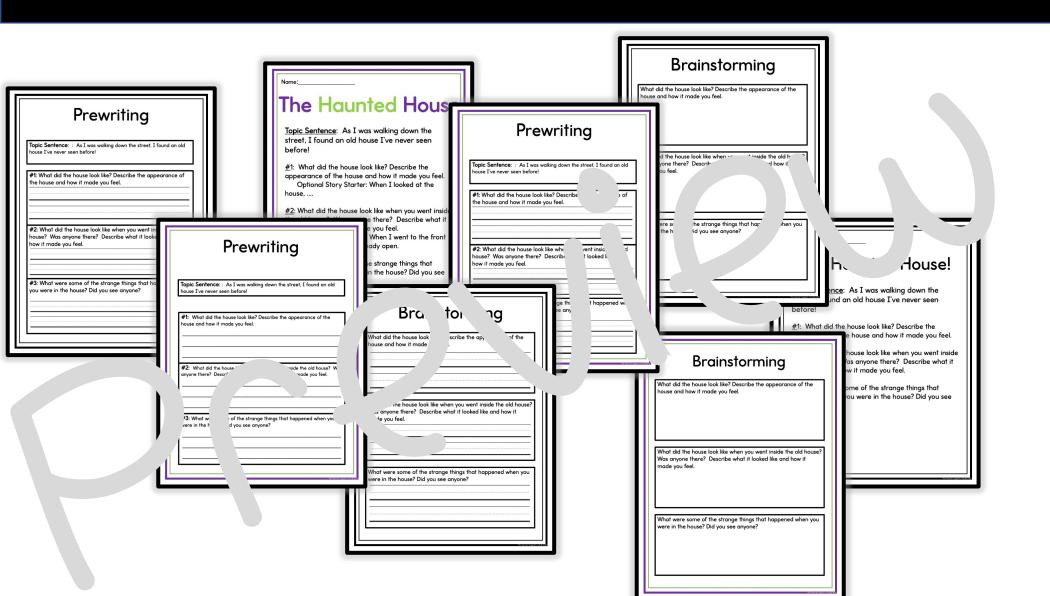
ts stick to words or ph

Before sending students off to draft, start the rough draft portion of the writing process by modeling beginning writing a rough draft. Show the writing process of going from the Prewriting graphic organizers to a rough draft on paper or word processing document. Make sure to model how this is a draft and not to worry about editing his or her work as they are drafting. You will need the errors to edit when modeling the next step.

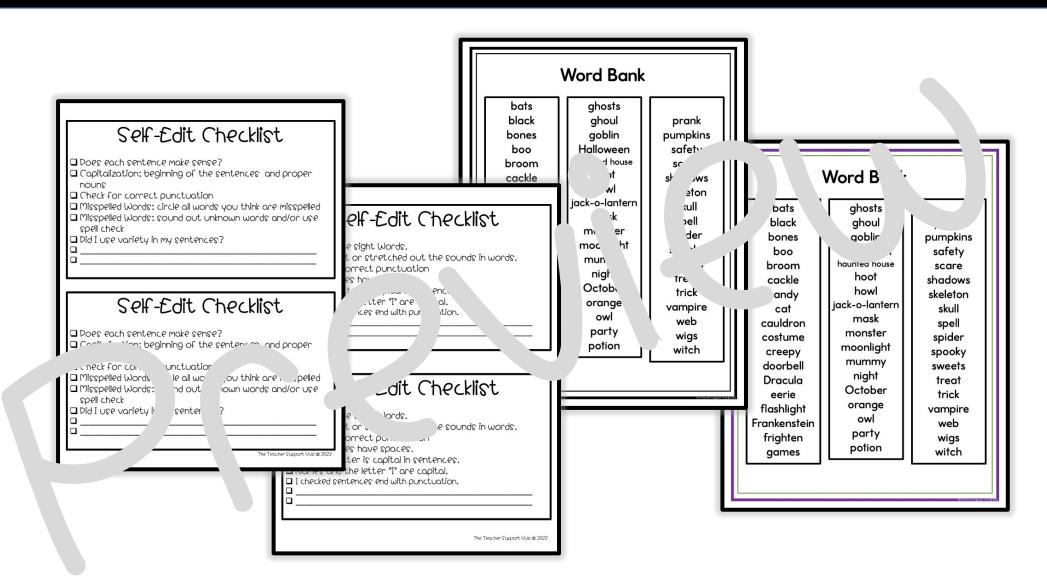
# Pre-Writing Project



## Graphic Organizers



## Writing Supports



### Theme Paper

