

# Imagination with Words

Name \_\_\_\_\_ Date \_\_\_\_\_

## PURPOSE

Learn about writing with imagination

HOW TO DO THIS COURSE: Do the steps in order. Write your initials and the date on the sign-off line when you finish a step. Two lines means you get the step checked by another student or, if stated, by your teacher. Have them initial the second line. All written work is turned in to your teacher.

ESTIMATED TIME: 5 hours.

BOOK:

*Imagination with Words*, Heron Books

## A. DIFFERENT KINDS OF WRITING

1. READ: *Imagination with Words*, Chapter 1 What Writers Do. \_\_\_\_\_
2. READ: Chapter 2 Plain Writing for Information. \_\_\_\_\_
3. ACTIVITY: Pick an easy non-fiction book. Inside, find three short paragraphs of plain writing that give information. \_\_\_\_\_
4. READ: Chapter 3 Plain Writing That Describes Things. \_\_\_\_\_
5. ACTIVITY: Think of some thing or place that you like.  
Give a clear picture of it by describing it in about three sentences of plain writing. \_\_\_\_\_
6. READ: Chapter 4 Another Way to Describe Things. \_\_\_\_\_

7. ACTIVITY: Using the same thing or place you described in the activity for step 5, think of how you could describe it in a more imaginative way, and write it down. Read both to another person.

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8. READ: Chapter 5 More About Imaginative Writing.

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9. READ: Chapter 6 Why Writers Use Imaginative Writing.

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10. ACTIVITY: Think of a lively, imaginative way to describe each of these, and write it down. When you're done, show your teacher what you've written.

- ☐ feeling cheerful
- ☐ scribbles on a piece of paper
- ☐ the smell of broccoli
- ☐ a baby mouse
- ☐ the sound of rain
- ☐ an angry boy
- ☐ the taste of ice cream in the summer
- ☐ the feel of cat fur
- ☐ someone laughing at a joke

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## B. READING IMAGINATIVE WRITING

1. READ: Chapter 7 Understanding Imaginative Writing, down to "What You Can Do."

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2. ACTIVITY: Read each of these and see what picture you get from it.

- ☐ When I forgot my lines in the play, I felt as small as a bug.
- ☐ Leaves danced in the wind.

- ☐ The moon floated above us, pouring silvery light on the world.
  - ☐ She looked like she had just bit into a very sour apple.
  - ☐ The wind roared through the trees, tossing branches into the air.
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3. ACTIVITY: Below are listed some things that could be described imaginatively. Choose three and circle them. Think of an imaginative way to describe each one and write it down. Have two people read what you've written and tell you the picture or feeling they get from each one.

your bed  
tree branches moving in the wind  
riding a bike very fast  
getting hit by a big wave  
feeling excited  
the sound of a fire  
the taste of a fresh strawberry  
the feel of a hot, stuffy room

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4. READ: Chapter 7, section "What You Can Do."

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5. ACTIVITY: Read each of these, and notice the picture or feeling you get from it. Then show or describe your favorite two to another person.

- ☐ Big, round Mr. Sun, with a very red, smiling face, had just begun to climb up into the sky. (*Old Mother West Wind*)
- ☐ My mom is like a cool, green planet with forests and flowers and waterfalls. Any place around her is a good place to be. (*Julian, Dream Doctor*)

- ☐ Learning to ride my bike I balanced. I didn't fall—even though every time I pushed the pedal down it seemed like my whole body was dropping into the Grand Canyon.

*(Julian's Glorious Summer)*

- ☐ Suddenly my dad was looking into my face. Tell-the-truth sparks were shooting out of his eyes. *(Julian's Glorious Summer)*

6. ACTIVITY: Using what you learned in Chapter 7, work out what the following imaginative writing is telling you, and explain it to your teacher.

- ☐ When I walked to school, I would pass the fields of sugarcane, their thin, long leaves spilling from the tops of the stalks like water from a flowing fountain. *(The Year of the Dog)*

- ☐ It was a morning when the sun stayed in bed. It was a morning when the clouds had pillow fights. *(Julian, Secret Agent)*

- ☐ "And you know what GLORIA told me?" my father said, spreading his hands wide in the air as he said her name—as if it was a pretty rug he was shaking all over the sky.

*(Julian's Glorious Summer)*

**Teacher pass.**

7. READ: Chapter 8 Now What?

8. ACTIVITY:

- ☐ Read the first seven examples of imaginative writing in Chapter 9, and see what each is telling you. If you have any trouble with one, see your teacher about it before going on to the next.

- ☐ When you've done them all, explain to your teacher what each one is saying to you.

**Teacher pass.**

9. (Ask your teacher if you should do this step.)

ACTIVITY: For more practice, do as many more of the imaginative writing examples in Chapter 9 as your teacher tells you to.

- ☐ Read each example and figure out what it is telling you. If you have any trouble with one, see your teacher about it before going on to the next.
- ☐ When you're done, explain to your teacher what each example is saying to you.

**Teacher pass.**

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## C. FINAL ACTIVITY

1. ACTIVITY: Explain to your teacher what each of these pieces of imaginative writing is saying to you.

- ☐ At night Benny Breslin became a public enemy, just by climbing into bed. He closed his eyes, opened his mouth, and sounded his nose. His snoring shook garage doors up and down the street. (*Encyclopedia Brown Gets His Man*)
- ☐ I would like to be like Smokey the Bear. I would like to be the person who sees the little spark that starts trouble and puts it out, like a forest fire, right at the beginning. The trouble is, I don't see the little sparks. (*More Stories Julian Tells*)
- ☐ Gloria, Huey and I went through the front door of the hospital. We passed a nursing station. A nurse looked at us. Question marks were spinning in her eyes. (*Julian, Secret Agent*)

**Teacher pass.**

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I have completed the steps of this course. I understand what I studied and can use it.

Student \_\_\_\_\_ Date \_\_\_\_\_

The student has completed the steps of this course and knows and can apply what was studied.

Teacher \_\_\_\_\_ Date \_\_\_\_\_

The student has completed all the steps of this course.

Examiner \_\_\_\_\_ Date \_\_\_\_\_

## FOR FACULTY

### NOTES

1. This course is best done by a student who reads at a mid-fourth grade level or above.
2. Imaginative writing does not always have one “right” understanding. If a student’s answer shows a workable understanding of an imaginative passage, it should be accepted.
3. The purpose of Chapter 9 Examples of Imaginative Writing is to ensure all students get enough practice with imaginative writing. The course only requires the student to work with seven of the examples. More should be assigned if the student has difficulty with the first seven, and needs more practice. How many are done is up to the teacher.

### ADDITIONAL RESOURCE

Materials list