

Prompt: Write a poem.

Intent: allow the student to realize how many words actually have more than one possible use. Read aloud to the class.

Constraints: using 27 words that have the dual capacity of being either verbs or nouns. The student can add -s -ing or -ed. A word can be used more than once if it is a different form. For example mouth is used as a noun and in the following line is used as the verb to mouth. 30 minutes to complete.

Exemplar:

Title: Angry Cubic

Pile sick crap

hit pick mouth

mouth boot head

kick cramping ship

word shit kicks

table jump figures

lines take mine

counting clowns cramp

rave permit acts

Prompt: Using only words in an article create piece of literature. Can be used as a cut and paste exercise with scissors and glue or can be a virtual example of this.

Intent: create an open forum of creative writing for the student.

Constraints: 30 minutes to complete. Cannot use a word more than the number of times it appears in the article.

These are all words taken from the article.

Exemplar:

Title:Democracy?

A government is bitter

Lies grease seven lawyers

Filthy is the poor litter

Apply this from orders.

Democracy sank the country

Government stands as one

United States beyond free

Our word becomes undone.

Prompt: Write a piece of literature in second person.

Intent: Think of how to construct sentences creatively while using a less common voice. Think of how writing in second person changes point of view. Do you feel more part of story?

Constraints: No personal pronouns. An important or fictional event when someone is in trouble or danger. 30 minutes to complete.

Exemplar:

Title: Trouble

Come in and sit down.

There is a problem.

A mistake has been made.

A lot of money is missing.

Has the whole office been questioned?

Look no further than the person behind the desk.

This is going to be difficult.

Prompt: Write a piece of literature based on a television show or other media that interests you.

Intent: make writing sound flowing and descriptive.

Constraints: Use as many features as possible listed in the CFLAT handout. Allow for plenty of time for all to have success.

Exemplar:

CFLAT: Rockford

Time stands still when you turn on television. Jim Rockford is a private investigator with a knee injury. He is the star of the television show, "Rockford Files." His dad, Rocky, is a generous kind-hearted, happy man, who will do anything for his son. Jim's long-winded friend, Angel, however, is chronically irresponsible and is always getting Jim into trouble. Realistically Rockford should give up on this conniving, seedy, little man. Regardless he continues to paint himself into a corner with questionable decisions that undermine his chances of success. Rockford lives in a trailer, by the beach. He loves his fishing rod. Jim drives a firebird with bronze paint and is known for his ability to spin it out of trouble. He has to put together clues to solve cases. Jim is so persistent he is sometimes compared to a dog after a bone.

In addition to Rocky and Angel there is a large list of characters on the show. Beth is Rockford's lawyer who helps him out when he is having an issue with the police. She is a clearly intelligent woman who is also head strong. Dennis is a friend, as well as a police sergeant with a biting personality. Jim also works alongside other private detectives. Lance believes he is better than most other private detectives because he is strikingly good looking. Lance is an academy-raised investigator. Gandy is another private detective who does not have the most subtle approach. He calls his counterpart Gabby a "jive turkey" while in the back of a car after a wedding. Gandy never wants to work by himself. While he appears to lack knowledge, appearances are deceptive. He made the grade while working with Jim. If more private investigators were like Gandy, Jim would not have been subject to marginalization.

After the 122nd episode the director had the set closed to the actors. He said, "The show was losing money." Money is number one.

Prompt: Write 10 sentences using homonyms.

Intent: Discover how many of the same words have different meaning. Also realize how the same sounding word might be confusing to English Language Learners. Remember homonyms do not have to be spelled the same.

Constraints: Use at least 2 of the same words in every sentence. The student can add -s, -ed or -ing to the homonym. Extension: Bonus for using more than 2 in same sentence.

Exemplar:

The dog barked as the bark fell from the tree.

The captain took a bow near the bow of the ship.

She followed her tea by teeing off down the fairway.

A little bit of change in his wallet created a change in his situation.

Their family is over there.

“Don’t cry tears for me,” she loudly cried.

You are too good to run only two kilometres.

Carol will be fine once she pays her parking fine.

He can see a boat coming in by sea.

I may find a blooming flower in the month of May.

Prompt: Write an acceptance letter to university in the form of poem.

Intent: Use a colloquial form of writing and thinking of words that rhyme.

Constraints: Register shift down to colloquial form. At least 14 lines with a couplet rhyming pattern, AA BB CC DD...

Exemplar:

Yo Bro'

We hope you have a yearning,
for our higher place of learning.
So give us some skin,
because you are in!
We liked your letter,
you will look good in a U sweater.
So get rid of that frown,
you can start your trip to town.
We look forward to your style,
and hope that makes you smile.
So hurry with your reply,
'cause we want to multiply.
We think you are sick,
Let's wrap this thing quick.

From: Big Dean

Prompt: Take basic paragraph and add descriptive adjectives, adverbs and nouns to create a more exciting narrative. Extension: adjective sequences and collocations.

Intent: Allow the student to see how much more interesting descriptive writing looks.

Constraints: Do not use the verb to be.

The boy saw his dog run after the girl. The girl got away. The dog ran after some other people. The boy said, "A dog is coming." The people looked around and jumped into a car and drove away. The boy found his dog behind the building tired after the long run. The boy took his dog home and told his parents what happened.

Joseph stared horrified as his black rottweiler ran after the frightened little girl. The girl, tenacious in her efforts, scurried upstairs into an open doorway. She slammed the door into safety. The furious dog now charged aggressively towards a group of smiling, german tourists. Joseph cried, "Watch out! My dog cannot be stopped." The now frightened Germans quickly jumped into their black, mercedes van and sped away just in the nick of time. Joseph, found his exhausted animal, Nellie, behind the old metal foundry building. She appeared happy to see him. Joseph dragged his life-long pet through the streets eventually arriving at his house. The boy sadly explained to his parents, Nellie's worrying behaviour.

Prompt: Write 10 sentences using alliteration exclusively.

Intent: Create funny sounding sentences that the students can read out to class. Inspires creative thinking as well making it fun.

Constraints: Use 10 different letters of the alphabet. Have at least 4 words for each letter. Try to make sense. Encourage use of proper names which actually makes it easier.
Extension: Use words that may sound the same but not begin with same letter. Ie: soft g sounds the same as j. Who can make the longest chain?

Exemplar:

Andy ambles ably around Ann Arbour.

Bob builds big, brick blocks.

Caroline creates crazy, colourful crayons

Doug dunks donuts down drinks.

Edwards eats enticing, epic eclairs.

Frank farts frequently from fruitful figs.

Garry groans gratefully grading grommets.

Hannah hones her hanging hats.

India ignites inventions in Idaho.

Judd jabs Jack's juice jug gently.

Prompt: Write 10 lines from different songs that you know.

Intent: Create engagement and connection through the class. Get into groups of four to talk about the lines you have written down. See if any have the same lines or different lines from the same songs. Can you guess each other's' songs?

Constraints: 15 minutes to complete.

Get out of my dreams and into my car

You might think I'm crazy.

She drives me crazy

Yesterday

Too bad that you had to get caught

You gotta be cruel to be kind

I hear you knocking

Don't stop believing

Dancing with myself

In the name of love

Prompt: Write a descriptive paragraph of your morning that led to your day at school.

Intent: Make something mundane sound somewhat memorable.

Constraints: Do not use the verb to be. Anytime you think of the natural word you would use think of a more exciting synonym. Incorporate alliteration and vary sentence length. Use prepositional phrases when possible. Work your way from past tense to the present.

I climbed out of bed and padded downstairs. I grabbed bread for the toaster. I lathered peanut butter on my toast. I devoured it quickly. After that, I jumped into the shower and shampooed my hair. The shower steamed. My teeth tingled as the brush floated over them. My freshly ironed clothes slipped on easily. I maneuvered through the messy mudroom and out the door. I sauntered to school as if I owned the world. Now I find myself in class navigating this writing assignment.