

## Writing Prompt #1

Write an “Ode to . . .” poem describing the city in which you grew up in. Use a minimum of these 3 literary devices (alliteration, onomatopoeia, imagery)

**Extension:** Can use more than 3 literary devices!

**Intended outcomes:** The intended outcome of this activity is to introduce students to the lyric (ode) poem. While writing their own poems, students will experiment with vocabulary and think outside the box which will promote their imagination.

**Content constraint:** Must use a minimum of 3 literary devices (alliteration, onomatopoeia, imagery)

**Formal constraint:** Each line must begin with “I will (verb of your choice) . . .”

**Context constraint:** 15 minutes

**Grade:** 8-12

### Exemplar:

#### Ode to Surrey

I will miss the greenery that you absorb in your multicoloured heart.

I will miss the cultural diversity that you bring forth your vision.

I will miss the street and neighbourhood in which you allow your esophagus to bring loads of treasure into your home sweet home.

I will miss inhaling the fumes of *tarka* that spread into the air from your lungs.

I will miss the image of 131<sup>st</sup> and 70<sup>th</sup> avenue which is implanted deep inside your dreams.

I will miss Bear Creek Park which I call the backbone of your residents’ childhood memories.

I will miss Simon Cunningham Elementary which was your artery that began my enlightening educational journey.

I will miss Princess Margaret Secondary where your **capillaries opened many pathways** for my success.

I will miss **zooming** across your knuckles through 140<sup>th</sup> and 72<sup>nd</sup> avenue while enjoying the striking view of Fleetwood.

I will miss observing your mind overruling your heart through the peaky mountains from the third floor of Kwantlen Polytechnic University’s Main building.

I will miss those **beautiful buildings built** from your rigid muscles.

I will miss the intensity of your blood that you use to build such a rich history for future generations to cache.

I will miss the extensive knowledge that peacefully waits for someone to pick up from the doorstep of your fingers.

## Writing Prompt #2

Find an inspirational quote online. Once you've selected your quote, write a poem with 5 lines using at least 3 words from the quote in the poem. Your poem must focus on the theme of the quote. Include a title for your poem.

**Extension:** Students may use more than 3 literary devices.

**Intended outcomes:** This activity will get students to understand the thematic significance of the quote. Students will get the opportunity to expand on their creativity and practice using literary devices in poetry.

**Content constraint:** poem must focus on one of the themes that the quote falls under

**Formal constraint:** poem must be six lines and one stanza and include a title

**Context constraint:** 10 minutes

**Grade:** 11

**Materials:** An inspirational quote

### Exemplar

Quote: "Perfection is not attainable, but if we chase perfection we can catch excellence"  
- Vince Lombardi

Dream life

My life is a talking shadow  
Perfection.  
attainable dreams, like no other  
dreams chase colours of the rainbow  
Talking shadow exquisitely vanished,  
imperfect colouring spree.

### Writing Prompt #3

Write a dialogue from a play that contains conflict or tension between two characters. Your scene must have two-three characters: a protagonist and an antagonist. Your scene must focus on one of the following topics:

1. This is my company! You're just the manager, but I'm the CEO! 2. Who is our biological mother? 3. Father-son rivalry!

**Extension:** Students may include a third character in their scene.

**Intended outcomes:** Students will learn how to present opposing arguments, and create evidence to defend their argument in the scene. Students get to show their creativity and imagination. They will learn how to correctly write dialogue and review punctuation.

**Content constraint:** Scene must be written using correct punctuation, and present the characters' points of view in a logical manner.

**Formal constraint:** Punctuation, forming arguments, and providing evidence to support the arguments.

**Context constraint:** 35 minutes

**Grade:** 11-12

SUNNY: Dad, can you sign my exam paper?

JASON: Show me. *(Coughs and then takes the exam booklet in his hand)*

NINA: Sunny, your sandwich is ready!

SUNNY: Coming, Mom. *(Goes back into the kitchen and takes a seat at the table)*

NINA: Here. *(Puts the plate onto the table, and begins to rinse the dishes)*

SUNNY: *(Without saying thank-you, Sunny starts eating)*

JASON: *(Loud, angry voice)* Sunny! Come here!

SUNNY: What, Dad? *(Slams his hands on the table and walks into the living room)*

JASON: *(Holding out the exam paper)* What is this? What is this?

SUNNY: It's my math exam, didn't I already tell you?

JASON: You want me to sign this piece of garbage?

SUNNY: *(Spreading his arms)* What the heck, Dad?

JASON: 64.5%? A 'C' grade on your math exam? How can you get a C grade on your test? My friend's son is the same age as you and you know what he gets? All A's. He is good at everything, unlike you.

SUNNY: Dad, I don't care about your friend's son. Why do you always compare me with other kids? I'm not them.

NINA: Leave Sunny alone, Jason. Come here, son. Finish your food. Comparing people with others is an old habit of his. Ignore him.

SUNNY: No, Mom. I need an answer from Dad. Why doesn't he ever respect anything I do? *(Walks over into the kitchen and sits down at the kitchen table)*

JASON: Why should I respect you? What have you done that has made us proud? Nothing. Where will a grade of C take you Sunny? It will take you nowhere. Next year you will be in grade 11. How will you get the courses that you will need with only a C grade?

SUNNY: Dad, why should I make you proud? *(Sitting down on the chair behind the kitchen table)*

JASON: Sunny, don't question me further. I am your Father. *(Coughs)*

SUNNY: Dad, you can't stop me from questioning you. And by the way, it's not like you got better grades than mine when you were my age.

JASON: Never mind that, Sunny. Think about your future. This is such a simple math test. You can't even solve simple problems. I mean you are in grade 10, and you can't even solve such simple math problems? How will you become a good problem solver?

SUNNY: *(Walks back into the kitchen and sits down to eat his food)*

NINA: Oh my God! Jason, for Christ's sake, leave him alone.

JASON: Oh shut up, Nina. This is your entire fault. You spoiled him. I used to warn you to not to buy him all those PS3 games that he asks for. But you, you agree to everything he says.

NINA: Me? How am I responsible for his bad grades? I don't write his exams.

SUNNY: Enough! *(Stands up, and slides the plate off the table. The plate cracks)*

SUNNY: *(Turns around, walks away from his parents and exits through the door and fails to close the door behind him)*

NINA: Sunny! *(Calls after him)* He's gone!

## Writing Prompt #4

Write a narrative paragraph without using the pronoun “I” and the verb “to be.” All of your sentences have to be written in the present tense. Try to include at least 5-7 adjectives. Choose one out of the 5 topics or choose your own: beach, shopping mall, a dirty kitchen, an extravagant library, the garage.

**Extension:** Sentences can contain literary devices, and more than 7 adjectives.

**Intended outcomes:** Students will write a short narrative about a topic or choose their own topic. This activity will enrich their vocabulary by challenging them to choose words that are more descriptive. Students will learn to distinguish between verb tenses by only focusing on one tense, the present tense. They will learn how to write in the third-person point of view. This activity will also promote imagination, creativity and thinking outside the box.

**Content constraint:** The narrative must be descriptive and written in third-person point of view.

**Formal constraint:** sentence structure, punctuation, variety of sentences, adjectives.

**Context constraint:** 12-15 minutes

**Grade:** 10, 11, 12

**Materials:** dictionary or thesaurus

## Exemplar

She enters the **extravagant** mall. The **bright** lights peer into her heart because they form a **spectacular** sight. An **infinite** number of long-sleeved shirts hang peacefully on the rack. The girl stares at the sky blue graphic t-shirt for approximately twenty-five seconds. She can't help it anymore. She needs that shirt! She sprints toward the rack, but suddenly stops. She realizes something. The price! The tag hangs and happily swings away. The girl cannot afford the shirt. She touches the published price on the slip but turns away. Oh well, maybe when the girl find a job, she might afford it. She sighs, and makes her way out of the **attractive** department store, Forever 21.

## Writing Prompt #5

Write a half-page to 1 page long response letter to Mary's letter on page 99 from Sherman Alexie's novel *The Absolute true Diary of a Part-Time Indian*. The response letter must be written by Junior from his own point of view. Make sure you include the header and ending remarks.

**Extension:** none

**Intended outcomes:** This response letter activity will allow students to understand different characters (in this case, Junior's) point of view. In this way, students will be challenged to understand Junior's character, and voice in depth. It will show the teacher that the students have done the reading.

**Content constraint:** format of a letter or a diary entry

**Formal constraint:** voice of the character and Junior as a round rather than stoic character.

**Context constraint:** 15 minutes

**Grade:** 9, 10

**Materials:** thesaurus, dictionary, Sherman Alexie's novel *The Absolute True Diary of a Part-Time Indian*

## Exemplar

Hey sis!!

Wow, that's so cool! I'm so happy for you Mary! I really hope you get a job. And I know you will. You're so strong and I know you won't give up. I believe in you. Guess what? I go to Reardan now. I left Wellpinit. I had this long talk with Mr. P, remember him? He gave me some advice and I took it. He actually really inspired me. Anyway, you might think I'm weird but I actually like Reardan. There's this girl there and her name is Penelope. She's white but I really like her. And then there's Gordy. He's a really big nerd. At first, he didn't really like me and he sort of avoided me. After we got close and he gives me a lot of knowledge and helps me with my homework. I also met Roger and he also didn't really like me at first but now he respects me. You know what the sad thing is though? Rowdy's really mad at me now. He's really upset that I left the rez. You might think I'm weird, but I actually really miss Rowdy. Anyway, you had Indian fry bread? That's so cool! Man, I'm going to ask grandma to make it now. I can't wait to eat it too! I got to go to sleep now. It takes super long to get to school you know? Sometimes, when there's hardly any gas in our truck, dad can't drop me to school. So I end up walking all the way there. See yaa!!

Love,

Junior, your awesome bro!!!!!!

## Writing Prompt #6

Choose a paragraph (without quotes) from Sherman Alexie’s novel *The Absolute True Diary of a Part-Time Indian*. Use this paragraph’s **style** as a guide to write your own paragraph. Make sure you don’t use any words and sentences from the paragraph. The paragraph must be completely your own.

**Extension:** none

**Intended outcomes:** This activity will allow students to experiment with different writing styles. In this case, students will choose a paragraph from Alexie’s novel and use it as a guide to write their own paragraph in the same style.

**Content constraint:** Students will focus on ‘style’ in writing.

**Formal constraint:** creative paragraph, variety of sentences, and diction

**Context constraint:** 5 minutes

**Grade:** 8, 9, 10

**Materials:** dictionary, thesaurus, and Sherman Alexie’s novel *The Absolute True Diary of a Part-Time Indian*

### Exemplar

#### *Original paragraph*

“Okay, so now you know that I’m a cartoonist. And I think I’m pretty good at it, too. But no matter how good I am, my cartoons will never take the place of food or money. I wish I could draw a peanut butter and jelly sandwich, or a fist full of twenty dollar bills, and perform some magic trick and make it real. But I can’t do that. Nobody can do that, not even the hungriest magician in the world.” (Alexie 7).

#### *Exemplar*

Well, I guess you’re aware of my love for nail art. I’ve mastered the basics of it, but I’m working on the difficult designs now. Even though I’m really good at nail art, my real career will be something else for sure. I wish I could become a nail artist, or a nail technician, and own a nail salon and make tons of money. I know that’s not possible. Some people can do it, but I know that I can’t do it for forever.

## Writing Prompt #7

Write your first name. Use the following pattern to create a poem: noun, verb, adjective, noun

**Extension:** May use your middle name and/or last name

**Intended outcomes:** The intended outcome of this activity is to get students to use descriptive words and write poetry in an unconventional way. Students will learn to distinguish parts of speech (noun, verb and adjective). This activity will also promote creativity and imagination.

**Content constraint:** use first name to create a poem, must include verbs, nouns and adjectives

**Formal constraint:** poem format

**Context constraint:** 5 minutes

**Grade:** 8, 9, and 10

**Materials:** none

### Exemplar:

Pizza jumped alert teachers

Arithmetic exemplifies glorious fox

Rainbows languish brightness princess

Ambers frowned everlasting evolution

Batman drowning colourful clowns

Jokes kneading juicy grapefruits

Otters opted bountiful bathrooms

Trick or treat leaped gloomy witch

Kittens kept creepy aristocrat

Astronauts altering acidic ancient

Ursula uttered untidy utensil

Repertoire racing rowdy reptile

Systems slipped snoopy safety

Investments inclined intent introduction

Nature naps hard-to-find houses

Grease gallops legitimate literature

Homework hollered frightened furniture

### Writing Prompt #8

Choose a song. Use its lyrics to create a blackout poem. Make sure the song is clean and does not contain any inappropriate words and references.

**Extension:** can share with the entire class, in groups or with a partner

**Intended outcomes:** This activity will allow students to use a piece of text (in this case, song lyrics) and create an original poem. Students will learn how to create unconventional poems from a conventional piece of text. It will foster creativity, and thinking outside the box.

**Content constraint:** unconventional poem

**Formal constraint:** Song lyrics

**Context constraint:** 5 minutes

**Grade:** 8, 9, 10

**Materials:** paper copy of the lyrics of a song    **Exemplar Song name:** “Icing”

icing cake,  
smile replace,  
,  
,  
catch joy,  
,

Metaphorically,   
telling   
no irony because   
love ,

minutes of   
inspiration   
sweet sunshine sky,

irony

cloudy   
times steal joy,  
Ring voice,  
mute noise,  
bit  
beautiful.



### **Writing Prompt #9**

We will go outside and immerse ourselves in nature. Using images in nature, write 5 metaphors using all of the five senses (sight, hear, touch, taste and smell).

**Extension:** Students may want to try to write an extended metaphor.

**Intended outcomes:** This activity will allow students to experiment with words. Students get the chance to come up with original poetry. They will also learn about using metaphors in other poems that they may write in the future. This activity will spark their imagination and challenge students to think unconventionally and outside the box.

**Content constraint:** Must write 5 metaphors; each metaphor must incorporate one of the five senses.

**Formal constraint:** Metaphor must be 1 sentence long with descriptive vocabulary.

**Context constraint:** 15 minutes

**Grade:** 8 and 9

**Materials:** none

### **Exemplar:**

Metaphor 1 (sight)

- My long-sleeved hoodie is a withering flower petal arising from the soil beneath my feet.

Metaphor 2 (hear)

- The chirps of flamboyant hummingbirds above my heard are a sweet melodious flute.

Metaphor 3 (touch)

- The maple tree bark is a shadow in the midst of the tinted windows of my car.

Metaphor 4 (taste)

- The blackberries hanging delightfully are addictive drugs that satisfy my taste buds.

Metaphor 5 (smell)

- The misty fragrance of the afternoon air is nothing but a pumpkin pie with gooey cinnamon rolls.

### **Writing Prompt #10**

Write a short poem. You must begin each line with an adverb and you must not repeat any adverbs. Your poem must be 4-5 lines long. Please include a minimum of two literary devices (imagery, onomatopoeia, or alliteration).

**Extension:** may include more than two literary devices or present their poem to the class, group or a partner.

**Intended outcomes:** The intended outcomes of this activity are to review adverbs and introduce students to literary devices. This activity challenges students to use descriptive words and spark their imagination.

**Content constraint:** include a minimum of three literary devices, poem must be 4-5 lines, and use adverbs

**Formal constraint:** a freelance poem

**Context constraint:** 5 minutes

**Grade:** 8, 9

**Materials:** dictionary, thesaurus

### **Exemplar:**

**Skillfully** sacred sitcoms wait for my bewildered brain to turn on the crimson coloured TV switch.

**Creatively** planted plastic bottles with my boisterous brother beside the doghouse.

**Sporadically** swept swooshing leaves off the front porch.

**Kind-heartedly** tweeted and purred along the prestigious pathway.

**Bitterly** growled like a ferocious tiger preparing to eat a peppermint pig pen.