

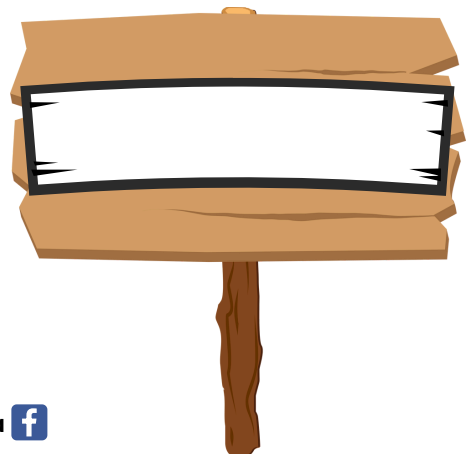


# W C O P

## Creative Writing



**Have Fun  
with Writing!**



**Disclaimer:**

This booklet is exclusively for the teachers who bought the CREATIVE WRITING SLIDES by **Homeschooling with Hira** to be used in their classes. A significant amount of time and effort has been invested in creating it, and it is intended for exclusive use within this group.

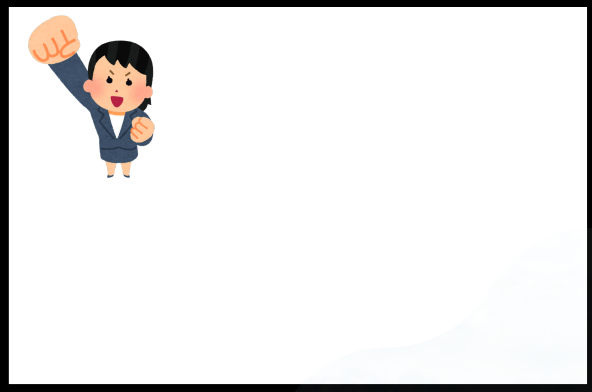
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I appreciate your understanding.

Warm regards,  
Hira Tariq  
Founder Homeschooling with Hira

enthusiastic

Draw:



Definition:

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Sentence:


energetic

Draw:



Definition:

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Sentence:


scorching

Draw:



Definition:



Sentence:


slouch

Draw:



Definition:



Sentence:


Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Draw:

Definition:

Sentence:


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Definition:

Sentence:


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Sentence:


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Definition:

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Sentence:


Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Draw:

Definition:

Sentence:


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Definition:

Sentence:


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Definition:

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Sentence:


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Draw:

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Definition:

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Sentence:


Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Vertical stack of ten blank rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Vertical stack of ten blank rectangular boxes for writing sentences.

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Draw:

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Definition:

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Sentence:


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Sentence:


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Definition:

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Sentence:


Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Stacked rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Vertical stack of 10 blank rectangular boxes for writing sentences.

Blank rectangular box for drawing.

Draw:

Large blank rectangular box for drawing.

Definition:

Blank rectangular box for definition.

Sentence:

Vertical stack of 10 blank rectangular boxes for writing sentences.

# Vocabulary

Let's use the synonyms of **walk** in your sentences and draw pictures in the boxes. Try making sentences of no less than fifteen words.

**amble:** walk or move at a slow, relaxed pace.



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**stride:** walk with long, decisive steps in a specified direction



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**stomp:** to walk with a loud heavy step usually in anger



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# Vocabulary

Let's use the synonyms of **run** in your sentences and draw pictures in the boxes. Try making sentences of no less than fifteen words.

**sprint:** walk or move at a slow, relaxed pace.



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**scamper:** (especially of a small animal or child) run with quick light steps, especially through fear or excitement



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**scurry:** (of a person or small animal) move hurriedly with short quick steps



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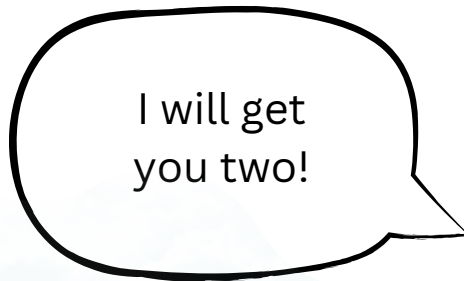
# Speech Marks

Write the dialogues in lines. Points to remember:

- Write the name of the speaker.
- Use synonyms of 'said'.
- The boundary punctuations must come inside the speech marks.
- The first letter inside the speech mark will be capitalised.



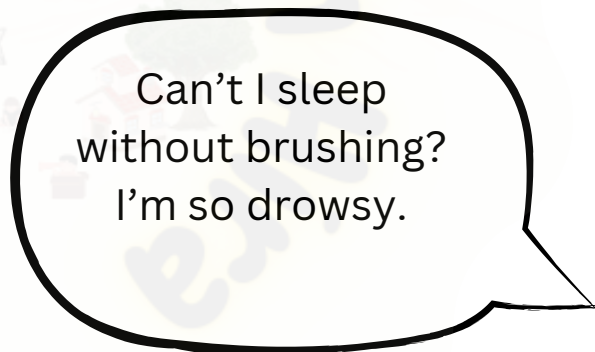
Sam



Dad



Dad



Sam

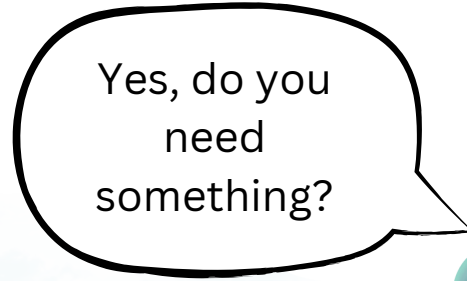
# Speech Marks

Write the dialogues in lines. Points to remember:

- Write the name of the speaker.
- Use synonyms of 'said'.
- The boundary punctuations must come inside the speech marks.
- The first letter inside the speech mark will be capitalised.



Lara



Mom

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Lara



Mom

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# Connectors

Complete the sentences using different connectors.

You hit me **when** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I caught you **while** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

She was crying **because** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Her mother was enraged **since** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Use these connectors to make your sentences.

<b>so</b>	
<b>when</b>	
<b>while</b>	
<b>because</b>	
<b>but</b>	
<b>since</b> (for reason)	

# Connectors

Connectors are words or phrases used to connect sentences and ideas. We must use connectors for expanding our sentences and giving our writing smooth transitions.

## Using "and":

1. I finished my homework and \_\_\_\_\_
2. She baked a cake and \_\_\_\_\_.
3. We went to the park and \_\_\_\_\_
4. The dog barked loudly and \_\_\_\_\_

## Using "but":

5. I wanted to go swimming \_\_\_\_\_
6. She practised every day \_\_\_\_\_
7. We packed for a picnic \_\_\_\_\_
8. He likes pizza \_\_\_\_\_

## Using "or":

9. Would you like ice cream \_\_\_\_\_
10. We can play outside \_\_\_\_\_
11. Should we walk to school \_\_\_\_\_

## Using "so":

1. 8. I was feeling tired \_\_\_\_\_
2. 9. She forgot her lunch \_\_\_\_\_
3. 10. It was a sunny day \_\_\_\_\_

# Connectors

- I was reading a book when the phone rang.

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- She smiled when she saw the surprise party.

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- We stayed inside because it was raining heavily.

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- He missed the bus because he woke up late.

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- While I was cooking, my brother was setting the table.

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- She listened to music while doing her homework.

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- I called you when I arrived at the station.

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- The dog barked loudly because it saw a stranger.

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- They chatted while waiting for the movie to start.

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- I felt nervous when it was my turn to speak.

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# Expanded Sentences

Who?

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What?

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How?

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Where?

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When?

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Why?

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Who?

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What?

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# Similes

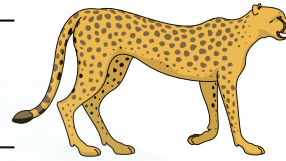
A figure of speech comparing two different things using the words “like or as.”

Complete the following sentences. Use the pictures as prompts:

● I am as slow as a \_\_\_\_\_



● He is as fast as a \_\_\_\_\_



● He is as tall as a \_\_\_\_\_



● She is quite like a \_\_\_\_\_



● He is brave like a \_\_\_\_\_



● She is busy like a \_\_\_\_\_

Fill in the blanks. Make sure the sentence still make sense:

● Her bedroom was as dirty as \_\_\_\_\_  
a

● \_\_\_\_\_ was as red as a tomato.

● My grandma is as sweet as \_\_\_\_\_

● The night was as dark as \_\_\_\_\_

● The dog was as spotty as a \_\_\_\_\_

● \_\_\_\_\_ as prickly as an echidna.

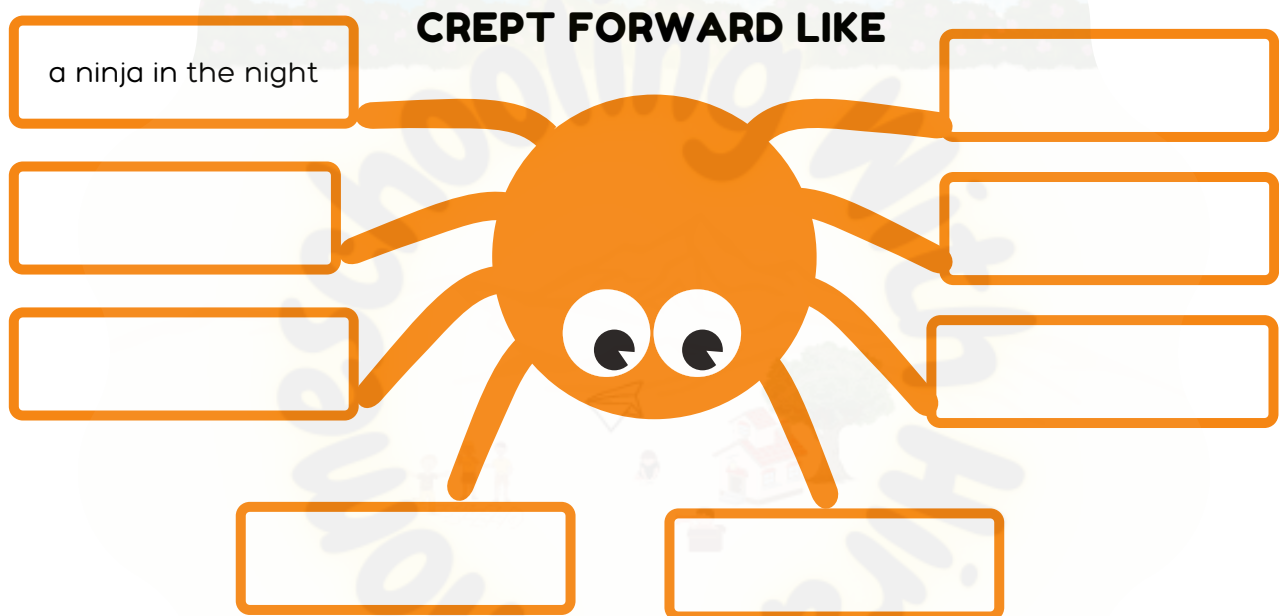
● \_\_\_\_\_ was scary as a nightmare.

# Simile Spider

Read the sentence below:

**The spider crept forward into the bedroom.**

In this activity, you will be creating similes that describe how the spider crept forward. Consider the different range of emotions and speeds that you could convey to the reader. Using the spider diagram below, brainstorm things that rush forward and create a powerful comparison with the spider's movement. Show, don't tell, the reader how the spider's movement makes them feel. The first one has been done for you. Finally, choose your favourite and write it in the box below.



**The spider crept forward into the  
bedroom like**

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# Expanded Sentences

Who?

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What?

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How?

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Where?

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When?

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Why?

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Who?

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What?

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How?

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What?

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Why?

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# Sentence Openers

## What is a Fronted Adverbial?

A fronted adverbial is a word or phrase at the beginning of a sentence that tells us when, where, or how something happens.

👉 Don't forget the **comma** after it!

### **Example:**

Before sunrise, the birds started singing.

## Match the fronted adverbial to the sentence.

Fronted Adverbial	Sentence
After lunch,	we played in the park.
In the dark forest,	she packed her school bag.
Quickly,	the owl hooted loudly.
Before school,	he raced to catch the bus.

## Complete the sentences.

Use the fronted adverbials to start the sentences. Add a comma!

- At the beach \_\_\_\_\_
- As the sun set \_\_\_\_\_
- Without warning \_\_\_\_\_
- On Saturday morning \_\_\_\_\_

## Write three sentences with your fronted adverbials.

1.

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2.

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3.

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# Sentence Openers

Use a fronted adverbial from the Word Bank to complete each sentence. Don't forget to put a comma.

## Word Bank:

Early in the morning

Without a sound

On top of the hill

After the rain

\_\_\_\_\_ the birds chirped happily.  
\_\_\_\_\_ the grass was wet and shiny.  
\_\_\_\_\_ the fox crept through the bushes.  
\_\_\_\_\_ we could see the whole town.

## @ Challenge:

Can you make a sentence that uses a fronted adverbial about how you feel? (Example: With great excitement, I ran to the ice cream truck.)

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## @ Challenge:

Can you make a sentence that uses a fronted adverbial about when something happens? (Example: At midnight, I heard an owl hooting loudly.)

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## @ Challenge:

Can you make a sentence that uses a fronted adverbial about where something happens? (Example: Under my bed, a mouse was nibbling a cheese piece.)

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## @ Challenge:

Can you make a sentence that uses a fronted adverbial about how something happens? (Example: Suddenly, everyone fell silent.)

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# Onomatopoeia

Onomatopoeia refers to words that imitate sounds, but they do not represent human sounds.



A loud noise resulting from a strike.



A sound made when something falls into water.



The sound of a horn.



A sharp noise produced by a collision.



Sound of a loud explosion.



Used to express or indicate a heavy blow or a loud, explosive noise.



The sound of a balloon bursting.



Dog bark.

# Onomatopoeia

## What is Onomatopoeia?

Onomatopoeia is a word that sounds like the noise it makes!

Examples:

Boom – a loud explosion

Meow – the sound a cat makes

Buzz – the sound a bee makes

Crash – the sound of something breaking

Draw a line to match each sound with its onomatopoeia word.

Sound Word	Onomatopoeia
A bee flying	Meow
A drum being hit	Woof
A dog barking	Thud
Something falling	Buzz
A cat meowing	Bang

Use the words below to complete the sentences:

(buzz, splash, clang, hiss, woof)

The snake made a \_\_\_\_\_ sound as it slithered away.

The dog went \_\_\_\_\_ when it saw the mailman.

I heard a loud \_\_\_\_\_ when I dropped the pan.

The bee flew around my head and made a \_\_\_\_\_ sound.

He jumped into the pool with a big \_\_\_\_\_!








Pick one onomatopoeia word and draw a picture that shows what it sounds like.

Word I chose: \_\_\_\_\_

# Sentence Openers

Make sentences about the given pictures, using different sentence openers.

As starters, you can use names, fronted adverbials, questions, similes, onomatopoeia, prepositions (inside, under, above, behind) and speech marks.

# Expanded Sentences

Who?

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What?

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How?

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Where?

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When?

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Why?

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Who?

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# Expanded Sentences

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# Expanded Sentences

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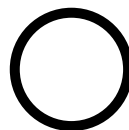
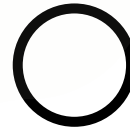
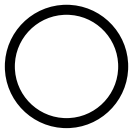
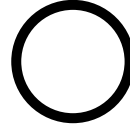
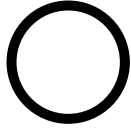
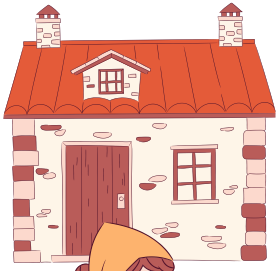
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# Sequencing a Story



# Story Mapping

<b>Characters</b>	<b>Setting</b>
<b>Problem</b>	<b>Solution</b>

<b>Beginning</b>  How did the story start?	
<b>Middle</b>  What happened in the middle?	
<b>End</b>  How did it end?	

# Show Don't Tell



crying

He gritted his teeth and clenched his fists.



happy

She waved her hands from side to side, mouth wide open, and hopping left and right.



scared

Tears poured down from her eyes like a waterfall.



angry

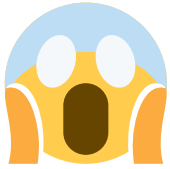
His smile was as bright as the sun.



excited

I shivered and felt my hair rise.

# Show Don't Tell



Instructions: Read each sentence. What is it showing? Write what it is telling in the blank. (Hint: think about the emotion or feeling being described.) Draw a picture of the emotion in each box.

Show:

Lila's eyes sparkled, and she skipped all the way to the playground. She couldn't stop smiling.

Tell: Lila was \_\_\_\_\_.



Show:

Ben crossed his arms, looked down at the floor, and let out a long sigh.

Tell: Ben was \_\_\_\_\_.



Show:

Maya's hands were shaking, and she hid behind her mom's legs.

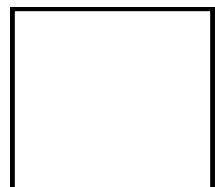
Tell: Maya was \_\_\_\_\_.



Show:

Tom jumped up and down, clapping his hands and yelling, "Yes! Yes! Yes!"

Tell: Tom was \_\_\_\_\_.



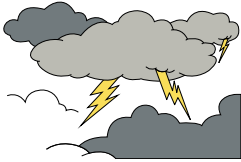
Show:

Emma sat quietly with her head down. A tear rolled down her cheek.

Tell: Emma was \_\_\_\_\_.



# Show Don't Tell



Instructions: Read the description of the weather. What kind of day is it talking about? Write it in the blank.

Show:

The wind howled and the trees bent as rain poured from the dark sky.

Tell: It was a \_\_\_\_\_ day.

Show:

The sun was shining brightly. Birds were singing, and kids ran around in t-shirts.

Tell: It was a \_\_\_\_\_ day.

Show:

The snow fell gently, covering the ground in a soft white blanket.

Tell: It was a \_\_\_\_\_ day.

Show:

The sky turned orange and pink as the sun slowly sank behind the trees.

Tell: It was a \_\_\_\_\_.

Show:

Lightning flashed across the sky, and loud thunder made the windows rattle.

Tell: It was a \_\_\_\_\_.

# GUIDE FOR

## DESCRIPTION OF PLACES

- 1 Planning: List the things you want to discuss in order of importance or prominence.









- 2 Start your sentences differently. It is an excellent way to start with prepositions. Tell the position of things you are describing.

*In the middle of..., On the other side of..., Next to..., Behind the..., Beside..., As you turn left/right...*

- 3 Write long sentences describing more about the things. For instance,

*A lonely tree with twisted branches and birds' nests stood in the middle of the park.*

- 4 Try to incorporate all the five senses. Only if possible.

*My brother's room is  stinky, with dirty clothes and a soggy carpet. The wide windows can be  opened to  rush the fresh air in,  brushing the chime  hung on them. One can always  smell  candies in his room since he stores them under his  bed.*

- 5 Use language techniques and vivid vocabulary.

Language Techniques: *Onomatopoeia, alliteration, similes, metaphors*

### DO'S:

- Use expanded noun phrases.
- Use openers and connectors.

### DON'TS:

- Don't repeat vocabulary.
- Don't write short sentences.







# Description of a Jungle

- Describe through the senses.
- Use onomatopoeia
- Varied openers
- Use similes

Vocabulary to use:

- prowl/ing/ed
- slouch/ing/ed
- swing/ing/swang
- strangle/ing/ed
- slither/ing/ed



Describe this picture in five to eight long sentences with adjectives and adverbs.

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# Description of an Amusement Park

- Describe through the senses.
- Use onomatopoeia
- Varied openers
- Similes

## Vocabulary to use:

- mindblowing
- mindboggling
- aroma
- scrumptious
- delicious
- scrumdiddlyumptious
- mouthwatering
- scary
- diggy



Describe this picture in five to eight long sentences with adjectives and adverbs.

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# A Hatched Chick







A chick is just hatched in a barn. He looks around and sees different animals. He does not know the names of any of them. Describe the animals from the chick's perspective. You can describe three to four animals of your choice.

- Describe through the senses.
- Use onomatopoeia
- Vried openers
- Similes

Vocabulary to use:

- aroma
- scrumptious
- delicious
- scrumdiddlyumptious
- mouthwatering



Description:

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# A Hatched Chick

“How long do I have to be here in this dark, gloomy room?” I mumbled to myself. “I need to escape from here,” a thought struck in my head.

“Click, click,” I started poking my sharp beak at the suffocating ceiling of my congested pen. Surprisingly, it was very delicate. With each shot, it started smashing into fine pieces as if it were a thin coat of hard paper.

“Thunk,” I shove it with all my power and there! I was out, out of this prison! But wait, what’s that? I couldn’t open my eyes, maybe because it’s so bright there, bright like a million glistening stars. Slowly, I regained my vision and peered at the world around me.

“What are these towering, gigantic creatures glaring at me? I thought in my mind. Right then, I saw someone familiar, just like me, but ginormous in size and covered all over with brown feathers, enormous wings and a wee, but strong beak. It peered down at me and fed me something. That was my first food outside that dark cell, and believe me, it was scrumdiddlyumptious! That was the moment I realised that this gorgeous lady was my mother. I was about to hug her when, “baa!” a loud cry scared the hell out of me.

That funny-looking, furry creature, all in white, was chatting with another brown buddy with horns but not as chubby as the white one. I was staring at them when, “quack, quack,” a squad went waddling by my side. They were heading towards a pool, maybe, for a bath.

“Woof, woof,” “meow, meow,” a chaos emerged from nowhere with a magnificent chase of two arch-enemies, that’s what it seemed to me. I hardly got my breath back and bolted to my mom, vanishing in her fluffy brown feathers.

It was so warm and cosy with a motherly smell. “Zzzzzz!” I couldn’t tell you what happened next, as I dozed off.













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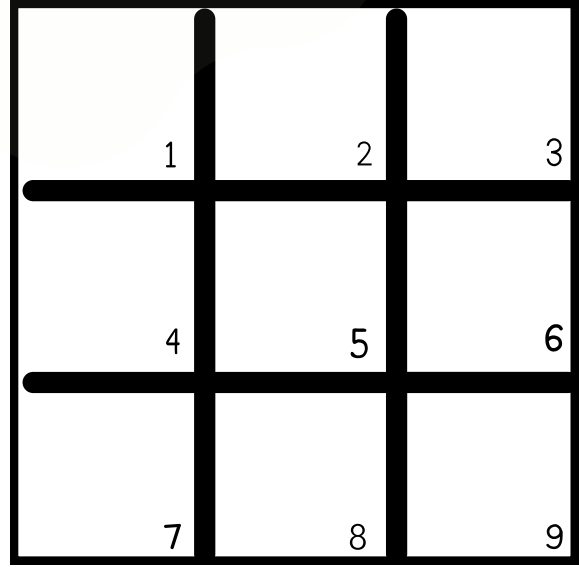
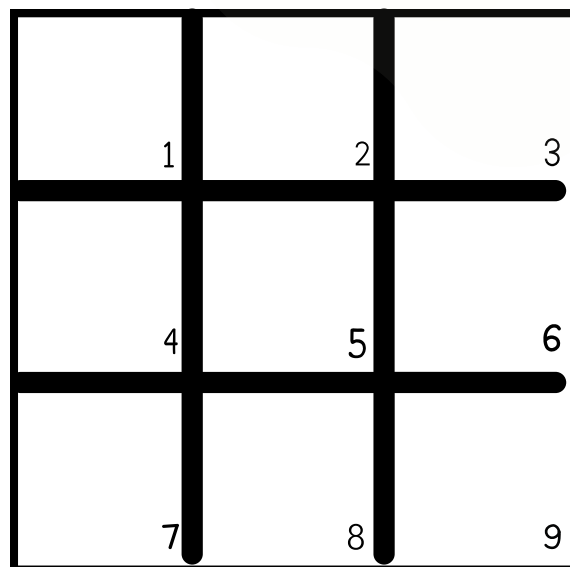
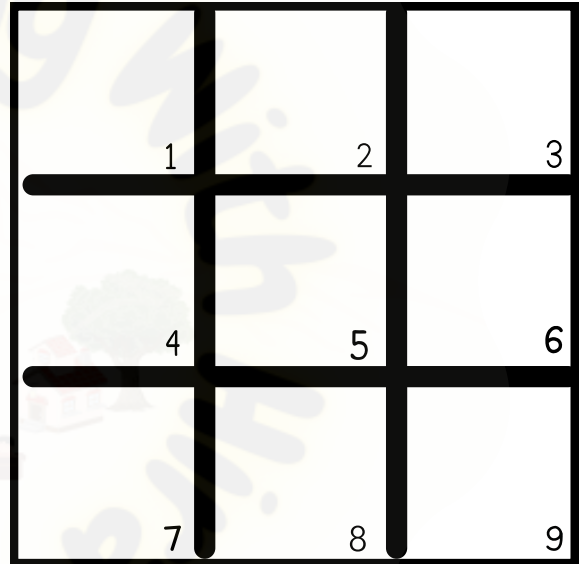
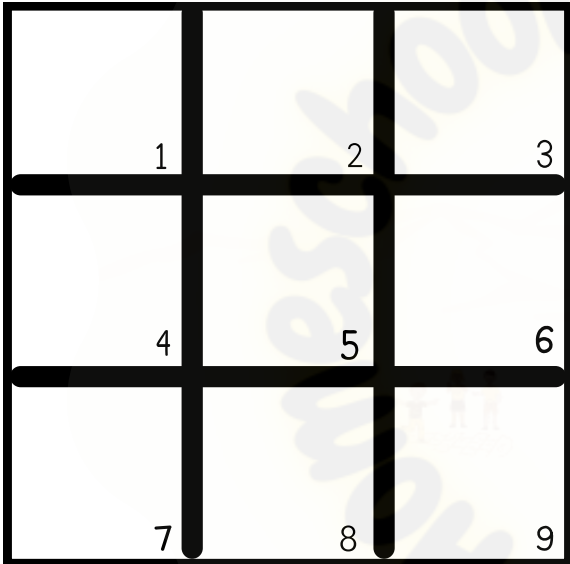
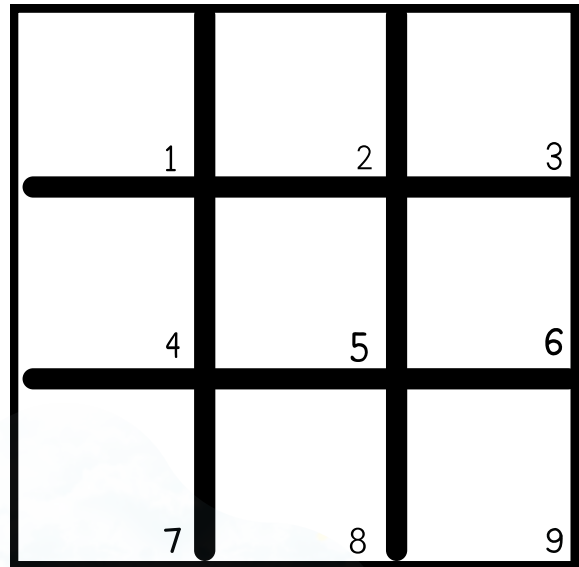
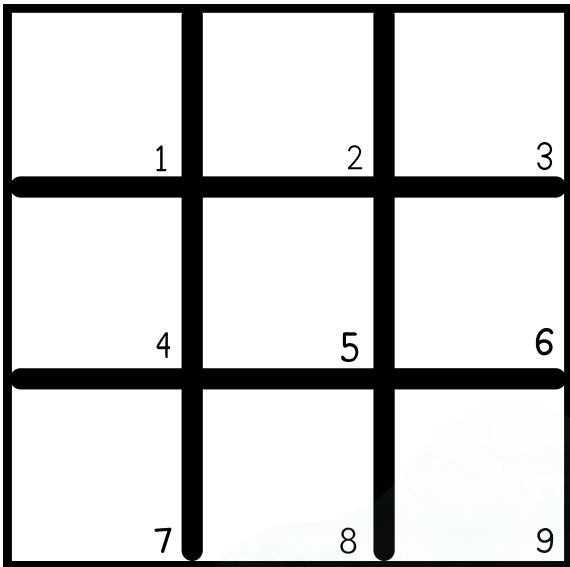




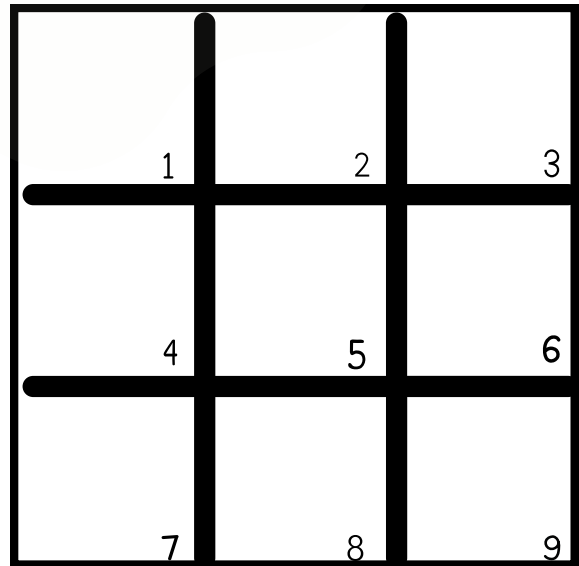
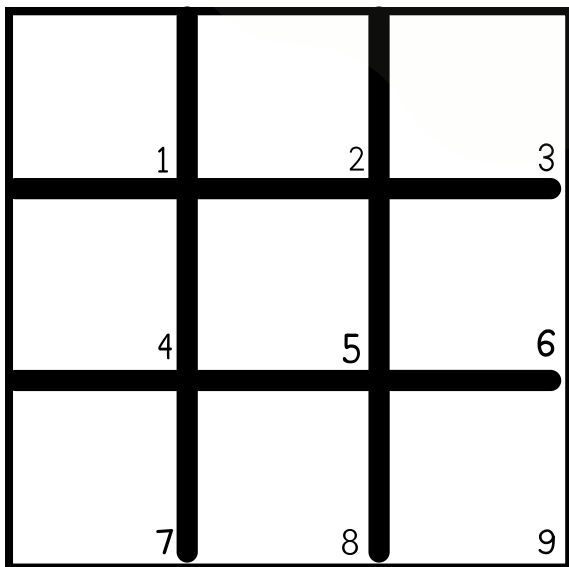
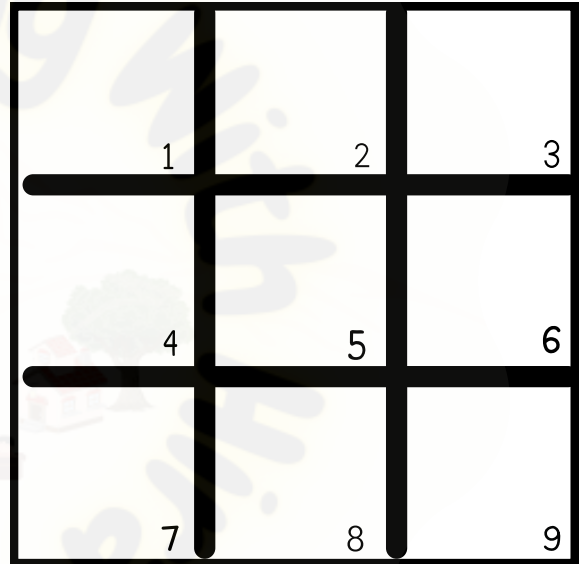
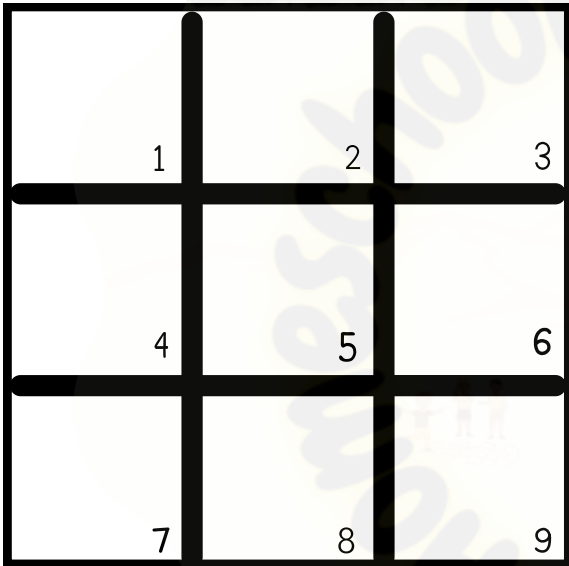
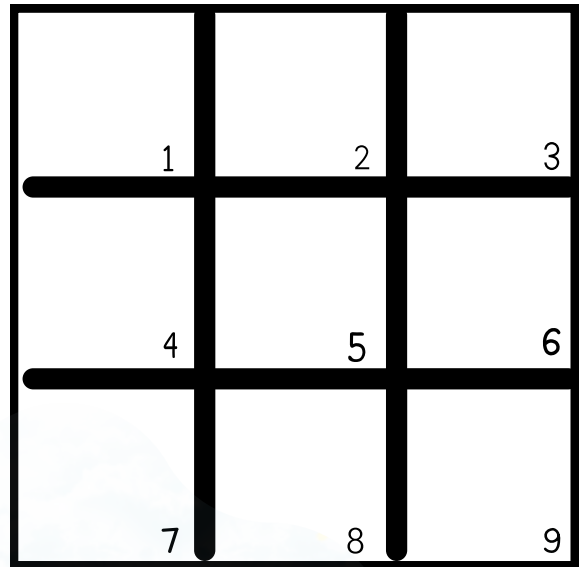
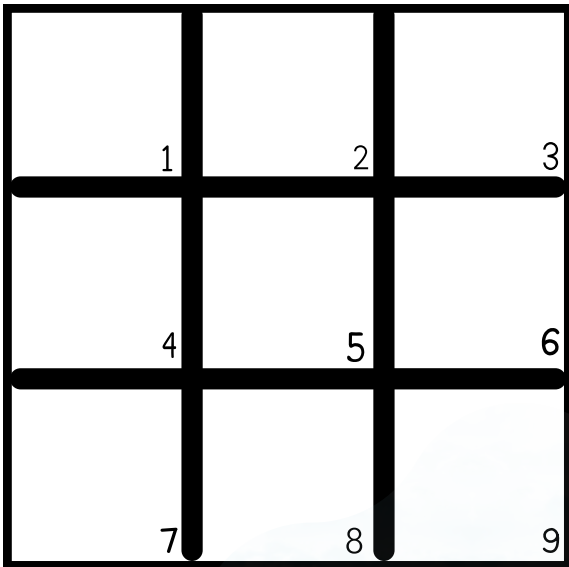
Lined writing area with 20 horizontal lines. A faint watermark in the center reads "Homeschooling with Hira" and includes a small illustration of a house, trees, and a paper airplane.

# **GAMES & ACTIVITIES**

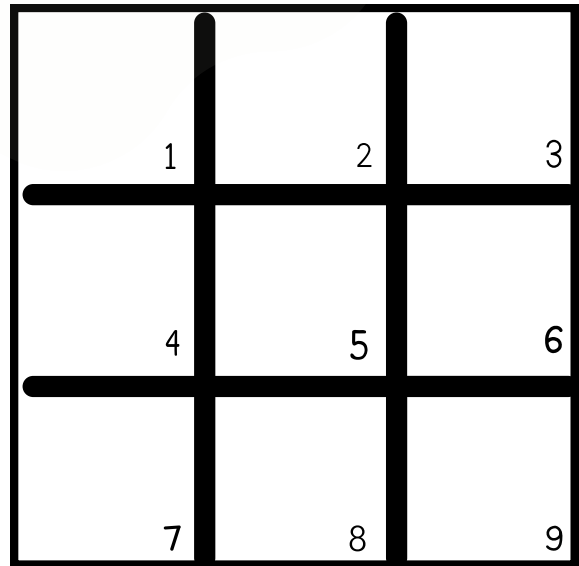
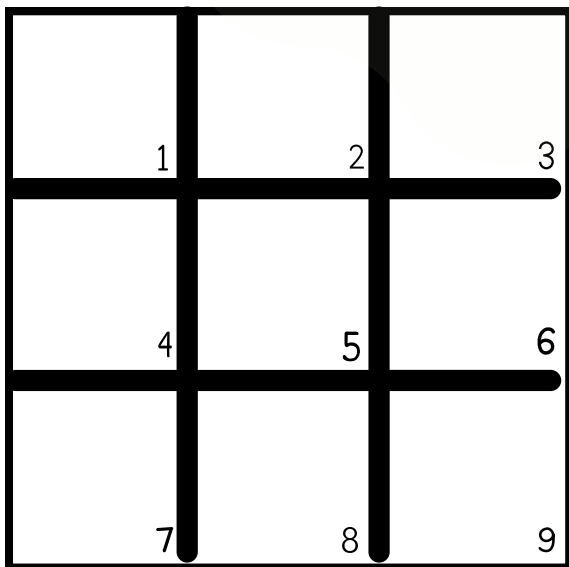
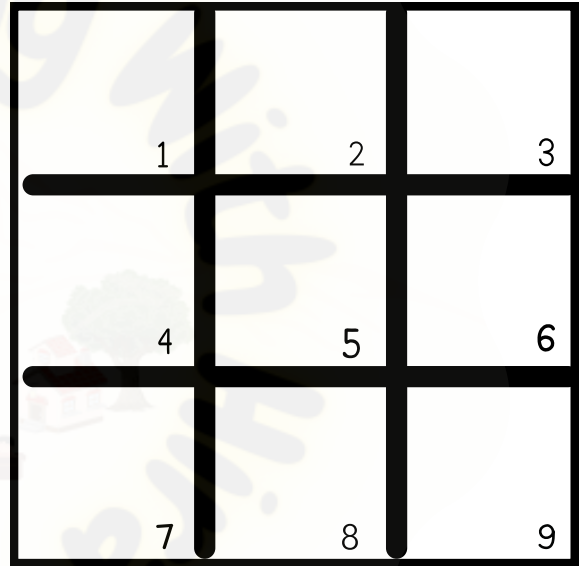
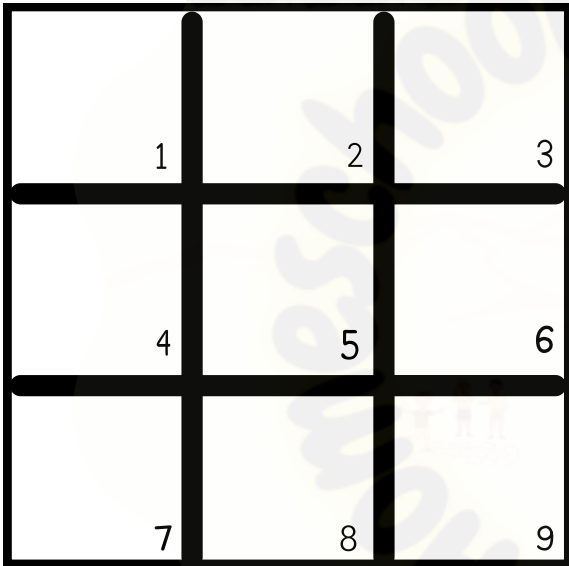
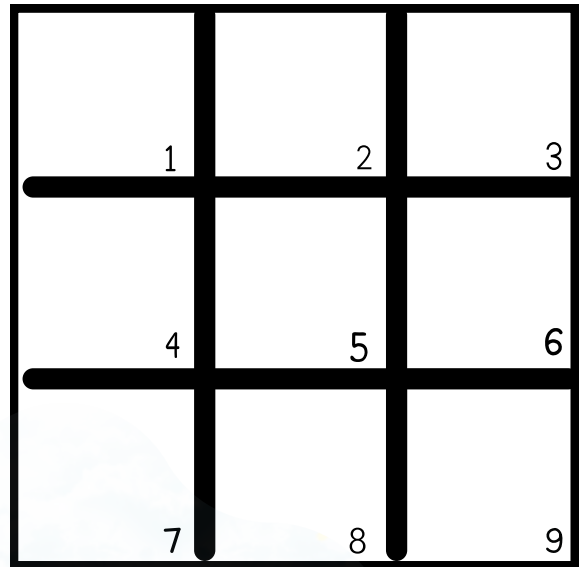
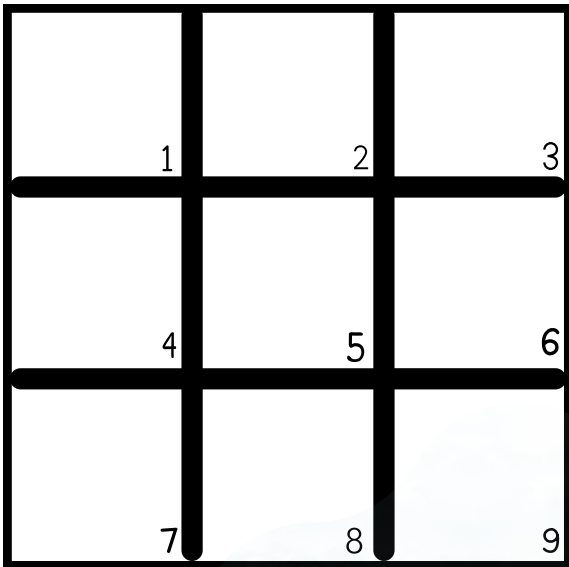
# TIC TAC TOE Synonyms Game



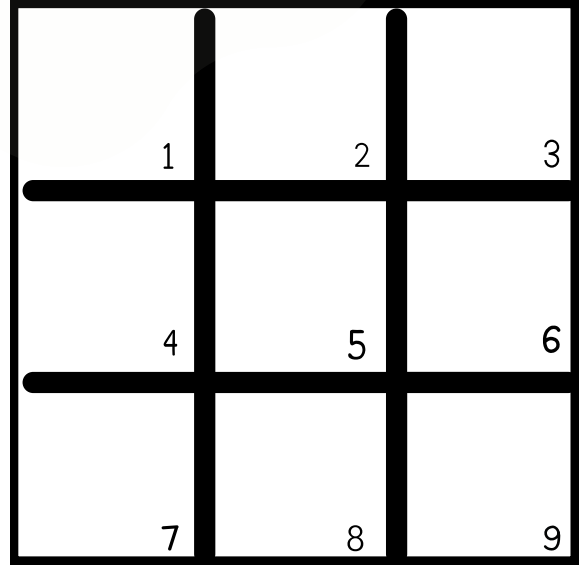
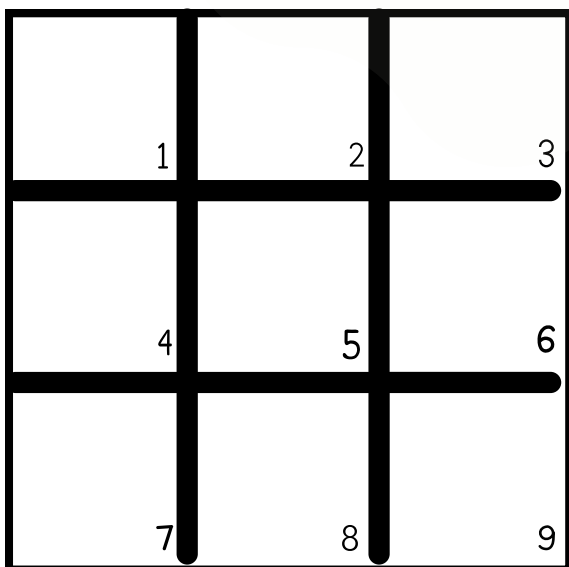
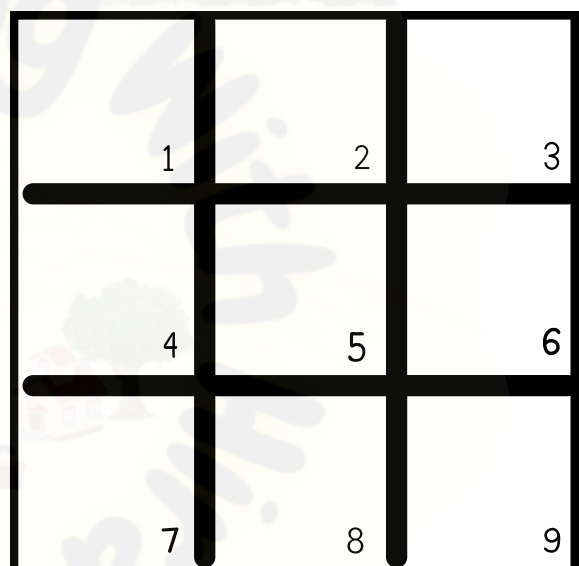
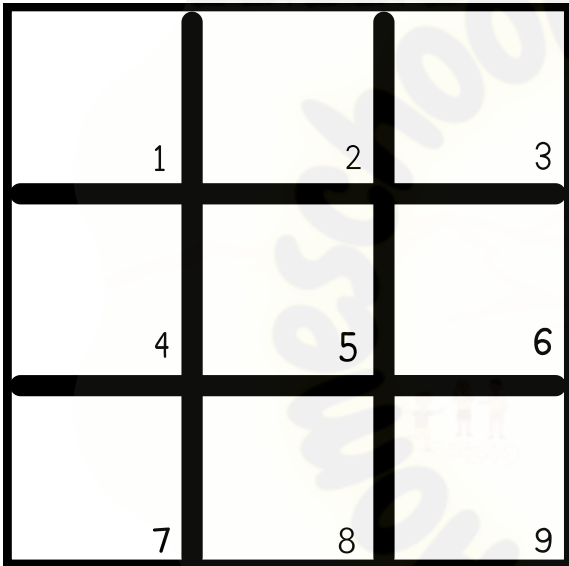
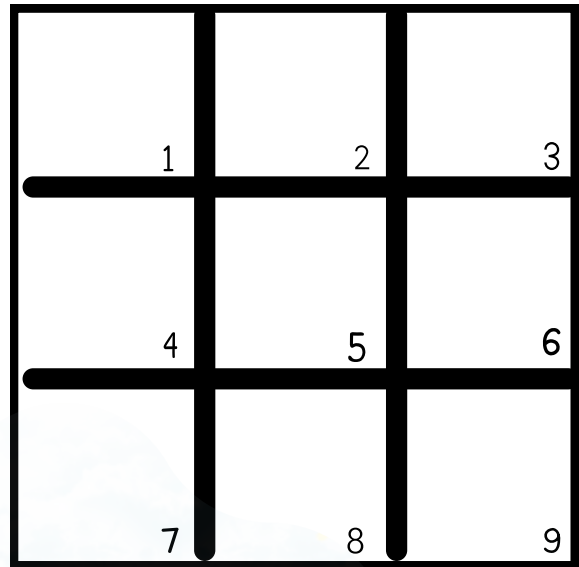
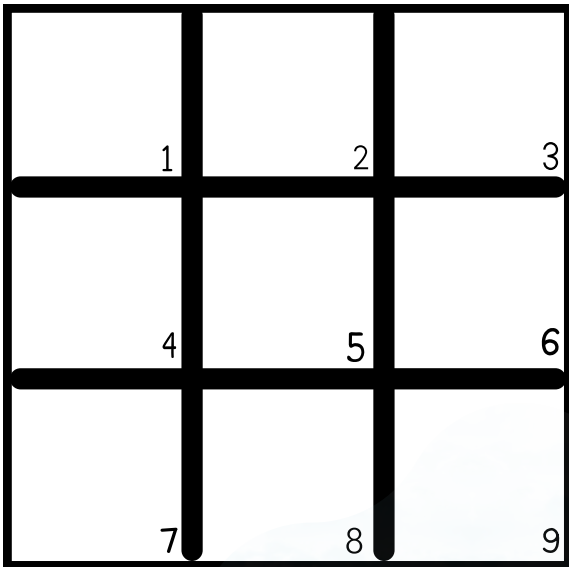
# TIC TAC TOE Synonyms Game



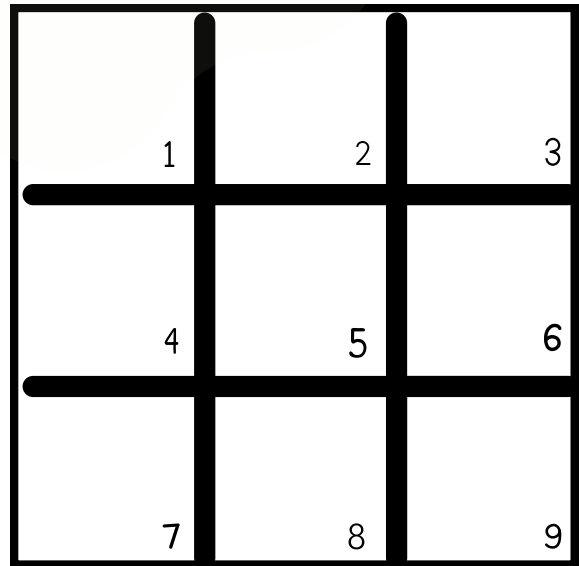
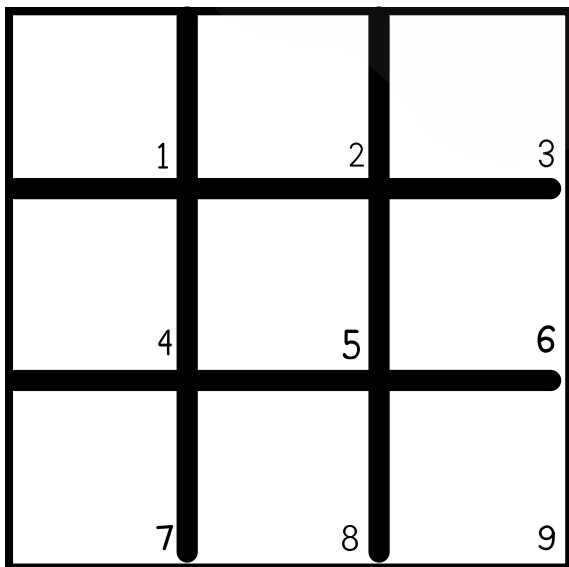
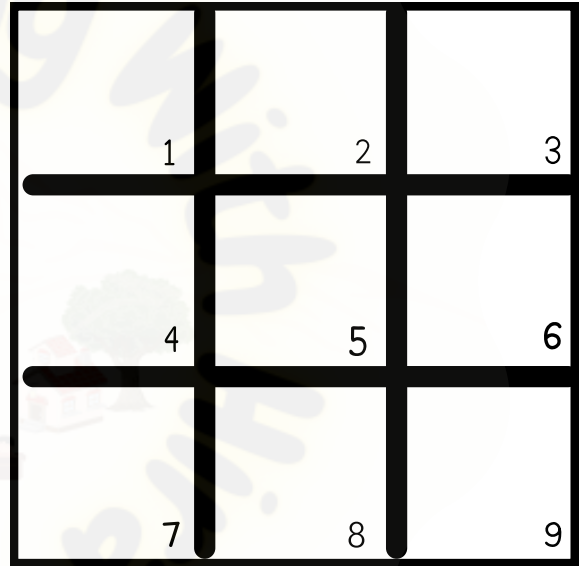
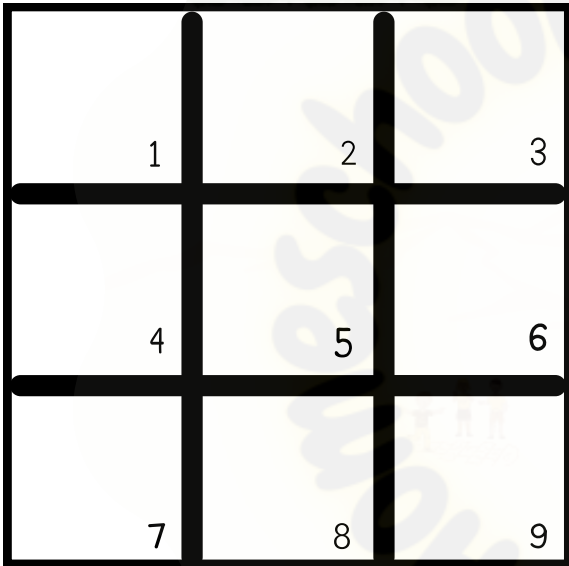
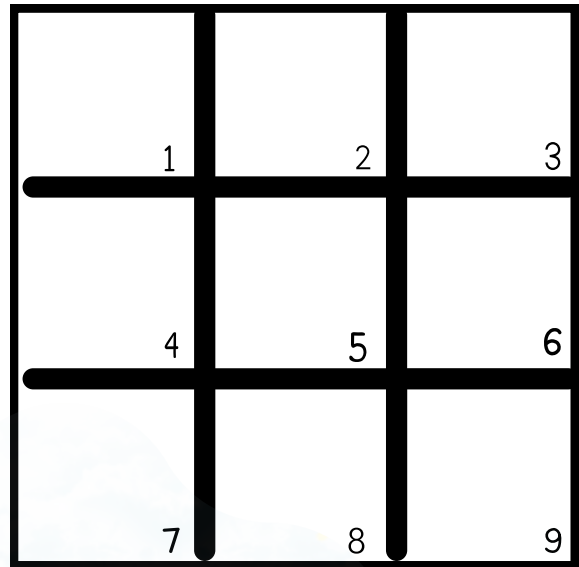
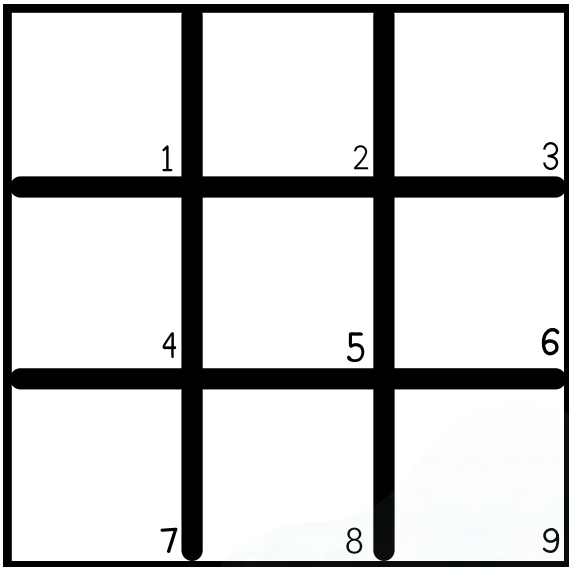
# TIC TAC TOE Synonyms Game



# TIC TAC TOE Synonyms Game



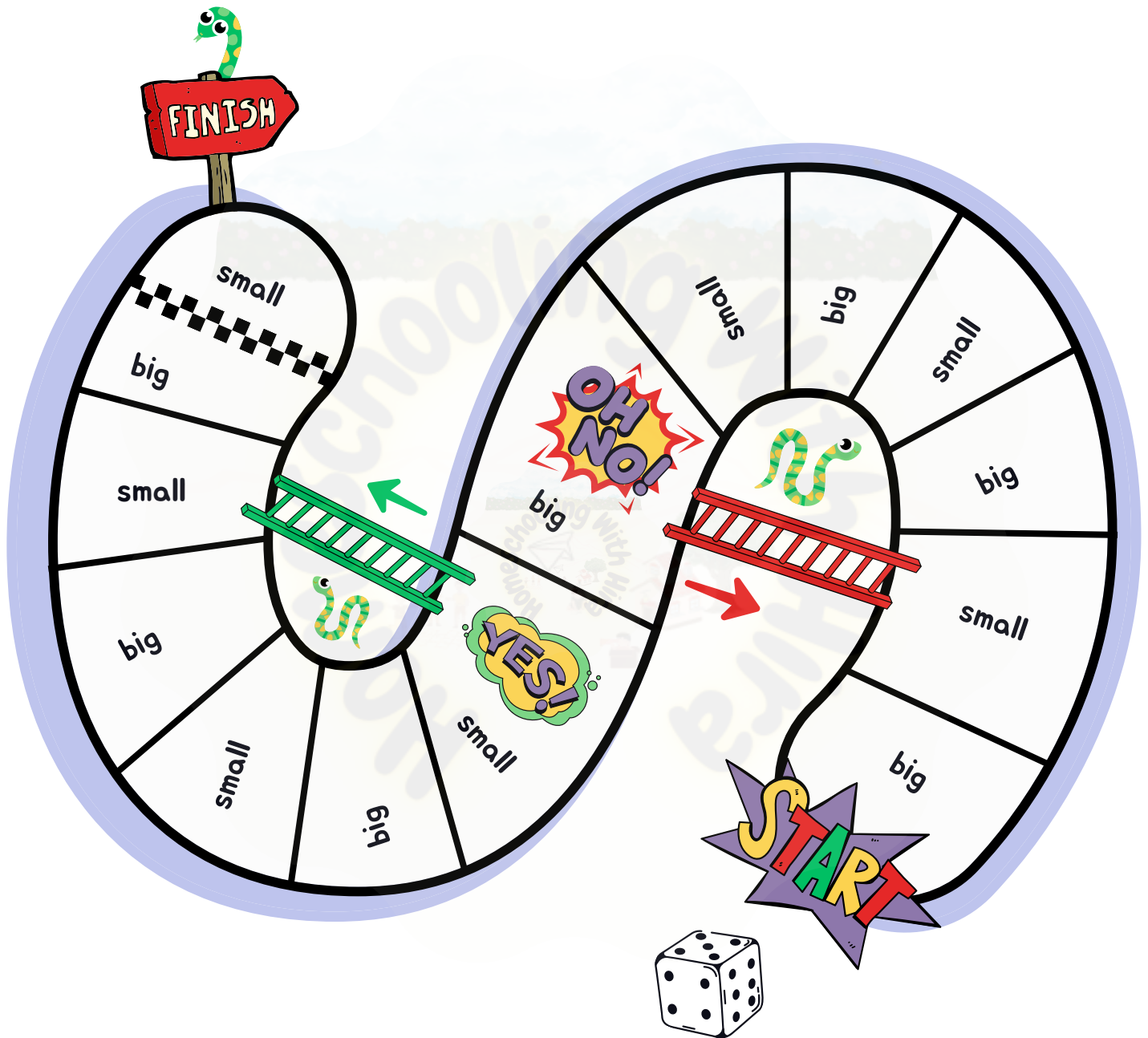
# TIC TAC TOE Synonyms Game





START

# SNAKES AND LADDERS - SYNONYMS

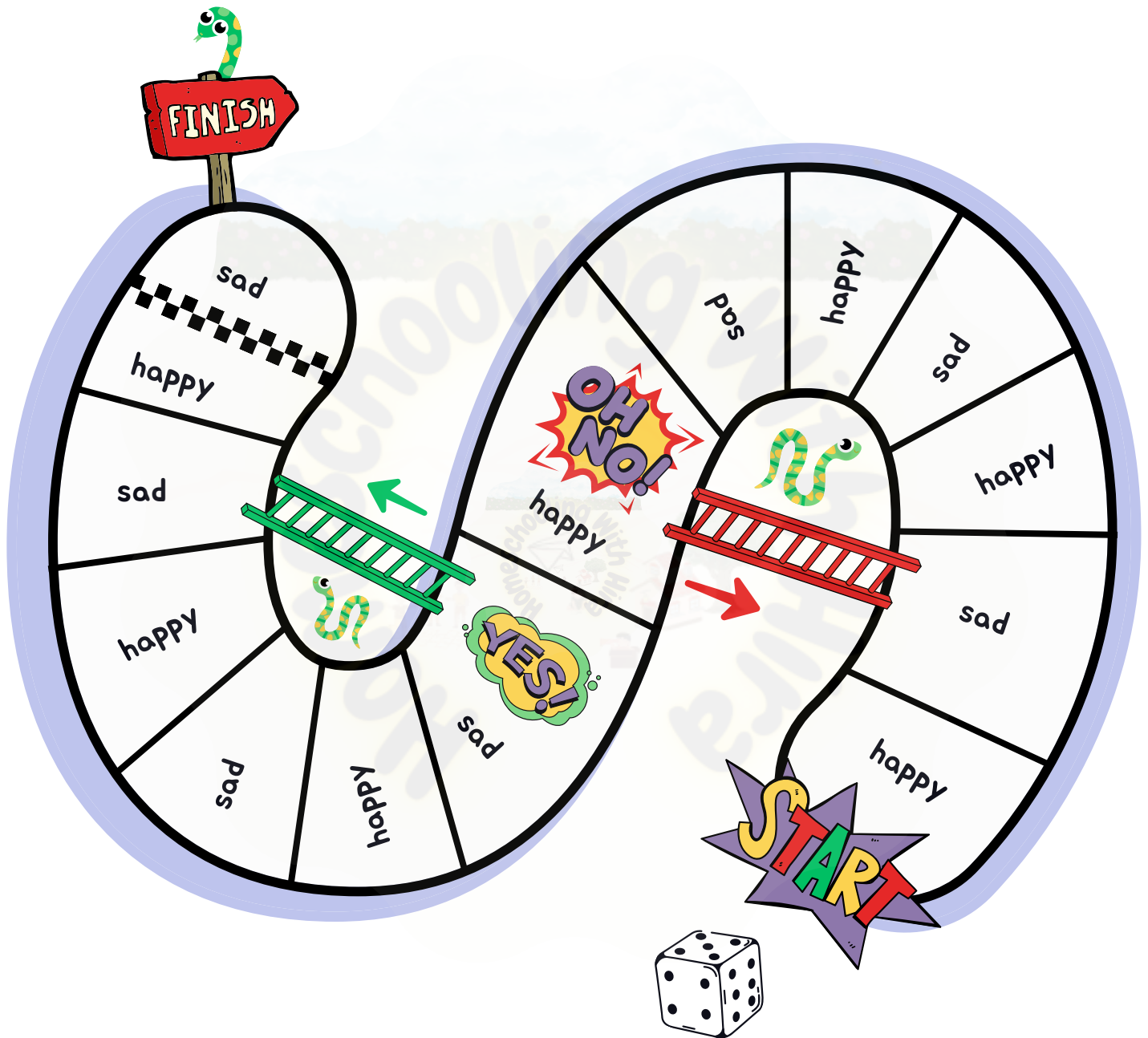


**Instructions:** Roll the dice. Where you land, you need to say a synonym to stand there. If you cannot give the synonym, your turn is skipped.



START

# SNAKES AND LADDERS - SYNONYMS

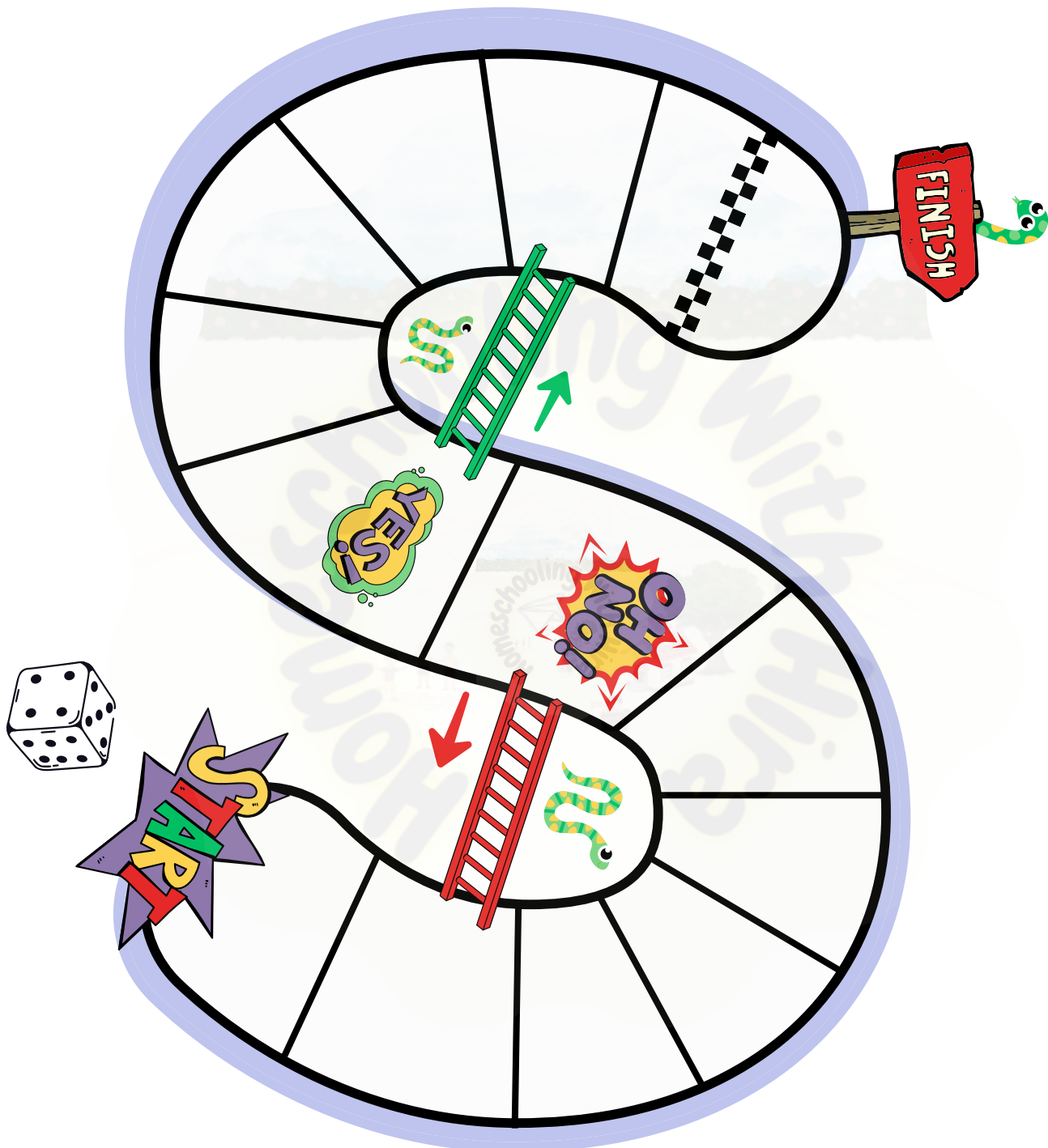


**Instructions:** Roll the dice. Where you land, you need to say a synonym to stand there. If you cannot give the synonym, your turn is skipped.



START

# SNAKES AND LADDERS - SYNONYMS



**You can select words yourself.**

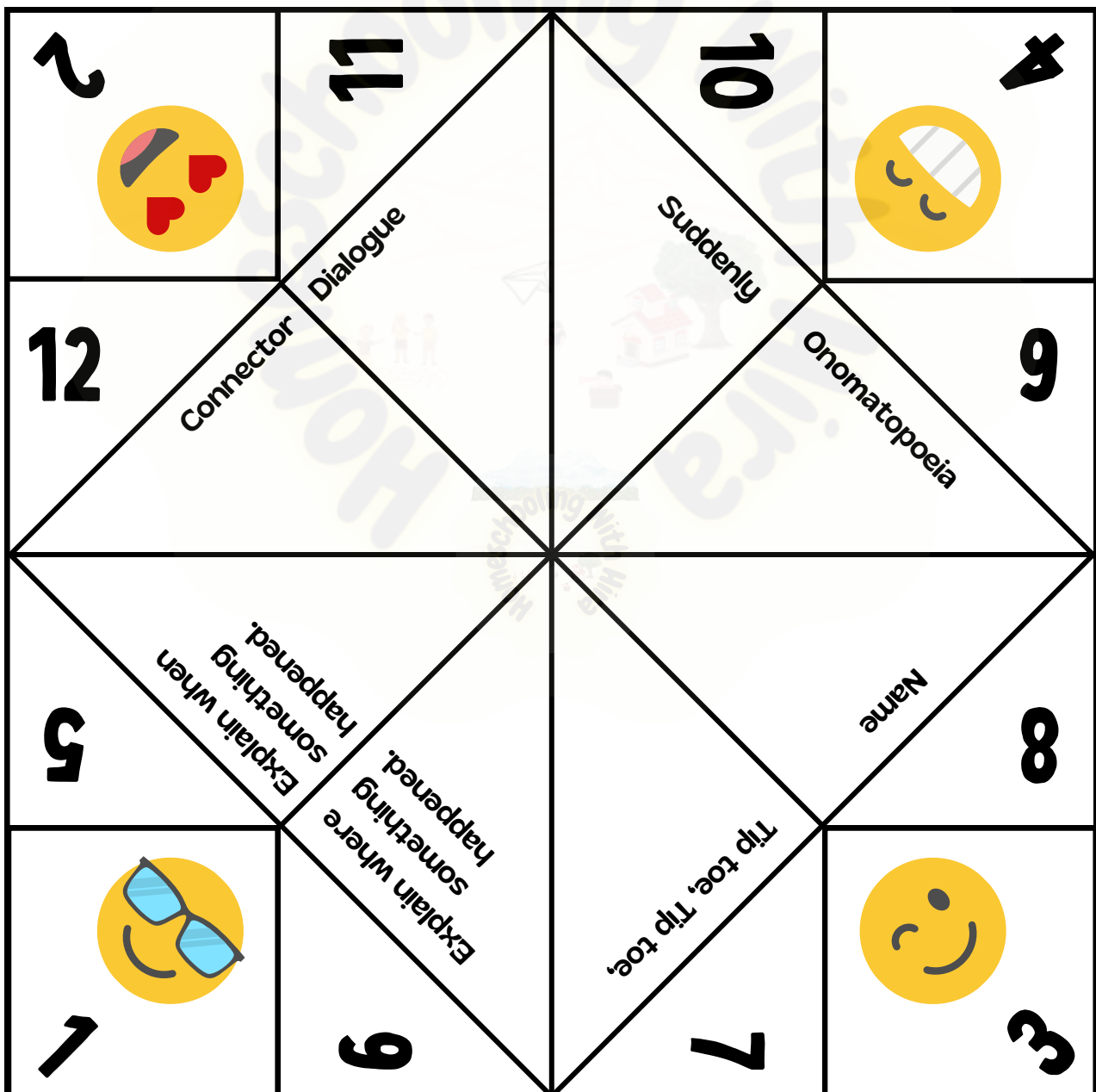
**Instructions:** Roll the dice. Where you land, you need to say a synonym to stand there. If you cannot give the synonym, your turn is skipped.

# SENTENCE OPENER CHATTERBOX

Fold this chatterbox according to your teacher's instructions. Use the prompts and make sentences.

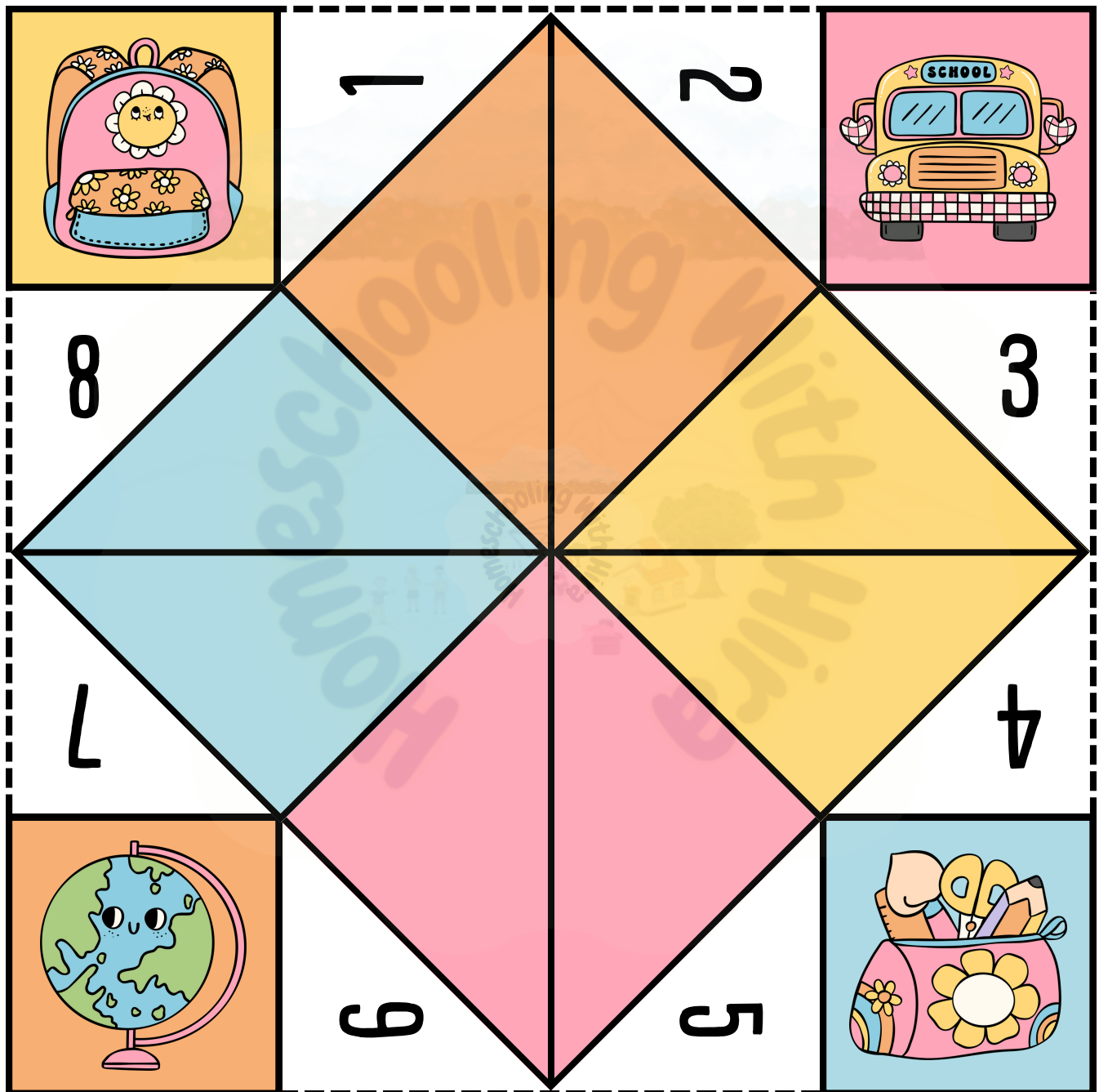
## HERE'S HOW TO USE THE FINAL FOLDED OBJECT

- Ask the person you're playing with to choose a number from the ones written on the top flaps of the chatterbox.
- Spell out the number or count it out to reveal new numbers
- Choose another number and count or spell again
- Ask the person to choose one final number, and lift the flap to reveal the question



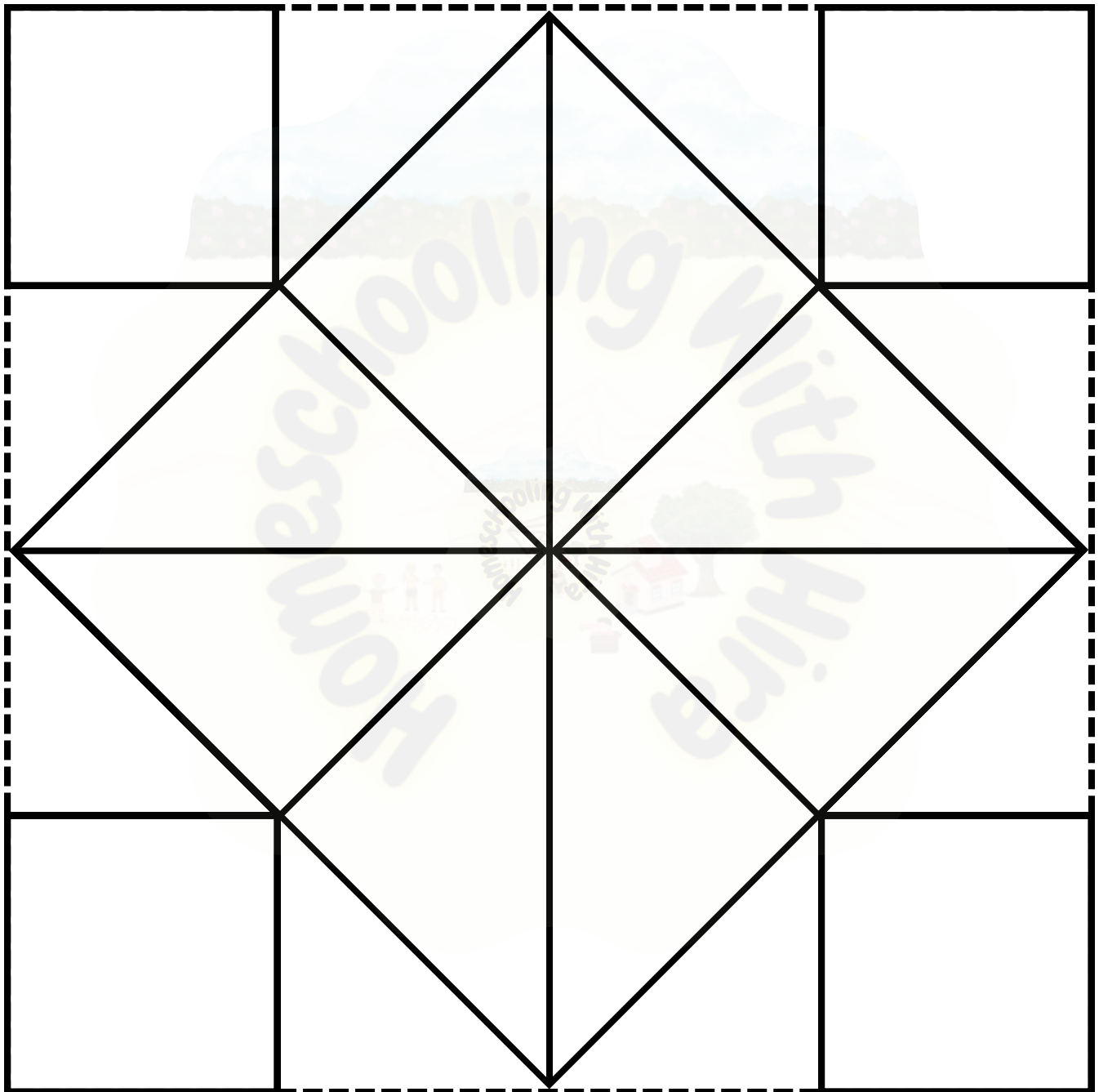
# PAPER CHATTERBOX

Make your game!



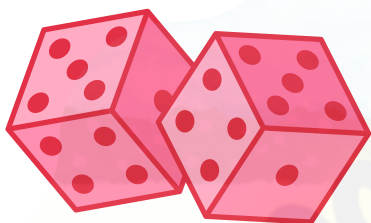
# PAPER CHATTERBOX







Make your game!



## Roll the dice, make a sentence.

Roll the dice and make a sentence using the conjunction that the dice decides.



so	
when	
while	
because	
but	
since (for reason)	

## Roll the dice, make a sentence.

Roll the dice and begin your sentence with the opener that the dice decides.



when something happens	
where something happens	
how something happens	
onomatopoeia	
name	
your choice	