15 Creative Writing Activities
For Parents & Kids
written by
Sofia Ayres-Aronson
THE HAIKU KITE

Materials:
Paper
Glue
Ribbon
2 pipe cleaners

Preparation:
Cut the paper into the shape of a diamond.

How to:
You will start by writing your haiku! What is a haiku, you ask?
Haikus (pronounced like hi- koo) are little poems that were invented in Japan. Traditional haikus reflect on nature, but writers have experimented with the form in lots of different ways.

Haikus do not have to rhyme. Instead, they are all about syllables.

Haikus are 3 lines. The first line is 5 syllables, the second is 7, and the third is 5. And that’s it! Clap your hands to count the syllables.

1. 5 syllables
2. 7 syllables
3. 5 syllables

"Evening Breeze" (Yukaze ya):
yu-kaze ya mizu ao-sagi no hagi wo utsu
An evening breeze:
water laps at the leg
of a blue heron

- Yosa Buson, 1774
You can write a haiku about anything you want. Here are some ideas to get you started:

- What is your favorite summertime activity? Tell us about it!
- What does summer smell like or sound like to you? Paint a word picture!
- What is one animal that you always see in the summer? Describe the animal!
- Who is your favorite person to spend time with in the summer? What do you like to do together?

WRITE YOUR HAiku HERE:

__________________________________________________________
__________________________________________________________
__________________________________________________________
Now, write your haiku on your kite and decorate it! On the back, glue 2 pipe cleaners in a criss-cross and tie a ribbon to the bottom. **Well done!**

**THE TURTLE SCRAMBLE**

**Materials:**

- Paper plate
- Green paint
- Markers
- Green paper
- Googly eyes optional
Preparation:

Turn the paper plate upside down and paint the bottom green.
Cut out the head, tail, and legs using paper.
Glue legs, head, and tail to the unpainted side (regular side of the plate that you eat on).
Glue googly eyes to head or draw them with a marker.
Cut out words from magazines or cut out small pieces of paper and write your own. See below options for word kits or create your own!

Make your turtle:

Give your student the words and the turtle. The student will look through the words, arrange them into a story or poem, and decorate the turtle!

WORD KIT 1

Pirate
Fairy
Crash
Treasure
Ship
Waves
Itch
Plank
Walk
Fall
Piranhas
Rock
Drink
Seaweed
And
The
Into
Up
Down

<table>
<thead>
<tr>
<th>WORD KIT 1</th>
<th>WORD KIT 2</th>
<th>WORD KIT 3</th>
<th>WORD KIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pirate</td>
<td>Rollercoaster</td>
<td>Wish</td>
<td>Stealthy</td>
</tr>
<tr>
<td>Crash</td>
<td>Shriek</td>
<td>Pixie dust</td>
<td>Night</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Waves</td>
<td>Funnel cake</td>
<td>Vines</td>
<td>Ninja</td>
</tr>
<tr>
<td>Glide</td>
<td>Greasy</td>
<td>Crumbling</td>
<td>Doctor</td>
</tr>
<tr>
<td>Plank</td>
<td>Itch</td>
<td>Jumbo</td>
<td>Secret</td>
</tr>
<tr>
<td>Seaweed</td>
<td>Arcade</td>
<td>Tarantula</td>
<td>Backflip</td>
</tr>
<tr>
<td>Mermaid</td>
<td>Snap</td>
<td>Chocolate cake</td>
<td>Vial</td>
</tr>
<tr>
<td>Piranhas</td>
<td>Loop</td>
<td>Bridge</td>
<td>Prince</td>
</tr>
<tr>
<td>Rock</td>
<td>Sneak</td>
<td>Forest</td>
<td>Destroy</td>
</tr>
<tr>
<td>Ship</td>
<td>Dangling</td>
<td>Portal</td>
<td>Hide</td>
</tr>
<tr>
<td>Pizza</td>
<td>Tippy top</td>
<td>Enchanted</td>
<td>Message</td>
</tr>
<tr>
<td>Bury</td>
<td>Turbo</td>
<td>Football</td>
<td>Cartwheeling</td>
</tr>
<tr>
<td>Sword fight</td>
<td>Dump</td>
<td>Swinging</td>
<td>Nimble</td>
</tr>
<tr>
<td>Treasure box</td>
<td>Heads</td>
<td>Cobwebs</td>
<td>Listen</td>
</tr>
<tr>
<td>Swim</td>
<td>Martians</td>
<td>Climb</td>
<td>Evil lair</td>
</tr>
<tr>
<td>Sing</td>
<td>Pogo stick</td>
<td>Disappear</td>
<td>Hidden door</td>
</tr>
<tr>
<td>Yo-yo</td>
<td>Clouds</td>
<td>Realm</td>
<td>Sneak</td>
</tr>
<tr>
<td>Pancakes</td>
<td>Bounce</td>
<td>Torpedoes</td>
<td>Cookie dough</td>
</tr>
<tr>
<td>Sea shanty</td>
<td>Smack</td>
<td>Glowing</td>
<td>Gooey</td>
</tr>
<tr>
<td>Island</td>
<td>Clown</td>
<td>Lightning</td>
<td>Unicorn</td>
</tr>
</tbody>
</table>

**CONNECTOR WORDS KIT:**

And
Into
The
Through
Above
Up
Below
With
Down
But
OPTIONAL RHYMING/ NEAR RHYMING WORDS TO ADD TO EACH KIT:

<table>
<thead>
<tr>
<th>WORD KIT 1</th>
<th>WORD KIT 2</th>
<th>WORD KIT 3</th>
<th>WORD KIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snap/trap/map</td>
<td>Slime/climb/summertime</td>
<td>Wizard/lizard/blizzard</td>
<td>Potion/slow motion/explosion</td>
</tr>
<tr>
<td>Seaweed/read/ancient prophecy</td>
<td>Ground/found/shutdown</td>
<td>Gown/town/crown</td>
<td>Spy/fly/pizza pie</td>
</tr>
<tr>
<td>Bask/task/mask</td>
<td>Gigantic/romantic/frantic</td>
<td>Chase/lace/space</td>
<td>Lock/hawk/blocked</td>
</tr>
<tr>
<td>Sand/land/crammed</td>
<td>Gumball/rumble/tumble</td>
<td>Tower/sour/power</td>
<td>Grappling hook/look/shook</td>
</tr>
</tbody>
</table>
I went underwater with the mermaid and...
THE JELLYFISH JAMBOREE

Materials:

Paper plate
Paint (if the paper plate is not already blue or purple)
Streamers
Glue (must be liquid; glue sticks will not work)
Plastic spoon
Paper
Markers
Optional: string

Preparation:

Paint the paper plate if necessary. It should be upside down; the paint should be on the side that you do not use to eat.
Empty a bit of glue onto an extra paper plate, along with a spoon.
Cut out two long strips of paper. You can give them wiggly edges to make them look more like jellyfish tentacles.
Tear off 5-10 streamers from the roll.

How to:

Investigate photos and videos of jellyfish online, read a book about jellyfish, or take your student to an aquarium.
Give your student the two paper tentacles. Help the student come up with describing words to talk about the jellyfish. (Pretty, stingy, glowing, etc). The student will write these describing words on the tentacles.
Show the student how to fold the top of the tentacle over in order to glue the paper tentacle onto the unpainted side of the plate (the side you use to eat). Use the spoon to spread the glue.
Add some more tentacles! This time, you will glue the streamers onto the paper plate.
The student can decorate the paper plate with markers or by tearing little pieces of the streamers and gluing them to the top.
You might also like to make two hole punches in the opposite sides of the plate and then attach a string in order to hang the jellyfish from the ceiling.
TWO-VOICE POEMS

A two-voice poem is a poem written from two different perspectives. A perspective is the way you see the world; different people and animals see the world differently, so every being has their own unique perspective.

In a two-voice poem, one perspective, or ‘voice,’ is on the left, and the other is on the right. They each speak for a few lines, and then they speak in unison for one line, alternating between separate and unified voices. The unified voice- what both people say together- is in the middle. In this way, two-voice poems emphasize similarities and differences between perspectives.

Materials:

Pencil
Paper
Optional: stickers, markers, etc

Preparation:

Print the poem frame (or write it out on a blank piece of paper)

How to:

Begin by looking at the examples. Then grab a friend and try one yourself using the template below!

TWO VOICE POEMS: EXAMPLES

The Perfect Summer Day

BIG SISTER

What a beautiful day
Flying kites
Grass under my feet
A call from the woods
The kite glides to the ground
I cut across the field

LITTLE BROTHER

Fishing in the pond
Toes in the water
Sun on my cheeks
Victory!
The fish glistens in my hands
My sister grins and gallops to me
Wow! What a catch!
Snap! A photo
Be gentle with the scales...
Goodbye little fish!
Hello summer day!

Say cheese!
The fish skims through the water

Summer morning

KIDDO
I leap out of bed
Wake up!
Jump! Pillows under my feet

PARENT/GUARDIAN
I snuggle into the covers
Ten more minutes...
Shh! Pillow over my head

Stomach grumbles
Ice cream for breakfast!
Water gun fight!

Coffee time!
Oh no, I thought I hid those!
Laughing soaking wet

Chasing through the flowerbed

Gotcha!

Napping is fun
Drowsy rustling leaves

Sprawl out in the sun
Birds whistle in the trees

Summer together is better than ever!

Summer Morning

NAME: _________
I _________ out of bed
The sun is _________
I feel _________
What a _________ day!
__________________________
(what do you do? where are you going?)
I see ________________

NAME: _____________
I _________ out of bed
The clouds are _________
My heart is _________
__________________________
(what do you say?)
I hear ________________
(What do you both think/say?)

Let's _______________                      Wow, look at _________!
(what should you do together?)

I am happy to be here with you!

EXAMPLE: Summer Morning

I hop out of bed                          I slip out of bed
The sun is peeking through the clouds    The clouds are hugging
I feel excited for the day               the sun
                                What a lovely day!
I step into the bus                      My heart is peaceful
Sparrows swoop out the window            Hold out your bus pass!
                                Tweeting and chirping
Let’s walk to the library              Here’s our stop!
                                Wow, look at all the writers outside!
                                I am happy to be here with you!
Materials:

Paper
Pencils

Preparation:

Print out the poem.

How to:

Read the poem “Belinda Blue” by Jack Prelutsky:

**BELINDA BLUE**

Belinda Blue was furious, she fumed, ’I’m really mad! This is the worst experience that I have ever had.’ She beat her fists against the wall, she pounded on the floor, “I am livid!” she exploded, “I am bilious to the core!”

She wrung her hands, she tore her hair, her tantrum grew and grew, “I am angry, angry, ANGRY!” shrieked enraged Belinda Blue. She seemed to be beside herself, she raced around the room, she roared so loud, the neighbors thought they’d heard a sonic boom.

Her rage was unabated, it appeared she’d never quit, in fact she seemed to savor every second of her fit, Belinda Blue created such an overwhelming scene because at lunch, her mother said, “Please eat just one green bean.”

Talk about the ending of the poem with your student. (“So why was Belinda Blue so upset?” “She didn’t want to eat her green beans!”) Ask your student to draw a picture of a food that
Belinda Blue would like. Invite them to explain their picture to you. Then, help your student fill out the ‘Happy Belinda Blue’ poem frame to rewrite her story with a happy ending.

HAPPY BELINDA BLUE (PART TWO)

Belinda Blue was _________ ,
she _______ -ed , ‘I’m really glad!
This is the ______ experience
that I have ever had.’
She _______ around the kitchen,
she smiled and she grinned,
“This _______ is delicious!
I’ve got _______ on my chin!”

Example:

Belinda Blue was ecstatic,
she beamed, ‘I’m really glad!
This is the most marvelous experience
that I have ever had.’
She leaped around the kitchen,
she smiled and she grinned,
“This chocolate cake is delicious!
I’ve got frosting on my chin!”

RIDDLE BOXES

Materials:

Paper
Scissors
Markers

Preparation:

You will fold an origami box. I used the instructional video located here: https://www.youtube.com/watch?v=WiM6iA0TYoc. At the end, though, instead of leaving the lid up, I folded it in. Then, I made another origami box the same way, using a slightly smaller square of paper. The first, bigger box is the lid, and the second, smaller box is the inside.

How to:

The student will choose an animal (or a celebrity, food, etc).
On each of the four side-by-side panels, the student will write one clue to describe the animal. The clues will be facts about the animal- but take care not to give it away! On the top panel, write “What animal is it?” Next, cut out a small piece of paper (small enough to fit in the box). The student will draw the animal on the paper. Place the paper inside the box. Now quiz your friends! They will try to guess what animal you are thinking of. If they are stumped, let them open the box to reveal the animal!
THE NEVERENDING STORY

Materials:
Markers
Paper (receipt paper or wrapping paper would be easiest, but regular paper will work too)
Masking tape
Bonus: the theme song from the movie *The Neverending Story!*

Preparation:
Tape paper on the walls of the room, forming a continuous line.

How to:
You will write a short story that begins and ends with the same sentence. You will write it on the paper taped around the room, so that the story looks like it continues and never ends!

Some tips:
- Start with a sentence about the 5 senses: make a statement about something the characters hear, smell, see, touch, or feel.
- Just start writing on the paper right off the bat, and let the story develop as you go! It will help to see how much room you have left on the paper as you write.
- The ending of the story doesn’t have to be a true ending; it might be the beginning of a new event, hinting that what would follow would be the recurrence of the story you’ve just written (in other words, it would signal, ‘then it started all over again’ in a new way. The children’s rhyme “Crazy” is a good example of this).

Example:

*Applause exploded across the stage.* Alexandra beamed and blinked at the hazy audience, blinded by the spotlights and overwhelmed by the love and admiration she did not expect.

‘Encore! Encore!’ they shouted.
‘You’re so cool! You’re so cool! YOU’RE SO COOL!’
Alexandra’s smile wavered as the auditorium began to shake. She raised a trembling hand to her face and rubbed her eyes.

‘Time for school, Alex,’ her mom said, reaching for Alexandra’s hand mid-rub and pulling her out of bed. ‘Today’s the big day. Where’s your leotard?’

‘I think I’m still wearing it,’ mumbled Alexandra, drizzling toothpaste from her lips as the toothbrush buzzed in her mouth. ‘I’m surprised I even made it into the bed instead of just collapsing on the floor.’
“Well get going! We need to be out the door in ten minutes!” her mom warned as she marched down the stairs.

After a flurry of frantic hurrying, Alexandra’s backpack was stuffed with crumpled homework, her lunchbox was crammed with an assortment of leftovers, and her socks were mismatched and haphazardly pulled up her feet. “Don’t forget your iPOD for the music during the show!” exclaimed her mom, tossing Alexandra the little metal disk and slamming the car door. “And breakfast!” she added, sending a stale pancake whizzing like a frisbee past Alexandra’s face.

“It landed in the trunk, and I’m too nervous to eat anyway,” Alexandra shook her head.

“Hey, give that iPod back to me. Let’s listen to your song on the way to school. That’ll get you feeling ready!”

Alexandra’s mom bobbed her head along to the beat while Alexandra’s stomach flipped against the rhythm, making her queasy and dizzy. When the car jolted to a halt in front of the school, Alexandra was almost relieved—until she remembered the reason why she felt so anxious.

“Good luck today! I’ll see you at the show!”

Alexandra shuffled into school and spent the next five hours staring at the clock and turning various shades of green and yellow. Despite her effort to freeze the hands of the clock through sheer will, 1:30 arrived, and Alexandra was the one who was paralyzed.

“Sorry to interrupt,” the music teacher whispered loudly, sticking his head in the door.

“It’s time for our talent show performers to set up backstage.”

Six of Alexandra’s classmates chattered and jittered as the small group walked down the halls, but Alexandra trailed behind them. She shrunk into a chair partially enclosed by the dusty velvet curtain and watched the other kids skip through the entrance and then return a few minutes later, smiling and proud.

“All right, Alexandra! You’re our big finale!”

Alexandra jumped and turned around to see the music teacher smiling and holding out her iPod.

“Are you ready?”

“Umm…”

“All right! Let’s get you out there!”

Alexandra rose to her unsteady feet and shambled feebly to the opening in the curtain. She hovered at the edge, drawing back from the impatient muttering of the audience and the searching glare of the spotlights. Alexandra’s heart nearly imploded when her song suddenly boomed from the speaker, jerking her out of her haze. The music teacher gave her a thumbs up from the sound booth, and she poked a toe through the curtain. She closed her eyes and tiptoed onto the stage.

When she opened them, the lights were blinding, she couldn’t see her mom anywhere, and she had already missed her cue and lost her place in the song. The audience was a blurry shadow and Alexandra was stark and alone on the stage. Hey—that’s right—she was alone! Just like dancing in her room! She gathered her arms together, found herself in the chorus, and swung her feet into the air, spinning across the empty stage. She pirouetted, tapped, and twirled until the last chorus reverberated in her ears. She hurtled to the front of the stage for the finish and looked for her mom as she did her last spin, searching the seats for her smiling face, when—ouch! Alexandra crashed onto her knee as the last note faded. Embarrassment began to burble in her throat when a whistle sounded from the back of the
room. Her mom was on her feet grinning. Alexandra smiled and raised her arms in a big finish. **Applause exploded across the stage.**

**Verbs, Images, & Metaphors Galore**

**Materials:**
- Paper
- Pencil
- Internet access

**Preparation:**
None!

**How to:**
Read “The Chef” by Charles R. Smith Jr. aloud to your student. As the student listens, they should draw what they hear.

**The Chef**

Racing and running
and spinning and swerving
in total control
while feeding and serving
delicious assists
with wrist-flick tricks,
Chef T serves
dishes with slick
style and
skill,
finesse and
flair,
feeding teammates
while twisting midair.
Slicing
and dicing
and shaking
and flipping,
mixing
and tossing
and chopping
and whipping
no-look passes
underhand passes
teaching skip-stop,
behind-the-back classes,
serving sweet treats
putting points on the board,
keeping hungry teammates
coming back for more.

- Charles R. Smith Jr., writing about basketball player Ticha Penicheiro

Ask your student to explain their drawing. Which words stood out to them and shaped the image they created?
Read the poem again. Circle all the verbs. Talk about motion- what kind of motion do Smith Jr.’s verbs describe? Revisit the student’s drawing and have them connect their drawing to some of the verbs in the poem.
Read this statement about the poem by Smith Jr.:

“Ticha Penicheiro’s poem was easy to write because she has a very flashy game. But instead of taking shots, she sets her teammates up for them. I call her the chef because she uses a variety of skills to move the ball around and ‘feed’ her teammates. I followed this image all the way through the poem by drawing on the techniques a chef would use to create a meal.”

Explain that Smith Jr. created a metaphor: Ticha Penicheiro, a basketball player, is a chef because she always serves up the ball to her teammates.
Watch the 2-minute video of Penicheiro’s games here: https://www.youtube.com/watch?v=ieAs4eHps5Y
The student will create their own motion-metaphor. They can watch these videos to choose a subject:

Penguins diving: https://www.youtube.com/watch?v=snAvGxz7D04
Flying squirrel: https://www.youtube.com/watch?v=1-FH3f4xn-Ww
Window cleaning: https://www.youtube.com/watch?v=Zpb-6O2Cthw
Jellyfish floating: https://www.montereybayaquarium.org/animals/live-cams/jelly-cam
Glass blowing: https://www.youtube.com/watch?v=DWIsIQ97xxE&list=RDCMUC8rraUhgqlGH1Xg6gvt4FOQ&start_radio=1&rv=DWIsIQ97xxE&t=41

While watching the video, the student should write down some -ing verbs to describe the motions they see. Aim for 5-10 verbs.
Once they are finished, they should read through their list and try to think of other people or creatures that make these movements.
Write a metaphor poem comparing these two people/creatures who make the same movement.

For example, you could write a poem about a zamboni inching across the ice rink like a snail, or a fiddler’s wrist bobbing and dancing across the strings like barley shaking and swirling in the wind. Make sure you include all your -ing verbs in the poem! Good luck!
Bowling Story Plots

**Materials:**
- Small plastic balls
- 10 paper towel rolls (or anything that is durable and easy to knock over).
- Pencil
- Paper
- Tape
- Scissors
- A printer

**Preparation:**
Cut out each of the colored rectangles in the table below:

<table>
<thead>
<tr>
<th>Pin</th>
<th>Characters</th>
<th>Location</th>
<th>Mood/genre</th>
<th>Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A wizard, a toad, and a talking pizza</td>
<td>A beachside resort</td>
<td>Silly</td>
<td>A talking, moving pogo stick</td>
</tr>
<tr>
<td>2</td>
<td>A talented chef, an acrobat, and a delivery boy</td>
<td>A football stadium</td>
<td>Ominous</td>
<td>A magician</td>
</tr>
<tr>
<td>3</td>
<td>A puppy, an owl, and a grizzly bear</td>
<td>A new restaurant</td>
<td>Upbeat</td>
<td>Evil pixies</td>
</tr>
<tr>
<td>4</td>
<td>A fairy princess, a boa constrictor, and a horde of zombies</td>
<td>Inside a Walmart</td>
<td>Horror</td>
<td>A talking cauldron</td>
</tr>
<tr>
<td>5</td>
<td>A basketball star, his agent, and her embarrassing mom</td>
<td>The playground</td>
<td>Fairytale</td>
<td>A serpent</td>
</tr>
<tr>
<td>6</td>
<td>A giraffe with a beard, a rhino with a mustache, and a very talented hairstylist</td>
<td>A strawberry patch</td>
<td>Adventure</td>
<td>A sculptor</td>
</tr>
<tr>
<td>7</td>
<td>A ghost, a cat, and a little girl</td>
<td>The school bus</td>
<td>Quest</td>
<td>A trickster leprechaun</td>
</tr>
<tr>
<td>8</td>
<td>A pro wrestler, Igor the Iguana, and a fairy</td>
<td>A taco truck</td>
<td>Tragedy</td>
<td>A bank robber</td>
</tr>
</tbody>
</table>
Tape one rectangle of each color to all ten ‘pins’ AKA the cardboard rolls. (So each pin will have a pink rectangle, a green rectangle, a blue rectangle, and a yellow rectangle).

**How to:**

You will be writing a short story inspired by the bowling game. To begin:

Each player will take 4 turns bowling.

Turn 1: choose a character, in pink
Turn 2: choose a location, in green
Turn 3: choose a mood/genre, in blue
Turn 4: choose a villain, in yellow

If you knock over more than 1 pin, you can choose which character/location/mood/villain you want from the pins you knocked over. So you should try to knock over as many pins as you can because then you have more choice!

Once everyone has figured out their four story elements, it is time to sit down and write. Have fun and don’t forget to share your work with your teammates!

**Wacky Words, Freaky Food**

**Materials:**

Pencils
Paper
Optional: access to a printer (to print the materials)

**Preparation:**

You will have to search the web to find some photos of unusual foods. (I cannot provide photos here because of copyright issues, but they are easy to find!) Just search ‘weird food combinations’ or ‘unusual foods from around the world,’ and you will find lots of crazy eats! Your student will have a blast looking through the photos and exclaiming over how yucky (or possibly, surprisingly tasty) the foods look. I suggest copying and pasting them onto a blank Word document and printing them out. You can do as many as you want; I usually do eight.

**How to:**

<table>
<thead>
<tr>
<th>Pin 9</th>
<th>Character</th>
<th>Location</th>
<th>Mood/Genre</th>
<th>Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batman, Robin, and Bob the Builder</td>
<td>An abandoned movie theater</td>
<td>Inspirational</td>
<td>An inventor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pin 10</th>
<th>Character</th>
<th>Location</th>
<th>Mood/Genre</th>
<th>Villain</th>
</tr>
</thead>
<tbody>
<tr>
<td>A soccer team, a cheetah, and a scuba diver</td>
<td>A crumbling castle</td>
<td>Charming</td>
<td>An evil king</td>
<td></td>
</tr>
</tbody>
</table>
Ask your student to imagine what it would be like to taste these wacky foods. Would it be sour? Juicy? Gooey? Yucky? If your student has trouble coming up with words, let them look through this list:

Salty
Chewy
Revolting
Crunchy
Nauseating
Gooey
Juicy
Sweet
Yucky
Sour
Tangy
Sugary
Chocolatey
Delicious
Succulent
Decadent
Savory
Sticky
Mouthwatering
Repulsive
Crumbly
Slimy
Lumpy
Scrumptious

The student will write a describing word above each of the foods. Next, the student will make up their own imaginary food or unusual food combination. They can draw a picture. Lastly, the student will write a recipe for how to prepare or best serve their food creation.

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A Magical Kite Adventure

Materials:

Construction paper
2 pipe cleaners
Ribbon
Hole puncher
Markers
Scissors

Preparation:

Cut a piece of paper into the shape of a diamond.
Ask your student what they would see if they could fly around the world with a kite. They can draw pictures on the kite (paper cut into a diamond shape).
Use the hole puncher to make a hole in the bottom of the diamond.
Tie a ribbon to the hole.
Flip the kite onto the back and glue the two pipe cleaners in a T shape.
Last step: fill out the poem frame below-

**A SIGHT SEEING KITE SPEEDING ADVENTURE**

I'd love to travel the world, just my kite and me
If we could fly in the sky, together we'd see
A forest of __________, an ocean with dolphins
A city of __________, plenty of beautiful gardens
We would __________ on the clouds and sing __________ super loud
But no one would hear us, for we'd be far above town
With a perfect view of the __________ in the trees
All the __________, and __________, and fish in the seas
I don't need magic dust to send us on our journey
Nor a big gust of wind, nor a wintry flurry
My imagination can bring us all over the world
Just close my eyes, and the breeze begins to swirl….

Magazine Cover

Materials:
Markers
Printer access

Preparation:
You could print the magazine cover below, or you could paste it into a drawing app and have your student draw on a tablet.

How to:
The student will simply draw a picture in the middle of the magazine, and then write captions in the green boxes and some dialogue in the speech bubble. Their imagination can run wild!
A Rollercoaster Ride

Materials:
Cardboard
Tape
Glue
Markers
Paper plates

Preparation:
None- just start building!

How to:
Read the below poem by writer Karma Wilson about a crazy, wild roller coaster experience. Then, you will make your own model of a roller coaster using cardboard paper towel rolls, paper plates, and boxes! The cardboard will serve as the support beams, and the paper plates can be cut up into pieces and taped together. Because they have been cut up into pieces, they will wind around naturally in the shape of a roller coaster. Once your model is complete, you will write an adjective on each bend of the plates to describe how you would feel at that point of the rollercoaster. Here is a word bank to give you some ideas:

Thrilled
Queasy
Excited
Sinking
Giddy
Swift
Terrified
Suspenseful
Light
Anxious
Nauseated
Overjoyed
Exhilarated
Delighted
Speedy
Dizzy
The Great Gargantuan

It leaps three times. It's blaring fast.
I'm finally tall enough on feet!
It's faster than the speed of sound.
It shoots you up, then underground!
I think it goes a mile high,
then it falls straight from the sky.

We're in a tunnel. Black as night.
I'm feeling sick, that's right.
Oh, no. We're going up once more.
I want my feet back on the floor!
Then down, down, down we fall, fall.
I wish I never rode at all.

There's no more line, I'm getting in.
I'll ride the Great Gargantuan.
We climb the hill, so slow . . . so slow.
Then I take a peek below...
and whoocah, straight toward the ground we fly.
This is it. I'm gonna die!

We're slowing down, we're back at last.
Mom, that thing goes way too fast.
I rode the Great Gargantuan.
I just can't wait to ride again!
Ladybug Describing Words

Materials:

Red, white, and black paper
Scissors
Markers
Glue

Preparation:

None! Just start making your ladybug!

How to:

Start by cutting out a circle from the black paper
Cut out two circles of the same size from the red paper
Fold the two red circles in half. These are the wings.
Glue the red half-circles (wings) on either side of the black circle to make the ladybug’s wings.
Cut out a small black circle to be the ladybug’s head. Glue it onto the back of the ladybug
Cut out two small circles from the white paper to be the ladybug’s eyes.
Glue the eyes onto the head.
Now, write some describing words inside the ladybug’s wings!
Gentle

Cute creatures

Protecting our gardens, Polka dot plant protectors!
Animal Guessing Game

Materials:

None!

Preparation:

None!

How to:

Simply read the following poems aloud and have your student guess what animal the poem is about! Bonus: to encourage the student to practice listening to imagery, have the student act out what you are describing as you read!

(Snake)
Sliding through the grass
Stealthy and just as fast
Fangs glint and scales shimmer in the sun
Golden eyes glint on you- RUN!

(Elephant)
Stomping on the mud
Giants in the sun
Looks like so much fun!
Messy water spouts
Flappy ears all around
Hear happy trumpet sounds!

(Tarantula)
This not so itsy bitsy friend
Might seem scary, but if you’re well read
You know their eight hairy legs are no threat to you
They’re the most harmless creatures in the zoo!
And though they like to creep and crawl
They’re just coming to give you a fuzzy hug, that’s all!

(Pigeon)
Beady eyes scan the ground for food
They’re always in a thieving mood
Shiny grey wings tucked on either side
Ooh, yummy-someone dropped a delicious French fry!

(Alligator)
Gliding through murky swamp water
With that green camouflage, it’s hard to spot her
Gnashing jaws and speedy tail.
If you try to escape, you’ll surely fail!

(Squirrel)
Bushy tail flicks
Paws are quick
To race up the tree
And perch with the leaves
Chattering at passers-by
“Stay away from my acorns!” he descrees

(Jellyfish)
Squishy and colorful, they look so wonderful
It’s too bad they’ll sting you
If you get too comfortable!
Bobbing in the ocean view
They really are a spectacular view!

(Hedgehog)
Tickly and prickly, oh so cute
Wiggly snout sniffs yummy fruit
All full, now it’s time to take a nap
Curled up in the palm of your hand :)