

Name:

Date:

Worksheet One

This worksheet accompanies slides 3 and 4 of *Creative Writing.ppt*

“The Secret of Glimmer Pond”

Read the story “The Secret of Glimmer Pond,” by I.C. Tingles. Think about how events are organized in the story.

Page 1

"No, Jed, I don't want that painting hanging in the house!" Mom told me. "But why?" I asked. "Grandpa painted it, didn't he? Why don't you like it?" Mom shivered. "There's just... something about it. Now put it back in the shed where it belongs."

Page 2

As I did what she said, I looked at the painting. It showed a quiet lake with the moon rising above it. I knew this place! It was Glimmer Pond, just up the road. I looked at my watch. It would be dark soon. Better take a flashlight...

Page 3

It was just before sunset when I got there. A cold breeze whispered around my neck as I climbed over the fence. The path was overgrown, and twigs tickled my face like bony fingers. Roots grabbed at my feet, but I stumbled on as the silent tongues of wet leaves licked icy trails across my face. As my feet squelched in the mud, I caught a whiff of rotten eggs.

Page 4

Finally, I saw it in the gloom – Glimmer Pond! Rough bushes crouched around it. Trembling shadows huddled beneath the dark trees.

Page 5

I stood in the blackness, waiting for the moon to rise. And as I stood waiting, I realized I was not alone. I could hear something. I could hear breathing. Long, slow breaths. Long, slow, *inhuman* breaths.

Page 6

The beam of my flashlight cut through the night. It shone on two huge, rolling eyes! Two huge, rolling, inhuman eyes! Something big moved toward me...

Page 7

I ran.

Name:

Date:

Page 8

"Jed, what's wrong?" gasped Mom as I crashed through the front door.

"You look like you've seen a ghost!"

"I have!" I yelled. "Now I know why you don't like that painting!"

Page 9

Mom laughed. "Ghost? Don't be silly! I don't like that painting because it reminds me of the big cow that lives in the field up by Glimmer Pond. I don't like cows."

"Big cow?" I repeated.

Page 10

"Horrible thing," Mom said with a shudder. "Rolling its eyes and breathing all over you. Yuck! You haven't been up there, have you?"

"Of course not," I lied. "What's for dinner?"

I'd already had enough trouble for one night!

Name:

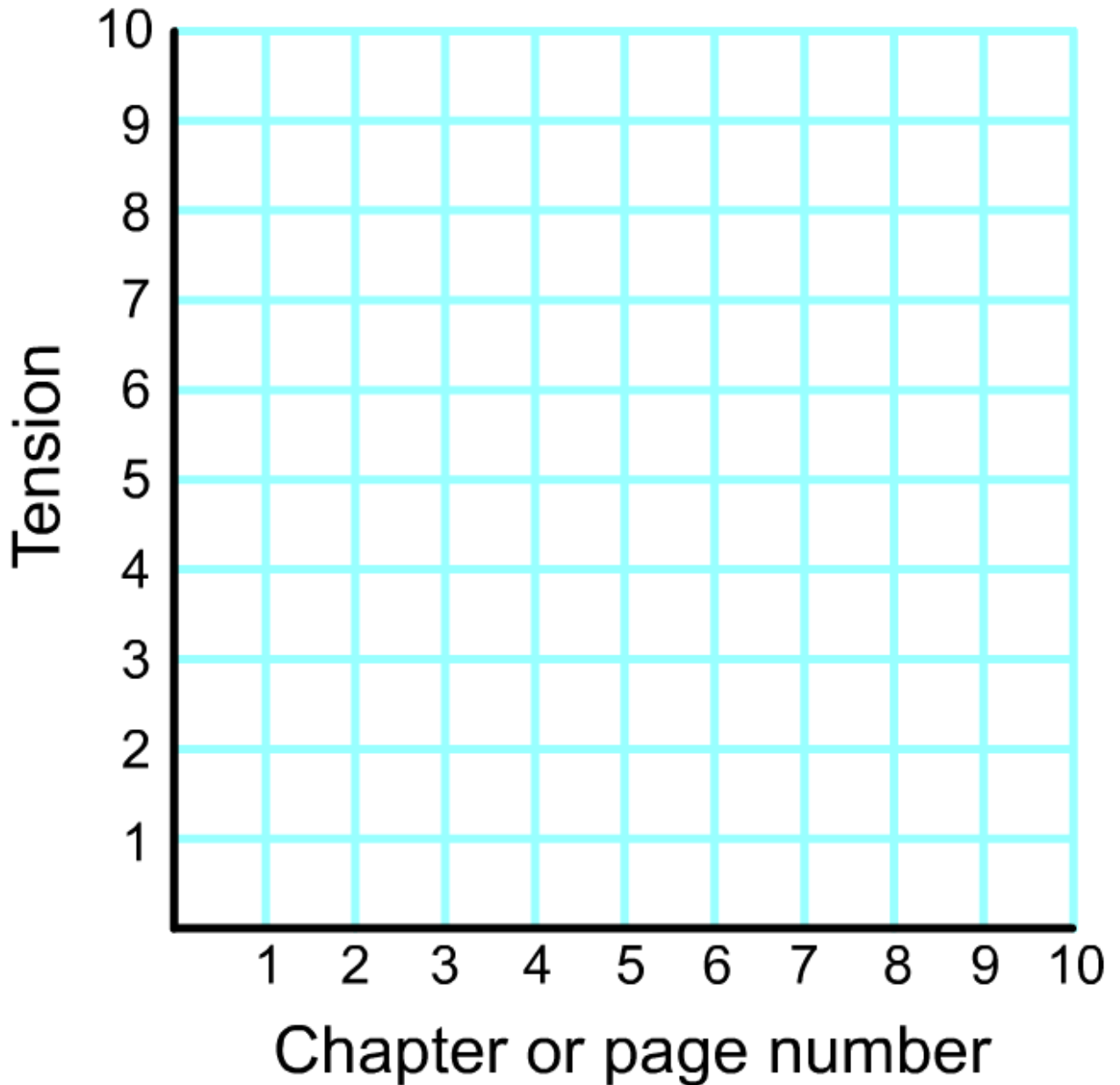
Date:

Worksheet Two

This worksheet accompanies slide 4 of *Creative Writing.ppt*

Tension graphs

Draw a tension graph of "The Secret of Glimmer Pond," or another story you are reading. Give each page, section or chapter of the story a tension score out of 10. Make each score on the graph, then draw a line to connect the scores and make your graph.



Name:

Date:

Worksheet Three

This worksheet accompanies slide 6 of *Creative Writing.ppt*

Descriptions

Fill in each blank to explore how word choice can change a description. Can you make the cottage sound threatening? Can you make the cottage sound cozy?

The _____ path _____ through the
wood, past _____ and _____, to
where a _____ cottage _____ under
the trees. _____ smoke
_____ from the chimney and the
_____ door _____ open.

Name:

Date:

Worksheet Four

This worksheet accompanies slide 7 of *Creative Writing.ppt*

Sensory descriptions

Read this paragraph from "The Secret of Glimmer Pond." Use different colored pens or highlighters to mark descriptions of something the character can see, feel, hear or smell.

It was just before sunset when I got there. A cold breeze whispered around my neck as I climbed over the fence.

The path was overgrown, and twigs tickled my face like bony fingers. Roots grabbed at my feet, but I stumbled on as the silent tongues of wet leaves licked icy trails across my face. As my feet squelched in the mud, I caught a whiff of rotten eggs.

Name:

Date:

Worksheet Five

This worksheet accompanies slide 8 of *Creative Writing.ppt*

Write your own descriptions

Think about the setting of your story and imagine you are there. What can you see? Hear? Smell? Feel? Taste? Write your sensory descriptions in the table below.

| Sense | Description |
|--------|-------------|
| Sight | |
| Sounds | |
| Taste | |
| Touch | |
| Smell | |

Name:

Date:

Worksheet Six

This worksheet accompanies slide 10 of *Creative Writing.ppt*

Writing dialogue

Correct the punctuation mistakes in the sentences below. If the sentence is correct, write "correct" in the space provided.

1. "Arthur! Arthur! Arthur! the crowd chanted.

2. Oh no!" he cried.

3. The door creaked open. "Yes," said a thin, cracked voice from within "can I help you?"

4. "Did you hear that?" she whispered.

Name:

Date:

Worksheet Seven

This worksheet accompanies slide 11 of *Creative Writing.ppt*

Using transitional words

Fill in each blank to explore how transitional words can affect the sequence of events in a story. You can use the transitional words from the word bank, or invent some of your own.

"No, Jed, I don't want that painting hanging in the house!" Mom told me.

"But why?" I asked. "Grandpa painted it, didn't he? Why don't you like it?"

Mom shivered. "There's just... something about it. Now put it back in the shed where it belongs."

_____, I looked at the painting. It showed a quiet lake with the moon rising above it. I knew this place! It was Glimmer Pond, just up the road.

_____, it would be dark. Better take a flashlight...

_____, I was walking along our road. A cold breeze whispered around my neck as I climbed over the fence. The path was overgrown, and twigs tickled my face like bony fingers. Roots grabbed at my feet, but I stumbled on as the silent tongues of wet leaves licked icy trails across my face. As my feet squelched in the mud, I caught a whiff of rotten eggs.

_____, I saw it in the gloom – Glimmer Pond!

| | | |
|-----------------|--------------|---------------|
| First | Next morning | Minutes later |
| In that instant | At sunrise | Meanwhile |
| Slowly | Hours later | Then |
| At sunset | Soon | Finally |

Name:

Date:

Worksheet Eight

This worksheet accompanies slide 13 of *Creative Writing.ppt*

Review

Use this checklist to make sure your story is the best it can be. If you cannot check all of the boxes, write a second draft of your story to make sure you can check each box.

| | |
|---|--|
| 1) The beginning of my story provides a clear setting and narrator. | |
| 2) The story uses sensory descriptions to interest the reader. | |
| 3) The story uses dialogue to develop characters and plot. | |
| 4) The story uses transitional words to explain the sequence of events. | |
| 5) The story has a clear ending that provides resolution to events. | |
| 6) The story is free from misspellings and grammatical errors. | |