

Create a Critter Worksheet #1



You will be manipulating creatures that you know to create your own creature. For example...

A zebra with no stripes
A giraffe with a short neck
An elephant with no trunk

A fish with a dog's head
A lion with ostrich feathers for fur
A horse with a duck's bill

Now it's your turn. Change the characteristics of animals you know to make a new critter of your creation.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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Story Starters – Worksheet #2



In order to begin your paragraph, you may use one of the following story starters and insert your critter information into the blanks provided. Fill out all story starters, and you can choose one to use at the end of this assignment. (Ex. My world would be different if... zebras had no stripes because...I wouldn't be able to tell a zebra from a horse.)

1. My world would be different if...

because...

2. The...
thought he'd never seen anything as funny as the...

because...

3. It all changed when I met the...

because...

4. I knew something was wrong when I saw the...

because...

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Creative Conclusions – Worksheet #3



In order to end your paragraph, you may use one of the following story conclusions and insert your critter information into the blanks provided. Fill out all story conclusions, and you can choose one to use at the end of this assignment.

(Ex. My world is crazy now that... zebras have no stripes because... I tried to ride a zebra that I thought was a horse and he threw me into a trough of water.)

3. My world is much different now that...

because...

4. The...
laughed until his side hurt at the

because...

5. Things have changed considerably since I met the...

because...

6. It is easy to see how I knew something was wrong when I saw
the...

because...

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Worksheet #4 Peer Evaluation Sheet

Directions: Answer the following questions using complete sentences and appropriate punctuation.

Provide as much information as possible to help your partner.

1. What do you like most about your partner's paragraph?
2. Which character did you find most interesting and why?
3. If you had to eliminate one character, which would it be and why?
4. Write down any words you think are misspelled and write the correct spelling beside the words.
5. Write down three verbs that could be changed to more descriptive verbs. (Example: She went through the door. She slid through the door.) Remember that verbs are words that show action. You can make verbs more descriptive by using words that describe the specific action; for example, walked...skipped, sauntered, strolled, slithered, lagged, limped, tripped.

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6. Write down three adjectives that could have been used to help describe your partner's crazy creatures. Remember, adjectives are words used to describe a person, place, thing, or idea; for example, lime green (lime describes the type of green), screaming child (screaming describes the type of child), oozing scab (oozing describes the type of scab), etc.

Write down any comments that would help your partner.

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Worksheet #5 Evaluation & Development Sheet



Now the real fun begins...

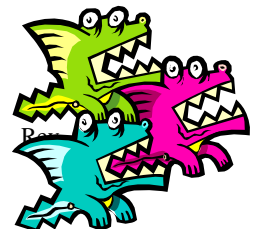
You get to take on the role of the ultimate creator. You have to decide which characters stay and which you “kill off”. As our work progresses, only three creatures will make it to your final work. Answer the following questions about your five creatures so that you may easily decide which to keep and which bites the dust!

1. Which character can you see most clearly in your mind?
Can you see what color he/she likes most?
What food do they eat?
What climate do they like?
How old are they?
Do they have many friends?

2. Which character is the most likable?
Which do you feel your readers will like the most?
He/she will most likely be your hero, so pick one you can live with.

3. Which character is it hardest for you to see in your mind?
Is it hard to decide what clothes they would wear, if any?
Can you see what kind of food they like?
If you can't answer these things about any of your creatures, it is probably a good bet they can be done away with.

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4. Which character would make a good bad guy?
Would it be easy watching your hero rip the guts from one of these creatures?
Is there one that you might pull for even if they were losing?
This would probably make a good villain. Villains must be likable enough to keep your readers interested in what happens to them. So, make sure one of your characters, though mean, has some likable qualities.

5. Write down any words you see misspelled and correct them.

6. Correct any punctuation errors.

7. Brainstorm some ideas of what problems your three remaining creatures might encounter:



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5. Have you clearly described each of your crazy creatures? Can you see a visual image in your head of each? If not, go back and add some adjectives to help give your reader a clear image of each.

Use the following format:

- I. Introduction: Provide a hook or interest grabber for your reader.
- II. Supporting Paragraph 1 will provide information that develops your main idea and should contain at least five complete sentences.
 - A. Introductory Sentence
 - B. Detail
 - C. Detail
 - D. Detail
 - E. Concluding Sentence
- III. Supporting Paragraph 2 will provide more information to develop your main idea.
It should also be at least five sentences.
 - A. Introductory Sentence
 - B. Detail
 - C. Detail
 - D. Detail
 - F. Concluding Sentence
- IV. Supporting Paragraph 3 will provide information to develop your main idea.
Like supporting paragraph 1 and 2, it is also at least five sentences.
 - A. Introductory Sentence
 - B. Detail
 - C. Detail
 - D. Detail
 - E. Concluding Sentence
- V. Concluding Paragraph: Provides all the answers to any of the reader's questions.
Restates your main point or thesis.

After you have organized your writing, be sure to check the spelling, grammar, punctuation, and clarity. Neatly draw a line through any errors and correct your mistakes by writing the corrections above the errors.

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Worksheet #7- Peer Evaluation Rubric-Crazy Critters

| 0 points | 0-5 points | 6-7 points | 8-10 | Total |
|---|---|--|---|--------------|
| Introductory Paragraph: There is no introductory paragraph provided in the paper. | Introductory Paragraph: There is an introductory paragraph, but the main point is unclear and sentences lack clarity | Introductory Paragraph: There is an introductory paragraph and the main point is clear, but the sentences are a little weak and lack clarity | Introductory Paragraph: The introductory paragraph clearly presents the main point and sentences are clear and descriptive | |
| Supporting Paragraph #1: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #1: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #1: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #1: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Supporting Paragraph #2: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #2: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #2: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #2: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Supporting Paragraph #3: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #3: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #3: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #3: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Concluding Paragraph: The paragraph does not meet the sentence requirement and the point is unclear. | Concluding Paragraph: The paragraph has the required five sentences, but does not effectively wrap-up the essay. There are questions left unanswered. | Concluding Paragraph: The paragraph has the required five sentences, and has and clearly summarizes the essay. The sentences could be stronger with additional supporting details. | Concluding Paragraph: The paragraph clearly summarizes the essays using vivid imaginative wording in the five required sentences. The reader clearly understands the main point brought up in the introduction. | |
| Spelling: There are 15 or more spelling errors in the writing. | Spelling: There are 10 to 14 spelling errors in the writing. | Spelling: There are 5 to 9 spelling errors in the writing. | Spelling: There are less than 2 spelling errors in the writing. | |
| Punctuation: There are 15 or more punctuation errors in the writing | Punctuation: There are 10 to 14 punctuation errors in the writing. | Punctuation: There are 5 to 9 punctuation errors in the writing. | Punctuation: There are less than 2 punctuation errors in the writing. | |

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Worksheet #8
Cover Sheet Format

Title

Student Name
Class
Date
Word Count

(Note: You can add artwork or draw pictures of your critters on this cover sheet.)

Worksheet #9- Teacher Evaluation Rubric--Crazy Critters

| 0 points | 0-5 points | 6-7 points | 8-10 | Total |
|---|---|--|---|--------------|
| Introductory Paragraph: There is no introductory paragraph provided in the paper. | Introductory Paragraph: There is an introductory paragraph, but the main point is unclear and sentences lack clarity | Introductory Paragraph: There is an introductory paragraph and the main point is clear, but the sentences are a little weak and lack clarity | Introductory Paragraph: The introductory paragraph clearly presents the main point and sentences are clear and descriptive | |
| Supporting Paragraph #1: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #1: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #1: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #1: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Supporting Paragraph #2: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #2: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #2: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #2: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Supporting Paragraph #3: The paragraph does not meet the sentence requirement and the point is unclear. | Supporting Paragraph #3: The paragraph has the required five sentences, but there is no real beginning, middle and end. Paragraph lacks clarity. | Supporting Paragraph #3: The paragraph fulfills the sentence requirement and the paragraph has a clear beginning, middle and end. The sentences are a bit weak because of a lack of description. | Supporting Paragraph #3: The paragraph clearly and creatively demonstrates a command of language that presents a strong beginning, middle and end. There are vivid images and lots of detail. | |
| Concluding Paragraph: The paragraph does not meet the sentence requirement and the point is unclear. | Concluding Paragraph: The paragraph has the required five sentences, but does not effectively wrap-up the essay. There are questions left unanswered. | Concluding Paragraph: The paragraph has the required five sentences, and has and clearly summarizes the essay. The sentences could be stronger with additional supporting details. | Concluding Paragraph: The paragraph clearly summarizes the essays using vivid imaginative wording in the five required sentences. The reader clearly understands the main point brought up in the introduction. | |
| Spelling: There are 15 or more spelling errors in the writing. | Spelling: There are 10 to 14 spelling errors in the writing. | Spelling: There are 5 to 9 spelling errors in the writing. | Spelling: There are less than 2 spelling errors in the writing. | |
| Punctuation: There are 15 or more punctuation errors in the writing | Punctuation: There are 10 to 14 punctuation errors in the writing. | Punctuation: There are 5 to 9 punctuation errors in the writing. | Punctuation: There are less than 2 punctuation errors in the writing. | |

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