

WRITING BOOTCAMP

Subject: English Language Arts

Grade Level: 5th/ 6th Grade

Time Frame: 60 minutes

Lesson Objective:

I can identify and explain the writing process.

I can brainstorm a narrative story.

Materials:

- Sign
- Decor
- Presentation Posted
- Booklets
- Text
- Craft
- Badge

Lesson Standards:

ELA-Literacy W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-Literacy W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELA-Literacy L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson Outline - Engage (Day 1)

To engage your students, you can begin by having the sign outside of your door that welcomes students to writing bootcamp. You can have other items in your classroom to create an environment that is fun and engaging (check out this list!).

Have your students take a seat and inform them that today they will begin the grueling training to becoming writers. Have the presentation up and displayed on your board. Tell students that they will first need to learn the Writing Boot Camp Chant. (Practice this with students several times)

Inform students that they will have an opportunity to collect badges as they complete each phase of the Boot Camp. Begin by sharing the slides on what is the Writing Process. Students will complete the pages in their books.

Students will then complete the warm-up for day 1 in their Boot Camp books.

Share After the Fall by Dan Santat text with students. Read the story and discuss how the character was able to achieve a goal. Tell learners that many Americans have a goal of being in the army. Discuss how you have achievements or goals that you have had in the past. Remember to make these small (not all students have won awards or received great grades and we need to celebrate even the smallest wins).

Tell learners that they will brainstorm 5 different goals or achievements that they have made. Students will create the backpack and these can be shared and displayed in the classroom.

After completing this phase, students may place their badge inside of their Boot Camp books.

Assessment:

- Brainstorm Organizers

WRITING BOOTCAMP

Subject: English Language Arts

Grade Level: 5th/ 6th Grade

Time Frame: 60 minutes

Lesson Objective:

I can write a rough draft of my narrative story.

I can add descriptive language to my writing.

Materials:

- Presentation
- Booklets
- Show vs. Tell Activity
- Badge

Lesson Standards:

ELA-Literacy W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-Literacy W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELA-Literacy L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Lesson Outline - Explore (Day 2) ***May be two days

Have students enter into the classroom and take a seat. Have students complete the chant 1-2 times as a class. Students will then begin the warm-up for today in their Boot Camp books.

Remind students of what you completed during phase 1, and discuss how this phase is all about brainstorming and writing their stories. Remind learners of the story you read in the first phase. Using the BME organizer, model for students how the story can be divided into these three parts using bullet points. Inform students that today they will choose from one of the 5 stories they brainstormed in phase 1 and begin creating the bullet points of their own stories. ***If needed model with an example story of your own. Have students complete independently.

Display the presentation discuss what are show versus tell sentences and have learners complete the pages of their books while participating in the presentation discussion. After giving some practice, inform learners that today they will work in groups to create tell sentences as a team. Discuss the expectations and procedures using the activity directions.

Inform students that they will begin taking their brainstorms of their stories and writing a rough draft in their Book Camp Books.

After this step, students may glue their badge into their Boot Camp books for completing this phase!

Assessment:

- Show vs. Tell Activity
- Participation

WRITING BOOTCAMP

Subject: English Language Arts
Grade Level: 5th/ 6th Grade
Time Frame: 60 minutes

Lesson Objective:

I can write a narrative story.
I can edit my writing for conventions, spelling and understanding.

Materials:

- Presentation
- Booklets
- Final Badges
- COPS board game
- Writing Paper copied

Lesson Standards:

ELA-Literacy W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELA-Literacy L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-Literacy L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELA-Literacy W 6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELA-Literacy L 6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA-Literacy L 6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson Outline - Explain & Extend (Day 3-4)

Have students enter into the classroom and take a seat. Have students complete the chant 1-2 times as a class. Students will then begin the warm-up for today in their Boot Camp books.

Inform students that today they will begin discussing the editing process of their writing. Students will follow the presentation and take notes in their Boot Camp books.

Inform students that in order to practice they will play a COPS game. Tell students that they will record their answers in their Boot Camp books.

After practicing editing, students will edit their writing independently or with partners. Remember to set the expectations prior to having students to do this with a partner.

Learners will then complete the final draft of their writing using the template provided. You can then allow students to read each other's writing on an author's day and display their work in the hallway or classroom!

After they are done, provide students with their final badge and certificate for completing Writer's Boot Camp!

Assessment:

- Final Writing



WRITING BOOTCAMP PRESENTATION

This presentation is a guide for providing warm-ups, instruction, and practice on each of the phases of the bootcamp. The link below will give you the ORIGINAL bootcamp and will allow you to make changes as needed. Be aware that if you make changes to the notes, you will also need to make changes to the student books as the wording is exact on the presentation and student booklets. Happy Writing!

GOOGLE SLIDES: HOW TO ACCESS

1. You will need to access the Internet and a Google Account.
2. Use the link below to copy this file to your Google account.
3. Once you click the link, this will automatically open a copy for you.
4. We highly recommend you change the name of the file. Click "File" and then "Rename". This will help you find the file when you need to access it in the future.
5. You can always access a new copy of this digital resource using the link below.

[**CLICK HERE FOR THE PRESENTATION**](#)

Please be aware that you will be making a copy to your own Google account. You will need to make sure that you are logged in to your Google account prior to making the copy. You will be the owner of the document and will be able to make changes to **the slides as you wish**. You can always come back and redownload the slides to have the original format.



WRITING BOOT CAMP BOOK

Recruit's Name: _____

WARM-UP #1

Make a list of 5 adjectives to describe this picture.

1. _____
2. _____
3. _____
4. _____
5. _____

WARM-UP #2

STRETCH-A-SENTENCE USING A PHOTO

Based on the photo, answer the clarifying questions and create a sentence based on the answers.

WHAT IS THE WRITING PROCESS

Good writers use a process to develop their writing into a _____ published piece.

STEP 1: Brainstorm

Think about 3-5 stories that you would like to write.

Choose _____ idea that you like the BEST

Make sure you have _____ to tell with this story.

Create a basic _____ of your ideas.

Remember this is _____ written in complete sentences.

STEP 2: Write

Using your organizers _____ writing your story.

Be sure to write in _____ sentences and to use paragraphs

Do _____ worry about spelling or grammar YET!

**WRITING BOOT
PHASE 1**

SHOW VS. TELL SENTENCES

A _____ sentence gives little to _____ description of the events that are happening.

For example: The food was hot.

In this sentence the author is _____ the reader that the food is hot.

A _____ sentence uses _____ words to help the reader _____ a picture of what is happening in their heads.

For example: The juicy steak sizzles and steamed as the waiter brought it to the table.

In this example, you can picture the events in your head.

In order to write a _____ sentence vs. a telling sentence, use your _____ senses.

**WRITING BOOT
PHASE 2**

COPS BOARD GAME ANSWER KEY

| CAPITALIZE | ORGANIZE | PUNCTUATE | SPELLING |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------|
| 1. After dinner can you let Luke outside, but be careful, he runs fast! | 1. Next Saturday's weather is sunny and will be perfect for Sally's birthday. | 1. The golden retriever sat still. | 1. Can you turn the light off? |
| 2. Jonathan decided that we should go to McDonald's for dinner. | 2. Are you sure you are able to come to the party? | 2. My hand really hurts. | 2. Put your shoes on. |
| 3. Mr. Smith is a math teacher at Harpersville Elementary School. | 3. Mrs. Smith's classroom is located at the end of the hallway. | 3. I can see the giraffe at the zoo. | 3. There is your notebook. |
| 4. My brother Joe is two years older than me. | 4. Will you get an apple pie from the store? | 4. Do you have the permission slip? | 4. I knew this was a good idea. |
| 5. Mr. John got a new pet fish and named her Pearl. | 5. Don't forget to grab the bag by the door on your way to school. | 5. I need to order food. | 5. The hole is very deep. |
| 6. I live in the United States of America. | 6. Yes, I would love to go to the concert! | 6. Bring a jacket with you. | 6. We started to get really hot. |
| 7. Are you ready to go soon, because I am waiting. | 7. Sam asked, "Do you have any siblings?" | 7. Can we go to the park? | 7. I like going to school to practice math. |
| 8. The final championship is on Saturday at Park Central High School. | 8. Can you go clean the stairs, vacuum the hallway, and sweep the porch? | 8. The bright yellow sun is hot. | 8. Will you be my friend? |
| 9. Grandma Sandy is coming over so that we can watch the movie Harry Potter. | 9. "Where is the trash can?" asked Johnny. | 9. Look at the dark blue sky! | 9. Call me on my cell phone later. |
| 10. I'm so excited because my birthday is June 23rd! | 10. After school, can we go to the park? | 10. I heard sirens down the street. | 10. I ate some chocolate chip cookies last night. |
| 11. Comparing football and soccer, soccer is my favorite. | 11. I like ice cream, pizza, and soda. | 11. Do you like the yellow jacket? | 11. I like my teacher because she is nice. |
| 12. During the end of July, I will be in Mexico. | 12. This is where they're going to stay. | 12. I loved the tacos we had last night. | 12. Write down your name. |