

**Pat Quinn's**

**BootCamp!**

**Reading Intervention**

# Bootcamp Guide

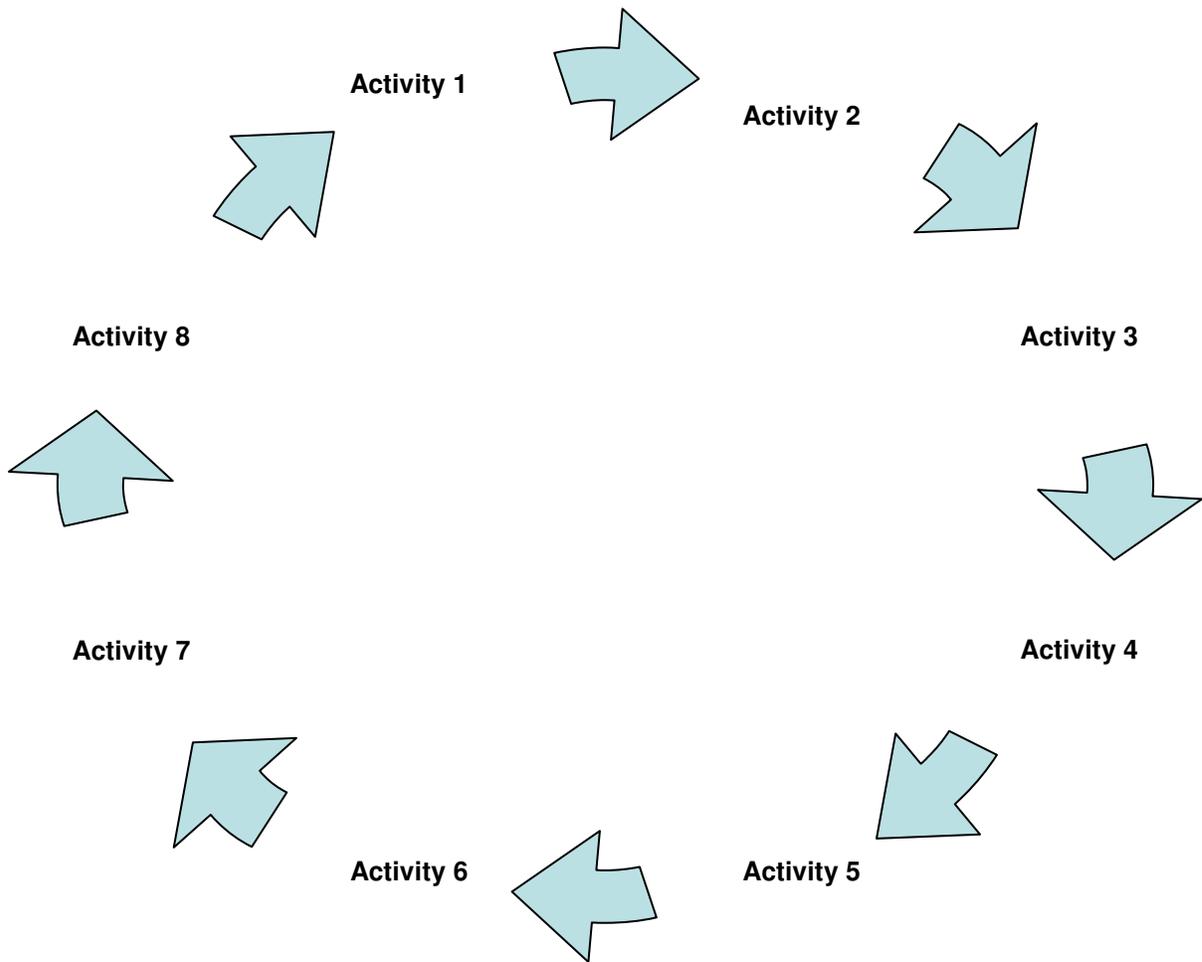
This “Bootcamp” Reading Intervention Guide describes 8 different activities you can do with your students to help them master the ELA learning standards and perform well on the new assessments. Be sure to watch the DVD Training Guide that accompanies this intervention.

There are a number of ways these activities can be used. In some schools the teachers will use the activities right in their classrooms with all of their students. This is a great way to teach all of your students the vocabulary necessary to master the state standards. Other schools will use these activities during “RTI Time” with their students who are struggling.

Please note that these activities are not intended to replace reading instruction. Instead, they are meant to accompany your sound reading instruction. Each of these 8 activities will teach and reinforce a key skill from the standards without using text. It is essential that you continue reading instruction so that these skills can transfer to text passages. The good news is that your students will have each of these 8 skills to use when they tackle text passages.

The DVD training explains more about the use of these activities in your classroom and in your school.

One option available to all schools is to hold a “Bootcamp” during school, after school, or on a Saturday morning. Many schools use a Bootcamp model to help their struggling learners prior to school starting in the fall. This Bootcamp would move the students through learning stations doing the recommended activities. The Bootcamp could focus on Math, Language Arts, or both.



## Bootcamp Timing Chart for 8 Activities

Minutes Per Station	Minutes Between Stations	Total Time for Bootcamp
5	3	61 Minutes A one-hour Bootcamp!
8	4	92 Minutes
10	5	115 Minutes A two-hour Bootcamp!
12	5	131 Minutes
15	5	155 Minutes
18	5	179 Minutes A three-hour Bootcamp!

English  
Language Arts  
Reading  
Intervention  
Activities

# ELA #1: Author's Choice of Words

- Pay attention to the author's choice of words, and think about WHY the author chose those words.
- How does the author's WORD CHOICE affect the meaning of the passage?

## Sample Question Stems:

What inferences can be made about why the author includes \_\_\_\_\_ in the passage? (free response) Support your answer with evidence from the text.

Why did the author use the word \_\_\_\_\_ in this sentence?

## Teaching tips:

- ✓ Ask students why they choose their own words
- ✓ Tell students why you choose the words you do. (Think out loud.)
- ✓ Say the same sentence three times with a different word. (Shades of meaning)
- ✓ Ask "What is the perfect word for this?"

## ELA Activity #1

### What's the Perfect Word

#### Instructions:

Show pictures to your class and ask them "What's the Perfect Word" to describe the situation.

The class motto should be "There is always a better word!" so take multiple suggestions for each picture.

After you have played a few times, ask students "Why did you choose that word?"

### Shades of Meaning Game

#### Instructions:

Show the students three words with similar meanings. Have them draw pictures of the three words, differentiating between them.

You can also show the three words and ask students to act out or "do charades" to get the class to guess which of the three words they are thinking about.

Ask your students, "Why would an author choose one of these words over another?"

# ELA #2: Author's Attitude or Mood

- Call it **TONE, ATTITUDE** or **MOOD**
- Pay attention to the author's **TONE** or attitude.
- Think about "Why did the author write the text?"

## Sample Question Stems:

Which statement below summarizes the author's feelings about \_\_\_\_? Which sentences support your answer?

What was the author's purpose for writing this text? What evidence supports your answer?

## Teaching tips:

- ✓ What is my mood right now? How can you tell?
- ✓ Re-State that sentence with a mood of \_\_\_\_\_. Spin the mood wheel!
- ✓ Clues to the author's mood... play "Attitude Detective".
- ✓ Remember to test in multiple formats: select from list, highlight, free response (all with evidence)

## ELA Activity #2

### Ping Pong Attitudes

#### Instructions:

Make a set of 10 ping pong balls with different attitudes written on them.

Give students a simple sentence to say, and have them choose a ping pong ball with an attitude written on it. They should say the sentence to the class with that attitude. The class needs to guess which attitude is written on the card.

The first few times you play, do not let the students change the words in the sentence. After that, let them change the words, which reinforces the idea of "Author's Choice of Words" from Activity #1.

Put two words on each ball (one in red and one in blue) to easily differentiate this activity. Let students choose, or your choose for them!

### Three People in a Car

#### Instructions:

Place three chairs next to each other like the front seat of a car. A driver and a middle passenger sit down.

A third student selects a card with a mood or attitude on it and gets into the car displaying this mood or attitude.

The other passengers in the car must immediately adopt the same mood or attitude. When they have done this, the driver gets out, the other passengers slide over, and they pick up another passenger.

# ELA #3: Author's Point of View

- Call it **THEME, MAIN IDEA, or POINT OF VIEW**
- Using the author's choice of words and tone, determine the main idea.
- What evidence supports this?

## Sample Question Stems:

Which statement below summarizes the author's point of view in this passage? Which sentences support your answer?

What inference can be made about the author's message about \_\_\_\_\_? (free response) Cite evidence from the text to support your answer.

Why did the author make this presentation? Why did the author write this article?

## Teaching tips:

- ✓ Choice of Words and Tone will help determine the Main Idea or Point of View.
- ✓ Re-State or summarize the text.

## ELA Activity #3

### Main Idea Charades

#### Instructions:

A student selects a card with a Main Idea on it and acts out "charades" to get the class to guess the main idea.

In the beginning play the game as straight "charades" with no talking. After a while allow your students to say one word during the skit. This will reinforce "Author's Choice of Words" when you ask the student why they chose that one word.

Add some excitement to this activity by having groups of students do the acting.

Don't worry if some students don't want to act out the main ideas... the real cognitive work is in the audience... not on stage!

# ELA #4: Character Personality

- Call it **PERSONALITY** or **MOTIVATION**
- What words describe the character's personality and what evidence shows this?
- What words describe the character's motivation and what evidence shows this?

## Sample Question Stems:

What does the phrase \_\_\_\_ tell you about the main character? What other evidence from the text supports this?

## Teaching tips:

- ✓ Interview a friend and describe their personality. Then give evidence.
- ✓ Always ask for examples... and always give more examples

## ELA Activity #4

### Who is like this?

#### Instructions:

Students are shown a particular character personality, motivation, or characteristic. They need to name a person who displays the character personality, motivation, or characteristic.

The person they name can be real or fictional, but they can NOT name someone in the room. Make sure you state this rule early and often to avoid conflict.

In the beginning simply have students name a person. Later, ask the question, "How do you know?" which will lead naturally into the concept of "evidence" for Activity #5.

# ELA #5: Evidence

- Call it **EVIDENCE** or **SUPPORT** or **HOW DO YOU KNOW?**
- **Answers are not as important as the evidence behind the answers.**
- **Having an answer without evidence is not enough.**

## Sample Question Stems:

Here is a fact. Which three statements from the text below support this fact.

Which of the following books would most likely have useful information on this topic.

## Teaching tips:

- ✓ This is the big one.
- ✓ Always ask, "How do you know?"
- ✓ All subjects... all the time.
- ✓ You know you have succeeded when they students start asking.

## ELA Activity #5

### What Word Describes this Person... and WHY?

#### Instructions:

Show pictures of famous people and characters and have students suggest "What word describes" each person. After student responses, ask for evidence.

Don't focus your feedback on the initial responses, instead focus on the evidence that the students are giving. Get them comfortable having spirited discussions defending their views.

# ELA #6: Vocabulary in Context

- To infer the meaning of a word based on context
- To cite evidence from the text to support this meaning

## Sample Question Stems:

What does the word \_\_\_ mean? Which sentence from the passage best supports your answer?

Highlight the word in the passage below that comes closest to the meaning \_\_\_\_.

## Teaching tips:

- ✓ Don't ask "What does this word mean?"
- ✓ Always ask "What does this word mean HERE?" AND "How do you know?"
- ✓ Use a highlighter to highlight the text that supports your definition.

## ELA Activity #6

### Multiple Meaning Game

#### Instructions:

Show students a word with multiple meanings.

Have students act out or play "charades" for one of the meanings, and they class guesses which meaning they are acting out.

After a student guesses a definition ask "why" they chooses that definition, and ask them to state the "evidence" supporting their definition.

Remember your purpose here: Focus students on looking for evidence and context when choosing a definition.

Add some excitement to this activity by having groups of students do the acting.

Don't worry if some students don't want to act out the main ideas... the real cognitive work is in the audience... not on stage!

# ELA #7: Order

- Understand the chronology of a passage.
- Understand the parts of a paragraph or story.

## Sample Question Stems:

Arrange the events below in the order they happened in the passage.

Rearrange the sentences in the paragraph so that it is a better story.

Write an introductory sentence for this story.

Write a topic sentence to start this paragraph.

Where in the passage should the author include information about \_\_\_\_\_.

## Teaching tips:

- ✓ Cut up stories and re-assemble.
- ✓ Magnets on a board.
- ✓ Human Juggling.

## ELA Activity #7

### Out of Order!

#### Instructions:

Students are shown a sentence with the words out of order. The words of the sentence are hanging on a clothesline. A student (or group of students) comes up and puts the sentence in the correct order.

Once you understand the basic structure of the game you can move the level up or down to meet your grade level standards.

Comic Strips cut up and put in the wrong order is a great way to start this activity with non-readers and English Language Learners.

Older students can put the sentences of a paragraph in order.

Let students get in on the game by making the sentences or paragraphs.

# ELA #8: Multiple Sources

- **Multiple Sources (usually 2-4)**
- **Understand what information is MOST LIKELY to come from each source and why. (with evidence)**

## Sample Question Stems:

Answer questions with evidence from BOTH sources.

Know where the sources agree and disagree (with evidence).

Write an informational article or persuasive essay using the most important information from both sources.

## Teaching tips:

- ✓ Practice multiple sources
- ✓ Understand differences between sources
- ✓ Compare and contrast accounts (two stories from two witnesses)

## ELA Activity #8

### Two Pictures!

#### Instructions:

To help students get used to gathering information from two different sources this activity shows students two pictures and asks students three questions:

- What do the pictures have in common?
- What is different about the pictures?
- What are some things found in neither picture?

To help your student develop and access their working memory, show the two pictures separately and then take them both away when asking the questions. After a short time of brainstorming you can show both pictures together to have a discussion.

# Bonus Activity: Working Memory

- **Short-Term Storage**
- **1-8 Items**
- **Important in Life... Extra-Important on Computer Assessments**

## Sample Question Stems:

6 x 13=

Which sentence in the second paragraph contains a series of items?

## Teaching tips:

- ✓ Research is clear: You can train to increase your working memory.
- ✓ This will affect students with attention deficit the most.

## Working Memory Practice

### Instructions:

Working Memory is essential for almost every item on the assessment. The ability to store and remember a few items will increase speed and accuracy, allowing students to show all that they know.

Research is clear: You can increase your working memory with training in a rather short period of time.

Start by showing students two numbers. After taking the numbers away, wait 60 seconds and ask the students to repeat the numbers back.

Show the students two objects. After taking the objects away, wait 60 seconds and ask the students to repeat the numbers back.

Work your way up through three, four, five and six numbers or items.

Note: You do not need to do this on a computer with websites, but if you choose to do this here are two websites you can use:

[www.memorise.org/memoryGym.htm](http://www.memorise.org/memoryGym.htm)

[www.easysurf.us/menu.htm](http://www.easysurf.us/menu.htm)

# Bonus Activity: Technology

- **Mouse Skills**
- **Navigation**
- **Drag and Drop**
- **Keyboarding**

## Sample Question Stems:

Type your answer below and highlight the sentence in the paragraph that is your evidence.

Place the point in the correct location on the number line.

## Teaching tips:

- ✓ iPad and tablet use can hurt this skill
- ✓ Don't forget the built-in calculator!

## Multiple Websites

### Instructions:

For students to show you everything they know on the assessment, they will need to have four essential skills: mouse usage, navigation, drag & drop, and keyboarding.

This activity needs to be done on a computer. Ideally, students would do the activity on the same computer in the same location under the same conditions as the actual assessment.

A complete list of the technology websites is included in the back of this document.

# Essential Technology Skills

## Mouse Skills

Starfall Pattern Maze allows students to practice using the mouse while they practice identifying shapes. (K-2)

<http://more2.starfall.com/m/math/geometry-content/play.htm?f&n=geo-maze&y=1&d=demo>

Birthday Candle Counting gives students the opportunity to practice using the mouse while they practice one-to-one counting. (K-2)

[http://www.abcya.com/kindergarten\\_counting.htm](http://www.abcya.com/kindergarten_counting.htm)

Color, Draw & Paint gives students the opportunity drawing lines, circles and navigating buttons with their mouse. (1-4)

[http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm)

Balloon Pop Subtraction allows students the opportunity to practice subtraction while practicing their mouse skills. (1-4)

[http://www.abcya.com/subtraction\\_game.htm](http://www.abcya.com/subtraction_game.htm)

Math Mavens: Students can practice multiple mouse skills, including scrolling, using drop down menus, radio buttons, and accessing links to build their navigation skills. (3-11)

<http://teacher.scholastic.com/maven/index.htm>

Mouse Practice Bubble Activity: Students can practice multiple mouse skills, including scrolling, using drop down menus, radio buttons, and accessing links to build their navigation skills. (3-11)

<http://www.letsgolearn.com/bubble.html>

Spelling Bees: Students can practice multiple mouse skills, including scrolling, using drop down menus, radio buttons, and accessing links to build their navigation skills. (3-11)

[http://www.abcya.com/spelling\\_practice.htm](http://www.abcya.com/spelling_practice.htm)

Check out the upcoming technology seminars in your area:

**IdeasUnlimitedSeminars.com**

# Essential Technology Skills

## Navigation

Word Machine allows students to practice their short vowel sounds while learning how to look for 'Hot Spots' when navigating websites. (K-2)

<http://more2.starfall.com/m/word-machines/short-a/load.htm?f&d=demo&n=main&y=1>

Marvin Makes Music is a read aloud that allows students to practice navigation, while listening to reading. (K-2)

[http://www.abcya.com/marvin\\_makes\\_music.htm](http://www.abcya.com/marvin_makes_music.htm)

In the Number Chart Game students will place numbers in the appropriate location on the number chart while choosing between levels and finding hot spots. (Math 1-4)

[http://www.abcya.com/one\\_hundred\\_number\\_chart\\_game.htm](http://www.abcya.com/one_hundred_number_chart_game.htm)

Dinosaurs Read Aloud is a read aloud that allows students to practice navigation, while listening to reading. Use hot spots (pause, arrow) and volume sliders. (ELA 1-4)

<http://more2.starfall.com/m/talking-library/dinosaurs/load.htm?f&d=demo&filter=first>

In Study Jams, students can watch videos and play supplemental games on as variety of topics tied to CCSS Math standards. Play a video, use navigation tools, and learn! (Math 1-4)

<http://studyjams.scholastic.com/studyjams/index.htm>

In Math Word Problems, have students choose a grade level, and practice typing in a constructed response box. (Math 1-4)

<http://www.mathplayground.com/wpdatabase/wpindex.html>

Comic Strip: Students will learn to navigate a webpage by reading instructions, clicking items, dragging items, viewing videos, and entering text into fields. (3-11)

<http://www.makebeliefscomix.com/>

Friendly Letter: Students will learn to navigate a webpage by reading instructions, clicking items, dragging items, viewing videos, and entering text into fields. (3-11)

[http://www.abcya.com/friendly\\_letter\\_maker.htm](http://www.abcya.com/friendly_letter_maker.htm)

Word Clouds: Students will learn to navigate a webpage by reading instructions, clicking items, dragging items, viewing videos, and entering text into fields. (3-11)

[http://www.abcya.com/word\\_clouds.htm](http://www.abcya.com/word_clouds.htm)

# Essential Technology Skills

## Drag and Drop

Starfall 2D & 3D Shapes will allow students to identify 2D & 3D shapes while they practice how to 'drag and drop'. (K-2)

<http://more2.starfall.com/m/math/geometry-content/load.htm?f&d=demo&n=enviro-shapes&y=1>

Zac and the Hat allows students to practice short vowel sounds while they practice how to 'drag and drop'. (K-2)

<http://more2.starfall.com/m/decodable/zac-hat/load.htm?f&d=demo>

In Base Ten Fun students will practice their 'drag & drop' skills by constructing numbers using base ten blocks.(1-4)

[http://www.abcya.com/base\\_ten\\_fun.htm](http://www.abcya.com/base_ten_fun.htm)

Practice spelling site words by dragging and dropping letters to spell the word.(1-4)

[http://www.abcya.com/dolch\\_sight\\_word\\_spelling.htm](http://www.abcya.com/dolch_sight_word_spelling.htm)

In Math Journey, students will practice their 'drag and drop' skills by choosing which numbers are greater or less than by traveling through the journey.(1-4)

<http://more2.starfall.com/m/math/math-journey/load.htm?f&d=demo&filter=first>

Thinking Blocks: Students will practice following instructions by dragging and dropping items thus reinforcing the skills of dragging and dropping within a field. (3-11)

<http://www.mathplayground.com/thinkingblocks.html>

Clean-Up Your Grammar: Students will practice following instructions by dragging and dropping items thus reinforcing the skills of dragging and dropping within a field. (3-11)

[http://www.missmaggie.org/scholastic/cleanup\\_eng\\_launcher.html](http://www.missmaggie.org/scholastic/cleanup_eng_launcher.html)

# Essential Technology Skills

## Keyboarding

Monkey Paws: Students will type keys using left and right hands. (K-4)

<http://annrymer.com/keyseeker/>

Keyboarding Zoo: Students will practice finding the keys on the keyboard. (K-4)

[http://www.abcya.com/keyboarding\\_practice.htm](http://www.abcya.com/keyboarding_practice.htm)

Keyboard Climber: Students will navigate the website to begin and type keys that appear. (K-4)

<http://www.tvokids.com/games/keyboardclimber>

Practice keyboarding skills with Keyboard Invasion. (3-11)

[http://www.abcya.com/keyboard\\_invasion.htm](http://www.abcya.com/keyboard_invasion.htm)

Practice keyboarding skills with Sky Chase. (3-11)

<http://www.arcademicskillbuilders.com/games/sky-chase/sky-chase.html>

Practice keyboarding skills with Dance Mat Typing. (3-11)

<http://www.bbc.co.uk/guides/z3c6tfr>

## Working Memory

A student's "working memory" can affect their ability to focus, remember instructions, and learn both mathematics and vocabulary. The good news is that studies show you can increase your working memory with training. Here are two recommended sites:

[www.memorise.org/memoryGym.htm](http://www.memorise.org/memoryGym.htm)

[www.easysurf.us/menu.htm](http://www.easysurf.us/menu.htm)