

**Pat Quinn's**

**BootCamp!**

**Writing Intervention**

# Bootcamp Intervention Guide

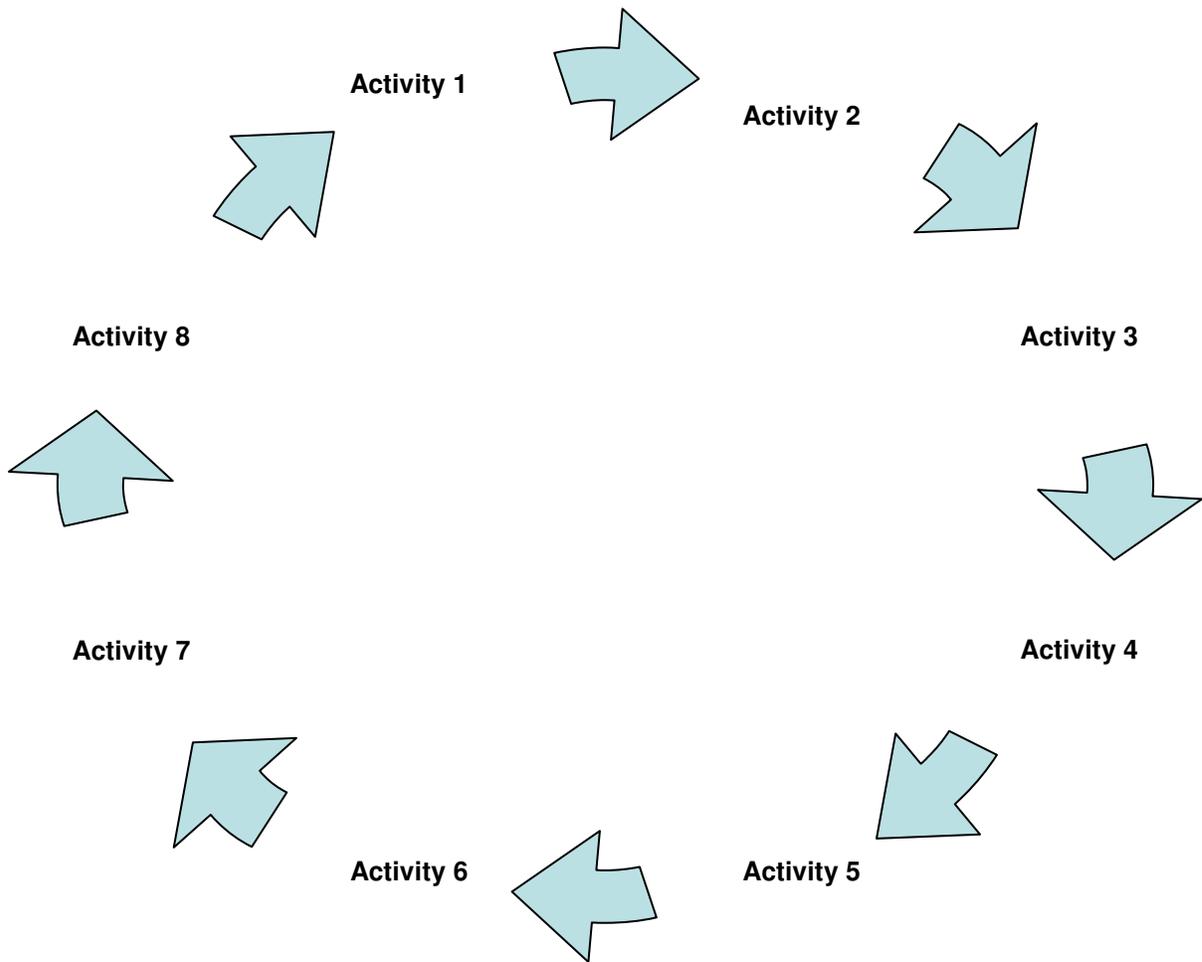
This “Bootcamp” Writing Intervention Guide describes 8 different activities you can do with your students to help them master the ELA learning standards and perform well on the new assessments. Be sure to listen to the Audio CD Training Guide that accompanies this intervention.

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.

Writing is a process that can be broken down into small steps. Each of these 8 activities teaches an essential step in the writing process. The activities may seem fun, and sometimes completely unrelated to writing, but you will refer back to them many times during the writing process. When students master these simple activities they acquire the essential skills that help them organize and write effectively.

The Audio CD 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!

# Writing Intervention Activities

# Writing #1: Categorizing

- **Students need to be able to sort**
- **Understand the difference between topics and details**
- **Leads to Main Ideas and Supporting Details**

## Teaching tips:

- ✓ Have students determine topics or categories... don't give them
- ✓ Have students defend their positions

### Writing Activity #1

#### **Bin There... Done That!**

Fifteen cards and three bins are used. Three of the cards are actually “category” cards to label the bins... the other 12 cards are “detail” cards that go in the bins. A student or group of students sorts the cards into categories, selecting the three categories from amongst the cards.

#### **Alternate Activity:**

#### **Herding Cats... or if you are in Wisconsin...**

#### **Herding Cows**

Played with the same set of cards... 15 students get cards to carry and they need to “herd” themselves into groups with a category leader.

# Writing #2: Sequencing

- Put pictures/sentences in order
- Students should be able to describe reasoning

## Teaching tips:

- ✓ Start orally and transition to writing
- ✓ Start with short answers and transition to full sentences

## Writing Activity #2

### What's in the Bag?

Teacher brings in a brown paper bag and starts pulling out items. Students need to find the theme, put the items in order, and suggest other items to add to the bag that would fit the same theme. Eventually students can put together their own bags and show them to the class.

### Alternate Activity: Clothesline Mixup!

A sequence of events is hung on a clothesline in the wrong order. A student or a group of students needs to put them in the correct order.

# Writing #3: Describing

- Finding details to describe an object or situation
- Who, what, when, where, why, how?

## Teaching tips:

- ✓ The fewer details there are in the picture, the more difficult this activity becomes.
- ✓ Start orally and transition to writing
- ✓ Start with short answers and transition to full sentences

### Writing Activity #3

#### **Double up!**

Played like the campfire game “I am going on a trip and I am taking a...” where the next player must repeat all of the previous answers.

In this game the teacher will put up a picture and each player must describe what they see. The first player will describe it with one word... the next player with 2, then 4, 8, and 16!

# Writing #4: Narrating

- Taking an event and putting it into words
- Encourages use of both adjectives and verbs

## Teaching tips:

- ✓ Alternating turns during this activity gives students a chance to think before speaking.
- ✓ Start orally and transition to writing
- ✓ Start with short answers and transition to full sentences

### Writing Activity #4

#### **Narration Station**

Two students sit in the “play-by-play” booth while two other students act out a common activity. The announcers take turns describing every action.

This game becomes fun when the “announcers” as sports-like drama to every-day activities like washing dishes and making the bed. Be sure that there are actions to describe so that the students get practice using verbs and adjectives together.

# Writing #5: Expanding

- Turning a “telling” sentence into a “showing” sentence.
- Adds maturity and style to writing.

## Teaching tips:

- ✓ The goal is to take a “telling sentence” like “He ate.” and turn it into a “showing sentence” like “Michael's plate was loaded with chicken, broccoli, and rice, which he gobbled up so quickly that he almost didn't take a moment to breathe.”

## Writing Activity #5

### Show and Don't Tell

Played like the board game “Taboo”, students are asked to convey the meaning of a short sentence without using any words from the short sentence. Two or three students can complete the same exercise and the class can judge who did a better job of “showing” rather than “telling”.

This activity, like most of the 8 activities, is best played orally in the beginning even if it means fewer students participating. This allows students who struggle with the physicality of writing to develop the cognitive structures necessary to complete the activity.

Later you can transition to a written activity utilizing the same skill. This will allow for transfer of the skill and allow all students to participate at once.

# Writing #6: Feelings

- Describe feelings that go with situations and actions
- Moving from concrete to abstract

## Teaching tips:

- ✓ Watch the age of your students: moving from concrete to abstract cannot be rushed!
- ✓ Start with “telling” and transition to “showing”

## Writing Activity #6

### **Musical Shares**

A simple action is given or displayed. Music is played. Students need to describe their feelings while doing the action. Feelings should match the music.

The activity itself does not always determine the emotion or feeling. Someone could be mopping the floor cheerfully, or with anger. The student should describe the feeling, and then using the skills developed in Activity 5 start to “show” us the feeling rather than “tell” us the feeling.

The music is optional in this activity, but students really enjoy adding a soundtrack behind the actions.

Two websites for free music or mood sound effects:

<http://www.jewelbeat.com/free/free-background-music.htm>

<http://soundbible.com/free-sound-effects-1.html>

# Writing #7: Structure

- Students should know the basic paragraph structure for different types of writing
- Linking paragraphs together to write a longer passage

## Teaching tips:

- ✓ Visual displays are the key to helping non-writers
- ✓ Quantity over quality in the beginning: keep the ideas flowing.
- ✓ Complete 5 visual charts for every one that you transfer to the written page

## Writing Activity #7

### Structure Map

Students begin with a structure map for a single paragraph. They complete the main idea and add three supporting details.

After students are proficient at this, include an introductory sentence on the top and concluding sentence on the bottom. (or transitional sentence in a multi-paragraph format)

Transition next to the multi-paragraph map. This calls for three main points with three supporting details each. After students are proficient you can add an introductory paragraph on the top and a concluding paragraph on the bottom.

Don't underestimate the power of this visual and the short answers you can use to complete the map. Practice many times to build confidence before ever transferring a map to a written passage.

# Writing #8: Writing on Demand

- Push through barriers and blocks
- Don't let "perfect" be the enemy of "good"
- Essential test-taking skill

## Teaching tips:

- ✓ Encourage completion in the beginning
- ✓ Praise effort over accuracy until students are comfortable with time constraints
- ✓ Repeat the exact same exercise with the same question 2-3 times to see improvement

## Writing Activity #8

### Give Me Three!

Students are given a question or prompt and a set period of time to produce three points with three details each.

Begin with a 2-minute time limit and simple age-appropriate questions such as:

- Three things that are fun and why
- Three activities that are difficult and why
- Three reasons you like living here and why

Move on to content-specific questions in all subjects.

In the beginning this is more "brainstorming" but all answers must come from ONE person... no group work on this activity as it undercuts the reliance on your own ideas to complete the task.

Use the multi-paragraph visual map for students to complete this activity.

# 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)