



Elementary School Writers Camp - SUMMER 2016

Monday - Thursday, July 5th - July 14th, 1-3pm

Students entering grades 2 - 5

Instructors: Jessica, Tricia, (Abi)

Theme: The Short Story Shuttle: A Guide to Launching Legends

Inspired by: 826CHI's [Images & Imagination](#) curriculum, used in our Field Trips program.

Program goal: To introduce young writers to the principles of fiction writing; to ignite a spark of creativity and a curiosity in the writing process; to share an easy-to-do-at-home writing activity / approach; to encourage the self-expression and foster the self-confidence of each student through the publication of a chapbook.

SESSION ONE - Tuesday, July 5th

Welcome + Collaging

Prep for the day: *Little Prince* image on projector, various objects for icebreaker activity, magazines, scissors, glue, paper for collaging

Objective for the day: Students will understand/explain writer's block and brainstorming. They will compose collages which will be used as inspiration for their story.

Key vocabulary / new concepts: Brainstorming, writer's block, collage, inspiration

TA Jobs: Assist with making collages, make your own collage, help clean up

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[1:00 PM] Students sign-in, attendance check

[1:00-1:10 PM] Students make permanent nametags in accordance with the theme

[1:10-1:20] Hellos! Welcome backs! Introduction of instructors and the camp theme / objective / purpose!

Game for students to get to know each other!

Welcome to The Short Story Shuttle! [Intro to Camp goals/objectives]

Today, we will be gathering inspiration for our story by creating collages out of old magazine images.

[1:20-1:30 PM] "Elephant in the Room": icebreaker writing // spark activity

The Little Prince (Snake eating an elephant v. Hat)

Improv Game: Making objects into something else, do this at their tables with a TA at each table.

[1:30-1:45 PM] **Community Agreements** We sometimes call these *Writers Promises*; promises that writers make to each other so they feel safe, supported, free to be curious, free to take creative risks, free to proudly share their work, etc.

----- [1:45-1:55 PM] -----

During break, allow students to add final touches to their nametags if they weren't able to do so during the time allotted.

[1:55-2:05 PM] **Begin *Images & Imagination* lesson**

- What kind of writers do we have in the room? *Bait students if need be—any...poets? Who writes songs? Does anyone write fairytales?*
 - *“Raise your hand if...you have ever written a poem/a song/a play/a story/a cartoon”*
- Where do you find inspiration for your writing?
 - *“What do you like read about? What do you like to write about?”*
- Who has ever felt *totally stuck* when writing? This is called *Writer’s Block*.
 - *“Raise your hand if...you have ever felt totally stuck when writing.”*
 - *“Can you think of a time when you had a hard time writing, or when you felt stuck?”*
- Gwendolyn Brooks said, “Stories are everywhere. All we have to do is look out the window.”
- Our window is the worst, so....magazines!

[2:05-2:40 PM] **ACTIVITY #2: Magazine carnage**

- Pick 5 pictures that catch your attention. *Encourage students to pick images they wouldn't usually pick, and a diversity of people, places, and things.*
- Collage! Don't worry about the “story” yet—we'll get to that.

[2:40-3:00 PM] **Wrap-up & Clean Up:**

Sharing: “Can I have a few volunteers who would like to share their collages?”

Clean-Up: In order to be good stewards of the galaxy, please make sure you put your collage into your Field Notes binder so it doesn't get lost. Put away magazines, scissors, glue, and check to see if your table is sticky. Ask an adult if you need cleaning supplies.

Moving Forward: Today, you created your own world or planet out of images. Tomorrow, we're going to take these images to [Planet Development] and start fleshing out a protagonist and the setting for your story.

*****Bonus activity**

Name Your Planet Collage - Use the name of your poem to write an acrostic using descriptive language about your planet based on the images you have chosen..

Example:

P lentiful

L ush

U nderground people

T rampoline surface

O ctopus king

Parts of a Story // Protagonist + Setting Development

Prep for the day:

- Have the picture of the Story Mountain available and ready to be projected on the wall.
- Copies of the Character-O-Matic available for everyone.

Objective for the day: Students will learn the basics of the story mountain and begin to put this into practice by developing a deep protagonist and an awareness of the world that they inhabit.

Key vocabulary / new concepts: Protagonist, Sidekick, plot, Setting, Inciting Incident, Rising Action, Climax, Falling Action, Resolution, mapping, planning, note-taking, scene-building

TA Jobs: TA's will assist in handing out the worksheets as well as work with students to answer any questions and further their thoughts about their characters.

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[1:00 PM] Students sign-in, attendance check

[1:05-1:15 PM] Welcome to the day / review of daily objectives

Yesterday, we made collages and set out on our mission to eradicate writer's block from the galaxy. We're tackling characters and setting, or who your story is about and where it all happens.

[1:15-1:30 PM] **ACTIVITY #1: icebreaker writing // spark activity**

- OPTION 1: Name Your Planet Collage, which is explained in the Bonus Activity on the previous day.
- OPTION 2: show Pixar Short, "Feast"

[1:30-1:45 PM] **Lesson: Story Mountain / Parts of a Story / The Story Shuttle!**

- MINI-LESSON: Originality, what it means to have an "original" idea/story
 - Spongebob Example, Finding Nemo, Harry Potter
 - Oh, those have already been done? I can't do them again?
 - When we make stories, we want them to be our own. They should be our own creation, not something that has been done before!
- Beginning, Middle, End
- Characters (Protagonist, Antagonist, Sidekick, Henchmen)
- Setting (Where, When, Rules of the World)
- Inciting Incident / Problem (Antagonist)
- Rising Action
- Climax
- Falling Action
- Resolution

Use Planet Pluto as a consistent example. Conflict: Octopus King v. Squid King

----- [1:45 PM-1:50 PM] -----

[1:50-2:15 PM] ACTIVITY #2: Character Development

- First part of story mountain: PROTAGONIST & COMPANY
- Using [Character-O-Matic](#) graphic organizers, pick an image from your collage that will be the main character of your story. Now, tell us all about them! (Do this for 2-3 main characters)
- When students are done, they should get feedback from their classmates, volunteers, keep revising & editing

[2:15-2:40 PM] ACTIVITY #3: Setting development

- First part of story mountain: SETTING
- Using [Character-O-Matic](#) graphic organizers, pick an image from your collage that will be the setting of your story, where these characters live, work, play, explore.
- When students are done, they should get feedback from their classmates, volunteers, keep revising & editing

[2:40-3:00 PM] Wrap-up & Clean Up:

Sharing: What is one fact about your main character that everyone should know? What is your favorite part about your story's setting?

Clean Up: Make sure you've put away your field notes, binders, pens, and pencils. Please make sure that there's nothing left on the table.

Moving Forward: Now that we've more firmly established our main character's world and motivations, we're going to encounter an alien that interrupts the current order. This alien is the antagonist of your story, but they aren't necessarily "the bad guy."

*****Bonus activity**

Clip from a movie that shows dialogue really well. [Capes Conversation from The Incredibles]

Write a dialogue between your protagonist and sidekick about where they grew up/where they currently live. Partner up with the person across from/next to you. Take turns reading your dialogues.

SESSION THREE - Thursday, July 7th

Antagonist + Problem/Action + Scene-Building | Alien (Stranger) Interruption

Prep for the day:

Have Notecards/post-its and paper for storyboarding

Make sure Cruella deVille/Voldemort clips are ready to be shown, maybe even Despicable Me

Objective for the day: Students will create an antagonist, develop a "problem" for their story, storyboard, and begin writing their first draft!

Sharing:
Clean Up:
Moving Forward:

*****Bonus activity**

Highlight verbs, underline nouns, and circle adjectives that you use in your story. Make a separate list for each part of speech, and then try to come up with as many synonyms for each word. See if you can come up with words that are even more vivid or specific than what you already have!

SESSION FOUR - Monday, July 11th

More Storyboarding? Action? Dialogue?

Prep for the day:

- Have slips of paper with various lines of dialogue written on them and placed in a hat or box.
- Have the Story Mountain ready and available to be projected onto the screen.
- Have copies of the Story Mountain available on standard size sheets of paper for the Bonus activity.

Objective for the day: Students will learn how to effectively bring their story to an exciting climax that leads to a resolution of the initial conflict.

Key vocabulary / new concepts: Dialogue, Resolution, Cause, Effect

TA Jobs: Assist the students while they are writing, Lead your table for the Cause and Effect Activity,

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[1:00-1:05 PM] Students sign-in, attendance check

[1:05-1:15 PM] Welcome to the day / review of daily objectives

[1:15-1:30 PM] **ACTIVITY #1: icebreaker writing // spark activity // Mapping Your Journey!**

Although songs are a form of storytelling, sometimes they can even be the inspiration for a new story. Listen to the following song and write a story or poem that goes along with it. It does not have to be lyrics for the song, but feel free to write lyrics if you'd like. See if you can identify the climax in the song and write the climax of your story to match. Hamilton song!!!

[1:30-1:55 PM] **Mini-lesson: Cause and Effect // Destination Station!**

“Actions have consequences. How can the next few events result *because* of something your hero does?”

Think about your character’s relationship to the setting and the antagonist. What is the protagonist trying to do? What or who is getting in the way? How do they overcome the obstacles?

“Because this happened, then that happened formula.” It might be helpful to think of (or actually) drawing arrows from one event or action to the next.

MINI-ACTIVITY: Have the students stand in a circle around their table, interspersed with chaperones. One person starts the activity by making a gesture that the person next to them in the circle will react to. Then this person will transform their reaction into a “cause” for the next person to react to. The reactions and causes will keep in the circle, until we get back to the place that we started. The next round can involve sounds.

----- [1:55-2:00 PM] -----

[2:00PM - 2:15PM] ACTIVITY #2: Dialogue

The great and unique thing about writing is that it can also include speaking! Have students pull out phrases from a hat. Then have the students write a dialogue between two of their characters using this phrase. (Use phrases that will incite action / directive dialogue)

[2:15PM - 2:25PM] Mini-lesson: Climax / Resolution / Safe Landing!

If we refer back to our Story Mountain, we can see that after we climb up this whole hill, we also have to make our way back down it again. Usually, stories don't end at the most climactic moments, if that were the case then nothing would ever get resolved! Have students brainstorm their favorite stories, and then explain what would happen if it ended at the most dramatic moment. This is why it is important to have an ending to the story.

Creative story endings, maybe brainstorm common ways to end stories and push students to think of alternatives. (When the first astronauts that landed on the moon returned to Earth, did everything go back to the way it was before they left? Not really, they accomplished something really important that people would never forget.)

[2:25PM - 2:45PM] ACTIVITY #3: Climax/Writing Our Resolutions

What happens to your character in the end? Is there a happy ending or a sad ending? Does the protagonist prevail or does the antagonist succeed? Here is some time to write the resolution.

[2:45PM - 3:00PM] Wrap-up & Clean Up:

*****Bonus activity**

Pass out a copy of the Story Mountain to everyone. Have them write on sticky notes the elements of their story that corresponds with specific elements of the Story Mountain. Such as, what is the inciting incident in my story? Then students can put their sticky note right on top of the Story Mountain so that they can see the trajectory that their story follows.

WILD CARD DAY!!!! Zero Gravity Day

Prep for the day:

- Have Chicken Run clip ready
- Select 826CHI story cards and the Writer Emergency Pack

Objective for the day: Students will learn strategies to “shake-up” their stories through a different perspective or unexpected twist. These techniques can help combat writer’s block that sets in after you’ve already started writing your story.

Key vocabulary / new concepts: Different perspectives, experimentation

TA Jobs: Distribute 826CHI story cards, Help the students rearrange their Story Shuttles, Assist the students while they are writing

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[1:00PM - 1:05PM] Students sign-in, attendance check

[1:05PM - 1:15PM] Welcome to the day / review of daily objectives

[1:15PM - 1:30PM] **ACTIVITY #1: icebreaker writing // spark activity**

Show a clip from *Chicken Run*. Ask the students to talk about why it was funny. Explain that the most exciting stories have unexpected turns in them and different perspectives that you may not have expected. Have them write a scene from their story from the antagonist’s perspective.

[1:30-1:50PM] **ACTIVITY #2: THE SHAKE-UP / Turbulence!**

- Using 826CHI’s Story Cards, have students pick one, follow it, and give their story an unexpected jolt of energy

----- [1:50PM - 2:00PM] -----

[2:00PM - 2:20PM] **ACTIVITY #3: REARRANGE THE BOARD**

Have students pull out the storyboard that they created. In the spirit of shake it up day, have them rearrange the order of index cards/sticky notes. Have the students write a reflection on why this new arrangement would or would not work. What is beneficial about this new order? What changes in the story? What is a part of your story that could not happen if it was arranged in this way? What is a new thing that is revealed by this order?

[2:20PM - 2:30] Mini-lesson: **BACK TO THE MOUNTAIN**

Draw the mountain of the chalkboard. Have student volunteer to go up and write the different parts of the Story Mountain on the board. Ask them to reflect in a group discussion as to why stories are structured in this way and how changing it affected their story.

[2:30PM - 2:45PM] ACTIVITY #4: SHAKE IT UP AGAIN / FINISH STORIES

Have the different card instructions projected on the wall or on pages around the room. Then have students choose the way in which they would like to switch up their story, and which one they would like to apply. Students are encouraged to choose a different card than the one they had beforehand, though they do not have to apply both cards to the same draft but rather can write a different version of the draft that they walked in with.

[2:45PM - 3:00PM] Wrap-up & Clean Up:

***** Bonus activity**

Explain that writers are also reviewers or critics of other people’s work. Have you ever read a book because it received a good recommendation from someone you know or admire? You’re going to have a chance to write your own little positive review. Please switch stories with the person sitting across from you/pass your story to the left and write down three nice things about it their story after you’ve read it. Try to give a specific reason or part that you really enjoyed.

SESSION SIX - Wednesday, July 13th

Editing + Revision

Prep for the day: Make sure there are enough colored pencils (preferably red and green) for each student to edit and correct, check slides for icebreaker editing activity

Objective for the day: By the end of today, students will complete a thorough editing and revision process for their stories. They will be ready to read their final product tomorrow.

Key vocabulary / new concepts: Editing, revision, peer review, feedback, constructive criticism

TA Jobs: Read students’ stories to them and provide written and verbal feedback, Facilitate the discussion between students to make sure that their feedback to each other is polite and constructive



[1:00-1:05 PM] Students sign-in, attendance check

[1:05-1:15 PM] Welcome to the day / review of daily objectives

Congratulations! Can everyone wave the completed drafts of their stories in the air for a second so we can see how much writing is in the room? Now that you’ve gotten the whole story down, we’re going to spend today EDITING and REVISING. We are going to change your story for the better by cleaning it up and polishing it.

If you've ever watched a movie about space shuttle missions, you might remember that astronauts and mission control go through a long checklist of things to make sure everything is ready for lift-off. In fact, their list is 233 pages long! That's a lot of things to check for...The stories you've written also need to be checked to ensure that they are in tip-top shape.

[1:15-1:30 PM] ACTIVITY #1: icebreaker writing // spark activity

Elementary Students: "Can you find the the mistake" picture?

"Let's eat Grandma!" v. "Let's eat, Grandma!" examples.

Middle School Students: Using a passage from "Life Reeked with Joy," ask students to identify everything from spelling and grammar mistakes to sentences that just don't seem to make any sense.

Try to get students to touch on the importance of organization, using precise and specific words, and checking for errors.

<http://wilsonquarterly.com/quarterly/winter-2014-four-decades-of-classic-essays/history-past-life-reeked-with-joy/>

[1:30-1:55 PM] Mini-lesson: Editing & Constructive Criticism

- Check for spelling and grammar mistakes. "Dot your i's and cross your t's."
- Review: "Show don't tell" concept with students.
- Get a second opinion! Sometimes, if you've been working on something for a long time, it can be harder to tell where there are mistakes or weaknesses in your writing. Luckily, there are a few techniques you can use to fix this and make your story stronger!
 - Ask a friend to edit your paper and provide some feedback. (Introduce idea of constructive criticism). Do the same with theirs!
 - Feedback is an important part of the editing process. Remember to be honest but supportive (Writers' Promises tie-in). Try to write three things you really liked about their story and WHY, and three things that could be improved and WHY. (e.g. "I liked the way you described your main character because..." or "I was confused at this point in the story because I don't know what this word means" or "I think you could add more dialogue between the protagonist and antagonist before the climax to build suspense.")

----- [1:55-2:05 PM] -----

[2:05-2:15 PM] ACTIVITY #2: Revision

- Ask a friend to read your whole story out loud to you. Listen carefully and see if there are certain places where they get confused as they read, or if something sounds different than what you originally thought you were saying.

[2:15-2:20 PM] Mini-lesson: Revision / fine edits:

Now that we've gone through a few editing checklists, it's time to correct the things that still need to be tweaked and tinkered. Use a checkmark, star, smiley face, or another symbol to indicate when you've fixed an error so you can mark your progress.

[2:20-2:45 PM] ACTIVITY #3: Revision

Once you're done editing and revising, proudly announce that "All systems are go!"

Be sure to come up with a title for your story!

[2:45-3:00 PM] Wrap-up & Clean Up:

*****Bonus activity**

Some kind of game involving fun ways to brainstorm the title of a story.

Potentially ask students to write their own miniature author biographies?!

What goes into an author biography--previous work (Are you already a published author? Have you written other things too?, accomplishments (Are there other things you're really good at besides writing? Do you like to draw, dance, play sports, hike?), and general background information (Where are you from? Where do you go to school? RaNdOm FuN fAcTs!) It doesn't need to be a long biography. Here's an example or two:

Jessica is a student at Kenyon College who teaches, skates, and eats a lot of pistachio ice cream. This is her first story, but she intends to write several more in the future.

SESSION SEVEN - Thursday, July 14th

Reading Practice + Family Reading

Prep for the day:

- Make sure stage/space is set up for reading
- Print and distribute SMILE method handouts
- Make sure we have BJ Novak's Book with No Pictures

Objective for the day: Students will learn new techniques for public speaking/reading aloud

Key vocabulary / new concepts: public speaking, inflection, tone, breathing, confidence

TA Jobs: Participate in vocal warm-ups/exercises with enthusiasm! Bolster students' confidence during practice. Work with one or two students to complete all the activities in the SMILE method.

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[1:00 PM] Students sign-in, attendance check

[1:05-1:15 PM] Welcome to the day / review of daily objectives

[1:15-1:25 PM] ACTIVITY #1: icebreaker writing // spark activity

Vocal Warm-Ups, Kinesthetic Exercises, Power Stances!

BJ Novak's Book with No Pictures (Example of tone, inflection, having fun)

Everybody reads their favorite sentence at once

Neil deGrasse Tyson's The Cosmos (Example of great speaking voice)

[1:25-1:55 PM] Mini-lesson: Reading with energy

SMILE method,

Practice reading your story out loud to a volunteer and a friend, using the techniques we just learned.

Practice with the microphone!

----- [1:55-2:00 PM] -----

Set up for family reading! Read! Celebrate!