

University of Mississippi Writing Project Young Writers' Camp 2008

Day: Monday 8:30-12:00

First Day Activity:

Students will create a tri-fold name plate to be used throughout the week.

Community Builder (Melody)

Students will first create a name plate for the week. Then the students will create a sheet with their name on it. They will fill up the sheet with nicknames and other names that they are called by people they know. All students will then share their work.

Journal Writing Topic (Carol)

Introduce the following topic for writing:

Pickle in a Pickle

Last night an uneaten pickle escaped from the lunchbox you forgot to take home. It became lost in your school.

Fortunately, the pickle found a phone and called you to describe its location.

Students will then use a graphic organizer to explain where the pickle is located using sensory words. Once all students have completed the organizer they will then write an entry in their journals describing the location of the lost pickle.

Allow students to volunteer to read their journals while eating a pickle.

Group Writing (Carol)

Teacher will read Everywhere in Mississippi by Laurie Parker to the class. The students will discuss different descriptive words that are found in the book to describe Mississippi. Introduce the word acrostic to the students. Give example of

Materials:

Student Notebooks

Student Journals

Pickle in a Pickle Sheet

Markers

Construction Paper

Pencils

White paper 8x11

Large Poster Paper

Small Paper Plates

Stapler

Scissors

Hole Punch

Everywhere in Mississippi by Laurie Parker

Resource Sheets for Students

Transitional Words and Phrases

Million Dollar Word List

Writing Process Steps For A Personal Narrative

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acrostic for them. Pair students to create an acrostic with the word Mississippi. After students create a rough copy of their acrostic then allow them to create a large poster to display their new poem. Each group will then share their poems. (Hang them up around the room)

Writing Exercise (Melody)

To develop use of descriptive words students will create a "Descriptive Kid". Students will use a small paper plate to create their face. Students will then fold a piece of construction paper accordion style to represent their body. On each fold of the paper students will list descriptive words about themselves. Students will then use scraps of paper to create arms, legs and feet. As students share, teachers will create a list of their descriptive words. Teachers will then model how to use these words to create more detailed "exciting" sentences about themselves. Students will then be asked to create two "exciting" sentences using their words.

Narrative Writing (Melody)

Theme for the Students Work: Summer in a Small Town

Give students the brainstorming sheet. The students will begin by making a list of all the things they like to do during the summer in Grenada. After students have had time to make a list allow them to share and form a large list of ideas on chart paper. After discussing the group's list students will choose three from their list. Explain that they need to choose three that are the most fun or memorable events for them to write about. Tell them to begin thinking about which event they would like to use for their stories.

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Day: Tuesday 8:30-12:00

Community Builder (Carol)

All students will first try to name one fact about another student that they learned from Monday. All students will then form a circle. The students will then pass a ball saying the student's name that they are throwing to. Once the students begin more balls will be added.

Journal Writing Topic (Melody)

Introduce the following topic for writing:

What are some exciting places to visit in your town?

Students will then use a graphic organizer to describe details of their three favorite places in Grenada. Once all students have completed the organizer they will develop a paragraph in their journals.

Allow students to volunteer to read their entries.

Group Writing (Melody)

Teacher will read Mississippi Alphabet by Laurie Parker to the class.

The students will begin working on their Grenada Alphabet. Allow students to begin sharing places, people and things about Grenada. Teacher will add these to the chart as the student names them.

Writing Exercise (Melody)

Students will work more on adding adjectives to their sentences. On different pieces of construction paper write small simple sentences. Give one to each student. Have students then write a better sentence underneath adding

Materials:

Student Notebooks

Student Journals

Stopping for Support Sheet

Paper bag

Action Verb Slips

Markers

Construction Paper

Pencils

Chart Paper

3 soft balls

Mississippi Alphabet by Laurie Parker

Resource Sheets for Students

Question Sheet to help with personal narratives

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details. Then have the students pass the sheets adding more details or creating new ideas with the original sentence or one written by another student. The exercise stops when a student's original sentence reaches them again. Go through all sentences written and have the students chose the best to display on chart paper in the room.

Narrative Writing (Both)

Theme for the Students Work: Summer in a Small Town

Students will share what they have chosen as a topic for their stories. Students will begin writing their stories. Once a student is through with a rough draft they will TAG* with another student.

*TAG- stands for Tell something you like, Ask a question, and Give advice

Writing Exercise (Carol)

Action Words Charades

Place an action verb for every student in a bag. (Use replacement words for commonly used action verbs) Students will draw a word from the bag and act out its meaning. As classmates are guessing the teacher will list all guesses on chart paper. Once the word is correctly guessed it will be written at top of paper completing a synonym chart for commonly used action verbs. Students will be encouraged to refer to the chart during all writing.

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Day: Wednesday 8:30-12:00

Community Builder (Melody)

All students will be given a small Ziploc bag of skittles. The students will then share things about themselves for each color of the skittles. (Red- Family, Orange- Friends, Green-Hobbies, Yellow- Something Funny, Purple- Something Sneaky) All students will share.

Journal Writing Topic (Carol)

Introduce the following topic for writing:

Why I love Mississippi

Using the Mississippi shaped graphic organizer the students will list reasons why they love Mississippi. After completing the organizer the students will develop a paragraph to include in their journals.

Allow students to volunteer to read their journals.

Group Writing (Carol)

Teacher will share with students the history of Grenada from a book on Grenada. Students will begin to eliminate some of their answers in order to narrow down the writing for publishing.

I am Mississippi Poem

Teacher will read I am a Farm to the students. The students will then divide a piece of construction paper to form 6 boxes. In each box the students will name animals, people, places, cities, foods, etc.. that describes Mississippi. The students will listen to "I am Mississippi" by Paul Ott. The students will then complete their own I am Mississippi Poem.

Writing Exercise (Melody)

Materials:

Student Notebooks

Student Journals

Mississippi graphic organizer

Copy of Poem I am Mississippi

Shop Talk sheet

Markers

Pink/Yellow Highlighters

Construction Paper

Pencils

Bag of Skittles

Ziploc bags

Mississippi Alphabet by Lauri Parker

*Carol's Placed Based Writing
I am a Farm*

*Music- I am Mississippi
by Paul Ott*

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Students will work on adding dialogue to their writing. Using the activity Shop Talk, students will create six direct and indirect quotations. Students will share some of their responses with the group.

Narrative Writing (Melody)

Theme for the Students Work: Summer in a Small Town

Students will then take two different colored highlighters and edit their narratives looking only for quotations. Students will highlight all dialogue pink and all other writing yellow. We then will discuss how we might add or take out dialogue in our writing.

Students will meet together and with the teacher to edit and discuss their short stories. Students will determine what form of writing would be best for their type of story.

Students will continue working on Grenada Alphabet.

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Day: Thursday 8:30-12:00

Community Builder (Carol)

Students were asked to begin thinking about their dreams and wishes. The teacher then turns into the Fairy Godmother with a blinking magic wand in her hand. The Fairy Godmother sprinkled each student with fairy dust as each share one silly wish and one serious wish.

Journal Writing Topic (Carol)

The students will be given the following journal topic to free write on in their journal notebooks.

Students will write a journal entry on their two wishes. They will discuss what would happen if they both came true.

Allow students to volunteer to read their journals.

Group Writing (Melody)

Time Capsule: Students will prepare an entry to be opened in June 2009 by new young writers. The entry will include advice, tips, motivation, and ideas to help prepare the new young writers' group. As the students share, the teacher will make one list of all student comments and place it safely away in the time capsule.

Students will create thank you cards for our businesses that sponsored the camp.

Narrative Writing (Melody)

All students will work on completing their final pieces for presentation. Students will peer edit, conference with teachers, and publish their work. Students will then share their writing which they selected to present on Friday.

Materials:

Student Notebooks

Student Journals

Markers

Construction Paper

Pencils

Fairy Wand

Mississippi Alphabet by Lauri Parker

History of Grenada book