

Young Writers Camp - 5th/6th 2016

Day ONE

9:00-9:20: Write-in

9:20-9:45: Who are we and why are we here? Who's been here before? Guess what we're going to do? (write, share, activities) What do you want to do? Remember? How many writers born in Wisconsin? Logistics: Where are Bathrooms, Bring water, notebook, and pencil; daily agenda: Writing Marathon in Gardens-- gardens inspire your writing!; We'll give you ideas, but you write what you want to write! Maybe mention Battle Bunny (how many have done before? Want to do it again?), days end with write-out/ author's chair, Tuesday: visiting author's, Thursday night: Celebration-- work toward polished piece of writing you want to read and share.

Name ball game (add a favorite thing about yourself and a second ball)

Ubuntu Cards (Possible games: find an flee, common bond, I got that, squirrel hunt, secret card)

9:45- 11:45 Writing instruction

Garden 1: Perennial? Rose? Thai? **FOCUS: Observation/ seeing**

(look small, look big, look near, look far; look up, look down-- observe!)

Start with Helen Keller "The seeing little"

Perception and seeing is the first act of the imagination and writing.

Poems crystalize and object, a moment, like a photo preserves a picture-- "poetic snapshot." Talk about importance of seeing real objects and small moments as a way to write about life and reveal our attitude toward it.

Mentor Poem: "The Red Wheelbarrow" by William Carlos Williams (give glue sticks and students glue in notebooks). It's only 16 words but it expresses his view of what he sees-- so much depends upon us noticing and using our senses to appreciate the details of the world around us)

Use Tubes to observe (Look big, look small, ect) 1st: look around you: notice nature. This is where you'll find your vision as a poet... writer. Draw what you see in pencil. 2nd: Glve paint strips with hole punches for seeing and comparing color. 3rd: Write what you see; Invite kids to write their own poem beginning with "so much depends upon...(fill in the blank with object or creature that observed in garden). Brainstorm objects they could observe. Share with a partner, share in large group.

Garden 2: Perennial? Rose? Thai? Sunken? Celebration? **Focus: Perspective and Voice**

Now we're going to add some personality to what we observe by thinking about feelings and perspective. Perspective is how we see or feel about something. Some of us may have drawn or written about the same object in the garden but our poems/drawings are often completely different, because each of us experienced it/saw it differently or have a different opinion/attitude about it.

Students take colored crayons or markers and add color to their drawings to add feeling.

Voice is another way to express feeling. (Model: talk in monotone, strict tone, formal tone, goofy voice) What do you notice? Our Voice expresses our personality and feelings. Turn to partner and speak in unique voice (frustrated, sad, mad, happy, confused, etc.) Guess what type of voice your partner is trying to project.) Just like when you speak, when you write you show your personality, feelings and attitude through the words you choose, punctuation, etc.

Read: *The Day the Crayons Quit* (voice introduction) Look at cover: What kind of voices do you think the different colored crayons will have. Read parts of book and discuss some adjectives.

Find an object/creature in the garden : bees, flower, leaves, stones, grass, trees, clouds, water etc. Choose one and take on the VOICE of that object/creature. Consider your object's desires, goals, past experiences, attitudes, behaviors, habits, interests, speaks, moves. Think of adjectives: satisfied, outraged, bored, frustrated, victimized, exhausted, betrayed, happy, shy, excited, angry, obsessed

Share out of writing

10:45 or 11:00 Bathroom/ water break

Garden 3: Sunken? Rock? Rose? Shade? Meadows? : **FOCUS: Continued writing instruction in Voice and intro Dialogue** Now choose 2 (or more!) objects/creatures and create a conversation/dialogue/skit between the 2 objects/creatures. Remember to consider the Voice/personality of your objects. You can have some crazy combos for your dialogues: e.g.--shoe and a bumble bee. Possibility: mentor text: *Don't Let the Pigeon Drive the Bus!* How does he pigeon speak? What is he obsessed by? Who is he talking to? (dialogue)

Share you of writing?

11:45-12:25: Lunch/ Free time in park with soccer ball, frisbee, hula hoops etc.

12:30-1:00: List poem of the important things they'd like us to know about them. Susan will bring in "list" paper.

1:00-1:35: Battle Bunny Book-Read opening and then have students partner read. Kids peruse and select book. Students can start re-writing. Think about PERSPECTIVE and VOICE as they “re-write”--what new perspective/voice do they want to show in their version of the story?

If they don't want to do Battle Bunny, they can just free write.

OR OPTION 2: DO Miriam's Improv as Pre-writing Activity instead of Battle Bunny (12:30-1:35)

1:35-2:00: Write-out and Author's chair (prompt ideas at end of document)

OPTION 2 for Day 1 PM Writing Instruction- Miriam's Improve as a prewriting activity (at tables in outdoor patio) **FOCUS: Voice/ perspective → character development**

-Improv as a form of prewriting (see Miriam's handout)

-Choose a character Picture (Emily has these) and write a unique persona (VOICE and PERSPECTIVE) for that character (preparation for hitchhiker activity or the take a pose walkabout activity or both):

Brainstorm character's age, job, likes/dislikes, favorites, family, single or married?, pet's?, activities/hobbies, habits, personality, accent, way of speaking/walking, rich/poor, happy/sad, favorites: food, TV, books, sports, animals, movies, ect. (I'll put these prompts on butcher paper)

-Hitchhiker activity

2 rows of chairs are set up. The game starts with 3 participants, two in the front and one in the back seat of the “car”. Participants pretend to drive and make an “excuse” to pick up a hitchhiker. When the 4th participant enters the car, they pretend to drive and make an “excuse” to pick up a hitchhiker. When the 4th participant enters a car, they take on a persona (accent, attitude, behavior, personality, ect) of the picture the previously brainstormed. Participants interact for about 10-15 seconds, but I usually have the kids act out a character they developed from their picture) before the driver makes an excuse to leave the car. All other passengers stop their acting, shuffle to fill the 3 seats, and repeat from beginning with a new hitchhiker and a new persona to emulate.

After Hitchhiker activity:

-Write about one or two of the characters you saw in the Hitchhiker activity. Make up a story for them.

-Walk-about freeze activity (this can be done in lieu of hitchhiker activity): Select one of the characters you wrote about and become him/her. → Do Walk about

activity. When freeze, do the following as your character with the person closest to:

- Take a pose
- take a pose and say one word
- say an entire sentence
- say the entire sentence and have a entire conversation with partner
- Write about the Conversation and then write an adventure or story for your character

DAY TWO

9:00-9:20- Write-in

9:20-9:30- Name Game??

AM: Visiting writers

11:30-12:15- Lunch and free time in the Park (bring balls, etc.)

Gage how kids are. They might need a more kinesthetic activity since they've been with authors all morning. If so, we could do Miriam's IMPROV activity (if we didn't do that the first day) instead of all the sensory detailed writing

12:15- 1:35: Gardens Writing instruction

Garden 1: Herb or Rock Garden or Rose? **FOCUS: sensory details (besides seeing)** We Write about what we notice and see, but also about what we smell, feel, hear, taste (herb garden is good for this). We can use sensory details to write about what we imagine, like in this poem: "Deer Print." The author saw a deer print and it made him imagine what had left that print. He wrote a poem about something he only imagines, but he writes with such vivid sensory detail. Which for all of the words (verbs, nouns, adjectives) in poem that show sensory detail. Which verbs/adjectives show how narrator is feeling or how he imagines the deet to be feeling

To get started with your sensory poem, maybe you want to try out a "6 room" image poem:

Window poem
The six “rooms” are:
Image or Object in the garden
Light around it
Sound associated
Questions that come to mind
Feelings
Repeated word(s)

Share out six rooms poems

Garden 2: Rock Garden? **FOCUS: Black out poetry activity, focus on anchor word, and sensory detail/word choice.** Create a poem or story from the pages in the old book/newspaper/magazine. As you choose the words to use in your black-out poem, focus on which verbs show the actions or sensory details that best describe your story/poem---share out black-out poems.

Garden 3: Work on Battle Bunny books or individual writing time

1:40-2:00 Patio chairs: Write-out and author's' chair

Day THREE

9:00-9:20 - write-in

9:20-9:40 -Ubuntu Cards-Do the “There’s a Reason-metaphor. Choose an image that represents yourself. Consider positive quality, strength, hidden talent, fear, etc. Share out

9:40-11:15 : Writing Instruction

Garden 1: Herb Garden? Thai Garden?

Focus: Metaphor

Hold up a cauliflower. Kale. What does it look like? Look at pictures of food that the artist has transformed into different creatures. What do different objects make you think of? When writers compare two different things, or describe one thing as if it’s something else in order to reveal a new perspective about the object, they are using figurative language or metaphor. Writers use metaphor to help readers better see or visualize what they read. For example:
Mentor text:

The dark gray clouds,
the great gray clouds,

the rolling clouds are elephants
going to the sea for water
they draw up the water in their trunks
they march back again across the sky
they spray the earth again with the water
and men say it is raining.

-Natalia M. Belting

Possibility to also include: metaphors are most powerful when they are fresh, surprising, unusual, and they show how a writer feels about a topic. For example:

DREAMS

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow

-Langston Hughes

Kids find an object and develop poem or story with metaphor

Garden 2: The power of word choice/metaphor: Read a couple of excerpts from *Circus Mirandus* (metaphor used to describe characters: "Aunt Chocolate Chip" "Aunt Cough Syrup" Also Aunt sponge and Aunt spiker-p.2 and 6 from *James and the Giant Peach*)

Other possibilities: excerpt from *Fish in a Tree* and *Land of Stories #4* pp 13-14)

Possibility: Could give the kids pictures of people and use the pictures to inspire characters for story (use metaphor/precise word choice to develop character)

Garden 3: Dix-it Cards. Whimsical images that juxtapose very different things...that use metaphor. Find a card and write a story about the image. You might want to incorporate the garden into your story Share stories

11:15-12:00: Bathroom/Lunch/Free time

12:00-12:50 Writing Instruction FOCUS : Revision (TABLES in downstairs room) Food
1. Susan does her Intro to thinking about importance of REvision. What it is. (connect to Battle Bunny)

-Mentor tests for revision: Story version of poem---> poem revision

Story version of a poem by Lillian Moore

I was standing at my window and all day I saw across the way, on someone's windowsill, a geranium which looked like it was glowing red brightly. It looked like a tiny traffic light.

“Red”
Red
All day
across the way
on someone’s sill
a geranium glows
red bright
like a
tiny
faraway
traffic light

What do you notice about the two? How change? How he same?

2. Trail mix activity to emphasize revision (and the art of STAR: substitute, take away, add, rearrange- have chart paper up with STAR). While do trail mix add weird things (water!) and take away or substitute so kids get the idea

-Put up on chart paper one of my Compositions from a garden an have kids help me to revise by using the strategies of STAR.

3. Possibility: share two poems (Tree and the School’s Oak- Klds glue in notebook)

What do you notice? How different? Underline sensory words. Revised version is about a specific tree, more specifics while first poem is generalized, stereotypical-- could be any tree).

12:55-1:35- Go to Celebration Garden and revise a piece, read to partner for feedback, relax

Susan will hand out paper for revision .

Independent writing or Battle Bunny

1:35-2:00 Write-out and author's chair ‘

DAY 4

9:00-9:20- Write-in

9:25-11:15 Agenda and writing instruction. WE NEED TO get copies of pieces they'll read!

Garden 1: story telling. Put together everything we've discussed to write stories, Susan's Animal stories/ pictures activity. I can't remember how it goes.

Garden 2: Many possibilities: free time or

Ideas:

-opening line activity: hand out slips and then have them match with a picture and write a story.

-Write-around: students in small groups. Receive piece of paper with opening line, then each student adds to the story. Each student folds over what was written before them before passing it

-"Poem" - continues focus on looking small. Read William's' poem "poem" about the cat moving. Kids should notice that the poem focuses on the cat's movement. Now challenge the kids to find movement in the garden and write about that (butterfly, bug, ducks, wind in leaves, ect.)

-Flash fiction activity: Think of 1. an interesting person; 2. Something scary; 3. Favorite possession or object; 4. A food; Choose 3 of the above and write about them, include dialogue.

-Story cubes (genre, opening line, limited action)

-Poem "-Copy and create activity- read William's poem "this is just to say". Talk about tone. Have kids Partner write their own "This is just to say" poem

-Dialogue activity: silent movie clip and kids write the dialogue

-Use Dixit cards for storytelling (individual or group) or actually play dixit

-Read book-poem/ *Live in Music* by Ntozake Shange and then have kids look at gardens and write about where they would like to live or where they do live

11:15-12:00- Lunch and free time

12:00- 1:15- Writing Instruction Activity: Students choose card for each of the following: genre, opening line, garden (on back of this card is writing challenge or limited action for writing). Then Kids go into garden and write their piece. Also free time

1:15-1:30 - Be sure kids give us copy of what they will read at the celebration

1:30- 2:00 Write-out and author's chair

Write-out ideas:

1. Write what you imagine
2. List your favorites (people, memories, books, places, days, pet's, food, etc)
Choose one, write
3. Draw your hand. Imagine five keys on edge of each finger, What worlds do they unlock
4. Your memory will be erased in 5 minutes. List all the things you want to remember. Circle one and write about it
5. Conversations/thing overheard
6. Awkward (family) moments
7. List 10 things you know to be true, Circle one and write
8. Write about an experience on a bus
9. Write about a bad hair day
10. List all of the things you can do in 30 seconds. Circle one and write about it
11. 6 word memoir
12. It was like nothing I'd ever seen before...
13. I couldn't believe it when
14. Write a story with these five words: _____
15. Boom, bam, bop.... or swish.....
16. I used to _____, but now I _____
17. Broken bones
18. Pets I have loved
19. Lies I have told
20. If you were to get a tattoo, what would it be, how represent yourself
21. Waiting in line / Overheard Conversations
22. Metaphor/ simile: "I'll be rising from the ground like a skyscraper". When I'm at my best, I'm like _____
23. Write about a time you were caught or should have been caught
24. If you could change one thing about the world, what would it be
25. Visualize a color and place. write
26. Secrets / Family Secrets
27. "Frank woke up as a python, which puzzled him" (Rick Riordan)
28. Objects in your house. Choose one and write a story
29. What scares/inspires you the most? Makes you sad?
30. Write about something you hate that most people love or something you love that most hate

31. Write about something that makes you say WOW!
32. List What you know. Choose one and write
33. Make a list of things you'll never do or never do again. Choose one and write.
34. You have just discovered evidence that everyone you know is an alien. What do you do?
35. Write about a "first" in your life
36. Write about something you do not want to lose
37. What opportunity did you miss out on
38. What important thing did you change your mind on?
39. What is the first thing you would do in a strange city?
40. Write a found poem with words from book, article, video, etc
41. Write a black-out poem with page from article, etc.
42. Write a dialogue between two opposites
43. Give kids a cut-out of shoes made from wallpaper sample--write the story of where these shoes will take you- your future journey

Opening line/genre/ limited action-challenge/ garden activity:

Opening lines

- It was a dark and stormy night...
- Then it happened. My fingers slipped and I was falling, falling...
- Sophia pulled harder, but it was no use. Her leg was stuck...
- A shadow moved behind the pole and inched towards me.
- The car zoomed down the hill at 85 miles per hour. Then I realized the brakes were broken.
- Frank woke up as a python, which puzzled him.
- I should have said no five years ago
- To this day, I still ask myself why I did it
- The flames flickered and danced with the embers crackling along, before a withered voice called out "it's time"
- As the clock struck 11, she knew there was no longer any time to wait.
- Her body tumbled through the air like a discarded doll flailing to it's inevitable death (Arie)
- Lots of people think that waking up is the most difficult thing, especially early in the morning. To those people I say, try waking up knowing you just died. It's much worse
- There it was suspended before me, pointing right at my face. And all I could think was, "why am I floating?"
- Wind howled through the night, carrying a scent that would change the world--
Eragon

- When he woke in the woods in the dark and the cold of the night, he reached out to touch the child beside him. -- *The Road*
- Everyone is born, but not everyone is born the same.-- *Matilda*
- It was the best of times, it was the worst of times. It was an age of wisdom, it was an age of foolishness--*A Tale of Two Cities*
- Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. --*Holes*
- It was the day my Grandmother exploded, --*The Crow Road*
- It was a bright cold day in April, and the clocks were striking thirteen-- 1984
- Dear God, I am always have been a good girl.-- *The Color Purple*
- A screaming comes across the sky.--*Gravity's Rainbow* by Thomas Pynchon
- I woke to the sound of a mosquito whining in my left ear and my mother screeching in the right.
- Everyone thinks that children are so sweet as Necco Wafers, but I've lived long enough to know the truth: kids are rotten.-- *Turtle in Paradise* by Jennifer L. Holm
- Part of the problem, Nita thought as she tore desperately down Rose Avenue, is that I can't keep my mouth shut. --*So You Want to Be a Wizard* By Diane Duane
- John Laroche is a tall guy, skinny as a stick, pale-eyed, slouch-shouldered, and sharply handsome, in spite of the fact that he is missing all of his front teeth.--*The Orchid Thief* by Susan Orlean
- "I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petoskey, Michigan, in August of 1974."--*Middlesex* by Jeffrey Eugenides
- He knew he was small. He just didn't think he was small. Big difference.--*Travel Team* by Mike Lupica
- It had been a miserable day, a miserable month, a miserable year.
- I loved waking up to my children's laughter until it was no longer there.
- I know I'm not an ordinary ten-year-old kid. I mean, sure, I do things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.--*Wonder* by R.J. Palacio

Genres:

Fantasy

Realistic Fiction

Historical Fiction

Thriller/Suspense

Adventure

Mystery
Science Fiction
YAL
Spy
Poetry
Drama (play)
Screenplay (film, TV)
Flash Fiction
Biography
Nonfiction
Fiction

Limited actions/ challenges

Can't use dialogue
Must use dialogue
Most have some rhyme
Must have some onomatopoeia
Must limit two characters
Must have urban setting
Must have rural setting
Must have more than one setting
Must have some physical description of the character(s)

Scat by Carl Hiaasen USE for WORD CHOICE/ metaphor

The day before Mrs. Starch vanished, her third period biology students trudged silently, as always, into the classroom. Their expressions reflected the usual mix of dread and melancholy, for Mrs. Starch was the most feared teacher at Truman School. When the bell rang, she unfolded stiffly, like a crane, and rose to her full height of nearly six feet. In one hand she twirled a sharpened Ticonderoga No. 2 pencil, a sure sign of trouble to come.

Wonder- other example of metaphor/word choice-- physical description of main character

