

# Writing Boot Camp

Get your soldiers ready to  
battle compositions on  
writing tests!

**This product includes:**

Cadence Motivational Song  
Expository Writing Game  
Personal Narrative Writing Game  
Expository Prewriting –Composition Match  
Personal Narrative Prewriting –Composition Match  
Introductions Matching Game  
Capitalization Rules Matching Game  
Basic Spelling Words Game  
Spelling Rules Matching Game

Make your test review  
fun and meaningful!  
Modify and add any of your ideas  
to motivate your students!



## Teacher-Student Cadence Call & Chant: Writing Cadence

### Teacher Call

I don't know, but I've been told  
Grade 4 writers are really bold

Writing essays at our best  
Making sure to pass STAAR test

Nar-ra-tives Ex-pos-i-to-ry  
Making plans for each cat-e-gor-y

Using the writing process  
That's how we ensure our best!

Planning, Prewrite then first draft  
Read, revise then reread

Edits Final Draft Reread  
Making sure it's very neat

Planning  
First Draft  
Final Draft

### Student Call

I don't know, but I've been told  
Grade 4 writers are really bold

Writing essays at our best  
Making sure to pass STAAR test

Nar-ra-tives Ex-pos-i-to-ry  
Making plans for each cat-e-gor-y

Using the writing process  
That's how we ensure our best!

Planning, Prewrite then first draft  
Read, revise, then reread

Edits Final Draft Reread  
Making sure it's very neat

Planning  
First Draft  
Final Draft

### CALL TOGETHER

Planning  
First Draft  
Final Draft  
Don't hesitate!  
Make it Great!

Begin again with:

I don't know, but I've been told  
Grade 4 writers are really bold

Writing essays at our best  
Making sure to pass STAAR test

I don't know, but I've been told  
Grade 4 writers are really bold

Writing essays at our best  
Making sure to pass STAAR test

★ In place of "STAAR" the word "state" or "the" may be substituted.

# Background Information

In the armed services, a **military cadence** or **cadence call** is a traditional call-and-response work song sung by military personnel while running or marching. The call requires no instruments to play. As a sort of work song, military cadences take their rhythms from the work being done. Many cadences have a call and response structure of which one soldier initiates a line, and the remaining soldiers complete it, thus instilling teamwork and camaraderie for completion.

In this case, a teacher is set to initiate a line, and the students repeat the line. The cadence calls move to the beat and rhythm of the normal speed (quick time) march or running-in-formation (double time) march. For the military, this serves the purpose of keeping soldiers "dressed", moving in step as a unit and in formation, while maintaining the correct beat or cadence. For students, it may serve to start the boot camp activities in a fun and engaging approach.



# Writing Boot Camp

Get your soldiers ready to battle  
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## Expository Writing Game

## Personal Narrative Writing Game

Make your test review  
fun and meaningful!



## Instructional Objective

Students review the elements of an effective expository or personal narrative essay.

## Game Objective

Be the first team to assemble an expository or personal narrative essay by knocking down element cards and earning points with corresponding parts of an essay. The teams have 5 minutes to earn the element cards and assemble the essay. This game includes two sets of games: an expository game and a personal narrative game.

Total time: 25 minutes per game.

## Materials

Element cards for either an expository or personal narrative essay, 3-5 bean bags (or other tossing object) for each team, and zip-lock baggies to store corresponding essay parts.

## Set up

Make 3-4 teams. Each team is given bean bags or other tossing objects. Assign one student per team to be the person who tosses back the tossing item. Make copies of element cards and corresponding essay parts for each team. Set up the element cards by folding each card and placing them at a safe distance on a table, desk or floor.

Place baggies with corresponding essay parts near each team to be used to assemble the essay as the team earns the element card. Alternately, to avoid cutting strips of essay parts, students can check off a part of an essay directly on the sheet with the essay strips to note essay points and parts earned. Blank boxes are provided for this method.

## Student Directions

1. Team players take turns tossing their bean bag at the element cards.
2. As each element card is hit, the team earns the assigned points and a matching part of the essay. The students assemble the essay together if cut in strips or check off the box if using that method.
3. At the end of five minutes, the team to put together the essay with the most points wins.
4. **Important, have each team read the essay they were able to assemble. Begin with the winning team(s). Show students that a “winning” essay is one that includes all the major elements.**

Note: Some element cards do not include parts of the essay. For example, “Neat handwriting” only earns points. Students earn these extra points because an effective essay includes using neat handwriting. Students add these extra points to the overall total at the end of the game.

# **Expository Game**

**Total Possible Points: 550**

Fold here

---

# Introduction

Topic and Central Idea

**150 Points**

Fold here

---

# Body Paragraph

Main idea with examples

**50 Points**

Fold here

## **Body Paragraph**

Main idea with personal  
experience  
and cause and effect

**75 Points**

Fold here

## **Body Paragraph**

Main idea with personal  
experience,  
cause and effect,  
and examples

**100 Points**



Fold here

## **Conclusion**

Insightful way to restate  
topic, central idea, and  
parting thought

**100 Points**

Fold here

## **Correct**

Spelling, capitalization,  
and punctuation

**25 Points**

Fold here

**Neat**  
Handwriting

**25 Points**

Fold here

**Final**  
Reread, revise, edit

**25 Points**

## Introduction

Topic and Central Idea

150 Points

My Dad is a very important man in my family. He is important because he teaches me, and he cares about me even when I've done something wrong. He would do anything for me. He is a great role model to me.

---

## Body Paragraph

Main Idea with examples

50 Points

He teaches me how to build model cars and fix a broken pipe, a fan, a door, and even a lawn mower. I learn a lot from him. He can also be patient, kind, and understanding as he teaches me new things.

---

## Body Paragraph

Main idea with personal experience and cause and effect

75 Points

If I get in trouble, he doesn't stop caring for me, and he will always forgive me. But, he will give me punishment for my wrongdoing. One time I lied about doing my homework. When he found out I had lied to him, he didn't let me go to my friend's house to play, and he made me do extra spelling work.

---

## Body Paragraph

Main idea with personal experience, cause and effect, and examples

100 Points

When I need help, he is there like Superman to the rescue. He can and will do just about anything for me. If I need help with my math homework, he will help me even if he has something important to do. When I don't have time to do my chores like wash dishes, wash the dogs, set up dinner, or wash clothes, my dad will do it for me. I hope he knows how much I truly appreciate his efforts.

---

## Conclusion

Insightful way to restate topic, central idea, and parting thought

100 Points

That's why I love my Dad, and that's why he is so very important to me. I love doing things with him. I hope to grow up to be just like him when I have children. I can't imagine my life without him. He'll always be important in my life and in my heart. Always!

---

## Correct

Spelling, capitalization, punctuation

25 Points

## Final

Reread, revise, edit

25 Points

## Neat

Handwriting

25 Points

# **Personal Narrative Game**

**Total Possible Points: 500**

Fold here

---

# Introduction

Demand of the prompt  
Occasion of story

**150 Points**

Fold here

---

# Event

Set the stage

**50 Points**

Fold here

Event

**50 Points**

Fold here

Event

**50 Points**

Fold here

## Conclusion

Insightful way to show  
an outcome and parting  
thought

**100 Points**

Fold here

## Correct

Spelling, Capitalization,  
and Punctuation

**50 Points**

Fold here

Neat  
Handwriting

**25 Points**

Fold here

Final  
Reread, Revise,  
Edit

**25 Points**



## Introduction

Occasion, significant characters,  
Set the stage  
150 Points

Decisions have to be made in life. It may be when you're a baby and don't know which candy to take, or you're an adult and don't know what job to take. For me it was which friend should I take – my newest friend, Sam, or a friend from school?

---

## Body Paragraph

Event  
50 Points

I met Sam at a birthday party. We started talking, and I noticed we had many things in common. We started having play dates and sleepovers. Pretty soon I was facing a decision to ask Sam to join me on a family trip.

---

## Body Paragraph

Event  
50 Points

My parents said I could take one friend on our vacation to Disney World. I didn't know if I should ask Sam to join me. We went to two different elementary schools, and we hardly ever saw each other during the week. But, we had a blast when we were together on weekends.

---

## Body Paragraph

Event  
50 Points

Some of my school friends might be jealous because I wasn't taking one of them to Disney World. I enjoyed my new friendship with Sam a lot though, and I didn't know what to do. I finally just asked Sam to go with us. With a huge smile, Sam said, "Yes! Yes! I would love to go!" This made me smile too.

---

## Conclusion

Insightful way to show an outcome  
and parting thought  
100 Points

The best decision I ever made was to ask Sam to join our family vacation. It was a great trip because it was a great decision...and Sam is still a great friend.

---

## Correct

Spelling, capitalization, punctuation  
50 Points

## Final

Reread, revise, edit  
25 Points

## Neat

Handwriting  
25 Points

# Writing Boot Camp

Get your soldiers ready to battle  
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## Expository

Prewriting – Composition Match

## Personal Narrative

Prewriting – Composition Match

Make your test review  
fun and meaningful!



### **Instructional Objective**

Students review the prewriting elements of an effective expository or personal narrative composition.

### **Game Objective**

Be the first team to assemble the composition to match the prewriting planning organizer.

### **Materials**

Prewriting or planning graphic organizer for either an expository or personal narrative composition, zip-lock baggies to store corresponding composition parts

### **Set up**

Make groups of 3-4 students. Make copies, cut the composition parts, and place in zip lock baggies for each team.

### **Student Directions**

1. Team players race to assemble the composition to match the prewriting. Either the planning graphic organizer or alternate student written organizer may be used.

**Important, for added review, have one student from the winning team read one section of the prewriting as another student from the winning team then orally reads the corresponding part of the essay.**

## Expository Writing Prompt

**Read** the following quote.

To us, family means putting your arms around each other and being there.

-Barbara Bush

**Think** about the people in your family.

**Write** about one person in your family who has been special to you. Explain what makes that person important and special.

Be sure to –

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

PLANNING ORGANIZER  
EXPOSITORY

**Central Idea** My dad is very important in my family and to me.

Place a check mark (✓) by the ideas to be used in writing the composition.

Main Ideas about the Central Idea	
First Main Idea	Supporting Details
Teaches me	Build things
	Fix things like a broken pipe and lawn mower
	Patient, kind, understanding
Second Main Idea	
Cares for me even when I do wrong	Always forgives me
	Lied about homework
	punishment
Third Main Idea	
Helps me	Superman to the rescue
	Helps me with math homework
	Helps me with chores
	I appreciate his help.

**Concluding Statement**

I hope to grow up to be just like him when I have children. He'll always be important in my life and in my heart.

Alternate planning guide - Use if planning organizer has been committed to memory.

## Introduction - Central Idea

My dad is very important in my family and to me.

1<sup>st</sup> main idea - He teaches me.

Build things

Fix things like a broken pipe and lawn mower

He is patient, kind, and understanding.

2<sup>nd</sup> main idea - He cares for me even when I do wrong.

Always forgives me

When I lied about homework

Punishment

3<sup>rd</sup> main idea - He helps me.

Superman to the rescue

Helps me with math homework


Helps me with chores

I appreciate his help.

## Concluding Statement

I hope to grow up to be just like him when I have children.

He'll always be important in my life and in my heart.



My Dad is a very important man in my family. He is important because he teaches me, and he cares about me even when I've done something wrong. He would do anything for me. He is a great role model to me.

---

He teaches me how to build model cars and fix a broken pipe, a fan, a door, and even a lawn mower. I learn a lot from him. He can also be patient, kind, and understanding as he teaches me new things.

---

If I get in trouble, he doesn't stop caring for me, and he will always forgive me. But, he will give me punishment for my wrongdoing. One time I lied about doing my homework. When he found out I had lied to him, he didn't let me go to my friend's house to play, and he made me do extra spelling work.

---

When I need help, he is there like Superman to the rescue. He can and will do just about anything for me. If I need help with my math homework, he will help me even if he has something important to do. When I don't have time to do my chores like wash dishes, wash the dogs, set up dinner, or wash clothes, my dad will do it for me. I hope he knows how much I truly appreciate his efforts.

---

That's why I love my Dad, and that's why he is so very important to me. I love doing things with him. I hope to grow up to be just like him when I have children. I can't imagine my life without him. He'll always be important in my life and in my heart. Always!

## Personal Narrative Prompt

Look at the picture below.



It is not uncommon to struggle to make difficult decisions in life.

Write about a time when you struggled to make a decision.

Be sure to –

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences



PLANNING ORGANIZER

PERSONAL NARRATIVE

Occasion	<b>Decision about which friend I should take on our family vacation to Disney World.</b>
Significant characters	<b>Sam and I</b>
Set the stage	<b>Should I take my newest friend, Sam, or a friend from school?</b>
First event	<b>I met Sam, and we started hanging out.</b>
Second event	<b>My parents said I could take one friend on our family vacation to Disney World.</b>
Third event	<b>Some friends might be jealous, but I asked Sam to go with us.</b>
Final outcome	<b>It was the best decision I ever made.</b>

Alternate planning guide - Use if planning organizer has been committed to memory.

### Introduction -

- Occasion - Decision about which friend I should take on our family vacation to Disney World.
- Significant Characters - Sam and I
- Set the stage - Should I take my newest friend, Sam, or a friend from school?

1st event - I met Sam, and we started hanging out.

2nd event - My parents said I could take one friend on our family vacation to Disney World.

3rd event- Some friends might be jealous, but I asked Sam to go with us.

Final Outcome- It was the best decision I ever made.

Decisions have to be made in life. It may be when you're a baby and don't know which candy to take, or you're an adult and don't know what job to take. For me it was which friend should I take - my newest friend, Sam, or a friend from school?



-----  
I met Sam at a birthday party. We started talking, and I noticed we had many things in common. We started having play dates and sleepovers. Pretty soon I was facing a decision to ask Sam to join me on a family trip.

-----  
My parents said I could take one friend on our vacation to Disney World. I didn't know if I should ask Sam to join me. We went to two different elementary schools, and we hardly ever saw each other during the week. But, we had a blast when we were together on weekends.

-----  
Some of my school friends might be jealous because I wasn't taking one of them to Disney World. I enjoyed my new friendship with Sam a lot though, and I didn't know what to do. I finally just asked Sam to go with us. With a huge smile, Sam said, "Yes! Yes! I would love to go!" This made me smile too.

-----  
The best decision I ever made was to ask Sam to join our family vacation. It was a great trip because it was a great decision...and Sam is still a great friend.

# Writing Boot Camp

Get your soldiers ready to battle  
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Introductions  
Matching Game

Make your test review  
fun and meaningful!



## **Instructional Objective**

Students review a variety of engaging methods used in the introduction of an essay.

## **Game Objective**

Be the first team to match the introduction text card to the labeled “Introduction Method” card.

## **Materials**

Introduction text cards and “Introduction Method” cards

## **Set up**

Make copies of both sets of cards for each team. Separate each set of cards.

## **Student Directions**

1. Distribute and orally review the “Introduction Method” cards by reading each card in that set. As you read, have each team place cards across a desk or tabletop.
2. Next distribute the introduction text cards. At the point, when you say, “Ready, start, engage your reader,” each team races to match each sample introduction text card to the “Introduction Method” card.
3. The team to first match the cards correctly wins the game.

Note: Fifteen cards (3 sets) are included in this game. The level of difficulty may be varied by limiting the number of sets included in the game.

Sometimes, when you're nine and a half, life throws you an unexpected curve. In my case, it happened just last week.

### Introduction Method

Grab your reader with a  
***truism.***

Picture blue bonnets and other wild flowers. Imagine bright sunny days with beautiful weather and nothing but blue skies. These words tell what you see in the month of March in my hometown of San Antonio, Texas.

### Introduction Method

Grab your reader by  
***describing your topic.***

Tall. Kind. Loving. Handsome. Those are the words that come to my mind when I think of my dad.

### Introduction Method

Grab your reader with  
***one word sentence fragments.***

I couldn't wait to start our long-awaited family vacation to the beach!

### Introduction Method

Grab your reader with an  
***exclamatory sentence.***

Everybody knows the story of the boy who cried wolf. Or at least they think they do. But, I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard how this almost happened to me.

### Introduction Method

Grab your reader by  
***comparing a common story to your unusual experience or your side of the story.***

How do you sleep? Where do you sleep? Have you ever wondered how different animals sleep?

**Introduction Method**

Grab your reader with  
***questions.***

I remember playing a game of tag in the backyard with my sister and friends. It was always a good time.

**Introduction Method**

Grab your reader with a  
***memory.***

I want it. I need it. I love it. I've got to have it. My mom and my dad won't let me have one. A cell phone. Phone calls with friends. Apps and anytime communication at your fingertips is all I want.

**Introduction Method**

Grab your reader with  
***short choppy sentences.***

"Mom, I found this cat sitting all by himself. Can I keep him?"

**Introduction Method**

Grab your reader with  
***dialog that includes a question.***

The biggest attraction at the zoo was one of its tiniest creatures, a pointed-arrow frog.

OR

It was the coolest drink on the hottest day.

**Introduction Method**

Grab your reader by  
***comparing or stating opposites.***

Everybody has a favorite aunt, uncle, or relative. My favorite uncle is my dad's brother- my sweet Uncle Bobby.

### Introduction Method

Grab your reader by  
***comparing everybody's favorite to your favorite.***

I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I couldn't find my slippers and by mistake I dropped my toothbrush in the sink after I spit and I could tell it was going to be a terrible, awful, no good, very bad, ugly day.

### Introduction Method

Grab your reader with  
***one-time intentional run-on sentences that end with words in a series- series to be repeated throughout the paper.***

This story is a true story. I still consider it a wonderful experience that I knew not only two grandmothers but also that I actually lived with them for a time in my life.

### Introduction Method

Grab your reader with  
***a statement that says your story is a true story.***

Today I saw a butterfly. It was so beautiful that I wanted to catch it for my very own.

### Introduction Method

Grab your reader with an  
***action.***

Saturday is errand day. My mom goes on boring errands, and I have to go with her. And this Saturday seemed like every other Saturday...until we got to the grocery store.

### Introduction Method

Grab your reader with  
***the usual that leads to the unusual.***



# Writing Boot Camp

Get your soldiers ready to battle  
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## Capitalization Rules Matching Game

Make your test review  
fun and meaningful!



## **Instructional Objective**

Students review capitalization rules.

## **Game Objective**

Match capitalization rule to the example for the rule.

## **Materials**

Capitalization matching cards

## **Set up**

Make copies of the cards for each student group.

## **Student Directions**

1. Make groups of 3 or 4 students. Distribute a set of capitalization cards for each group.
2. One member of the group places all cards on the desk with face up.
3. The next member of the group makes a match of a rule with the example for that rule.
4. Continue taking turns until all matches are made.

## **Variation:**

Follow similar directions as previously stated. However:

1. the students are instructed to develop another example for the rule.
2. the students are given only the examples and they must write the rules.
3. the students are given only the rules and they must write an example.

**Capitalize a letter opening.**

**Dear Maria,**

**Capitalize the first word in a letter closing.**

**Yours truly,**

**Capitalize the first word in a sentence.**

**This is a beautiful summer day.**

**Capitalize the first word in a direct quotation.**

**After our music class, the students all said, “That was fun!”**

**Capitalize titles of books, stories, and essays.**

One of my favorite books is *Two Bad Ants*.

**Capitalize title used with the last name of a person.**

**My neighbor is Senator Williams.**

**Capitalize proper nouns.**

**Carlos is going to Maine to visit with some of his relatives.**

**Capitalize the pronoun "I".**

**Martha and I went to the basketball game.**

**Capitalize historical events and documents.**

**A copy of the Pledge of Allegiance is posted in our classroom.**

**Capitalize languages, races, and nationalities.**

**Many of my friends can speak Spanish.**

# Writing Boot Camp

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## Basic Spelling Words Game

Make your test review  
fun and meaningful!



## **Instructional Objective**

Students review spelling of basic words used in writing.

## **Game Objective**

Earn points by using as many of the words listed on each card to make silly sentences. Each word on each card is worth 1 point.

## **Materials**

Spelling cards

## **Set up**

Make copies of the cards for each team. Each team should also have a scribe to write out sentences on paper, a dry erase board, or on chart paper. The scribe should write the sentences large enough to be seen by the class.

## **Student Directions**

1. Make 3-4 teams. Distribute a set of spelling cards for each team.
2. Review the definition of a sentence. A sentence has a subject and predicate and tells a complete thought.
3. One member of the team draws a card. The team uses the words on the card to make up a sentence within a 3-minute limit. The sentence can be a silly sentence.
4. At the end of 3 minutes, the teacher and/or students read the sentences to the class to validate points earned. Good expression should be used in reading the sentences. The team earns 1 point for each word used on the card. Multiple points may be earned for multiple use of a word.
5. Play as many rounds as time allows. Usually 3-5 rounds are sufficient.
6. If a list of words on a card is too difficult, the team may choose another card, but loses the time from the overall 3-minute limit.
7. The team that earns the most points wins the game.

## **Variation:**

Follow similar directions as previously stated. However:

1. The teacher may draw one card and display the words on that card.
2. Student teams then make up silly sentence with the same set of words.
3. The team that earns the most points wins the game.

Note: The words on the cards were taken from the top 100 words used in student writing as well as a combination of 1<sup>st</sup> and 2<sup>nd</sup> grade spelling words. The object of this game is to practice spelling and write as many of these words in a short period of time. Therefore, sentences in the game should remain silly sentences to allow students varied use and fun. Since this is a short activity, this is a good game to use as a sponge activity to give prep time between other boot camp games.

**above**  
**alone**  
**lunch**  
**breakfast**

**alone**  
**hungry**  
**dinner**  
**busy**

**cap**  
**across**  
**before**  
**cover**

**changing**  
**any**  
**been**  
**belong**

**both**  
**where**  
**their**  
**who**

**buy**  
**there**  
**what**  
**when**

**care**  
**enough**  
**said**  
**uncle**

**friends**  
**because**  
**aunt**  
**that**

**computer**  
**school**  
**always**  
**happen**

**brother**  
**sister**  
**tomorrow**  
**excited**

**time**  
**enough**  
**doctor**  
**listen**

**hour**  
**clothes**  
**minutes**  
**need**

**Isn't**  
**reach**  
**wouldn't**  
**uncle**

**shoulder**  
**useful**  
**hasn't**  
**winter**

**day**  
**morning**  
**later**  
**haven't**

**night**  
**afternoon**  
**dawn**  
**that**

**mouth**  
**people**  
**everybody**  
**stomach**

**face**  
**knee**  
**can't**  
**headache**

**couldn't**  
**seem**  
**wrong**  
**spring**

**remember**  
**right**  
**shouldn't**  
**summer**

quiet

proud

read

seen

answer

quick

right

reach

tonight

tomorrow

won't

while

smell

warm

upon

wait

smile

shine

sure

really

store

small

soft

these

wonderful

special

expensive

money

dollar

change

table

year

while

work

snack

own

without

year

uncle

that

tonight

bright

send

house

outside

teacher

together

until

try

cry

cried

Internet

start

song

sang

radio

went

truck

reach

remember

yelled

light

scared

felt

more

push

enough

road

meant

car

poor

park

left

over

meant

inside

hide

hid

knew

Know



<b>told</b>	<b>student</b>
<b>letter</b>	<b>text</b>
<b>email</b>	<b>great</b>
<b>faster</b>	<b>strong</b>

<b>brown</b>	<b>purple</b>
<b>blue</b>	<b>lavender</b>
<b>green</b>	<b>yellow</b>
<b>neon</b>	<b>orange</b>

<b>piece</b>	<b>went</b>
<b>a lot</b>	<b>let's</b>
<b>I'm</b>	<b>real</b>
<b>really</b>	<b>meant</b>

<b>hurt</b>	<b>feelings</b>
<b>grateful</b>	<b>appreciate</b>
<b>angry</b>	<b>loving</b>
<b>important</b>	<b>worst</b>

<b>maybe</b>	<b>okay</b>
<b>family</b>	<b>grandmother</b>
<b>grandma</b>	<b>grandfather</b>
<b>grandpa</b>	<b>learn</b>

<b>have</b>	<b>seemed</b>
<b>long</b>	<b>hard</b>
<b>difficult</b>	<b>tried</b>
<b>those</b>	<b>that</b>

<b>two</b>	<b>too</b>
<b>to</b>	<b>keep</b>
<b>kept</b>	<b>aunt</b>
<b>uncle</b>	<b>soft</b>

<b>classroom</b>	<b>home</b>
<b>night</b>	<b>street</b>
<b>scared</b>	<b>hurry</b>
<b>often</b>	<b>them</b>

<b>are</b>	<b>our</b>
<b>they</b>	<b>were</b>
<b>about</b>	<b>each</b>
<b>some</b>	<b>many</b>

<b>called</b>	<b>sent</b>
<b>between</b>	<b>something</b>
<b>thought</b>	<b>asked</b>
<b>important</b>	<b>since</b>

<b>now</b>	<b>little</b>
<b>called</b>	<b>knew</b>
<b>same</b>	<b>problem</b>
<b>instead</b>	<b>strong</b>

<b>brown</b>	<b>purple</b>
<b>blue</b>	<b>lavender</b>
<b>green</b>	<b>yellow</b>
<b>neon</b>	<b>orange</b>

<b>Just</b>	<b>back</b>
<b>more</b>	<b>slowly</b>
<b>group</b>	<b>usually</b>
<b>happen</b>	<b>happened</b>

<b>hurt</b>	<b>feelings</b>
<b>grateful</b>	<b>appreciate</b>
<b>angry</b>	<b>loving</b>
<b>care</b>	<b>car</b>

<b>ran</b>	<b>running</b>
<b>fell</b>	<b>fall</b>
<b>hop</b>	<b>hope</b>
<b>else</b>	<b>mean</b>

<b>hope</b>	<b>dream</b>
<b>bike</b>	<b>harsh</b>
<b>mean</b>	<b>nice</b>
<b>trust</b>	<b>borrow</b>

<b>Top</b>	<b>bottom</b>
<b>San</b>	<b>beach</b>
<b>water</b>	<b>thirsty</b>
<b>go</b>	<b>gone</b>

<b>elementary</b>	<b>gym</b>
<b>computer</b>	<b>game</b>
<b>giggles</b>	<b>soft</b>
<b>join</b>	<b>hard</b>

<b>paper</b>	<b>pencil</b>
<b>teacher</b>	<b>turn</b>
<b>shout</b>	<b>fire</b>
<b>drive</b>	<b>walking</b>

<b>until</b>	<b>inside</b>
<b>lesson</b>	<b>tennis</b>
<b>shoes</b>	<b>pants</b>
<b>sandwich</b>	<b>bread</b>

# Writing Boot Camp

Get your soldiers ready to battle  
compositions on writing tests!

Spelling Rules  
Matching Game

Make your test review  
fun and meaningful!



## **Instructional Objective**

Students review spelling.

## **Game Objective**

Match spelling rule or definition to an example.

## **Materials**

Spelling matching cards

## **Set up**

Make copies of the cards for each student group.

## **Student Directions**

1. Make groups of 3 or 4 students. Distribute a set of spelling cards for each group.
2. One member of the group places all cards on the desk with face up.
3. The next member of the group makes a match of a rule or definition with an example for that card.
4. Continue taking turns until all matches are made.

## **Variation:**

Follow similar directions as previously stated. However:

1. the students are instructed to develop another example for the rule.
2. the students are given only the examples and they must write the rules.
3. the students are given only the rules and they must write an example.
4. the students play Concentration.

If a word ends in *e*, usually drop the *e* when adding a suffix that begins with a vowel. Keep the *e* when adding a suffix that begins with a consonant.

**care**  
**caring**  
**careful**

If a word ends in a vowel and *y*, keep the *y* when adding a suffix.

**turkeys**

If a word ends in a consonant and *y*, change the *y* to *i* when adding a suffix unless the suffix begins with *i*.

**cry**  
**cries**  
**crying**

If a word ends in one vowel and one consonant, often the final consonant is doubled when adding a suffix that begins with a vowel.

**swim**  
**swimming**

In or at that place

**there**

relating to them  
(possessive pronoun)

**their**

Contraction for *they are*

**they're**

Contraction for *you are*

**you're**

relating to us  
(Possessive Pronoun)

**our**

relating to you

**your**

plural verb for *is*

**are**

movement toward a place, person,  
or thing reached  
(preposition)

**to**

1. Give me the books and pencils \_\_\_\_.
2. That is \_\_\_\_ much time.
3. "I didn't do it." "You did \_\_\_\_"

**too**

relating to it or itself  
(Possessive Pronoun)

**its**

Contraction for *it is*

**it's**

The long vowel sound is often spelled this way: V + C+ silent e.

**huge**

The vowel before a double consonant is a short vowel.

**slipper**

The vowel before CC + le is short.

**tickle**

The vowel before C + le is long.

**maple**

A syllable that ends with a vowel is an open syllable. (CCV, CV) The vowel in an open syllable is often long.

**pro-noun**

**re-peat**



A syllable that ends with a consonant is a closed syllable. (CVC) The vowel is often short.

**dis-like**

Usually double consonants in middle of words.

**dribble**  
**puddle**

Other ways to spell *sh*.

**-sion**  
**-tion**  
**-cian**

Examples of spelling with silent letters

**knee**  
**writing**

The plurals of most nouns are formed by adding *s*.

The cakes were delicious.

The plurals of nouns ending in *sh*, *ch*, *x*, *s*, and *z* are made by adding *es* to the singular.

The brushes were used in art class.

If a word ends in a single *f* or *fe* and the final *f* is still heard in the plural form of the word, simply add *s*.

**chiefs**

If a word ends in a single *f* or *fe* and the final *f* has the sound of *v* in the plural form, change the *f* to *v* and add *es*.

**calves**

The plurals for most words ending in *o* are formed by adding *s*.

**patios**

The plurals of most nouns ending in *o* with a consonant letter just before the *o* are formed by adding *es*.

**heroes**

Some nouns change their vowel sound in becoming plural.

foot → feet

goose → geese

man → men

mouse → mice

tooth → teeth

woman → women

Some nouns are old English plurals

**child → children**

**ox → oxen**

Some nouns do not change at all when used as plurals

**cod**

**deer**

**fish**

**perch**

**sheep**

**trout**

## Ten Extra Ideas for Extra Fun

1. Have your school principal or test counselor give the cadence call to motivate everyone at the start of the day.
2. Have students and teachers wear camouflage t-shirts or clothes on the day of the boot camp.
3. Have coaches set up a few obstacle courses to use while the students chant the cadence.
4. Have any military parents visit the school or classes in uniform and have them lead the cadence.
5. As prizes for winning, allow students use of washable face paint to make camouflage designs.
6. Have other grade levels sing the cadence to the students in the boot camp.
7. Video tape the events and play them back for students to view at the end of the day with an encouraging message of great efforts on test day.
8. Have each class choose a branch of the military as a team name.
9. Make simple dog tags for each student.
10. Make everyone a winner and make it a fun, fun, fun review before the "Big Test."



Name

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