

## CWC Sample Schedule for K/1<sup>st</sup>/2<sup>nd</sup>

- 8:30 – 8:45 Arrival and Greeting: Time will be spent greeting children and with an informal check in [with help from a parent to login](#).
- 8:45 – 9:30 Community Building and Morning Activities: Time will be spent listening and speaking to your children. It offers an opportunity for conversation between all participants before jumping into the day's activities. Then, time is dedicated to a read aloud of quality literature. After the read aloud, teachers will divide children into smaller groups to discuss the readings and offer support for the day's activities.
- Large group: Community building
  - Large group: Read aloud of quality children's literature or other intro lesson
  - Small group: Discussion of book/lesson and introduction into "center time"
- 9:30 – 10:15 Center Time: Planned activities that children complete independently, with the help of one teacher who remains online at all times to answer questions, or [with help from a parent when needed](#). Possible centers may be:
- **Writing Center:** Writing inspired by lesson above.
  - **Art Center:** Art extension activity based upon the lesson above.
  - **Blocks:** Optional building activity (legos or other building activity from home, stacks of dixie cups, playdough, etc.)
  - **Listening center/story baskets:** Video links will be provided for thematically related read alouds. Child can prepare "puppets" to retell the story, but this is not expected.
  - **Bathroom or activity break as needed**
- 10:15 – 10:30 [Snack time \(parent supervision\)](#)
- 10:30 – 10:45 Music and Movement: Movement, yoga, breathing activities, etc. offered at this time.
- 11:15 – 12:00 Free choice centers and transition (activities from center time above). One teacher will always be available for support.
- 10:45 – 11:15 Small Group Daily Share (group is divided between teachers) [Parent assistance may be necessary for a portion of this time](#).
- Sharing can take place in several ways:
- Beginning writers might simply hold up writing/artwork for small group and teacher to see and develop his or her "writer's voice" by sharing in a show and tell format. Another option is for younger children to speak into the notes feature of a phone and forward the words to the teacher who would read them.
  - A more confident writer might hold up work to show peers and teacher then read what they have written.
  - A parent may help the child upload a photo of their creation with writing included. The uploaded work would then be shared with others via a shared screen with writing shared by the child or teacher.
- 12:00-12:15 Closing

## CWC Sample Schedule for Grades 3<sup>rd</sup>-5<sup>th</sup>

### 8:30-9:00 Morning Meeting (may consist of one of these)

- Team building and Quick Writes to help the writers get to know each other and their teachers
- A short lesson from the teachers LIVE! For example, teachers may read a book and share a writing prompt and craft idea. This will be something the writers can work on directly following the Morning Meeting.
- An overview of the week and Q/A about writing and projects
- Time to share their writing/projects on designated days

### 9:00 – 9:30 CWC Writers will work on the writing activity presented at Morning Meeting

### 9:30 – 10:00 Snack Break/Brain Break

### 10:00 – 11:00 Daily Writing Activity (may consist of one of these)

- Meet with their teacher for a 15mn one on one conference\*
- Meet with a small group of students and a teacher for a mini lesson, read aloud, or dramatization
- Meet with a small group of students and a teacher to work on a group piece of writing or project
- Watch a pre-recorded lesson by their teachers and work on the writing activity that was introduced
- Work individually on their writing/projects if it is not a designated day for their group to meet
- Participate in a virtual field trip, and work on activities associated with their trip.

\*Meeting times will be scheduled and shared with the writers and their parents in advance\*

### 11:00 – 12:15 Independent Project

- Students will work on their independent writing and projects that have been assigned for the week.
- They will know the due dates ahead of time and can choose to work at their own pace.
- During this time students may also have a meeting with a small group or teacher if there was not time earlier in the day, or if they need additional support.

## CWC Sample Schedule for Grades 6<sup>th</sup>-9<sup>th</sup>

### 9:00 – 9:15 Daily Overview & Access to Resources

- Campers & instructors will begin with a quick morning introduction, sharing their response to a provided prompt.
- Today, writers are tasked with bringing a specific object.
- They'll remind their fellow campers of their name & share in one sentence why they brought their object. Be quick!
- This is a popcorn share—only 15 seconds!
- After morning introductions, the instructors will go over the day's schedule, remind campers of their groups, make sure writers have submitted their manuscripts for consultations, ensure everyone has access to the links for the day, & field any questions.

### 9:15 – 9:45 Asynchronous Lesson: Digital Storytelling

- Writers will use the resources at their disposal to create a TikTok, Insta, or Facebooks story combining audio, visual, & textual elements.
- They will share their creations to our blog for their fellow campers to peruse our curated gallery of digital stories.
- Campers will complete this lesson individually.
- A specific task: campers must include their object in their digital story.

### 9:45 – 10:20 Group Collaborations: Performance Poetry

- Writers will first meet in two separate groups, one with each instructor, to view & discuss two performance pieces—"Toothbrush to the Bicycle Tire" & "Ode to Whataburger" shared from the instructor's screen.
- Campers will then further break into small groups to craft their own group performance poems. Instructors will provide meeting links for the groups & check-in with each group to provide support & feedback.

### 10:20 – 10:40 Large Group Share: Poetry Slam

- Writers will meet together to share their group work.
- Today—each group will perform their group slam poem for the camp.
- Be efficient! Each group will have three minutes to share their piece.
- Muted snaps and spirit fingers are encouraged, but don't worry, the judges will announce a winner by the end of the day.

### 10:40 – 11:10 Snack & Brain Break

### 11:10 – 11:40 Small Groups: Digital Field Trips & Scavenger Hunts

- Writers will break into two groups for separate digital field trips with their instructors.
- Today, one group of students might go on a scavenger hunt for specific artifacts at the Smithsonian, while the other enjoys the live cams at the San Diego Zoo.
- Each trip & scavenger hunt will be paired with a writing prompt for students to collaborate on.
- The following day, campers will swap instructors & try an entirely new experience.
- Watch out for later in the week when we head to the Great Wall of China & enjoy snippets of a professional theatrical performance!

#### **11:40 – 12:30 Portfolio work/Asynchronous lesson & Scheduled manuscript consultations**

- While campers work asynchronously on their portfolio for our digital chapbook/anthology, instructors will meet individually with writers to discuss their work & ideas for revision.
- Instructors will provide a schedule to campers for their respective meeting times at the beginning of the week, allotting 10 minutes for each consultation & allowing each student *at least* two consultations per week—one with each instructor.
- Writers will share a Google .doc of the work they'd like to discuss with their instructor prior to each consultation.
- For campers working asynchronously on their portfolio, instructors will provide a previously-recorded lesson focusing on revision, or early on in camp, an additional generative lesson. i.e. "Playing with Time: Begin Your Story at the End" (revision) or "Building Plot with the Dixie Chicks" (generative)

#### **12:30 – 12:45 Daily Wrap-Up & Reflections**

- Our campers will end each day how we begin it—together.
- In the final 15-30 minutes of camp, writers will have the opportunity for a quick popcorn around to share a highlight from the day, their favorite line that they or another camper crafted, or a curiosity they hope to continue exploring.
- Instructors will reflect on the day, foreshadow the next day's activities, & remind students of any tasks they need to complete before we reconvene the following day for camp.