

Getting Started with **Revision Plus**

by Sylvia Gunnery

A great feature of **Revision Plus** is its flexibility—you will easily create diverse ways in which to engage your students in revision by using this unique resource. Getting started is simple!

- Assemble the five sets of 64 task cards. The sets are identical except in color. A rubber band around each of the sets will keep the cards organized.
- The tasks are divided into the following elements of writing:
 - *Choice* (14 tasks)
 - *Correctness* (14 tasks)
 - *Ideas* (17 tasks)
 - *Organization* (9 tasks)
 - *Voice* (6 tasks)

Note: There are also 4 cards that read: “*Decide your own revision task.*” These offer students even more personalized opportunities for revision.

- You may want to glance through a set of the revision tasks and decide whether any should be set aside until your students have had lessons to introduce or review the concepts. (Set aside the same cards from each of the other sets.)
- Plan your introductory lessons, using one or more of the following approaches:
 - **Introduce **Revision Plus** as a new classroom resource.**

Display the five sets of task cards, explaining that this resource, like a dictionary or a thesaurus, is support for writers as they revise draft writing. Divide your class into five groups, giving each group one set of cards. Ask the groups to sort through the tasks and make three piles:

1. revision tasks we do a lot
2. revision tasks we do sometimes
3. revision tasks that are new to us

Invite groups to share with the class one revision task they selected for each pile. Encourage discussion as the revision tasks are presented. Finally, require that individuals choose a paragraph or a page of their own draft writing (or another piece they are currently working on) and do at least 3 revision tasks.

(Take particular note of the “new to us” cards selected by each group so that you can plan future lessons.)

- **Introduce or review each element of writing individually.**
- From each set, choose all task cards relating to one element of writing, securing each sub-set of cards with a rubber band. Teach or review the concept. Divide your class into five groups, giving each group one of the sub-sets of cards you’ve selected. Invite

students to make changes in their own draft writing (or another piece they are currently working on) using a manageable number of task cards in the time allotted. Encourage students to share their changes in small groups or with a partner. Or you may decide to call upon individuals to share with the class. (Repeat this lesson—perhaps over several days—until all elements of writing have been introduced or reviewed.)

- **Introduce or review all elements of writing at once.**
- Choose one or more task cards from each element of writing. Assemble the cards (using large paper clips or rubber bands) to include at least one task for each element of writing. (You may decide to create enough sub-sets for students to work in pairs or in small groups. They do not all have to get the same revision tasks as long as all five elements of writing are represented.) Teach or review the concepts. Invite students to make five changes in their own draft writing (or another piece they are currently working on), using one task card for each element of writing. Encourage students to share their changes in small groups or with a partner.
- At the conclusion of each lesson, ask students to reassemble the task cards, securing whole sets with a rubber band.
 - Decide on a convenient place to display the **Revision Plus** resource so that it is easily accessible for individual use and for further lessons.

Several other introductory activities can be found in the **Revision Plus** teacher resource and further lessons are provided online at www.curriculumplus.ca.

