

More Introductory Lessons For **Revision Plus**

by Sylvia Gunnery

INTRODUCTORY LESSON A: UNDERSTANDING THE REVISION CATEGORIES

Purpose: to introduce or review the five revision categories (or elements of writing) found on the *Revision Plus* task cards: choice; correctness; ideas; organization; and voice.

Time: approximately 45 minutes

Lesson Outline:

- Divide your class into five groups, assigning each group **one** of the five revision categories. (You can quickly comment on *Decide your own revision task*. by explaining that there are four such cards in each set of task cards, providing writers with further personalized revision opportunities.)
- Give one set of *Revision Plus* task cards to each group. (Each set of 64 task cards is identical except in color.)
- **First group job:** select all the task cards labelled with the revision category that has been assigned to the group.
- **Second group job:** define the revision category and explain why it is important. (When these definitions and explanations are drafted, check them for clarity. You may want to make an anchor chart to display the definitions.)
- **Third group job:** share information with the class, reading aloud at least five task card examples in the revision category. (During these presentations, encourage all students to make brief notes for future reference.)
- Now ask one group member to shuffle the task cards and then spread them out in preparation for the next activity.
- **Fourth group job:** Each student finds one card for each of the five revision categories. In turn, each person chooses one of the five cards and explains to the group why this particular revision task would improve draft writing. (During these discussions, visit groups to encourage clear explanations and to support students if further clarification is needed. You may decide to repeat this group job, with everyone choosing a second card to discuss.)
- To conclude, ask a student in each group to reassemble the 64 task cards. (A rubber band around each set is recommended to help keep the cards organized.) Display the *Revision Plus* resource so that it is easily accessible for individual use and for further group lessons. A durable plastic container with a lid works well.

INTRODUCTORY LESSON B: REVISE, REVISE, REVISE

Purpose: to support students in revising prose writing

Time: approximately 30 minutes

Lesson Outline:

- Ask students to select one piece of their own draft writing. Students may select one or more pages, or only one paragraph of draft writing.
- Divide your class into five groups.
- Give one set of *Revision Plus* task cards to each group.
- (You may choose to review briefly the five categories of revision tasks explored in Introductory Lesson A.)
- **First group job:** Each person randomly selects one task card. (Ask groups to be sure they have at least **three** different revision categories before they proceed to the next job).
- **Second group job:** Each person reads aloud the task card selected and challenges group members to revise their draft writing by doing that task. (During this activity, visit groups to encourage clear explanations and to support students as they work to revise their writing. When possible, suggest that individuals share changes made in their draft writing.)
- **Third group job:** Require that all students do a minimum of **four** different revision tasks, using their own draft writing. The group may decide to select four task cards together and share their revision strategies. (You may also ask students to write a note describing one change made in their draft writing and explain why this change is effective.)
- To conclude, ask a student in each group to reassemble the 64 task cards. (A rubber band around each set is recommended to help keep the cards organized.) Display the *Revision Plus* resource so that it is easily accessible for individual use and for further group lessons. A durable plastic container with a lid works well.