

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 five elements of writing:
 - *Choice* (14 tasks)
 - *Correctness* (14 tasks)
 - *Ideas* (17 tasks)
 - *Organization* (9 tasks)
 - *Voice* (6 tasks)

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

- Plan your introductory lessons for *Revision Plus* by using one or more of the following approaches:

1. 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 task 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 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.)

2. Introduce or review each of the five elements 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 or a large paper clip. 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 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 five elements of writing have been introduced or reviewed.)

3. Introduce or review all five elements of writing at once.

Choose one or more task cards from the five elements of writing, securing each sub-set of cards a large paper clip or rubber band) 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 use 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, using one task card for each element of writing. Encourage students to share their changes in small groups or with a partner.

- 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 five sets.)
- 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. A durable plastic container with a lid works well.



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