



ELA
Common Core
State Standards
Lesson Plan Packet

2nd Grade
Revision: Re-seeing Possibilities –
Using a Revision Toolbox
Unit 3 (Optional)
08/11/13

Writing Unit of Study
2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

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Abstract

One of our overall goals for young writers is to teach them a process that they can apply to any writing, whether it is in school or in their personal lives. Once writers get ideas on the page it is important that they go back and revise. Revision is the seeing again or re-seeing the content of a piece of writing. By revising a piece, an author can make changes in content and form to suit a writer's purpose and intended audience.

This is a very tall order for second graders. The focus of this unit is not on the quality of their revision work, but the fact that they develop a habit of revisiting work and thinking about how they can make it even better. Therefore, an important goal of this unit is to create a language of writing terms to share with young writers. As Barry Lane states, Though each writer's process is different, shared language helps writers and readers to gain control.

Writing is similar to carpentry in that young writers are building stories. They start with a framework to help create a solid structure. Once the structure is in place, they can go back to add, delete or modify things. Just as builders use tools, so do young writers. Children will be more apt to revise if it is a physical and concrete process. In this unit, students will be acquiring many tools to put in their revision toolboxes. They will acquire tools that help them to physically make changes, as well as tools of what they could possibly revise or change. They will work through the metaphor of wearing different revision lens each time they revise-- each lens provides them with a specific or focused purpose for reading their writing. The unit culminates with children taking on the role of a writing teacher and sharing with others a revision strategy they learned.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Considerations Section - Should I Do This Unit With My Class?

This unit is labeled as optional based on students' and teacher needs. It is recommended that teachers assess and evaluate students' knowledge of revision to determine if this should be a separate unit of study or if certain lessons should be incorporated into other units as needed. Review work from units 1 and 2 to make that determination. Also, it is helpful for teachers to consider the types of modeling they have done to date for each of the areas discussed below. The following are some areas to study:

1. Type of Change and Level of Change – What type and at what level is the writer typically making changes?

Gail E. Tompkins, author of Teaching writing: Balancing process and product (1994), informally assesses the type of change and level of change to determine where students need more instruction and modeling.

Type of change: add, remove/delete, move or movement, substitute (Acronym-A.R.M.S.)

Level of change: word, phrase/clause, sentence, multi-sentence/paragraph

Type of Change

Level of Change		<u>A</u> dd	<u>R</u> emove or Delete	<u>M</u> ove	<u>S</u> ubstitute
	Word				
	Phrase/Clause				
	Sentence				
	Multi-sentence/Paragraph				

Chart based on: Tompkins, Gail E. (1994). *Teaching writing: Balancing process and product*. Englewood Cliffs, NJ: Macmillan. p. 382. (See resource packet for a copy of the chart)

2. Physically HOW are Changes Being Made – How is the writer physically making changes?

- A. Carets
- B. Flaps
- C. Adding more paper to the middle of a page or at the end of a page (e.g. cut and paste or paper surgery)
- D. Dot and arrow (then writing in margin or on the back of the paper)
- E. Numbering (then writing in margin or on the back or on another sheet of paper)
- F. Other –

3. WHAT Kind of Revision Strategies – What type of revision strategies does the writer try on a regular basis?

Examples: add to the picture, detail of internal thinking, detail of character action, detail of setting, detail of physical description, detail of dialogue, other details, leads, endings, most important part or heart of the message, show, not tell, precise word choice, temporal words, etc.

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Resources and Materials Needed

- Anchor Charts – See Immersion Information
 - Revision Checklist
 - Character’s Action
 - Revision Strategy
 - A Writing Teacher’s Job for the Most Important Part
 - Temporal or Time Words to Signal a New Event
 - Precise Verbs
 - Revision Museum Steps

Mentor or Teaching Text

- Mentor Texts – See Resource Materials Packet Please note: Any of the following text may be replaced by an available text that has similar qualities.
 - Session 1: HELP! By Alexandra Giles – www.readingandwritingproject.com, 2nd grade, Authors as Mentors (student piece that has revision work evident)
 - Session 3: Fireflies by Julie Brinckloe or Night of the Veggie Monster by George McClements or The Rain Stomper by Addie Boswell (character actions)
 - Session 5: Hurricane! By Jonathon London (most important part or heart of the story)
 - Session 8: In the Small, Small Pond by Denise Fleming (precise verbs)
 - Session 9: Shrek! by William Steig (precise verbs)
 - Session 10: Familiar text that has good examples of internal thinking
- Teacher and class sample story/stories – One to two class stories will be used throughout the unit of study during mini-lesson instruction. The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - Session 2- Teacher story for physically how to revise
 - Session 3 – Teacher story or class story for WHAT to revise
 - Session 4 – Teacher story or class story for show not tell
 - Session 5 – Teacher story
 - Session 6 – Teacher story for Temporal or Time words to Signal a New Event
 - Session 7 – Teacher story that will be used for demonstrating revising and drafting simultaneously
 - Session 10 – Teacher story for adding character’s thoughts and feelings

Resources and Materials

- Information gathered from Should I Do This Unit With My Class? – see page 2 for more information
- Check with Kindergarten and First grade teachers as to what revision strategies were taught and how students physically
- made changes (e.g. flaps, carets, paper surgery, dot and arrow, etc.)
- Children need finished pieces from Units 1 and 2 to revise. Begin with a Xerox copy of their celebration piece and then use other finished copies in their original form from Units 1 or 2 (approximately 4 needed). Some teachers make duplicated copies of the original drafts, so students feel comfortable messing them up. In the first week or so, students are only revising existing work (pieces already written).
- Demonstration stories - Short shared class story from previous work on chart paper. If one isn’t available, create a simple version of a shared class event. This will be used throughout many of the mini-lessons or for small group work. Also develop 1-2 teacher stories. See next few pages for directions.
- Anchor chart/handout from Unit 1 and 2 - Revision Checklist: What a writer can revise?
- Class set of revision pens (all the same color – e.g. purple). This color should be different from their drafting utensil. By using different color ink, revision changes will stand out from the original text.
- Anchor Chart Paper

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- 2 different color fat markers: 1, same color used for writing on chart paper and 1, different color for modeling revision work (should be same color that students are using for revision work, e.g. purple).
- Project Folders
- Writing booklets
 - Differentiate paper based on student needs. Paper selection is important as it lends itself to increased stamina. Start the year by providing booklets in which to write. Booklets can contain five pages, with each page containing only a very small box for the picture and plenty of lines for the writing. Paper conveys expectations. As children become more skilled as writers, steer them toward paper with more lines, encouraging them to write more. It is important to teach students to skip lines or use paper that has white spaces above the writing lines. This encourages and enables revision work. Also, students should write on one side of the paper so they can do paper surgery or use a dot and arrow and write on the back.
- Student partnerships decided – partner work will occur on a regular basis.
- Revision toolboxes/caddies: revision pens, scissors, staplers, tape, paper for revision, paper for flaps or strips (already cut), etc.
- Materials duplicated from Resource Section (class charts and/or student handouts).
- Post-it notes (various sizes) and post-it flags.
- Celebration – The Celebration is not a recopied published piece. Drafts which are marked with revisions are what is celebrated and put in the Revision Museum. In this Celebration, students teach others about the revision tool they have selected to highlight. Materials needed: audience in which students can discuss/teach their revision strategies, a place (table or desk) for each student to display their work, sign per student to put on their display area (table or desk), class sign – Welcome to xxxx Revision Museum (and perhaps directions or explanation), name tags, response form and box (optional), visitor booth cards, bell or signal, etc. (See Sessions 11-13 for more specifics).
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 2*. Portsmouth, NH: Heinemann.
- Calkins, Lucy and Bleichman, Pat. (2003). *The Craft of Revision*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

Writing Unit of Study

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferring –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Writing Unit of Study

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Overview of Sessions – Teaching and Learning Points

Assess/Evaluate students' knowledge of revision to determine if this should be a separate unit of study or if certain lessons should be incorporated into other units of study as needed.

Concept I Writers develop an understanding of the purpose and mechanics of revision.

Session 1 Writers revise to make changes to content, style and organization of a piece. Writers learn revision possibilities from studying other authors.

Session 2 Writers use tools to insert new text into their pieces.

Concept II Writers wear different revision lens when revising. *

(*Select lessons appropriate to your students' needs. The order of lessons may be changed)

Session 3 Writers revise by describing character's exact actions.

Session 4 Writers act out events to show, not tell their stories using drama.

Session 5 Writers revise the most important part of their stories by partnering for revision.

Session 6 Writers use temporal words to signal event order.

Session 7 Writers revise while writing.

Session 8 Writers select precise verbs to paint pictures in readers' minds. (part 1 – recognition)

Session 9 Writers select precise verbs to paint pictures in readers' minds. (part 2 – production, how to do it)

Session 10 Writers revise by adding character's thoughts and feelings.

Concept III Writers celebrate their learning by sharing with others.

Session 11 Writers prepare for an Author's Celebration by teaching others about revision.

Session 12 Writers conduct a dress rehearsal for their Revision Museum.

Session 13 Writers engage in an Author's Celebration by hosting a Revision Museum.

Session 14 Unit Wrap-Up Day – Time for Student Reflection and Cleaning-out Folders

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Directions for Demonstration Stories - Revision Unit

It is important teachers create 3-4 demonstration stories prior to the unit. One or more of the stories should be based on a class shared experience. These stories will be used to teach a variety of teaching points. Teachers should take into consideration length of stories, types of revision techniques (physically- how to do it) and revision strategies (what to revise). Focus areas will vary year to year based on students' needs. Developing these stories is an excellent activity to do with colleagues. The following are possible considerations when developing these pieces:

Part I Length

Part II Types of Revision Techniques (physically- how to do it)

Part III Revision Strategies (what to revise)

Part I Decide the length of your story based on the developmental stage representative of most of your students' writing.

Length Write text keeping in mind the types of revision you will model (see Parts II and III).

Part II Plan what TYPES of revision techniques you will model and decide where in the story they will fit.

Types (See Sample Revision Plan #1 on next page – example of physically how to do it)

Sample types:

- Add to the ending of a page
- Add a caret
- Add a flap
- Add a dot and arrow (dot marks where the new information would be inserted and arrow directs where the writer will put the information – along the side of the page or on the back of the paper if more than one sentence)
- Add more paper – paper surgery or cut & paste
- Add a new page
- Add to the picture
- Etc.

Structure text to lend itself to each type of revision work you want to demonstrate.

For example:

- Leave room on the bottom of one page so more can be added to the end.
- Leave no room for a sentence at the end of a line so a flap can be added.
- Write so there is space to use a caret and add a word or phrase.
- Leave no room at end of one page so an arrow must be used, and then write on the back or add more paper.
- Choose to add in the middle of a page so have to cut and add more paper (or use a dot and arrow).
- Optional: Don't put a lot of detail in one drawing so can add more to it., Etc.

Part III

Strategies

Write the story so you can go back in subsequent lessons and revise for some of the following items*:

Plan what Revision Strategies you will teach and/or review. (See Sample Revision Plan #2 – p. 6)

- A. Detail - internal thinking (thoughts and feelings)
- B. Detail - action
- C. Show, Not Tell
- D. Temporal words to signal event order
- E. Precise word choice – verbs
- F. Heart of the Message or Most Important Part
- G. Etc.

* Base items on students' needs

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2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Directions for Demonstration Stories - Revision Unit, Continued

Part II **Types of Revision Techniques (physically how to do it)**

Sample Revision Plan #1 – based on HOW to add information – physically- how to do it

A. Sample teacher story

- p. 1 One sunny day my daughter, niece and I stood in a really long line to go on a scary roller coaster.
- p. 2 It was finally our turn. We walked in the car and sat in the very last row. We snuggled close to one another. We pulled the arm bar toward us and it snapped into place.
- p.3 Slowly, we climbed up a loop. The ride made a ticking noise. Click, click went the ride as we reached the top of the loop. It looked like we were going to fly right off the track and fall into the sky.
- p.4 Suddenly, we zipped down the roller coaster. Our hair blew wildly in the wind. We could barely catch our breath with all the twists and turns.
- p. 5 I was so scared, but I overcame my fear. I did it!

B. Plan for types of revision techniques to teach or review

#	type	what you add
1	add to the end	We were at Disney World in Florida.
2	add a flap	We waited for over an hour.
3	add a caret	long, steep
4	add a dot and arrow	Our hair blew wildly in the wind. We had grins across our faces. Our hands gripped tightly on the bar and our feet braced against the wall.
5	paper surgery	same as above

C. Sample teacher story with revision plan

- One sunny day my daughter, niece and I stood in a long line to go on a scary roller coaster. ¹
- It was finally our turn. ² We walked in the car and sat in the very last row. We snuggled close to one another. We pulled the arm bar toward us and it snapped into place.
- Slowly, we climbed up a ³ loop. The ride made a ticking noise. Click, click went the ride as we reached the top of the loop. It looked like we were going to fly right off the track and fall into the sky.
- Suddenly, we zipped down the roller coaster. ^{4 or 5} We could barely catch our breath with all the twists and turns.
- I was so scared, but I overcame my fear. I did it!

Part III **Revision Strategies (what to revise)**

Sample Revision Plan #2 – based on revision strategies – what to revise

A. Sample class story based on shared experience

- ⁴A lady from the science center came to visit our room. She wore a long, white jacket and had boxes and boxes of exciting things. Her name was Dr. Stephano. ¹
- One of the first things she showed us was a long, yellow snake. It was an xxx xxxx. She explained that for dinner once a week it ate a rat. The girls groaned at that comment. The boys loved it!
- ⁴She said ²for us to come touch the snake. Row by row we approached the slimy creature. Many of us were afraid. ³
- ETC.

Writing Unit of Study

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Directions for Demonstration Stories - Revision Unit, Continued

Part III Revision Strategies (what to revise)

Sample Revision Plan #2 – based on revision strategies – what to revise

B. Sample class story based on shared experience

- ⁴A lady from the science center came to visit our room. She wore a long, white jacket and had boxes and boxes of exciting things. Her name was Dr. Stephano.¹
- One of the first things she showed us was a long, yellow snake. It was an xxx xxxx. She explained that for dinner once a week it ate a rat. The girls groaned at that comment. The boys loved it!
- ⁴She said ²for us to come touch the snake. Row by row we approached the slimy creature. Many of us were afraid.³
- ETC.

C. Plan for revision strategies to teach or review

#	Item	Sample
1	Action	She shuffled in the room trying to balance her books in one hand and pushing her cart of items with the other hand. Her face had a huge smile as she scanned the classroom.
2	Precise verb	invited
3	Show, Not Tell	Most of us held back unsure if we really wanted to approach the snake.
4	Temporal/time Words	Yesterday, after awhile, etc.

D. Sample class story with revision plan

Yesterday, a lady from the science center came to visit our room. She wore a long, white jacket and had boxes and boxes of exciting things. Her name was Dr. Stephano.¹ **She shuffled in the room trying to balance her books in one hand and pushing her cart of items with the other hand. Her face had a huge smile as she scanned the classroom.**

One of the first things she showed us was a long, yellow snake. It was an xxx xxxx. She explained that for dinner once a week it ate a rat. The girls groaned at that comment. The boys loved it!

After awhile, She said² **for invited** us to come touch the snake. Row by row we approached the slimy creature. **Most of us held back unsure if we really wanted to approach the snake.** Many of us were afraid.

ETC.

Part III Revision Strategies (what to revise)

Sample Revision Plan #3 – based on revision strategies – what to revise

A. Sample teacher story

- One sunny day my daughter, niece and I stood in a long line to go on a scary roller coaster. ³ We were at Disney World in Florida.
- It was finally our turn. We waited for over an hour. We walked in the car and sat in the very last row. We snuggled close to one another. We pulled the arm bar toward us and it snapped into place. ¹
- Slowly, we climbed up a long, steep, loop. The ride made a ticking noise. Click, click went the ride as we reached the top of the loop. It looked like we were going to fly right off the track and fall into the sky. ²
- Suddenly, we zipped down the roller coaster. Our hair blew wildly in the wind. We had grins across our faces. Our hands gripped tightly on the bar and our feet braced against the wall. We barely could catch our breath with all the twists and turns. ⁴
- I was so scared, but I overcame my fear. I did it!

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Directions for Demonstration Stories - Revision Unit, Continued

B. Plan for revision strategies to teach or review

#	Item	Sample
1	Internal thinking	I thought why did I ever let my daughter talk me into doing this!
2	Dialogue	Here we go! shouted my daughter. (flap)
3	Physical Description	The Dragster had 5 loops and was as tall as two school buildings. (caret)
4	Heart of the Message	My daughter buried her face in my shoulder and screamed at the top of her lungs. I buried my head on top of hers. Then, all of a sudden the ride came to a jolt. We both popped up, looked at each other and smiled. It went much faster than we thought.
Etc.		

C. Sample teacher story with revision plan

- One sunny day my daughter, niece and I stood in a long line to go on a scary roller coaster. ³ The Dragster had 5 loops and was as tall as two school buildings. We were at Disney World in Florida.
- It was finally our turn. We waited for over an hour. We walked in the car and sat in the very last row. We snuggled close to one another. We pulled the arm bar toward us and it snapped into place. ¹ I thought why did I ever let my daughter talk me into doing this!
- Slowly, we climbed up a long, steep, loop. The ride made a ticking noise. Click, click went the ride as we reached the top of the loop. It looked like we were going to fly right off the track and fall into the sky. ² Here we go! shouted my daughter.
- Suddenly, we zipped down the roller coaster. Our hair blew wildly in the wind. We had grins across our faces. Our hands gripped tightly on the bar and our feet braced against the wall. We barely could catch our breath with all the twists and turns. ⁴ My daughter buried her face in my shoulder and screamed at the top of her lungs. I buried my head on top of hers. Then, all of a sudden the ride came to a jolt. We both popped up, looked at each other and smiled. It went much faster than we thought.
- I was so scared, but I overcame my fear. I did it!

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	1
Concept I	Writers develop an understanding of the purpose and mechanics of revision.
Teaching Point	Writers learn revision possibilities from studying other authors. Writers revise to make changes to the content, style, and organization of a piece.

Materials	
<ul style="list-style-type: none"> HELP! By Alexandra Giles –[See Resource Materials Packet] Or use a piece from a student in your class that has easily identifiable qualities of good writing. 	<ul style="list-style-type: none"> Enlarge the piece for shared reading or give each student/partnership a copy Markers to markup text

Tips	<ul style="list-style-type: none"> Plan additional time for active engagement for today’s lesson. Students should have ample time to study, markup and discuss the mentor text. Help students to understand that at this point they are only revising previous work from Units 1 & 2 (e.g. flaps, carets, paper surgery, dot and arrow, etc.).
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Connection	<ul style="list-style-type: none"> <i>We’ve been studying that one way to live a writerly life is by noticing and studying what other writers do and then trying some of these things in our own writing. Remember, we called this, ‘Shopping around for ideas.’</i> <i>We can study work from published authors, student authors and even teacher authors.</i> <i>Today, we are going to read another second grader’s piece and look for ideas we might want to try in our own writing.</i>
Teach	<ul style="list-style-type: none"> Conduct a discussion of revision: define, discuss what it is and what it is not, why writers revise, etc. (Modify based on how much has already been reviewed and discussed in previous units) Some possible things to include in discussion if haven’t already discussed in previous units: <ul style="list-style-type: none"> Revision means: re = again & vision = seeing. Revision is the seeing again or re-seeing the content of a piece of writing. Writers revise to make changes to content, style, and organization of a piece. Writers revise to make changes in content and form to match a writer’s purpose, Heart of the Message, etc. Revision is focusing on ideas and how to make them better. Things such as... Revision is not editing. Editing is what we do after we have our ideas just right. Editing is fixing our spelling, punctuation, capitalization and grammar. We don’t revise because we did something wrong. We see revision as another chance to go back and rethink and rework our pieces. Most important aspect of revision is rereading and asking, What kind of information might my audience want to know? What can I change to make this even better? Demonstrate marking up text using page 1 of Alexandra’s story, HELP! Markup text by circling or underlining noticings and naming it on the page. Relate back to the concept of craft from unit #2. Discuss what you notice, name it and think aloud about how you might like to try that in one of your stories. Example of noticings on page 1: <ul style="list-style-type: none"> Dialogue lead Detail – dialogue Strong action words (verbs) – stepped, called, answered, Detail - physical description of things – sharp, slippery rocks; big blue ocean; streaks of light shown down.

Writing Unit of Study

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Lesson Plan – Session 1, Continued

Teach – Continued	<ul style="list-style-type: none">○ Text to match meaning – REALLY○ Detail of internal thinking – I could feel excitement rush through my body○ Exclamation points○ And other noticings
Active Engagement	<ul style="list-style-type: none">● In partnerships, have students markup other pages – underline or circle part and label with what the author was doing.● Share as a class some of their discoveries and create a class chart they can use as a reference.
Link	<ul style="list-style-type: none">● <i>Today you will take out some of your stories from Unit 1 and 2. Reread your story and think, How can I improve this piece? What else can I do? Please look over the list we develop, and think about what things you would like to try in some of your stories. Use this list as a shopping list of ideas. When you decide what you would like to add or change, use your special revision pen to do so.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● <i>Share with your partner some of the revision work you have done so far. Explain what you have done and why.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">●
After-the-Workshop Share	<ul style="list-style-type: none">● Review the importance of revision and what they already know about it.● See Resource Materials Packet for other share options.

Sample Anchor Chart Ideas We Might Want to Try from Another Author

- Big and Bold – text to match meaning
- Dialogue included
- Thoughts and feelings included
- Etc.

Sample Anchor Chart Revision – What and Why

- Revision is...
- We revise because...

These charts should be co-constructed with students based on how they would describe things and mentor text read.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	2
Concept I	Writers develop an understanding of the purpose and mechanics of revision.
Teaching Point	Writers use tools to insert new text into their drafts.

Materials	
<ul style="list-style-type: none"> Demonstration story (class shared experience or teacher story) – see Directions for Demonstration Stories , pages 5+, especially Sample Revision Plan #1 – physically HOW 	<ul style="list-style-type: none"> Revision pens Anchor chart and markers Paper for flaps or strips already cut Revision Checklist –Anchor Chart [See Resource Materials Packet]

- Please modify lesson based on what students learned about Revision in Kindergarten and First grade.
- Preparation prior to session:
Develop a teacher and a class shared experience story. Write the shared class story from the previous unit and a teacher story on chart paper or overhead, so all students can follow along and read the text. Write the story over several pages. See Directions for Demonstration Stories.
- Important modeling tips:
 - Always reread piece at the start of each type of demonstration
 - Always reread after revising to be sure it makes sense.


Tips	<ul style="list-style-type: none"> Collect student work to do a quick assessment of the types of revision techniques they are using and which ones need more review. Also, analyze level of changes – word, phrase, sentence, multiple sentences, etc. (See Considerations Section – Should I Do This Unit With My Class?) Help students to understand that at this point they are only revising previous work from Units 1 & 2 This session may take 2 days if students do not have prior knowledge and experience from Kindergarten and 1st Grade
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Connection	<ul style="list-style-type: none"> Reiterate the teaching point from yesterday’s lesson in a way that contextualizes today’s lesson. <i>Today I will review HOW you physically can add more words and sentences to your writing when revising your work.</i>
Teach	<ul style="list-style-type: none"> Demonstrate to students the WHAT and HOW of revision. The What to revise should be based on qualities of good writing, previous understandings from K and 1st, and the Revision Checklist developed in Units 1 and 2. The How focuses on how to physically add that information. Suggested process to model for students: 1) Reread, 2) Imagine the moment, 3) Ask, How can I make this better? 4) Rehearse the change, 5) Decide how to do it. Sample: <ul style="list-style-type: none"> Reread first page of story. Do a think aloud: <i>Hmm, how can I make this better? I bet my reader would want to know what my cat looked like. I could add some physical description. My cat is black. I could add the word black. Since it is only a word, I will use a caret ^ to add the word. Watch how I do it. (demo) After I revise, I go back and reread and make sure it makes sense. Reread and confirm it makes sense. Yes, this makes sense. Adding the detail of physical description will help paint a better picture in the reader’s mind. I am going to read on and see if I can make more revisions...</i> Continue for other physical techniques as determined in your demonstration story plan. Teacher Talk: <i>What’s good in this story that especially deserves to be built on?</i> Keep emphasizing that revision is not hunting for errors; not correcting errors or mess-ups. It is a way to re-see or rethink work; a way to make it even better!

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 2, Continued

Teach - Continued	<ul style="list-style-type: none">Teacher Talk: Discuss as you go along that revision will make text look messy. It won't look as neat as it originally did. Revision is what good writers do, even if it messes up the look of the page. Revision work shows that the writer is working hard to make each story his/her personal best. It is great to see the color xxxx (revision pen) on our work. It shows effort. <p>Sample Chart</p> <p>1) Reread, 2) Imagine the moment, 3) Ask, How can I make this better? 4) Rehearse the change, 5) Decide how to do it.</p> <p>Use anchor chart:</p> <p>Revision checklist – What a writer can revise? </p> <table><tr><th>Envision/Rehearse WHAT you will add</th><th>Size of what You want to add</th><th>HOW to add it? (physically how to do it)</th><th>Example (optional column)</th></tr><tr><td>word black (physical description)</td><td>Word, phrase, or sentence</td><td>Caret ^</td><td></td></tr><tr><td>Sentence – My heart was pumping so fast. (feelings)</td><td>sentence</td><td>Caret ^ or Flap (at end of a line)</td><td></td></tr><tr><td>More than a sentence – Hey, mom. I am over here. Come quick, I screamed. (detail – dialogue)</td><td>More than a sentence</td><td>Dot and arrow or Cut and paste (paper surgery)</td><td></td></tr></table>	Envision/Rehearse WHAT you will add	Size of what You want to add	HOW to add it? (physically how to do it)	Example (optional column)	word black (physical description)	Word, phrase, or sentence	Caret ^		Sentence – My heart was pumping so fast. (feelings)	sentence	Caret ^ or Flap (at end of a line)		More than a sentence – Hey, mom. I am over here. Come quick, I screamed. (detail – dialogue)	More than a sentence	Dot and arrow or Cut and paste (paper surgery)	
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More than a sentence – Hey, mom. I am over here. Come quick, I screamed. (detail – dialogue)	More than a sentence	Dot and arrow or Cut and paste (paper surgery)															
Active Engagement	<ul style="list-style-type: none">After going through several examples, read another page and have partnerships talk about possible revision moves for that page. Share with class.																
Link	<ul style="list-style-type: none"><i>When you go off today, you will be rereading work you did in Units 1 and 2. Do your best to re-see and re-think about how you can make different parts of your small moment stories even better. Remember to follow these steps: 1) Reread, 2) Imagine the moment, 3) Ask, How can I make this better? 4) Rehearse the change, 5) Decide how to do it.</i>																
Mid-Workshop Teaching Point	<ul style="list-style-type: none">Model another example from teacher story, highlighting the importance of rehearsing the change to help decide the best way the physically add the information (e.g. word = caret, sentence = caret or flap, etc.)																
Independent Writing and Conferring	<ul style="list-style-type: none">																
After-the-Workshop Share	<ul style="list-style-type: none"><i>Think about carpenters, people who build things. They have a tool box full of tools. They select a tool depending on what they need to do. They use a hammer for... a screwdriver for... Writers have toolboxes too. We select tools based on the kind of writing work we are doing. For example, one tool we have is using a caret ^. We use this tool when we add a word, phrase or sentence. Another tool we have is a dot and arrow. We use this tool when...</i> Continue toolbox metaphor to review writing tools students can use, and how they can utilize their toolbox whenever they are building a piece of writing.See Resource Materials Packet for other share options.																

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	3
Concept II	Writers wear different revision lens when revising.
Teaching Point	Writers revise by describing character's exact actions.

Materials	
<ul style="list-style-type: none"> • <u>Fireflies</u> by Julie Brinckloe or <u>Night of the Veggie Monster</u> by George McClements or <u>The Rain Stomper</u> by Addie Boswell or another book that has exact character action (read and discuss during reading time prior to this lesson) • Character's Action – Anchor Chart - [See Resource Materials Packet] 	<ul style="list-style-type: none"> • Revision pens • Demonstration story – class and/or teacher stories – see Sample Revision Plan #2 – WHAT revision strategies • Revision Checklist -Anchor Chart [See Resource Materials Packet]

Tips	<ul style="list-style-type: none"> • Be sure to discuss use of exact actions during reading. Have students keep flagging pages where they find good examples. • Add to Revision Checklist – movement from place to place, hands, feet. • Help students to understand that at this point they are only revising previous work from Units 1 & 2. • Keep reviewing that when revising, writers put on a special lens. These lenses provide writers with a specific or focused purpose for reading their writing. <i>I am going to look for _____ ...</i>
Connection	<ul style="list-style-type: none"> • Reiterate the teaching point from yesterday's lesson in a way that contextualizes today's lesson. • <i>When we go back and revise and re-see our work, it helps to wear glasses or revision lens. These lenses provide the writer with a specific or focused purpose for reading their work. It helps a writer to look for one particular thing while rereading (pretend to put on glasses). Just kidding, we don't really need to all go and buy glasses, but we will pretend each time we go back and revise that we are putting on special revision lenses or glasses. It can be overwhelming and difficult to look for everything to revise at one time. So, to make it easier we reread and look for one type of revision work to do at a time. I am going to look for _____. Sometimes, we might put on the revision lens of Show, Not Tell. We would reread only looking for places where we could revise a tell to be a show. Or sometimes we might put on the revision lens/glasses of leads. We would only work on leads at that time. Continue with other examples as needed. Emphasize why it is easier to only focus on one revision strategy or lens at a time.</i> • <i>Today, we'll explore the revision lens of helping readers create movies in their minds. One excellent revision tool is to go back and describe a character's action. Let's explore how to put exact actions in our writing.</i>
Teach	<ul style="list-style-type: none"> • <i>Writers want to help readers create movies in their minds. Writers write exact actions to help people see what is going on in their stories. As a writer you are trying to create a DVD. Think about what happens when a DVD is put into a machine – a picture appears on the TV. When someone reads your story, a DVD or movie should appear in his/her mind. When someone reads your story, s/he should get a picture of what happen to you or a character.</i> • <i>An important kind of detail that creates movies in reader's minds is action. There are different kinds of action writers put in their stories. Knowing the specific actions writers use will help you when you revise. Today we will look at three different types of exact actions.</i> • <i>Let's revisit one of our favorite books, <u>Fireflies!</u> By Julie Brinckloe.</i> <i>Remember the kids went outside to play –</i> <i>Read excerpt (np 11-13):</i> <i>We ran like crazy, barefoot in the grass. 'Catch them, catch them!' we cried, grasping at the lights. Suddenly a voice called out above the others, 'I caught one!' And it was my own. I thrust</i>

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 3, Continued

Teach-continued	<p><i>my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, 'I can catch hundreds!'</i></p> <ul style="list-style-type: none"> One kind of action is how characters move from one place to another. How characters move their bodies. In this part, I could see in my mind kids running like crazy barefoot in the grass. A second kind of action is what characters do with their hands. <i>'I thrust my hand into the jar and spread it open.'</i> See how it gives you a picture in your mind of what he was doing with his hands. The third kind of action is what a character does with his/her face. Listen to this part from <i>Fireflies!</i>: <ul style="list-style-type: none"> <i>'I held the jar, dark and empty, in my hands. The moonlight and the fireflies swam in my tears, but I could feel myself smiling.'</i> This describes what the character was doing with his face. Even though he was crying he still had a smile on his face. He was happy too. Let's review the 3 types of exact actions: <table border="0"> <tr> <td>A. How a character moves from one place to another?</td> <td>How body moves?</td> </tr> <tr> <td>B. What a character is doing with his/her hands?</td> <td>Hand/s?</td> </tr> <tr> <td>C. What a character is doing with his/her face?</td> <td>Face?</td> </tr> </table> 	A. How a character moves from one place to another?	How body moves?	B. What a character is doing with his/her hands?	Hand/s?	C. What a character is doing with his/her face?	Face?
A. How a character moves from one place to another?	How body moves?						
B. What a character is doing with his/her hands?	Hand/s?						
C. What a character is doing with his/her face?	Face?						
Active Engagement	<ul style="list-style-type: none"> Let's try it. Laura was writing a piece about when she first learned how to ride a two wheeler. Here is one of her sentences: <i>I got on the Barbie bike.</i> Let's revise so readers can get a movie in their minds of Laura getting on her bike. In partnerships, think back when you first learned to ride a two wheeler. Then, use prompting questions to help them think through actions associated with getting on a bike. Examples: <ul style="list-style-type: none"> How did you get on your bike? What did you do with your legs? Feet? Describe to your partner. Then, what happen? What did you do with your hands? Share with partner. What was your face doing? Did you have any expressions on your face? What part of your face had those expressions (e.g. scared)? How would someone know you were xxxx? Show your partner that look on your face. Share what Laura or you might add to this part of the story. How might you revise this part? Solicit one group's suggestions. Have them rehearse orally what they want to add. Discuss as a group how they would physically add this information (e.g. caret, flap, dot and arrow, etc.) 						
Link	<ul style="list-style-type: none"> <i>I am going to add to your revision checklist the exact kind of actions we might add when we revise. Today, find a part of one of your stories where you can do a better job describing that part or scene by including exact actions of the character. Today when you go off to write, you will only be putting on the Revision Lens of exact actions. Look through your pieces and find places where you could add exact actions. Today, we are only working on adding more action.</i> 						
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Listen as I read from another favorite book... Discuss the exact actions described. Option 2: Share work done so far with a partner and/or revisit the concept of a revision toolbox. 						
Independent Writing and Conferring	<ul style="list-style-type: none"> 						
After-the-Workshop Share	<ul style="list-style-type: none"> Have a collection of familiar books available. Have partnerships read through and post-it note good examples of action scenes. Share findings. See Resource Materials Packet for other share options. 						


Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)


Lesson Plan – Session 3, Continued

SAMPLE Anchor Chart
Character's Actions --


- *How a character moves from one place to another?*
- *What a character is doing with his/her hands?*
- *What a character is doing with his/her face?*



Feet





Hands



Face

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? 
	Reread and add character action - feet, hands, face.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	4
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers act out events to show, not tell their stories using drama.

Materials	
<ul style="list-style-type: none"> Person to role play with the teacher – adult, cross-grade level student or advanced writer from classroom. Demonstration Stories – class and/or teacher stories. 	<ul style="list-style-type: none"> Revision Strategies – Anchor chart [See Resource Materials Packet] Revision pens

Tips	<ul style="list-style-type: none"> Practice with partner prior to conducting lesson. Help students to understand that at this point they are only revising previous work from Units 1 & 2. Less able writers may benefit from partner jotting down notes versus sharing everything orally.
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Connection	<ul style="list-style-type: none"> Make a connection to yesterday's lesson or overall work done to date. <i>Yesterday, we wore the revision glasses/lens of action.</i> <i>Today we will revisit the revision lens of show, not tell. We will become actors and actresses. We will be performing our stories to help us show, not tell our exciting narratives. Once again we will work on using our storyteller's voices.</i>
Teach	<ul style="list-style-type: none"> Explain/revisit the concept and importance of storyteller's voice and Show, Not Tell. Key points to address in kid language: <ul style="list-style-type: none"> One of the most important skills for a writer of stories is to show, not tell their events through a storyteller's voice In order to story tell well, a writer needs to do what a reader does when reading a story, the writer needs to put herself in the shoes of the main character and re-create, in her mind, the evolving drama of that time and place It's important to go back in your mind to just before that moment and start reliving it so you can write it in a storytelling manner Example: Summarizing voice or outside the event – <i>I fell off my bike and got hurt.</i> Example: Storytelling voice or being inside the event – <i>I need to think about the starting point of that moment. The starting point is the moment when my bike hit a rock. I need to go back in my mind to just before that moment and start reliving it so I can write it in a storyteller's voice. I want to show what happen, not tell. Hmmm, I got a picture in my mind. Let me try it... I was cruising along when suddenly my bike jerked backward. My head swung back, my arms sprawled off the handle bars, and my feet flew up in the air...</i> Demonstrate with a partner (fellow teacher, other adult or cross-age student) putting on little plays of one another's stories. <ul style="list-style-type: none"> Background: One of the best, most exciting ways for young writers to revise their stories is by using drama to see what they have said and what they might say next A writer and his partner could read a bit of the writer's text aloud and act out that bit, then read the next bit and act it out, and so on The students will quickly notice things that have been left out Imagining their stories through little plays can help children understand the fundamental concept behind narrative writing (Calkins, 2009)


Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 4, Continued

Teach - Continued	<ul style="list-style-type: none"> ○ Example: section of text to act out – <i>I was swinging on the swings</i> or <i>I skateboarded down the driveway</i>. Act out that part – What did your feet do? What did your hands do? What about the rest of your body? What were you thinking?
Active Engagement	<ul style="list-style-type: none"> • Turn to someone near you and talk about what you noticed about how we used drama to help us revise our narratives. Share as a group
Link	<ul style="list-style-type: none"> • Today you will go off with your partner and take turns performing your narratives. Remember, this is a great revision strategy for re-seeing our work. Today you will be wearing the revision lens of show, not tell. Drama will help you to re-create or show the moment.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Share how you would add this new information based on using drama – caret and add words, flaps, paper surgery, dot & arrow, etc...
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Lucy Calkins uses a growth chart analogy to compare how her sons are growing (son stands alongside the measuring stick and marks how tall he has gotten) to how writers grow from one draft to the next. Writers can look back on their growth by comparing the first draft to the revised draft. • Today, share with partner your first draft, and then share your revised draft that includes show, not tell. Admire the ways in which your writing or your partner's writing has grown 'taller.' • See Resource Materials Packet for other share options.

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? <i>60</i>
	Reread and add show, not tell

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	5
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers revise the most important part of their stories by partnering for revision.

Materials	
<ul style="list-style-type: none"> Person to role play with the teacher – adult, cross-grade level student or advanced writer from classroom Demonstration stories – class and/or teacher stories Revision Chart – Anchor Chart [See Resource Materials Packet] 	<ul style="list-style-type: none"> Both partners need text Revision pens A Writing Teacher’s Job for the Most Important Part – Anchor Chart

Tips	<ul style="list-style-type: none"> Add to Revision Checklist – Reread and write more about the most important part of the Story. Help students to understand that at this point they are only revising previous work from Units 1 & 2.
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Connection	<ul style="list-style-type: none"> <i>Yesterday, there was such excitement in the room about all of your revision work. At one point when I was working with Shirlann I looked up and saw a line of children snaked around the room. All these people were in line waiting for me to help them. So today I want to revisit how you can work closely with your partner. Today, we will focus on using our revision lens of revising the most important part of the story. This will be done with the help of a partner.</i>
Teach	<ul style="list-style-type: none"> Revisit the importance of partnerships and partner steps from Unit #1. Sample chart from Unit #1 - in simple kid terms: <ul style="list-style-type: none"> Listening Purpose- What are you listening for in your partner’s piece? Read/Listen Talk about possibilities Place post-it-note on revision spot Take ACTION – REVISE!!! Explain that today will be slightly different because you have a specific purpose for listening. <i>Today we are going to listen for the purpose of helping our partner to think about, What is the most important part of your story? We want our partner to tell us the main thing in their story, then you are going to ask them to say more about that.</i> Teacher models partnership steps focusing on the most important part with an adult peer, or a cross-grade-level student, or an advanced writer from the classroom. Example: Establish partnership roles: Partner A = writing teacher (reader and prompter); Partner B = writer of the piece. <ul style="list-style-type: none"> Establish partnership purpose, <i>Today partners are listening for the most important part in his/her partner’s story.</i> Exchange papers One partner reads the piece of the other (exactly as written). [Partner A = writing teacher] When the partner finishes reading, writing teacher asks, <i>What is the most important part of your story? Or, What is the main thing you want to say?</i> The writer of the piece responds, <i>I think the most important part is...</i> Writing teacher asks, <i>Tell me more about xxxx...</i> The writer tells more information about that part. Writing teacher suggests, <i>You should write more about this. You should put what you just said in your story.</i>

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)



Lesson Plan – Session 5, Continued

Teach – Continued	<ul style="list-style-type: none"> ○ The writer may say something like, <i>Oh! You think I should add that? Should I start over and tell it all step by step, like I've been telling you?</i> ○ Partners switch roles and repeat the process with the other written piece <p>This is a sample of a possible exchange. Offer children concrete prompts they might offer one another (and themselves) to guide them in rehearsing the most important part and then adding it to their work.</p> <ul style="list-style-type: none"> ● After both drafts have been read, partners return to their drafts to make revisions using their revision pens.
Active Engagement	<ul style="list-style-type: none"> ● Have students share with a partner what they saw the modeling partnership do. ● Review as a class and make a simple chart. See sample below.
Link	<ul style="list-style-type: none"> ● <i>Remember that you can always get together with a writing partner. S/he can act as your writing teacher. Today you are going to go off with your partner and give each other feedback. Follow the steps on our chart. I can't wait to see all of the changes you make today with your revision pens.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> ● Option 1: Apply to HELP! Piece. ● Option 2: Review a routine or ritual that students may benefit from a reminder.
Independent Writing and Conferring	<ul style="list-style-type: none"> ●
After-the-Workshop Share	<ul style="list-style-type: none"> ● Have one partnership re-enact how they helped one another. Keep referring to the chart as they go through the steps. If time is limited, only work on one partner's story. ● See Resource Materials Packet for other share options.

Sample Anchor Chart A Writing Teacher's Job for Most Important Part	
	<ol style="list-style-type: none"> 1. Read the writer's piece. 2. Writing teacher asks, What's the most important part of your story? 3. Writing teacher gets the writer to say more about the most important part. 4. Writing teacher says, You should add that!

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? 
	Reread and add more details to the most important part.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	6
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers use temporal words to signal event order.

Materials

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|--|--|
| <ul style="list-style-type: none"> Demonstration Stories - Class and/or Teacher Stories Revision pens Temporal or Time Words to Signal a New Event – Anchor Chart | <ul style="list-style-type: none"> <u>Hurricane!</u> By Jonathon London or similar book with good examples of temporal words in story-like language (read and discuss during reading time prior to this lesson) Revision Strategy – Anchor Chart [See Resource Materials Packet] |
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Tips	<ul style="list-style-type: none">• Help students to understand that at this point they are only revising previous work from Units 1 & 2.• Note and discuss the use of temporal word in reading materials.• Add temporal words to Revision Checklist.• Over time, keep adding to the list. Examples: <table><tr><td>Early in the morning</td><td>In the meantime</td><td>One day</td><td>First, then, after, next, finally</td></tr><tr><td>At last</td><td>As the sun set</td><td>Once upon a time</td><td>Later</td></tr><tr><td>Right then</td><td>When at last</td><td>Earlier</td><td>Suddenly Before</td></tr><tr><td>By midday</td><td>By lunchtime</td><td>Immediately</td><td>Soon</td></tr></table>	Early in the morning	In the meantime	One day	First, then, after, next, finally	At last	As the sun set	Once upon a time	Later	Right then	When at last	Earlier	Suddenly Before	By midday	By lunchtime	Immediately	Soon
Early in the morning	In the meantime	One day	First, then, after, next, finally														
At last	As the sun set	Once upon a time	Later														
Right then	When at last	Earlier	Suddenly Before														
By midday	By lunchtime	Immediately	Soon														

Connection	<ul style="list-style-type: none"> Reiterate the teaching point from yesterday's lesson in a way that contextualizes today's lesson <i>Today, we will learn a brand new revision lens. I want to show you one way a writer can signal to the reader that a new event is happening. It is through the use of temporal or time words. When we revise we can look for places to add temporal words.</i>
Teach	<ul style="list-style-type: none"> Revisit the concept and purpose of temporal or time words from studying them in reading. Emphasize that temporal expresses time. One way to signal a new event or that time has passed is through the use of temporal words. Writers use these words to move the story along smoothly from one event to the next Read the familiar text, <u>Hurricane!</u> By Jonathon London to start a list of words or phrases that can be used that sound natural or story like (See sample anchor chart)
Active Engagement	<ul style="list-style-type: none"> Together as a class discuss adding temporal words or phrases before each event in the class story. Try out different versions to see what sounds the best. Practice the story using the added words or phrases. Option: Use small post-it notes to add the temporal word/s before each event or a caret ^
Link	<ul style="list-style-type: none"> <i>Now it is your turn to put on the revision lens of adding time or temporal words to signal a new event. Use our class chart of temporal words to help you select words or phrases you might use in your story. Add a word or phrase before each event -just like we did in our class story. After you select temporal words, use your storytelling voice to try it out and see if it sounds good.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Share 1-2 students that effectively added temporal words to signal time passing or a new event. Option 2: Look at a few pages from a different book as <u>Flamingo Sunset</u> by Jonathon London and note temporal words.
Independent Writing and Conferring	<ul style="list-style-type: none">

Writing Unit of Study



2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 6, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Have students work in pairs and share the revision work they did adding temporal words. Partner should listen if the temporal word or phrase sounds natural and flows with the story• Select some students to share their work with the class• See Resource Materials Packet for other share options
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Sample Anchor Chart
TEMPORAL OR TIME WORDS TO SIGNAL A NEW EVENT
<ul style="list-style-type: none">• After breakfast, (any meal)• Then,• Suddenly,• The moment xxx did xxx,• Finally,• When we got home,• The next morning,• Next,• On Saturday,• A little later, (A few days later,)• One day,• But later,• In the meantime,

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? 
	Reread and add temporal or time words.

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	7
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers revise while writing.

Materials	
<ul style="list-style-type: none"> Revision pens Teacher story that will be used for demonstrating revising and drafting simultaneously 	<ul style="list-style-type: none"> New writing booklets per student

Tips	<ul style="list-style-type: none"> Prepare your modeling story ahead of time- so you have it preplanned where you will stop and revise (what and how). Emphasize to students to not erase changes as writing, just cross out and add changes. This helps us to see their thinking in progress. Sometimes we call cross-outs lines of learning.
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Connection	<ul style="list-style-type: none"> <i>Yesterday several of you came to me to say, We revised by taking out a telling part and making it a show, we added temporal or time words, and we tried to add more exact character actions...can we be done? We already worked on all 3-4 of our past stories.</i> <i>Since this is writing time we are never done writing. Some of you may want to change from revising past pieces to starting new pieces. This time when you are writing after a page or so, you may stop and think --- 'Hmmm, I already have an idea for how I want to revise or re-see this piece. I am seeing some possibilities. You won't have to wait until you are done to revise. Many writers go back and forth – write, then revise, then write some more, then revise.</i>
Teach	<ul style="list-style-type: none"> Share an analogy to show that writers revise as they create, not just when the work is done. Art is a wonderful example --- the artist paints a picture, then stands back looks, evaluates and makes some changes. (Other examples – artist with clay, cook with food, etc.). Compose a new piece of writing on chart paper in front of the class. Write and revise as you go along sharing your thoughts. Tell students to closely observe how you go about the process.
Active Engagement	<ul style="list-style-type: none"> Have students share with partners what you did to go from writing to revising to writing again. Share findings with class.
Link	<ul style="list-style-type: none"> Remind students that when they go off today and start a new piece they may shift between composing and revising.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Select 1 or 2 students to share some of the revision work they did while composing a piece. Read off the chart the different revision lenses they used.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Go back to revision checklist and go through each item asking if anyone did that type of work today. This is a good way to review possible revision strategies students may want to try. See Resource Materials Packet for other share options.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	8
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers select precise verbs to paint pictures in reader's minds. (part 1 – recognition)

Materials	
<ul style="list-style-type: none"> • <i>In the Small, Small Pond</i> by Denise Fleming or other books with precise verb examples (read and discuss during reading time prior to this lesson). • Revision pens 	<ul style="list-style-type: none"> • Precise Verbs – Anchor Chart • Students should have previously learned about action words or verbs during word study and/or reading time.

Tips	<ul style="list-style-type: none"> • Over time, different groups may be assigned to developed lists for common verb categories– said, movement, etc. These lists could be used as resources.
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Please note: This is a longer than usual lesson and may not exactly follow the architecture of a focus lesson. In some ways it is more of an inquiry based lesson. Adjust time accordingly. Many teachers see this lesson as both a reading and writing lesson. Verbs help create meaning too.

Connection	<ul style="list-style-type: none"> • Make a connection to yesterday's work or the overall concept of Revision in a way to contextualize today's work. • <i>Today I am going to teach you how writers use precise action words or verbs because it is another way to paint pictures in reader's minds. We will study wearing the lens of actions words or verbs.</i>
Teach	<ul style="list-style-type: none"> • Revisit the purpose and concept of Revision. One possible way is the following idea: Georgia Heard (2002) in her book, <i>The Revision Toolbox: Teaching Techniques that Work</i>, uses this metaphor to show that revision is about making choices in writing: <ul style="list-style-type: none"> ○ Pose this question to students: <i>What is so unique about ice cream stores?</i> Gather student responses ○ <i>Ice cream stores give us so many choices. They don't just sell ice cream – they sell very specific and detailed flavors. They sell plain chocolate, chocolate with nuts and bits of marshmallows, chocolate with vanilla swirl and pieces of Oreo cookies, chocolate with peanut butter, etc. In other words, Ice cream stores are experts in specificity.</i> ○ If a customer says they will have something with chocolate, what might the worker respond? <i>You will have to be more specific.</i> ○ <i>Revision is a lot like an ice cream store. Revision is about making choices in writing. We have lots of choices of how we will revise or make our writing even better. We need our choices to be specific – just like when we order ice cream flavors. If our choices are general, we won't allow our readers to experience our writing fully. We want our readers to feel what we feel, see what we see, etc.</i> ○ <i>One way to do this is by selecting very specific or precise action words. These action words are also called verbs.</i> • Review what an action word or verb is from previous word study work • Explain writers select verbs based on criteria: What image do I want to create? (What picture do I want to paint in my reader's mind?) • The more specific or precise a verb, the better picture or image it creates. Image examples: What image do the following sentences create in your mind's eye? A bird <u>flies</u> in the sky. A bird <u>flutters</u> in the sky. A bird <u>soars</u> in the sky. <ul style="list-style-type: none"> ○ Have student turn to a partner and talk about what the bird looks like, where in the sky the bird is, what type of bird they see, what is happening with the bird's wings, etc.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 8, Continued

Teach - Continued	<ul style="list-style-type: none"> ○ Discuss as a class. Reinforce how the only word that changed in each sentence was the action word or verb. That one word alone created an image or mind picture
Active Engagement	<ul style="list-style-type: none"> • Take a text rich in precise verbs and have students act out and/or discuss how the use of precise verbs lets the author use less words, but these words paint specific pictures in the reader's mind. • For example, using <u>In the Small, Small Pond</u> by Denise Fleming, read book and discuss. Then, reread certain pages and have students act it out. Have students dramatize the verbs to show animals' actions. (example: They plunge like herons, twirl like whirligigs, and scatter like minnows...wiggle like tadpoles, hover like dragonflies...) Their movements will help them capture the meaning of the word and gain a deeper understanding of the power of verbs.
Link	<ul style="list-style-type: none"> • <i>Today you will go off and look at some of our favorite books. Start making a list of precise verbs we may use. We will share at the end of our session and combine our lists.</i> • Students that still need more assistance in identifying verbs should stay in the meeting area for further instruction on action words.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Have students share with tablemates the verbs they have discovered so far.
Independent Writing and Conferring	
After-the-Workshop Share	<ul style="list-style-type: none"> • Develop a class list of precise verbs the class can use. • See Resource Materials Packet for other share options.

This chart should be co-constructed with students based on how they would describe things and mentor text read.

SAMPLE Anchor Chart PRECISE VERBS	
•	Said – shouted, yelled, whispered, stammered, declared, laughed, replied,
•	Movement – ran, jogged, shuffled, walked, skipped, danced, plunge, twirl, scatter, wiggle, hover,
•	Or list by individual verbs

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	9
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers select precise verbs to paint pictures in reader's minds. (part 2 – production/How to do it)

Materials	
<ul style="list-style-type: none"> • <u>Shrek!</u> by William Steig or another similar book (read during reading time prior to this lesson) • Sentence with a general verb from teacher piece and a student's piece. Enlarge that sentence or section for all to see. • Revision Strategy – Anchor Chart – [See Resource Materials Packet]. 	<ul style="list-style-type: none"> • Something for students to write on at meeting area – white boards, scrap paper, mini post-it notes, writer's notebooks. • Mini post-it notes if that is where you plan to have students brainstorm on their paper (some teachers have student write in the margin). • Revision pens.

Tips	<ul style="list-style-type: none"> • Keep pointing out in reading work how precise verbs help create sensory images. • Add precise verbs to Revision Checklist.
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Connection	<ul style="list-style-type: none"> • <i>Yesterday we worked on identifying verbs in our favorite books to make a list we could use for our own writing. Today, I will teach you how to brainstorm possible verb choices, and then pick the one that best fits your meaning. We will wear the revision lens of verbs again during writing workshop.</i>
Teach	<ul style="list-style-type: none"> • Display this line from <u>Shrek!</u> by William Steig: Lightning fired his fiercest bolt straight at Shrek's head. Shrek gobbled it, belched some smoke, and grinned. • Have students help you identify and underline the verbs. Discuss how the use of precise verbs lets the author use less words, but these words paint specific pictures in the reader's mind • <i>William Steig didn't just come up with these great verbs immediately. He wrote a draft and then went back and put on his revision lens for verbs. He brainstormed different choices for each verb in his piece then picked the best one. Let me show you how I did it for my own piece.</i> • <i>Let me reread my teacher piece that you heard the other day. (Read) I want to focus on this line from page 2 – The light was in the window.</i> <ul style="list-style-type: none"> ○ <i>1st, identify the verb and underline it.</i> <i>Was is a dull very general verb. I do not get a good picture in my mind from it.</i> ○ <i>2nd, brainstorm other choices for that verb.</i> <ul style="list-style-type: none"> – <i>I want to think about other verbs or action words that could replace 'was' and make sense. I will write my list of choices over here in the margin (or on a mini post-it note that is placed on the page). I am going to try and come up with at least 3 or more choices. (e.g. flashed, glowed, flickered, shone)</i> ○ <i>3rd, select the verb that best fits the meaning and creates an image/picture.</i> <ul style="list-style-type: none"> – <i>I think back to what I am writing about in this section. It was really stormy outside and the light came in the window. I think 'flashed' will best describe the image I want. I will circle it, then go back to that line, cross out 'was', and put 'flashed' above it. Demonstrate.</i> • Review steps. <ul style="list-style-type: none"> ○ 1st, identify the verb and underline it. ○ 2nd, brainstorm other choices for that verb. ○ 3rd, select the verb that best fits the meaning and creates an image/picture.
Active Engagement	<ul style="list-style-type: none"> • <i>Now it is your turn to try it with a partner. I selected this sentence from xxxxx's piece: The boat was in the water. (or The boy walked into the room. Select from student work).</i> • Take students step-by-step through the process. Have them brainstorm on their white boards, scrap paper, etc. • As a class, share, make a choice then make the revision on your enlarged text.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)



Lesson Plan – Session 9, Continued

Link	<ul style="list-style-type: none"> Remember writers when you revise your work, you have choices- just like when you go to an ice cream store and have to decide which flavor of ice cream to have that day. Please go back and reread your work, and find places where you can revise your verbs. Go through each step. Today is a day for verb work, so you can go back to any of your pieces and revise through the lens of verbs.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Remind them how to physically make the change on their work. Show a student that has done it correctly. Or Have students close their eyes as you say three different verbs. Turn and talk about the different images they get. Reinforce the power of verbs.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have students bring revision work to meeting area to share with partners. Or Select another familiar text that has precise verbs. Read aloud and have some children dramatize to show the actions. See Resource Materials Packet for other share options.

Anchor Chart

Remind them to use the class verb chart as a resource.

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? 
	Reread and add precise verbs or action words.

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	10
Concept II	Writers wear different revision lenses when revising.
Teaching Point	Writers revise by adding character's thoughts and feelings.

Materials	
<ul style="list-style-type: none"> Familiar text that has good examples of internal thinking. Revision Strategy – Anchor Chart [See Resource Materials Packet]. 	<ul style="list-style-type: none"> Demonstration stories – class and/or teacher stories.

Tips	<ul style="list-style-type: none"> Highlight internal thinking section on Revision Checklist. Variation: If students have background knowledge on thoughts and feelings, an alternative lesson may be to have a student act out a scene. Other students narrate the internal thoughts and feelings the actor has portrayed.
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Connection	<ul style="list-style-type: none"> Make a connection to yesterday's work or the overall concept of Revision in a way to contextualize today's work. <i>One of the most important things a writer can do is add details to his/her story. This helps bring the story alive and paints pictures in the reader's mind. Today we are going to revisit the detail of Internal Thinking or Inside Story. Show detail hand. [See Resource Section: Detail Hand].</i> 								
Teach	<ul style="list-style-type: none"> Review the difference between the outside/external story and the inside/internal story. <table border="1" data-bbox="406 1081 1494 1228"> <thead> <tr> <th>External/outside</th><th>Internal/inside</th></tr> </thead> <tbody> <tr> <td>- what happens</td><td>- response to what happens</td></tr> <tr> <td>- action</td><td>- feelings and thoughts</td></tr> <tr> <td>- gesture: hands out</td><td>- gesture: hands pointing to heart (feeling) and head (thinking)</td></tr> </tbody> </table> Show examples from mentor text of internal thinking. <i>Writers think about how characters feel throughout a story. We reread our work and think, 'What is my character thinking or feeling at different points in my story? How can I show this by creating a picture in the reader's mind?' We imagine that we are the character and fill ourselves up with that emotion. What was going through my mind or what was I feeling? I also think about what it looks like when I am thinking or feeling that emotion and add those words to my piece. Watch how I do it. I reread and look for places where I could add more internal thinking. Then, I close my eyes...MODEL. Remember this helps us SHOW, not TELL our readers what our character is thinking or feeling.</i> Model example with teacher story. Add internal thinking in a colored pen so can readily see the revision work. 	External/outside	Internal/inside	- what happens	- response to what happens	- action	- feelings and thoughts	- gesture: hands out	- gesture: hands pointing to heart (feeling) and head (thinking)
External/outside	Internal/inside								
- what happens	- response to what happens								
- action	- feelings and thoughts								
- gesture: hands out	- gesture: hands pointing to heart (feeling) and head (thinking)								
Active Engagement	<ul style="list-style-type: none"> Give students a copy of class story <i>In partnerships, read and decide where you could add more internal thinking. Point to the spot where you can imagine that you are that character- fill yourself up with that emotion and think about, what is going through your mind? Or what is the character feeling? Also, think about what it looks like when you are thinking or feeling that emotion, and add these words to the class piece. Remember we are doing a show about our feelings or thinking, not a tell. Then, write it down.</i> 								



Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 10, Continued

Link	<ul style="list-style-type: none">• <i>Today reread your story. Decide where you could add some internal thinking. Be sure to Show, Not Tell the internal thinking. Go off today put on the lens of looking for places to add feelings and thoughts of characters.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Review how to physically insert the new work.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Share in partnerships where you added the detail of internal thinking. Don't tell your partner how the person felt or thought. See if your partner can tell you based on your showing statements.</i>• See Resource Materials Packet for other share options.

Highlight strategy worked on in this lesson:

	Revision Strategy - What can I do to revise? 
	Reread and add what I am thinking or feeling.

This chart should be co-constructed with students based on how they would describe things and mentor text read.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	11
Concept III	Writers celebrate their learning by sharing with others.
Teaching Point	Writers prepare for an Author's Celebration by teaching others about revision.

Materials	
<ul style="list-style-type: none"> Set up room with sign-up sheets for revision strategy groups Post-it notes Revision Museum Steps – Anchor Chart 	<ul style="list-style-type: none"> Fat markers and 8 ½ x 11 colored construction paper for posters Option: visitor response form

Tips	<ul style="list-style-type: none"> Think about where you will host the Revision Museum. One option is for students to be at their desk or a table around the room. Their signs could be tapped to the front of a desk or table so people know what revision strategy they will be teaching. Work together with the visiting teacher to be sure each student has at least two visitors. The visiting classroom may be assigned to visit their cross-age buddy as well as one other person. Invite available adults in the school to visit too. Keep focused on the process and how much students will learn from teaching someone else. They will explain like a second grader and that is perfectly fine. Some teachers like for guests to give written responses to the young writers they visited. Create a simple form people may fill out to compliment the young writer on his/her work. Ask them to write one very specific thing they admired that the child had done. For a variation of this lesson, see Lucy Calkins and Pat Bleichman. (2003). <i>The Craft of Revision</i>. Portsmouth, NH: Heinemann for more information on Revision Museum, Sessions 15 and 16. It may be beneficial for students to fill out a thinking sheet that has sentence stems such as: During this unit I learned about...; Here's an example from my writing...; This revision tool is important because..., etc.
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Connection	<ul style="list-style-type: none"> Make a connection to yesterday's work or the overall concept of Revision in a way to contextualize today's work. Praise and revisit what they've learned in this unit: Revision toolbox – HOW to physically revise; Revision Strategies – WHAT to revise - specific lens to wear as they revise, such as precise verbs, exact actions, etc. Discuss the growth you've seen throughout the unit (size chart metaphor) and ask if they are willing to teach others what they've learned about revision.
Teach and work time	<ul style="list-style-type: none"> Explain the concept of the Revision Museum (each writer will have a booth to display their revised writing pieces) and decide who they should invite. When people visit, they will explain to them about the revision work they did. Using the Revision Checklist, put each item on an 8 ½ by 11 sheet of paper. Possible areas: detail of action, show, not tell, most important part, temporal or time words, precise verbs, detail of internal thinking, different types of leads, etc. Ask children to go through their project folders and search their work for examples of each revision strategy. Have them consider things such as: What revision strategy do I feel I am good at doing? Is this something I would want to teach/share with someone else? Do I have at least one or more examples of this strategy in my writing? Have them select two revision strategies that they feel they know a lot about, and could teach someone else. Have them sign up by putting their name on a mini post-it note on the chart for that strategy. They must have evidence of before and after of this strategy in their work.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan – Session 11, Continued

Teach and work time - continued	<ul style="list-style-type: none">• Teacher will assign each student to one group. Try to have at least 3-4 people per group• Model for students the process for sharing their work with others by using your work:<ul style="list-style-type: none">○ Tell the visitor about your piece – small moment topic○ Share what revision strategy you used – name of it and why it is important to good writing○ Show your first draft – before you revised using this strategy (BEFORE)○ Explain HOW you made the revisions○ Show your revised draft after the changes (AFTER) (as shown by the different color revision pen and how it was physically added)• Have students mark the section in which they are going to discuss with a post-it note so they can find it easily.• Have students get into their revision groups and discuss as a team each of the items• Teacher rotates from group to group to provide assistance and have them talk through some of the items.• As groups finish discussion and/or are waiting to meet with you, have them make small posters they could hang off their desks or tables. Example: Hi! My name is _____. I used _____ to revise my writing.• Have students start practicing the steps for sharing their work.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Explain in further detail how the Revision Museum process will work. Suggest they practice at home with their families. Tomorrow will be devoted to the class doing a dress rehearsal.• See Resource Materials Packet for other share options.

This chart should be co-constructed with students based on how they would describe things and mentor text read.

SAMPLE Anchor Chart Revision Museum Steps

- Tell the visitor about your piece – small moment topic
- Share what revision strategy you used – name of it, and why it is important to good writing
- Show your first draft – BEFORE
- Explain HOW you made the revisions
- Show your revised draft - AFTER

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	12
Concept III	Writers celebrate their learning by sharing with others.
Teaching Point	Writers conduct a dress rehearsal for their Revision Museum.

Materials	
<ul style="list-style-type: none"> Room set up for Revision Museum Poster materials, tape for displaying posters Person to role play with the teacher – adult, cross-grade level student or advanced writer from classroom 	<ul style="list-style-type: none"> Name tags (students and visitors) Response forms and response form box

Tips	
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Connection	<ul style="list-style-type: none"> Explain to students that today will be a dress rehearsal for the opening of their Revision Museum tomorrow.
Teach and independent work time	<ul style="list-style-type: none"> Role play with one student the Revision Museum steps discussed in lesson 11. One person is visitor and one person is teacher. Have the student be the teacher in the demonstration. This is an example of one way to do a dress rehearsal. <i>During our Revision Museum, you will either be a:</i> <ul style="list-style-type: none"> <i>Museum Curator (define) or a Museum Visitor</i> <i>(Half the students share their revisions, while the other half walk around and visit the exhibits.)</i> <i>Museum Curators:</i> <ul style="list-style-type: none"> <i>You will stay at your exhibit with your writing.</i> <i>The museum visitors will look at your revisions and you go through the revision museum steps. (See lesson 11)</i> <i>Build a conversation with your visitor about your revisions.</i> <i>You will have about __ visitors.</i> <i>Museum Visitors:</i> <ul style="list-style-type: none"> <i>You will walk around to as many exhibits as you can.</i> <i>You will be respectful to the museum curator and listen carefully. You will help build a conversation about their revisions.</i> <i>You will give each museum curator at least one positive comment.</i> <i>The first Museum Curators will be students with EVEN numbers, then we will switch.</i> Have students practice with writing partners (and, for some children, with you or another adult) how they will share their work when a visitor comes to their booth. Set up the room exactly as it will be for the actual museum. Explain the procedures for next day's event : teacher will greet guests, each guest will have a card of who s/he is to visit, teacher will sound a bell every so often to let people know they only have two more minutes and then need to move to the next child, visitors will fill out response sheets, and show where visitors will put response sheets, etc.

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional)

Lesson Plan

Session	13
Concept III	Writers celebrate their learning by sharing with others.
Teaching Point	Writers engage in an Author's Celebration by hosting a Revision Museum.

Materials	
<ul style="list-style-type: none">Room set up for Revision MuseumWelcome sign displayedResponse forms and return boxList of procedures guests will follow	<ul style="list-style-type: none">Name Tags (students and visitors)Booth signs displayedBell or signal that it is time to rotateVisitor booth cards – what booths they will visit

- Welcome guests and explain the procedures for visiting the museum. Example: each guest will have a card of who s/he is to visit, teacher will sound a bell every so often to let people know they only have two more minutes and then need to move to the next child, visitors will fill out response sheets, explain where visitors put finished response sheets, etc.
- After museum, celebrate with students their successes. Sit in a big circle and have students read the wonderful comments they received

Writing Unit of Study

2nd Grade – Revision: Re-seeing Possibilities – Using a Revision Toolbox, Unit 3 (Optional) Lesson Plan

Session	14
Concept III	
Teaching Point	Unit Wrap-Up Session

- Engage in activities such as:
 1. Student reflection – See Resource Section
 2. Clean-out project folders

Teachers may want to compare one of the student's last pieces to the piece that was used at the start of the unit for assessment.

Analyze how the student has grown as a reviser.

- A. WHAT revision strategies are part of the writer's repertoire? (See Revision Checklist for areas)
- B. HOW does the child physically revise? (E.g. carets, flaps, dot and arrow, additional paper, etc.)
- C. Level of revision – word, phrase, sentence, more than one sentence, etc.

This will help you plan for future whole group, small group and individual conferences.

Student Self Reflection: Select some of the following questions to use on a student reflection sheet.

- What is revision?
- Why do we revise?
- What are you most proud of in this unit?
- What did you learn about revising that you didn't know before?
- How do you feel about revision? Do you like to revise your writing? Why or Why Not.
- Name some revision strategies writers may use.