

Revisit, Revise, and Read

Purpose

Students will revise one of their writings for their classmates to read.

Materials

For the teacher: student paragraphs (writing samples), transparency marker, transparency of a paragraph with errors

For the students: copies of Black Line Master (BLM) *Check It Out*, colored pens

Activity

A. Pre-Activity Preparation

1. Collect a paragraph (writing sample) from each student.
2. Create a sample of your own that has errors. Write it on a transparency so you can use it as an example to share with the class.

B. Pre-Activity Discussion

1. Explain to students why it is important to revise writing. Talk about how we find errors in spelling, punctuation, and capitalization, and sometimes we even find sentences that do not make sense.
2. Ask students if they ever made a list of things they need to remember. Have them explain why people make these kinds of lists.

C. Share the Example

1. Place your sample transparency on the overhead projector.
2. Read it aloud to students.
3. Ask students if they noticed any errors, and have them explain how to make corrections.
4. Make the corrections on the transparency using your transparency marker.

D. Apply What Students Have Learned

1. Divide students into pairs and have students place their paragraphs on their desks.
2. Pass out the BLM *Check It Out* and the colored ink pens.

(continued)

MEETING
INDIVIDUAL



NEEDS

Some students might have difficulty recognizing their own errors. Have these students read their paragraphs aloud to a partner to determine whether the sentences make sense.

connecting
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curriculum



Physical Education

Show students the transparency of a paragraph full of errors. Read the paragraph. Have them stand up each time they notice an error. Have them do a jumping jack if they know how to fix the error.

Standards Links
1.4.2, 1.5.1, 1.5.4, 1.6.2


Activity (continued)


3. Have the student pairs read the paragraphs together and use the BLM to check their paragraphs for errors. If they find an error, direct students to correct it using the colored pen.
4. Have students re-write their paragraphs after they finish.
5. Ask students to exchange revised paragraphs. Have each student read the paragraph he/she received in the exchange to the class.


Questions for Review


Basic Concepts and Processes

When they have finished, discuss the following with the students:

 Why is it important to edit?

 Do you think it made the paragraph better?

 What are some of the things you looked for when you edited your paragraph?

 How did the checklist help you focus on fixing your mistakes?

Check It Out



Name: _____

Directions: Use the checklist to revise your paragraph. Read each question. Put a check in the circle after you look up what it says.

Writer's Checklist

Revision:

Did I write about the topic?

Do the sentences go together?

Did I use handwriting that others can read?

Editing:

Did I use a capital letter to start each sentence?

Did I end each sentence with the right punctuation mark?

Check It Out

Teacher Directions

Pass out the BLM *Check It Out* to students. Explain that they will be using the checklist to review their paragraphs. Tell students to read the questions and mark corrections on their text. As they complete each step of the checklist, direct students to place a checkmark in the circle.

Answer Key

Check the circles for checkmarks to make sure students read the questions. Check students' paragraphs to make sure that they made the appropriate changes.