

Group #1
Grade 12 Writing

Part A		Part B
For this task you will be doing an activity called "Picture It." Take the first sentence of your paper and rewrite it on note book paper.	1	Task two is a challenge. You cannot let any two sentences start the same way in your paper!
Skip a line to have a blank in between the sentences. Take the second sentence and write it on the next blank line of your paper. We are deconstructing each sentence from paragraph format to being individual sentences, line-by-line on paper.	2	See the hand out provided to help you with sentence variety.
Repeat this for the entire paper.	3	Use your paper from Part A. Write in the blank lines you left in between each sentence.
When you are finished with this, color code your sentences based on sentence length.	4	Let's say sentence one and two begin in the same way. And you decide you want to rewrite sentence #2. Make this revision in the blank line under sentence 2.
Look for patterns. Are most of your sentences short, average, long? What does this suggest about your writing style? Look for a place you could revise for greater meaning and sentence fluency.	5	Go through the rest of the paper. Remember that no two sentences can start alike.
Revise in 3-5 places where you have shorter sentences. Revise to make these sentences richer and more detailed.	6	Read your paper aloud where you made changes.
Revise in 2-4 places where you have longer sentences. Revise to make these sentences richer, but more to the point.	7	Ask for feedback as to which changes would be better.
Read aloud to a partner in the group to see which revisions are effective and which are not. Make note of the effective revisions so that you can add them in when you retype your paper.	8	Take note of the changes you would like to make so that you can add them in when you retype your paper.

Group #2
Grade 12 Writing

Part A		Part B
Read the section that has a box around it on your paper. This section of your paper has either a run on sentence in it or is an area that could be revised for more style/variety.	1	For this task you are going to do the activity called “Lean and Mean.” This activity can help you with wordiness without changing the intended message.
First, take this section and rewrite it to include proper grammar. Clean up areas that need punctuation. If your punctuation is accurate, then try to vary the types of punctuation used (colon, semicolon, dash etc.)	2	The goal is to take out unnecessary words. It is like pruning or thinking like newspaper headlines.
Next, you will create a “slinky effect” in your paper. Take the same paragraph and begin rewriting your sentences so they are longer at the start and gradually revise the sentences to get shorter and shorter by the end.	3	Here is an example: The stadium has ample parking space available for fans’ cars. vs. The stadium has ample parking.
Reverse the slinky effect. Rewrite this section on your paper making the revisions.	4	Rework the boxed area on your paper. Also, feel free to apply this to other sections of your paper.
Read your paper aloud to a partner. Make note of specific areas or sentences that are more effective how they have been revised.	5	Read your paper aloud to a partner. Make note of specific areas or sentences that are more effective how they have been revised.
When you make the second revision of this draft, be sure to include these meaningful changes you selected.	6	When you make the second revision of this draft, be sure to include these meaningful changes you selected.

Group #3
Grade 12 Writing

Part A		Part B
Select a paragraph or section of your paper. You may choose this section for what ever reason you see fit.	1	Take another section of your paper you would like to work with.
On your note book paper, write each sentence of the section/paragraph on a new line. Skip a space after each sentence.	2	This task is a bit more challenging. It is called “You Got Rhythm.” You need to think in terms of beats. Longer sentences will have a longer “beat” and shorter “beats” will be created by writing sentence fragments.
Your task is an activity called “Gather No Moss.” This is an activity to help make your sentences more powerful— simply stated, but rich with meaning.	3	Play around with the passage you selected, varying the sentence length. You must have fragments!
You will be taking each sentence you wrote on your paper and revising it so it ends with a NOUN. All parts of speech can work, but nouns tend to make the most impact.	4	It might be helpful to think of a song or pattern and then try to fit your writing to it. Or do the reverse. Vary your sentences and see what rhythm you created.
<p>For Example:</p> <p>If a stone rolls, hardly any moss will be gathered.</p> <p style="text-align: center;">vs.</p> <p>A rolling stone gathers no moss</p>	5	See the attached poem about Count Basie (especially stanza 3). Read it aloud to a steady beat, clapping the syllables and see if you can hear the rhythm—it is syncopated☺
Revise each sentence this way. Make the revisions in the blank lines under each sentence. When you are finished, read your revisions aloud with a partner.	6	Revise your sentences. When you are finished, read your revisions aloud with a partner.
Make note of any revisions you like and find to be effective/meaningful. When you make the second revision of this draft, be sure to include these meaningful changes you selected.	7	Make note of any revisions you like and find to be effective/meaningful. When you make the second revision of this draft, be sure to include these meaningful changes you selected.

Group #3
Grade 12 Writing

Basic Basie

-Kamau Brathwaite

hunched . humped backed . gigantic
the pianist presides above the
rumpus . his fingers clutch the

chords . dissonance and dischord vie
and vamp across the key
board

his big feet beat the beat until the whole joint
rocks . it is not romantic
but a subtle fingering exudes a sweet exotic

fragrance now and then . you'll
recognize his fragrance if you listen
well . this flower blooms blossoms . till

brash boogie woogie hordes come bourgeoning up from hell
blind
and gigantic