CLASSROOM CONNECTIONS

REVISE IDEAS WITH SPIDER-LEG SENTENCES

GRADES K-2

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Provide simple revision techniques

Fix fragments with *Spider Legs*

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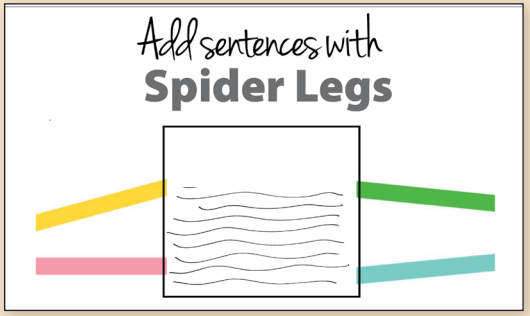
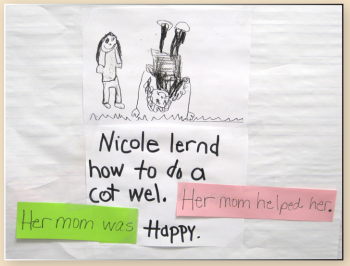
Provide simple revision techniques

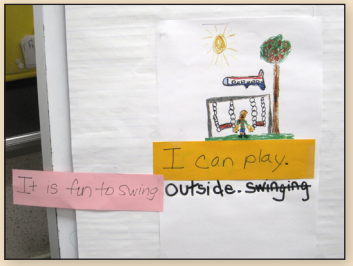
Acknowledge the difficulties revision brings.

Fine-tune the strategy.

Fix fragments with *Spider Legs*







POTENTIAL FOLLOW-UP LESSONS:

- Fine-tune students' understanding of fragments versus complete thoughts/sentences.
- Identify a run-on and how to separate it with two *Spider-Leg* strips.
- Show students how to develop an idea further by adding information via *Spider Legs*.

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Discussion: Turn & Talk

Assess students' current writing level and *if* they are ready for the *Spider-Legs* strategy.

- *Are their pictures ready for more complete labels?*
- *Are their labels ready to be stretched into sentences?*
- *Are their ideas underdeveloped and in need of additional sentences?*

Reflect on various revision techniques previously taught to students.

- *How is the* Spider-Legs *strategy similar/different than others?*
- *Anticipate how students will respond to this particular strategy with its application of colored strips and tape.*

Troubleshoot the logistics of this procedure.

- *When will you introduce this lesson?*
- *What piece of writing will you direct students to pull out and apply* Spider Legs *to?*
- *How will you disseminate the tape and sentence strips?*
- *Could this become an independent revision activity in the future?*
- *How can this strategy be differentiated for students who lack fine motor skills needed for tape and scissors?*

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