

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Revision through modeling clay

Suggested grade/age: 5th Grade

Approximate time needed to complete lesson: Two 45 minute classes

Learning objective(s) and significance of lesson:

- Linking writing to intelligences other than linguistic
- Use cooperative learning
- Explore descriptive writing by creating and looking at art
- Introduce revision using the PATS method
- Brainstorm and write a descriptive piece focused on the art creation (clay, legos, etc.)

Brief summary/outline of lesson:

Summary / Outline of Lesson

Opening: As a class we will revisit the multiple intelligences asking students to share ways writing is used with the other intelligences i.e. Logic, Kinesthetic, etc.

Lesson (Day 1):

Together we'll begin exploring spatial intelligence and connecting it to descriptive writing by looking at an example sculpture. The class will be reminded about elements that can strengthen descriptive writing: the five senses along with the six types of question beginnings. To help brainstorm students will be encouraged to use a Thinking Map called the Bubble Map to construct a web exploring the senses and question types. Once students have a built some background knowledge about spatial intelligence and descriptive language, they will be given clay to create a piece that will be the center of their descriptive writing. Students can choose any kind of sculpture to make, but a short story or poem will be read to help provide students with some ideas of what to create. As students sculpting time draws to an end, students will brainstorm what descriptive words can capture their work.

Lesson (Day 2):

In this portion of the lesson students will learn a bigger picture of revision and editing. Students start off by displaying their sculptures in the classroom for others to comment on. Before works receive comments from other students, they are introduced to the PATS (Praise, Ask a question, Tell what stuck, Suggestion) method of revision. In a Gallery Walk style students are quietly viewing student works. They can select two or more type of comments from the PATS method to give to others by writing on the sheet works are displayed on. When students return to their seats, they will review comments made and then process as a class about what is helpful in changing and revising their sculptures. They can also use these ideas learned from the comments to help them in their writing process.

Related Resources:

Creative Explorations: New approaches to identities and audiences by David Gauntlett

Possible extensions or adaptations for different purposes/student needs:

The art creation and brainstorming maps are used to drive the descriptive writing piece after the initial lessons. Some students used the read aloud to create a character from the story or some other kind of related spin off, while others explore their own interests. It's quite impressive to see how student creations take on a life of their own when words are used to extend their art piece. One student's used his creation of a smart phone like device as inspiration for his descriptive piece. Even though it was just a mock prototype, the student's writing explored every function of this imaginary device. Created by imagination, but still being able to hold a tangible object helped many students develop their writing more than if just being left with paper and pencil.

For additional information, contact:

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