

Teaching Tuesdays
Comp I – Scissors and Marker Paragraphing Exercise Instructions

Instructions Before the Day of the Exercise:

1. Bring in 2 copies of an essay at least 2 pages long but no longer than 4 or 5.
2. Copies should be printed only on one side.
3. Essays should not be your only copies of the essay (as in the revision process we will be cutting and writing on the copies).
4. Failure to bring both copies in mean you will not be able to play with scissors and markers.

Scissors Ex. (I do this first).

1. Pair up students in to groups of two.
2. Instruct the groups to choose one students' paper to work on. (I have them do it one at a time because they can make sure not to leave a mess, although it does leave one of them to sit there for a moment).
3. Student A cuts the heading and title off of the paper, then cuts underneath each paragraph (also removes all page numbers).
4. Student A should end up with a pile of paragraphs.
5. Student A makes "Paper soup" out of the paragraphs and hands it to Student B.
6. Student B should be able to put essay back together easily.
7. Student A checks and sees that Student B put it back in the same way that they had it originally (using second copy of the draft).
8. Student A makes sure to get all pieces of paper in to the trashcan.
9. Student B goes through the "paper soup" process.

Discuss what they learned. If pieces are huge, then they need more paragraphs. If they can't put it together easily, then need more transitions and a stronger 1st paragraph etc.

Markers Ex.

1. Student A gives his/her paper to Student B who reads it.
2. Together they come up with a "KEY," which is the main 4 to 5 ideas in the paper.
Example: Paper on George Washington
 - A. Childhood
 - B. Military career
 - C. Presidential career
 - D. Myths
 - E. Death
3. Students choose a color (one of the colors of the markers) for each of these topics.
4. Student B goes through sentence by sentence underlining each sentence with the appropriate color marker.
5. They must Be Honest. Take their time. Do it sentence by sentence or it will not work.
6. *Make Sure* that they go UNDER the text with the markers (or they won't be able to read it).

Discuss what they learned. If it doesn't have a color, then it doesn't belong. If red is in the green section, then it needs to be cut or moved. They can visually see the organization.