

RFE Language Arts Bulletin

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 BACKGROUND

 BA-DA-BING!
STRATEGY

 WEBSITE
www.makebeliefscomix.com



The more I admire my potential readers, the more carefully I write

~Mem Fox~

W.PR.04.01, W.PS.04.01
W.PR.05.01, W.PS.05.01
W.PR.06.01, W.PS.06.01

BACKGROUND: Revision. The word alone conjures up fear amongst the greatest professionals in our field. It can be one of the most challenging steps of the writing process and arguably the most important (Zemelman, Daniels, and Hyde 2005). As teachers, we need to have the right tools and strategies to draw from in order to make the revision process clear, manageable, and fun for students.

BA-DA-BING! STRATEGY: My latest find is a book by Gretchen Bernabei called Reviving the Essay. The title doesn't scream *read me*, but frankly, I feel it's one of those books that can be referenced and used until the pages fall out. Gretchen highlights lots of simple, yet powerful writing strategies...anything from developing theme/truisms with pictures to understanding various writing structures through an uncomplicated technique called "kernel essays".

In the chapter devoted to writer's craft, I came across Ba-da-bing! I *think* kids will connect with the phrase, icons, and simplicity of this revision technique. The premise is pretty simple. As a reader, we know what it's like to be moved or lost in a piece of good writing. Strong writing evokes emotion by showing feelings, thoughts, actions, and details in the right places. Ba-da-bing! is an excellent revision exercise that can produce rich results for the reader. Here's how it works:

1. Students find an important moment in their piece.
2. The writer thinks about this moment in context of the following...

Ba	da	bing!
		
Where was the speaker physically	What they saw	What they thought

(to help students remember the technique, point out the "word" and icon with each step)

3. Finally, the writer crafts a sentence or two using all three components.

Example: When I stepped onto the stage (ba), I couldn't see the audience because the lights were in my eyes (da). I thought to myself, *you can do this* (bing).

A great follow up lesson would be to examine the different types of sentences (simple, complex, and compound) that could be made to make the revised sentence. *In your mailbox, you have a classroom poster of the page below.

Ba-da-bing!

Find an *important moment* in your piece to use this strategy. Engage the reader by writing a sentence or two that contains these 3 parts.



Where the speaker was physically



What they saw



What they thought

Example: When I walked out of the car and I saw my grandpa for the last time, I thought, “Will He still be in my heart?”