



## PROJECT

# Rare Air / Aire Raro

## Session 5 of 5

## Editing and Revising

Revising and editing is an important point of the writing process and an essential part of all 826 publishing projects. Students should be given time in class to revise and edit their poems. An additional session (or several!) could be used to allow students to revise their poems.

At the end of this session we have also included tips for organizing an optional translation event, if desired.

### STEP 1 (75 minutes )

Students should be given time in class to revise and edit their poems. An additional session (or several!) could be used to allow students to revise their poems. Here are some suggestions for helping students revise:

- Look at the types of sensory details you are using in your poem. Is everything sight? Sound? Try to use a variety of senses in each poem to give your reader a whole body experience.
- With poetry, there are fewer rules than in story writing. Each line does not need to be a complete sentence, nor should it. It can be as short as one word! Try splitting up lines, and see how that makes your poem look and sound. Line breaks help the reader know when you take pauses.
- Use specific details when describing your experiences. This helps the reader understand your world, and thus message, more clearly.

### STEP 2 (Bonus)

#### Translating the Poems — A Family and Community Event!

In the book we created with this project, *Rare Air / Aire raro*, the poems were translated into Spanish. We did this because a vast majority of the families primarily spoke Spanish at home. In an effort to make the project accessible to their community they wrote about, we built in a translation aspect to the project. These are some of the steps we took to do that:

- After-school meeting with families to ask them about their interest in such an event. Or check-in if you see them at parent teacher conferences about the idea. Ask about ideal timing, family interest, knowledge of people that could help be translators, donation of food, etc...
- Coordinate with the school to host an event where families and community members work with students on their poems to translate them into the chosen language.
- Either after-school or at the end of the day were ideal for the families we worked with.
- Older siblings are a great support for the event. In our experience, they have been the translator for their families for many years. They can also help entertain younger siblings during the event.
- Be sure to have lots of translation dictionaries, borrowing from libraries or other teachers/rooms in the school.
- If some families do not speak the intended language, try to pair them with a community member translator that could help them look stuff up in the dictionary and model the sentences for them.
- If you have friends/other teachers/volunteers that are available, but don't know the desired language, they can still come and help everything stay organized or facilitate games and activities for younger siblings.
- Some translation services might be interested in helping with a program like this and offer a reduced rate, or donate their services for the project. Search locally for those partnerships. If you are unable to copy edit the translations, see if one of these services would be able to copy edit them for you at the reduced rate.
- Also, local University that offer upper-level language courses might be willing to help with the project, as it is a great way for them to engage with the local community and it's a positive service learning experience for their students. Even a local high school might be willing to help.
- Send notes home in both languages, so that families are aware of your plans, well in advance of the translation event, with lots of reminders in class.