

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: *Campfire Memories: Introducing the Writing Process with a focus on Revision*

Suggested grade/age: 9-10, adaptable for any grade

Approximate time needed to complete lesson: Four 40-minute class periods

Learning objective(s) and significance of lesson:

- To introduce the students to each other, and to the writing process as a whole, at the beginning of the school year.
- Students will learn about the importance of: creative freedom, the right to make mistakes, following teacher mentoring, peer revision, and the joy of sharing their own work with an authentic audience.

Brief summary/outline of lesson:

1. DAY ONE: THINK/WRITE

- a. Introduce “the writing process” as we will discuss it this school year: ***think, write, make it better, make it correct, and share.***
- b. Form a circle around the campfire and share your favorite summer memory.
- c. Watch the teacher model writing - turning the campfire story into a written piece.
- d. Homework: students will participate in a quick write at home

2. DAY TWO: MAKE IT BETTER

- a. Car Metaphor (explain)
- b. HOCs VS. LOCs (draw chart, have students decide)
- c. Peer Revision with HOCs (teach how to give feedback using teacher’s text)
- d. Homework or in-class work time for students to revise

3. DAY THREE: MAKE IT CORRECT

- a. Peer Revision with LOCs (model with teacher’s text and worksheet)
- b. Homework or in-class work time for students to revise

4. DAY FOUR: SHARE

- Students create a visual representation of their favorite summer memory and attach the finished version of their piece. If created on paper, these are displayed on a wall in the classroom, under the title “Last Glimpse of Summer.” If created a digital story, hold a viewing day to enjoy each other’s work.

Related Resources:

- *The 9 Rights of Every Writer: A Guide for Teachers* by Vicki Spandel
- *Write Like This* by Kelly Gallagher
 - “There is real value when my students begin to understand that words do not just magically spill from my brain to the paper or screen. They need to see that writing is often difficult for me” (16).

Possible extensions or adaptations for different purposes/student needs:

- This lesson can be stretched out or shortened, depending on various needs.

For additional information, contact:

Katie Belanger
Benilde-St. Margaret’s
kbelanger@bsmschool.org