

Activity for Lessons 6-9: Using the writing process to write a letter.

Time: 4 lessons of 45 minutes each

Materials needed:

Letter template
Guidelines to writing a letter
Peer feedback handout
Paper, pencils and pens
Journals

Directions:

1. Facilitator explains that writing something well takes a series of steps which all writers use. No piece of writing is perfect the first time. Therefore, we must go through a process of careful planning and organizing, writing drafts, revising, editing and completing a final draft. (Most students will already be familiar with this process because it is used in most schools and is part of the standards and benchmarks.)
2. Lesson 6: Facilitator will explain and show examples of correct letter format, pointing out date, salutation, body and closing. Students will look at sample letters written by PeacePals.
3. Lesson 7: Students will complete letter template. Students will include the four questions they created in Lesson 5 and/or 6.
4. Lesson 8: Using the peer feedback form, students will read, comment on and correct the letter of a peer. Facilitator will need to be vigilant during this time and make sure students are taking this seriously. Peer revision is always difficult for young people, and elementary age students may not have much experience with it.
5. Lesson 9: Students will complete the final draft of their letter, using the feedback from their peers. Facilitator will check final draft for correct form, language conventions and legibility. Facilitators will make sure envelope is addressed correctly.
6. Facilitator will lead discussion of this process:

- How did it feel to write to someone you don't know?
- How is it different from writing to family or friends?
- Were you embarrassed about your writing skills?
- How do you think your PeacePal will feel about writing in a foreign language?
- What kind of journey will this letter have to make?
- How will you feel if a response takes a very long time, or maybe you don't receive a response?
- What have you learned from this process?

7. Students may reflect on the process in their journals if time permits.