**Lesson Plan: Novel, Take 2**

Supports Common Core Standards for English Language Arts:

* **Grade 6**: Writing: 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
* **Grade 7**: Writing: 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
* **Grade 8**: Writing: 5. With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.

**Objectives**

By the end of this lesson, SWBAT:

1. Work with peers to identify areas of their novels in need of revision, then identify specific strategies for revising.
2. Start revising!

**Materials**

* Each student should bring in the one marked-up copy of his/her novel excerpt, plus the completed “Reader Review Worksheet” from the previous lesson’s workshop.
* Each student should bring in the novel excerpt that he or she marked up for a partner for homework, plus the accompanying worksheet.
* Each student should also have one clean copy of his/her entire novel draft. If students typed drafts but do not have printers at home, suggest alternative ways they might be able to print their novels, such as at a copy store, asking friends or relatives or, if possible, using a school printer. Students who hand-wrote their novels should make photocopies so as not to mark up their only drafts.
* One clean copy of the [“Unleash Your Inner Editor”](http://ywp.nanowrimo.org/files/ywp/ywp_10_ms_unleash_inner_editor.pdf) worksheet per student.

*Note: If you chose not to require your students to mark up and give feedback on a second student's novel excerpt for homework, you can have students work with their original partners throughout this lesson.*

**Novel, Take 2**

**Step One: Draft Exchange**

*5 minutes*

1. Have students meet briefly with the partners whose drafts they read for homework. Have them return their excerpts and "Reader Review Worksheets" and give partners approximately 5 minutes to read over and ask any questions they might have about each others' feedback.

**Step Two: Speed Praise**

*10 minutes*

1. Have everyone gather together again or, if working with a very large group, break them into teams of roughly 15 students each. Make sure “partners” from the homework assignment are grouped together.

2. Invite everyone to recall the makeover clip they watched in the previous lesson. What did they learn from the clip about how to give feedback to classmates? Remind students that, as with a makeover, the point of the workshop has been to bring out what is *already* great about their writing! Tell them that to drive this idea home, they will do a “lightning round” of praise for the novel drafts they read for homework.

3. Share the rules of the lightning round: You will begin by passing a simple classroom object, such as a book or pen, to one student in the group. That student must quickly and in one sentence, but with as much detail as possible, describe something awesome about his or her partner’s novel. For example: “Tameeka’s characters are so cool and quirky, like her main character who always has a snappy comeback for everything!” The instant that student is done talking, he or she should pass (not throw!) the object to any other student in the group, who must then do the same thing for his or her partner as quickly as possible. Groups continue the round for 7 minutes, with students going more than once if possible.

4. Go!

**Step Three: Goal-Setting**

*10 minutes*

1. Tell students that by now, they should have a sense of some of their novels’ strengths as well as areas they need to work on. This means they’re almost ready to actually revise them in their entirety! Explain that revising a novel may take weeks or years, depending on how much work the author wants to put into it, but generally speaking the more work the author does, the better the finished novel and the more chance it has of being published. Pause for a moment to let this sink in. Then ask, “Anyone overwhelmed yet?” and take a show of hands. Explain that, while it’s natural to be overwhelmed by the prospect of revising such long pieces of writing, you’ve got lots of tricks to make the process easier. (You may also explain that there are some strange, twisted people out there who actually like revising and editing. Some of them even do it for a living!)

2. Make sure each student has the following items: a clean copy of the novel, a copy of the “Unleash the Inner Editor” worksheet, and all the feedback he or she has received from partners. Tell students that the day has come to let their Inner Editors out of captivity, and their pens are their Inner Editors’ secret weapon.

3. Read the introduction to the worksheet together. Then walk students through the process of goal-setting by reading the explanation aloud and giving students a moment to reflect and write. Reinforce that their goals may be very specific or very broad, but they should be attainable. Have volunteers share goals they came up with, accepting all responses.

**Step Four: Make an Editing Plan**

*35 minutes*

Students can now begin filling out the remainder of the worksheet independently, based on the feedback they received from classmates and the goals they set for their own writing. Provide help as needed.

**Step Five: Release the Inner Editor!**

*Last moment of class*

At this point students can continue to officially set their Inner Editors loose on their novels! You may wish to dramatize this occasion by “whooshing” or orally trumpeting the Editors’ triumphant release song.

**Homework**

1. Tell students to choose one of the revision goals they listed on their worksheets, no matter how big or small, and that their homework for the next week is to revise their novels according to that item. The next week, have students share the changes they've made, and their revision experience, with a partner or the entire class (depending on the size of your group). Encourage them to be impressed by their own writing as they reread their novels, perhaps for the first time! Some students may be surprised that they enjoy the revision process as much or even more than the writing process. If you so choose, have your students focus on a different goal each week until they have completely revised their novels, before moving onto the next lesson, "Cleaning It Up."

2. If you are not going to require students to revise their entire novels in your class, take some time at the end of this lesson to put cooperative support in place for students who wish to revise their novels at length. Help students who are really “into” the process form writers’ groups where they can exchange their drafts. This encourages students to both give and receive more in-depth feedback, as well as be accountable for their writing. Make sure to check in with these groups over the rest of the school year to encourage their cooperative efforts!