

**Try this with your class!**  
Writing again for a different audience

This revision exercise is also a lesson in voice. Watch your student's writing come alive when they switch points of view in their stories or letters.

**Directions:**

1. Discuss the meaning of "audience" with students. Note a situation that they might relate in one way to their best friend or classmate and in a totally different way to their mother or father.

Let them "discover" how expressions, words, details given, descriptions, etc., differ when telling an experience to a parent as opposed to a best friend or classmate.

2. Ask students how many of them have been to some sort of camp. Conduct a class discussion of events at camp, such as food, funny or scary experiences, activities, etc. For students unable to relate to a camp experience, provide an alternative experience, such as a vacation.

3. Instruct students that they are now going to write two different letters about a "made-up" experience. (It can be real if they wish.)

The instructions might sound like this:

"You are at camp (or you are on a vacation with your favorite aunt and uncle). Mom and dad couldn't get time off from work to visit you."

"First, write a letter to your best friend or classmate telling all about camp (or vacation) and your experiences"

"Second, write a letter home to Mom and Dad. Tell them all about camp or vacation and your experiences."

Student sample 1: Letter to best friend

April 18, 2006

Dear Scott,

Camp is really rad! I wish you were here. Yesterday when our camp was raided by bears, a skunk crawled in Henry's cabin, and we saw twelve garter and rattlesnakes. There's a real rich kid in the bunk below me. He gets caviar every other meal. He let me try some. Believe me, you're not missing anything! On the right of me lives a kid that's afraid of everything. He's even afraid of the bad-tempered chipmunk who lives outside our cabin. When we put frogs in his sleeping bag, he jumped up, hit his head on the bunk above, fell out of bed, and ran outside yelling, "The slime monster's got me, the slime monster's got me!" It was hilarious!

Well, I've got to go now. It's time to go on our morning hike. Bye!

Your friend,

Ben

Student sample 2: Letter to parent:

April 18, 2006

Dear Mom,

Camp is fun! I had a good time fishing. I caught a five pound trout. We learned about snakes. I learned which ones are poisonous and which ones aren't. Thanks for the chocolates.

In answer to your questions, Yes, I am warm enough at night, and No, I don't need any blankets.

With love,  
Ben

--Ben D., 5<sup>th</sup> grade

Student sample 3: Letter to friend:

April 19, 2006

Dear Britt,

Camp is really terrible. It's hot and they won't let you swim in the swimming hole until they make sure no bugs are going to eat us alive or something.

I'm in a tent with a real snotty girl. She rolls up her sleeping bag in the morning so no bugs or spiders will climb in.

The food is really gross. The pancake batter is greenish color. We snuck in the morning to see what the stuff they feed us is. Well, lunchtime, so I gotta go! (They check all the tents to make sure that we're gonna eat!)

Your friend,  
Danielle

Student sample 4: Letter to parent:

April 19, 2006

Dear Mom,

Camp is wonderful. I'm so glad you sent me. The food is great, and I share a tent with a very nice girl.

Love,  
Danielle

P.S. They told us we can only come one time, so you're not supposed to send me here again.

--Danielle P., 5<sup>th</sup> grade