

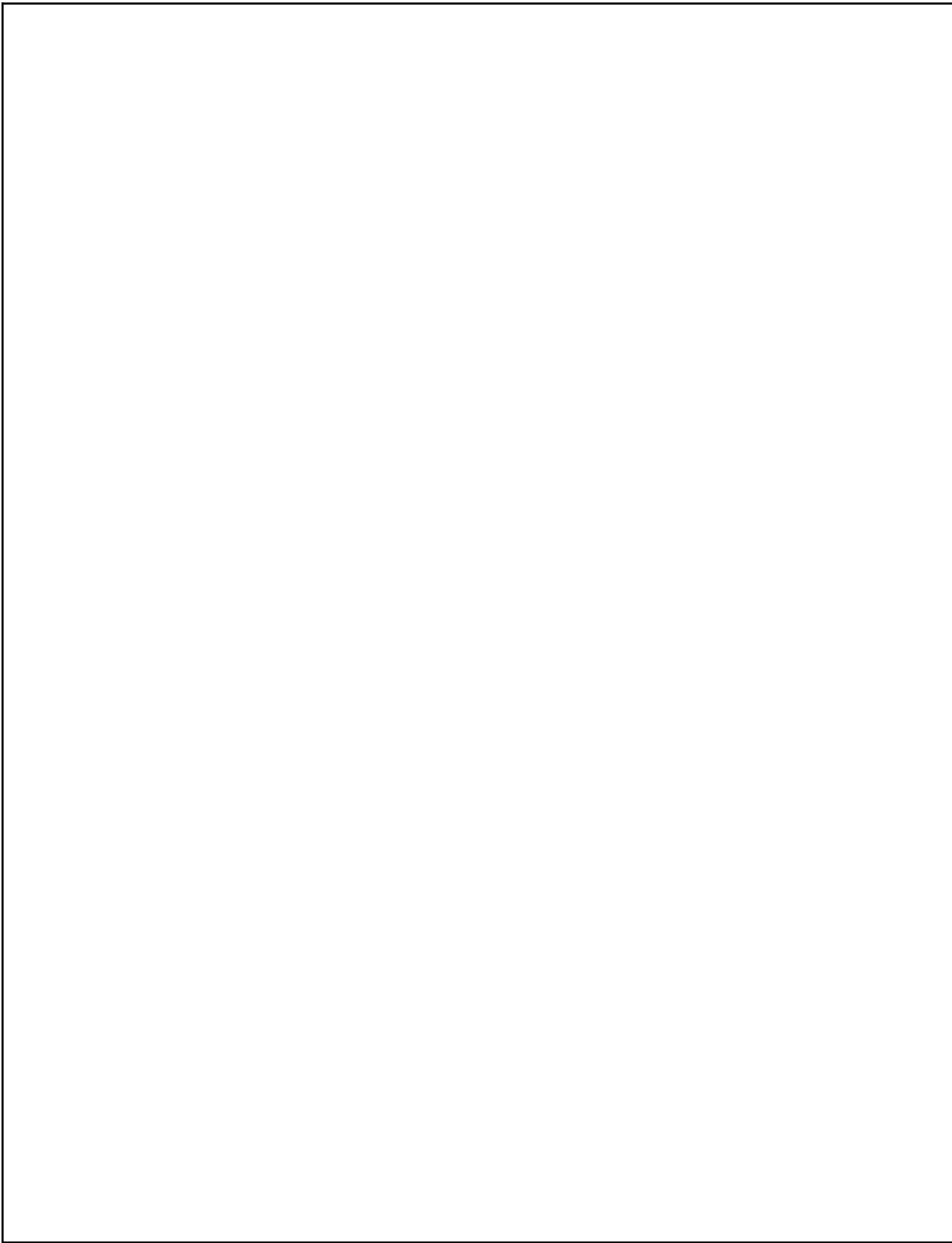
Unit 2: Animals Surviving and Thriving

WEEK 3 Day 2

Writing Report
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2.1.a, W.3.1.b)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work revise: make changes to writing
Materials and Preparation	<ul style="list-style-type: none">● children’s reports Before the lesson, consult one child about using her work to model feedback. Set aside her writing.● Report Feedback sheet, one copy for each child and one for modeling● writing tools● writing folders
Opening 1 minute	<i>Today you are going to provide feedback to each other to improve your writing. Remember, when we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s report and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Report Feedback sheet. <i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your procedures and personal recounts. At the top, there is a space for the writer’s name and the reviewer’s name. If you are the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<p><i>Each of you will choose one subtopic about which you would like to receive feedback. Then, when you begin working with your partner, you will read that subtopic to him and show him your illustration.</i></p> <p><i>After listening to your subtopic, your partner will answer three questions.</i></p> <p><i>The first question says, “Does the information match the subtopic?” This means, for example, if the subtopic is “Food,” all of the information in the image and words should be about what the animal eats. If the information all relates to the subtopic, your partner will check “Yes.” If not, he will check “No.” If the information does not match, talk about how the writer should make it match, and write a plan in the box.</i></p> <p><i>The second question says, “Does it make sense?” If it makes sense, your partner will check “Yes.” If not, she will check “No.” If it does not make sense, talk about how the writer should revise, and write a plan in the box.</i></p> <p><i>The last question says, “Do the image and words match?” If the image and the words match, your partner will check “Yes.” If not, he will check “No.” If they do not match, talk about how the writer should make them match, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please choose one subtopic and read it to us.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does the information match the subtopic?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If the information does not match, work together to suggest a plan for making it match. Repeat the process with the other questions.</p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing folders, writing tools, and Report Feedback sheets. As the children work, circulate to support them. Have children store their Report Feedback sheets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><i>Today you provided each other with feedback to make your writing even better! Tomorrow you will begin to revise, or make changes to your writing, based on the feedback you received today.</i></p>



Writing U2 W3 D2