

Unit 4: Communicating with Sound and Light

WEEK 2 Day 5

Writing Procedure
Peer-to-Peer Feedback
continued on Week 3, Day 1

Content Objective	I can use feedback to choose how to revise my writing. (W.2.1.a, W.3.1.b, W.3)
Language Objective	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.2.1.b)
Vocabulary	feedback: specific, helpful suggestions given to improve work procedure: a genre of writing whose purpose is to give directions to accomplish a goal materials: the items needed to complete a procedure steps: the actions taken to complete a procedure directions: instructions
Materials and Preparation	<ul style="list-style-type: none">● children’s procedures Identify and set aside one child’s work to model receiving feedback.● materials needed for completing each child’s procedure Set aside the materials needed to complete the procedure of the child who will model receiving feedback, for use in the whole group.● Procedure Feedback sheet, one copy for each child and one for modeling● writing tools
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. Remember, when we provide feedback to each other, we give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s procedure and provide [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>

<p>Peer-to-Peer Feedback Practice 9 minutes</p>	<p>Introduce the Procedure Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. It's the same one we used at the beginning of the year. 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> <p><i>Here's how this will work. When you begin working with your partner, you will read your procedure to him. As you read each material, your partner will gather that material. As you read each step, your partner will follow the directions to complete the procedure.</i></p> <p><i>After trying out the procedure, your partner will answer two questions.</i></p> <p><i>The first question says, "Does it include all materials?" If the procedure lists all of the materials needed to complete the procedure, your partner will check "Yes." If something is missing, he will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those materials in the box below.</i></p> <p><i>The second question, on the back of the paper, says, "Does it include all steps?" If the procedure includes all steps, your partner will check "Yes." If something is missing, she will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write those steps in the box below.</i></p> <p><i>We will only have time for one partner to share today. The other partner will share next time.</i></p> <p><i>Let's try it together. _____, please read us your procedure.</i></p> <p>As a class, try out the child's procedure. Different children may take turns collecting materials and following steps, or, if the procedure is yoga, the whole class can try out the steps together.</p> <p><i>Now let's look at our feedback sheet. Remember, our first question says, "Does it include all materials?"</i></p> <p>Harvest several children's ideas. Check "Yes" or "No" on the checklist and discuss why that choice was made. If materials are missing, work together to list missing materials. Repeat the process with the second question.</p>
<p>Peer-to-Peer Feedback</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and choose who will share today and who will share</p>

12 minutes	during the next Writing time. Send partners to the appropriate area with Procedure Feedback sheets. As the children work, circulate to support them. Have children store their Procedure Feedback sheets in their writing folders.
Closing 8 minutes	Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback. <i>Next time you will switch and try out the other partner's procedure!</i>
Standards	<p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.3 Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.</p> <p>SL.2.1.b Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p>

Notes

