

Unit 1: Building Strong Communities

WEEK 4 Day 1

Writing Procedure
Peer-to-Peer Feedback
continued from Week 3, Day 5

Content Objective	I can use feedback to revise my writing. (W.1.5, W.1.2, W.1.4)
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 revise: make changes to writing
Materials and Preparation	<ul style="list-style-type: none">● children’s procedures● materials needed for completing procedures● Procedure Feedback sheets, from Week 3, Day 5● writing tools
Opening 1 minute	<i>Today you will continue providing feedback. This time, the partner who did not share will get to share.</i>
Peer-to-Peer Feedback 20 minutes	Show the Procedure Feedback sheet. <i>Remember, this is the paper you will use to provide feedback. The partner sharing today is the writer, and the partner providing feedback is the reviewer.</i> <i>The writer will read the procedure. As the writer reads each material, the reviewer will gather it. As the writer reads each step, the reviewer will follow the directions to complete the procedure.</i>

	<p><i>After trying out the procedure, the reviewer will answer the two questions: "Does it include all materials?" and "Does it include all steps?" Remember to check "Yes" or "No" after each question and to write down anything that should be added.</i></p> <p>Send partners to the appropriate areas with Procedure Feedback sheets. As the children work, circulate to support them. Choose one child who needs to add materials and/or steps to share her plan for revision.</p> <p>Have children store their Procedure Feedback sheets in their writing folders.</p>
<p>Closing 9 minutes</p>	<p>Bring the children back to the whole group. Have the child and her partner share what they found while trying to complete the procedure. Discuss the writer's plan for adding materials and/or steps.</p> <p><i>Tomorrow you will begin revising your work based on the feedback you received.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>Standard 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>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>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>
<p>Ongoing assessment</p>	<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