WEEK 7   Day 5

Writing Explanation
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my explanation. (W.2.1.a, W.3.1.b, W.2)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1a)
Vocabulary	**explanation**: a genre of writing whose purpose is to explain a phenomenon in sequence **explanation steps**: the phenomenon explained, in order **feedback**: specific, helpful suggestions given to improve work **image**: a representation of something in the form of a drawing, photograph, etc.
Materials and Preparation	● Explanation Feedback packet, one copy for each child ● writing tools ● children's writing folders, including their explanations Children will work with partners. Pair them strategically so that each child can give and receive meaningful feedback.
Opening 1 minute	*Today you and a classmate will provide each other with feedback.*

Peer-to-Peer Feedback Introduction
8 minutes
	Show the Explanation Feedback packet, pointing to each part as it is discussed.
	    This is the packet you will use to give feedback. At the top, there is a space for the writer's name and the reviewer's name. If you are the person reading your own writing, you are the writer. If you are the person giving feedback, you are the reviewer.
	
	    Here's how this will work: When you begin working with your partner, you, the writer, will lay out all of your explanation pages, in order, and then read them out loud.

Writing U4 W7 D5

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Maine Department of Education

	After listening to your explanation, your partner, the reviewer, will answer three questions. The first two questions are about the explanation steps. *The first question is, "Does it include all explanation steps?" If the explanation includes all steps, the reviewer will check "Yes." If not, they will check "No." If steps are missing, talk about what is missing, and write the steps in the box below.* *The second question is, "Are the explanation steps in the correct sequence?" If they are in the right order, the reviewer will check "Yes." If not, they will check "No." If the sequence needs to be changed, discuss the change that needs to be made and write a plan in the box.* *After discussing the explanation steps, you will look carefully at the images.* *The third and last question is, "Do the images match the words?" If they match, the reviewer will check "Yes." If not, they will check "No." If they do not all match, discuss changes that can be made to the images or words to ensure that they match. Write the plan in the box below.* *After providing feedback to one partner, repeat the process to provide feedback to the other partner.*
Peer-to-Peer Feedback 20 minutes	Partner the children and send them to work with writing folders, writing tools, and Explanation Feedback packets. As the children work, circulate to support them. Have children store their Explanation Feedback packets in their writing folders.
Closing 1 minute	*Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your explanations.*
Standards	**W.3.1.b** Use a combination of drawing and writing to communicate a topic with details. **W.2** Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. **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.

	SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Ongoing assessment	Observe and take notes as children provide feedback. 　　　What feedback are children given? Does it match your assessment? 　　　What next steps do children set for themselves? 　　　Are there any trends emerging?

Notes