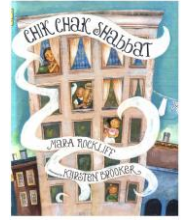


Unit 1: Building Strong Communities



WEEK 3 Day 5

Writing Basics

Peer-to-Peer Feedback and Revision: Reading Response

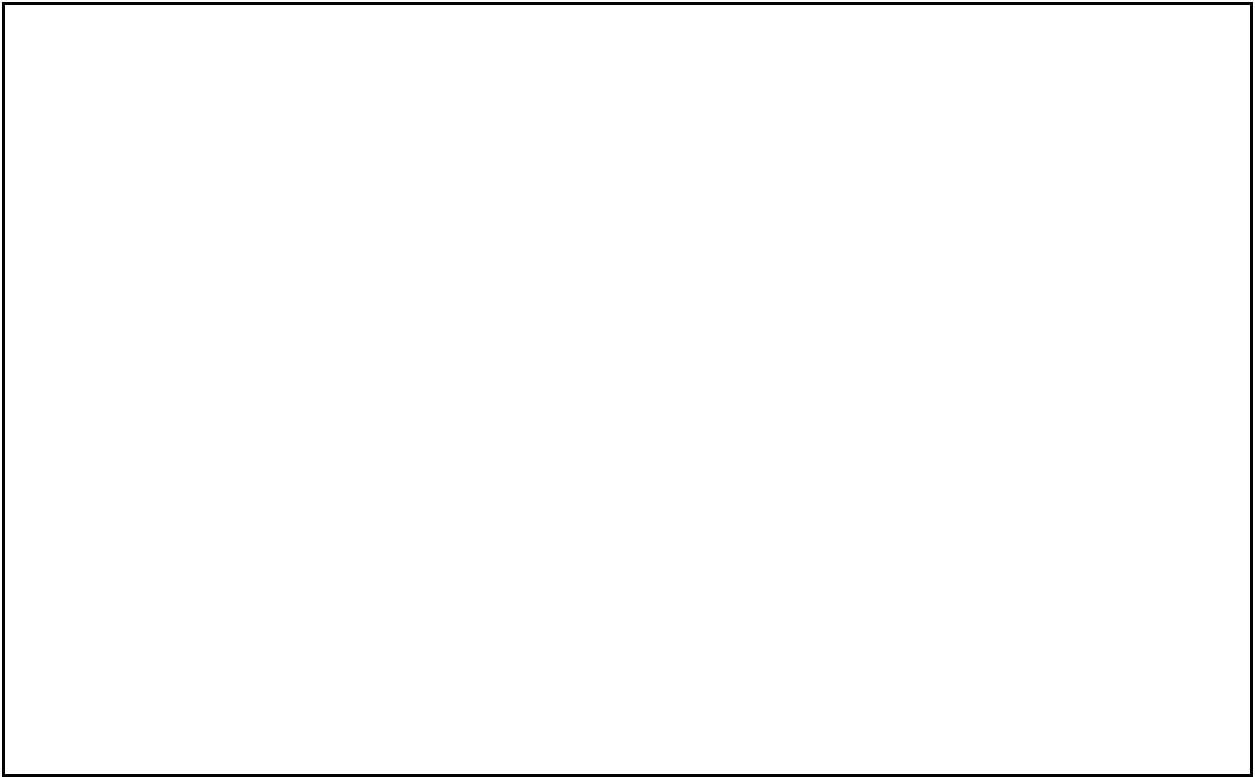
Content Objectives	I can use key details to retell the story's major events in response to the prompt. (R.5.1.a, W.3.1.b, W.1.1.b) I can use feedback to choose how to revise my writing. (W.2.1.a, W.2.1.b)
Language Objective	I can write a complete sentence in response to a prompt. I can use the Simple and Expanded Sentences chart for support as needed. (ELD-SI.K-3.Narrate)
Vocabulary	feedback: specific, helpful suggestions given to improve work revise: make changes to writing
Materials and Preparation	● <i>Chik Chak Shabbat</i>, Mara Rockliff ● writing folders, including Listen and Respond in Writing sheets ● drawing and writing tools ● charts and visual scaffolds: ○ Encoding Prompting Guide table copies ○ Expanded Sentences chart and table copies ○ Independent Writing Routine chart and table copies ○ Reading Response Routine chart and Reading Response Routine and Checklist table copies ○ Simple Sentences chart and table copies ○ Wh- Questions visual
Opening 1 minute	<i>Yesterday you began giving and receiving feedback about your responses to questions to Chik Chak Shabbat. Today you will continue giving feedback and use that feedback to revise your work.</i>

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Peer-to-Peer Feedback 13 minutes	Show the CUPS checklist. <i>Like we have done before, you will use this checklist to provide feedback to your partner.</i> <i>Remember, the first writer reads their writing to the reviewer, and the reviewer asks a question if they don't understand.</i> <i>Then the reviewer uses the CUPS checklist to check each part of the sentences.</i> <i>After the reviewer is finished, talk about the checklist together. The reviewer can make suggestions for the writer to revise.</i> <i>Then you switch.</i> Distribute CUPS checklists. As children work, circulate to support them by reminding them of the process or the parts of CUPS. When about 5 minutes has passed, signal that the class should be switching partners soon. When children have completed peer feedback, bring the class's attention back to the whole group. Invite several children to reflect on the experience and/or to share something they plan to revise based on their partner's feedback.
Individual Construction 15 minutes	<i>Now that you have received feedback from your partner, go back and revise, or change, your writing based on what they told you.</i> As children revise, circulate to support them. Support could include: ● referring to children's CUPS checklists and making suggestions for revisions; ● referring back to the text and modeled writing to generate response ideas; ● inviting children to retell their sentences; ● referring to the Simple and Expanded Sentences charts and table copies to provide a sentence frame; ● referring to Foundations resources to review known letters and sounds as children correct spelling.
Closing 1 minute	<i>We have learned about a lot of types of writing we will do in first grade! Next we will learn about a genre of writing called personal recount.</i>

Standards	R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme. W.3.1.b Use a combination of drawing and writing to communicate a topic with details W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults. W.3.1.a Print all lower and uppercase letters. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.2.1.b Use end punctuation for sentences. 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. W.2.1.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. WIDA ELD-SI.K-3.Narrate. Recount and restate ideas.
Ongoing assessment	Observe and take notes as children provide feedback. What areas do children choose for receiving feedback? Based on their writing, are these the areas they should choose for feedback? What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging? After the lesson, review children’s writing. Do children revise appropriately based on feedback?

Notes



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