

WEEK 7 Day 4

Writing Biography
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.3.1.b, W.2, W.2.1.a)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.1.a)
Vocabulary	<p>feedback: specific, helpful suggestions given to improve work</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>revise: make changes to writing</p> <p>publish: prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● children’s biographies Set aside the writing of the child chosen to model feedback. ● Biography sheet, one copy for each child and one for modeling ● writing tools ● writing folders
Opening 1 minute	<p><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 biography 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 10 minutes	<p>Introduce the Biography Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. It is similar to the one you used to give feedback about your other writing. 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 biography to her. Your partner will be someone in your group, so she will know information about the person you wrote about.</i></p> <p><i>After listening to your biography, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it begin with an orientation?” If the biography begins with an orientation, your partner will check “Yes.” If not, she will check “No.” If there is no orientation, talk about how the writer should introduce the biography, and write a plan in the box.</i></p> <p><i>The second question says, “Does it include events related to what is significant about this person?” If the biography includes events related to the person’s significance, your partner will check “Yes.” If something is missing or unrelated to what is significant about this person, she will check “No.” If something is missing or needs to be revised, talk about it and write a plan in the box below.</i></p> <p><i>The last question says, “Does it end with a conclusion?” If the biography ends with a conclusion, your partner will check “Yes.” If not, she will check “No.” If there is no conclusion, talk about how the writer should end the biography, and write a plan in the box.</i></p> <p><i>Let’s try it together. _____, please read us your biography.</i></p> <p><i>Now let’s look at our feedback sheet. Remember, our first question says, “Does it begin with an orientation?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation, drawing upon the expertise of the other group members. Repeat the process with the other questions.</p>
<p>Peer-to-Peer Feedback 18 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children with other children writing about the same person and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Biography 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! Next week you will revise and publish your biographies.</i></p>
<p>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic</p>

	<p>with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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.1.1.a 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).</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?</p> <p>Are there any trends emerging?</p>

Notes

