

Unit 2: The Forces of Wind and Water

WEEK 3 Day 1

Writing Procedure

Peer-to-Peer Feedback

Content Objective	I can use feedback to choose how to revise my writing. (W.2.2.a, W.2)
Language Objective	I can ask my partner questions to understand their writing choices and answer questions about my writing choices. (SL.2.2.b)
Vocabulary	directions: instructions feedback: specific, helpful suggestions given to improve work materials: the items needed to complete a procedure procedure: a genre of writing whose purpose is to give directions to accomplish a goal steps: the actions taken to complete a procedure
Materials and Preparation	● children's procedures Identify and set aside one child's work to model receiving feedback. ● materials needed for completing procedures Set aside the materials needed to complete the procedure of the child who will model receiving feedback. ● Procedure Feedback sheet, one copy for each child and one for modeling ● writing tools ● writing folders
Opening 1 minute	<i>Today each person will try someone else's procedure and provide feedback to make it even better.</i>
Peer-to-Peer Feedback Practice 8 minutes	Introduce the Procedure Feedback sheet. <i>This is the paper we will use to provide 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 writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i>

	<i>Here's how this will work. When you begin working with your partner, you will read your procedure to them. 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> <i>After trying out the procedure, your partner will answer two questions.</i> <i>The first question says, "Does it include all materials?" If the procedure lists all of the materials, your partner will check "Yes." If something is missing, they 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> <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, they 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> <i>When you finish, you will switch places and repeat the process.</i> <i>Let's try it together. _____, please read us your procedure.</i> 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. <i>Now let's look at our feedback sheet. Remember, our first question says, "Does it include all materials?"</i> 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.
Peer-to-Peer Feedback 20 minutes	<i>Now you will provide feedback to each other.</i> Partner the children and send them to the appropriate areas with Procedure Feedback sheets. As the children work, circulate to support them. When children are finished, have them store their Procedure Feedback sheets in their writing folders.
Closing 1 minute	<i>Today you provided each other with feedback to make your writing even better! Tomorrow you will use this feedback to begin revising</i>

	<i>your procedure.</i>
Standards	W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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 and each other? Are there any trends emerging?

Notes
