

Unit 4: The Power of Pollinators

WEEK 4 Day 1

Writing Report

Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2., W.2.2.a, W.3.2, W.2.4)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.2.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work
Materials and Preparation	<ul style="list-style-type: none">● Report Feedback packet, one copy for each child● writing tools● children’s writing folders, including their reports <p>Children will work with partners. Pair them strategically so that each child can give and receive meaningful feedback, including pairing children who wrote about the same plant.</p>
Opening 1 minute	<i>Today you will work with a partner to provide feedback about each other’s writing. Remember, when you give feedback you give specific, helpful suggestions to help your partner improve their work.</i>
Peer-to-Peer Feedback Introduction 8 minutes	<p>Show the Report Feedback packet, pointing to each part as it is discussed. <i>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.</i></p> <p><i>Choose whose report will receive feedback first. Then the writer will read their report to the reviewer.</i></p> <p><i>The reviewer will then answer the questions in the packet.</i></p> <p>Read the questions.</p>

	<p><i>This is the process you will use to answer the questions.</i></p> <ol style="list-style-type: none"> 1. <i>Read the question.</i> 2. <i>Check “Yes” or “No.”</i> 3. <i>If the response is “No,” talk about why.</i> 4. <i>Make a plan for revising based on your discussion.</i> <p><i>After providing feedback to one partner, repeat the process to provide feedback to the other partner.</i></p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p>Send children to work with partners, with writing folders, writing tools, and Report Feedback packets.</p> <p>As the children work, circulate to support them in giving specific and helpful feedback and articulating plans. Have children store their Report Feedback packets 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! Starting tomorrow you will revise and publish your reports.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>Ongoing assessment</p>	<p>Collect the Report Feedback packets and children’s folders.</p> <p>What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Do any trends emerge?</p>

<p>Notes</p>
