

Unit 3: Connecting Places, Connecting People

WEEK 4 Day 1

Writing Autobiography

Peer-to-Peer Feedback: Poetic Devices

Content Objective	I can use feedback to choose how to revise my writing. (W.2.2.a, W.3.2)
Language Objective	I can ask my partner questions to understand their writing choices and answer questions about my writing choices. (SL.3.2.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work poetic device: a tool poets use
Materials and Preparation	<p>Before the lesson, review children’s poems and choose one to model providing feedback. Consult with the presenting child, and, if time allows, give the child time to review the Poetic Devices Feedback sheet and to consider the area in which they would like to receive feedback.</p> <ul style="list-style-type: none">● writing tools● Poetic Devices Feedback sheet, one copy for each child and one for the class● writing folders with Poetic Devices Planning sheets● writing notebooks
Opening 1 minute	<i>Today we will provide feedback to each other to improve our writing. Remember, when we provide feedback to each other, we give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____ [child]’s poem and provide them with specific feedback. Then, you will each work with a partner to provide feedback to each other.</i>
Whole Group Peer-to-Peer Feedback Practice	<i>When we do Thinking and Feedback, many of you identify specific questions you have or areas where you would like feedback. You are going to do the same thing today. You will choose one poetic device that was tricky for you or that you were not sure about, and ask a</i>

<p>12 minutes</p>	<p><i>classmate for feedback on that one poetic device.</i></p> <p>Introduce the Poetic Devices Feedback sheet.</p> <p><i>This is the paper we will use to provide feedback. At the top, there is a space for the poet’s name and the reviewer’s name. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Each poet will fill in some information before receiving feedback.</i></p> <p><i>[Child’s name], let’s circle the poetic devices you used in your poem.</i></p> <p><i>Now think about which poetic device you would like us to listen to closely and provide feedback about. Which was the trickiest for you to include? Which are you not sure about? Draw a star next to that poetic device so that we, the reviewers, know what to listen closely for.</i></p> <p><i>As we listen to [child’s name]’s poem, focus on listening closely for [chosen poetic device].</i></p> <p>Have the child read their poem. Working together as a class, fill in the identified section of the Poetic Devices Feedback sheet.</p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p>Distribute writing tools, writing folders, and Poetic Devices Feedback sheets. Give the children several minutes to prepare their feedback sheets.</p> <p><i>On this top line, circle all of the poetic devices you included in your poem. Then, think about which poetic device you would like feedback about, and draw a star next to it in the sections below.</i></p> <p><i>When you work with your partner, first you will review your Poetic Devices Planning and Poetic Devices Feedback sheets together. Tell your partner which poetic device you would like them to listen closely to. Then, read your poem to your partner. After you read, your partner will fill in the starred section of your feedback sheet. Then you will repeat the same process for your partner’s poem.</i></p> <p>Partner the children. As the children work, circulate to support them.</p>
<p>Planning for Next Steps 8 minutes</p>	<p>Have partners trade back the Procedure Feedback sheets.</p> <p><i>Read through the feedback you received. Discuss the feedback with your partner. Be sure to ask her or him any questions you have. Thank your partner for taking time to review your writing. After discussing the feedback, write ideas for next steps.</i></p>

	As the children work, circulate to support them. Have the children put their feedback sheets away in their writing folders.
Closing 1 minute	<i>Tomorrow you will begin revising your poems, using the feedback you received today.</i>
Standards	<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.2.2.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.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
Ongoing assessment	<p>Collect the Poetic Devices Feedback sheets and children’s notebooks.</p> <p>What areas do children choose for feedback?</p> <p>Based on their writing, are these the areas they should choose for feedback?</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves and each other?</p> <p>Are there any trends emerging?</p>

Notes