

Unit 2: The Forces of Wind and Water

WEEK 4 Day 5

Writing Report Feedback and Revision

Content Objectives	I can use feedback to choose how to revise my writing. (W.2.2.a) I can revise my writing to fit the purpose, structure, and language of report. (W.3.2, W.2., W.2.2.a, L.1.2.e)
Language Objectives	I can ask my partner questions to understand their writing choices and answer questions about my writing choices. (SL.2.2.b) I can capitalize the name of my landform. (L.2.2.a)
Vocabulary	caption: a short explanation of an image feedback: specific, helpful suggestions given to improve work revision: change made to improve writing
Materials and Preparation	• class copy of the Popham Beach Caption slides, from Day 4 • Caption Feedback sheet, one copy for each child and one for the class • children’s writing folders, including Caption Templates and Landforms Research Packets, from Day 2 • writing tools
Opening 1 minute	<i>Today you will give and receive feedback on each other’s work. Then you will use this feedback to revise your caption.</i>
Joint Feedback and Revision 10 minutes slide 5	<i>Let’s read the caption we wrote together.</i> After reading the caption, show the Caption Feedback sheet. <i>We wanted to include the name of our landform—did we include that information?</i> <i>During our Language lessons this week we learned that when we are naming a specific place, we should use capital letters. Did we do that?</i> Record feedback on the sheet. Repeat the process to complete the Caption

	Feedback packet. If the caption does not include all of the necessary information written in one sentence, discuss with the children what revisions need to be made, and correct it on the slide.
Peer-to-Peer Feedback and Revision 18 minutes	Show the Caption Feedback sheet. <i>This is the sheet you will use to give each other feedback. Read your caption to your partner. Discuss the questions together. If the answer is “Not Yet,” or if something needs to be changed or added, write this information in the “Plan” section. Then switch and provide feedback for the other partner’s caption.</i> <i>After each of you has received feedback, use that feedback to revise your caption.</i> Send the children to work in pairs. As children work, circulate to support them with providing each other feedback. After providing feedback, guide children to use the feedback to revise their captions.
Closing 1 minute	<i>These captions give a lot of information about each of the landforms in just one short sentence! Next week we will begin learning about a new genre—explanation—which will help us to write about how the landforms got their shape.</i> Notes: Children will use their Caption Templates during the Explanation unit. Keep the Report anchor chart to revisit and add to during Unit 4.
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. 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. 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. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.2.2.a Capitalize holidays, product names, and geographic names.
Ongoing assessment	Review feedback sheets and captions and note how children incorporated feedback. What elements did the original caption include? What was missing?

	What feedback did the child receive? What did they incorporate into their revised caption? What did they choose not to incorporate? Do any changes still need to be made? Reflect and make notes about the unit. What did children understand about the purpose and language of report? What is still challenging? What needs to be revisited when studying report in Unit 4?
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Notes
