

WEEK 9 Day 3

**Writing Explanation**  
Peer-to-Peer Feedback

<b>Content Objective</b>	I can use feedback to choose how to revise my writing. (W.K.5, W.K.2)
<b>Language Objective</b>	I can ask my partner questions to understand her/his writing choices and answer questions about my writing choices. (SL.K.3)
<b>Vocabulary</b>	<b>feedback:</b> specific, helpful suggestions given to improve work <b>explanation:</b> a genre of writing whose purpose is to explain a phenomenon in sequence
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s explanations</li> <li>Set aside the explanation of the child chosen to model feedback.</li> <li>● Explanation Feedback sheet, one copy for each child</li> <li>● writing folders</li> <li>● writing tools</li> </ul>
<b>Opening</b> 1 minute	<i>Today we are going to provide <b>feedback</b> to each other to improve our writing. 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 explanation and provide ____ [him/her] with specific feedback. Then, you will each work with a partner to provide feedback.</i>
<b>Peer-to-Peer Feedback Practice</b> 9 minutes	<p>Introduce the Explanation Feedback sheet.</p> <p><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></p> <p><i>Here’s how this will work. When you begin working with your partner, you will read your <b>explanation</b> to her. After you read your</i></p>

	<p><i>page, your partner will answer three questions.</i></p> <p><i>The first question says, “Does it have all the parts of the life cycle?” If all the stages are there, your partner will check “Yes.” If something is missing, she will check “No.” If something is missing, talk about what is missing and what can be added so that it is complete.</i></p> <p><i>The next question says, “Are they in order?” If all of the parts of the life cycle are in order, your partner will check “Yes.” If not, she will check “No.” If they are not in order, talk about what needs to be changed to put it in order.</i></p> <p><i>The last question says, “Does it make sense?” If the page makes sense, she will check “Yes.” If it does not make sense, she will check “No.” If something doesn’t make sense, talk together about what doesn’t make sense.</i></p> <p><i>Then you will switch and the other partner will read his writing and the first partner will give feedback.</i></p> <p><i>Let’s try it together. _____, please read us your explanation.</i></p> <p><i>Remember, our first question says, “Does it have all the parts of the life cycle?”</i></p> <p>Harvest several children’s ideas. Check “Yes” or “No” on the checklist and discuss why that choice was made. Repeat the process with the second and third questions.</p>
<p><b>Peer-to-Peer Feedback</b> 12 minutes</p>	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children (with someone writing about the same animal) and send them with Explanation Feedback sheets.</p> <p>As the children work, circulate to support them. Have children store their Explanation Feedback sheets in their writing folders.</p>
<p><b>Closing</b> 8 minutes</p>	<p>Bring the children back to the whole group. Review the feedback given to the child at the beginning of the session. Talk through the feedback and think aloud with the child to decide which pieces of feedback to incorporate and which to leave out. Discuss why the writer may choose not to incorporate certain pieces of feedback.</p>
<p><b>Standards</b></p>	<p><b>W.K.2.</b> Use a combination of drawing, dictating, writing to compose informative/explanatory texts that name and supply some information about a topic.</p> <p><b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>SL.K.3.</b> Ask and answer questions about what a speaker says in order to</p>

	seek help, get information, or clarify something that is not understood.
<b>Ongoing assessment</b>	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**