

Lesson 5: Speaking, Listening, and Writing: Giving and Receiving Peer Feedback



CCS Standards

- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.K.1a:** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.



Daily Learning Targets

- I can give and receive feedback to ensure we create high-quality work. (SL.K.1a, SL.K.6)
- I can track the progress of my artwork through writing and drawing. (W.K.8, SL.K.4)

Ongoing Assessment

- As students give and receive peer feedback in Work Time A, use the Speaking and Listening Checklist to collect data on students' progress toward SL.K.1a, SL.K.4, and SL.K.6 (see Assessment Overview and Resources).

Agenda

1. Opening

- A. Revisiting High-Quality Work: "Austin's Butterfly" and the High-Quality Work Anchor Chart (10 minutes)

2. Work Time

- A. Engaging the Learner: Tree Stretch (5 minutes)
- B. Giving and Receiving Peer Feedback: Sketches (15 minutes)
- C. Engaging the Artist: Sketching (15 minutes)

3. Closing and Assessment

- A. Shared and Independent Writing: Performance Task Art Planner (15 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students watch a 6-minute video titled "Austin's Butterfly: Building Excellence in Student Work." This, in connection with a review of the High-Quality Work anchor chart, prepares students to give and receive constructive peer feedback that will help them create a high-quality art product for the performance task. Students gain a deeper understanding of the process and purpose of revision.

- In Work Time A, students participate in giving and receiving peer feedback on their sketches using the High-Quality Work anchor chart and performance task model as references for their feedback. Students then implement the feedback in Work Time C as they continue working on their sketches.
- In the Closing, students are introduced to the Performance Task Art planner through shared writing and then complete the planner independently. The Performance Task Art planner invites students to work on their executive functioning and metacognition as they reflect on the work they have done during the lesson and think ahead to what they will work on in the next lesson.

How this lesson builds on previous work:

- Students have participated in giving and receiving feedback in Modules 2–3, so the peer feedback process should be familiar.
- Students revise and improve their sketches of tree parts that they started in Lesson 4.

Areas in which students may need additional support:

- In Work Time A, students give and receive feedback about their sketches. Consider pairing students with varying levels of language proficiency. The students with greater language proficiency can serve as models in their partnership, initiating discussion and providing implicit sentence frames.
- In Work Time C, students work to revise and implement the feedback about their sketches. It may be challenging for students to decide which suggestions to implement. Consider modeling the process with another adult before inviting students to make changes to a sketch (for teacher modeling).
- During independent writing in the Closing, remind students to use the classroom resources to improve their writing, such as Word Walls, anchor charts, and texts. Consider allowing students to select a work area in the room that allows them to best use the resources they need.

Down the road:

- Students will again engage in giving and receiving peer feedback about their performance task art in Lesson 8.
- In Lessons 6–7 and 10–11, students will continue to work on their art piece for the performance task. After revising their sketches and selecting the best one, they will outline the sketch in black pen. Students then will begin the watercoloring routine to complete their art.
- Also in Lessons 6–7 and 10–11, students will continue to use the Performance Task Art planner to reflect upon their work and plan next steps.

In advance:

- Prepare:
 - Technology necessary to play “Austin’s Butterfly” in the Opening.
 - Student workspaces for sketching in Work Time C by placing pencils, students’ Performance Task Artwork templates, and tree parts images at each.
 - Performance Task Art planners by attaching student copies to clipboards for use in the Closing.
- Partner students for giving and receiving peer feedback in Work Time A.
- Post: Learning targets and applicable anchor charts (see materials list).

Consider using an interactive whiteboard or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- Opening: Set up “Austin’s Butterfly”:
 - “Austin’s Butterfly: Building Excellence in Student Work.” Video. EL Education. Vimeo. 9 Mar 2012. Web. 03 Feb 2017. <https://vimeo.com/38247060>

Supporting English Language Learners

Supports guided by in part by CA ELD Standards K.I.A.3, K.II.B.6, and K.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing visual inputs and discussion opportunities to make sense of the steps they will take to plan and revise the performance task.
- ELLs may find it challenging to comprehend and apply the information in “Austin’s Butterfly” because the conversation in the video proceeds quickly and rests on potentially unfamiliar words. Before watching the video, provide students a short summary of what they are about to see. (Example: “This is about a first-grader who got help from his friends to make his drawing better.”) Briefly explain these words: *critique*, *persevere*, *pointed*, *specific*, *angles*, and *draft*.

Levels of support

For lighter support:

- In the Opening, consider posing the questions for the Turn and Talk before students watch the video. This will provide a preview of what they’ll need to do and a chance to consider how they’ll respond while they watch.

For heavier support:

- In the Opening, after students have seen the video and discussed the questions, co-create a visual map that summarizes the steps Austin took. Invite students to help you by sharing what they remember. Then review the unfamiliar words. Watch the video a second time. Invite students to discuss what they now know after a second viewing.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by charting student responses during whole class discussions to aid in comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentences frames for those students who require them to be successful in peer interactions and collaboration. Also, support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

Review:

- kind, helpful, specific, high-quality, peer feedback, sketch (L)

Materials

- ✓ “Austin’s Butterfly” (video; play in entirety; see Technology and Multimedia)
- ✓ High-Quality Work anchor chart (begun in Module 3)
- ✓ Tree Stretch chart (from Unit 1, Lesson 3; one to display)
- ✓ Peer Feedback Protocol anchor chart (begun in Module 2)
- ✓ Performance Task Artwork template (begun in Lesson 4; revised during Work Time C; one per student; see Performance Task Overview)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Model second-draft sketch (one to display; see Performance Task Overview)
- ✓ Pencils (one per student)
- ✓ Erasers (one per student)
- ✓ Tree parts images (from Unit 1, Lesson 6; to display)
- ✓ Performance Task Art planner (one per student and one for teacher modeling)
- ✓ Performance Task Art planner (example, for teacher reference)
- ✓ Clipboards (one per student)

Opening

A. Revisiting High-Quality Work: “Austin’s Butterfly” and the High-Quality Work Anchor Chart (10 minutes)

- Tell students that in other schools, children just like them create beautiful works of art. One boy, Austin, sketched and colored a beautiful butterfly with help from his classmates.
- Share with students that they will watch a video about how Austin created his butterfly sketch and drawing.
- Play **“Austin’s Butterfly.”**
- Turn and Talk:

“What can we learn from Austin and his friends that can help us with our sketches of tree parts?” (Responses will vary, but may include: We should take our time; we should keep trying; it’s okay to have lots of drafts; etc.)

“How did Austin’s friends help Austin improve his work?” (Responses will vary, but may include: They told him specific things to fix or change; they were nice when talking about his work; they encouraged him to keep trying.)

- Circulate and listen as students share.
- Call on three or four students to share their ideas about how the video can help them with their own sketches.

Conversation Cue: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think.” (Responses will vary.)

- Direct students’ attention to the **High-Quality Work anchor chart** and review the big ideas.
- Using a total participation technique, invite responses from the group:

“How did Austin’s butterfly drawing meet the expectations for high-quality work?” (It was carefully planned. It included details in the artwork.)

“How will you ensure that your artwork is high-quality?” (Responses will vary.)

- Provide specific, positive feedback on students’ ability to think carefully about what it means to create high-quality artwork.

Meeting Students’ Needs

- For ELLs (Video Sentence Frames): Right before the Turn and Talk, offer students the frame “I learned that ____.” Then ask a few students to share out what their partner said.
- For students who may need additional support with comprehension: Provide the questions for the Turn and Talk and invite students to view the video a second time before sharing their responses. (MMR, MMAE)

Work Time

A. Engaging the Learner: Tree Stretch (5 minutes)

- Refocus whole group and remind students of the Tree Stretch from Unit 1.
- Invite students to stand up and spread out inside and around the edge of the whole group meeting area. As needed, remind students to move safely and make space for everyone.
- Display the **Tree Stretch chart** and invite students to join you in the Tree Stretch.
 - Repeat one or two times or as time permits.
 - Offer students specific, positive feedback on engaging with the Tree Stretch calmly.

Meeting Students’ Needs

- For ELLs: (Oral Language Exchange) While they are stretching, invite students to briefly turn to a partner and share, using a complete sentence, what their trees look like. (Examples: “My tree is tall and wide.” “My tree has many leaves.”)

Work Time

B. Giving and Receiving Peer Feedback: Sketches (15 minutes)

- Refocus students whole group and direct their attention to the posted learning targets and read the first one aloud:

“I can give and receive feedback to ensure we create high-quality work.”

- Direct students’ attention to the **Peer Feedback Protocol anchor chart** and review the big ideas. As needed, remind students the definitions of *kind* (*gentle, good, caring*), *helpful* (*useful*), and *specific* (*certain and exact*).
- Direct students’ attention back to the High-Quality Work anchor chart and reread the big ideas.
- Tell students that today they will be giving each other feedback about their sketches, just like Austin’s classmates gave him feedback about his butterfly.
- Remind them that their feedback should be related to the ideas on the High-Quality Work anchor chart: carefully planned and including details.
- Consider modeling giving and receiving feedback with another adult to support the process. (See the Additional Support section in the Teaching Notes.)
- Distribute students’ **Performance Task Artwork templates** from Lesson 4.
- Move students into pairs and invite them to begin giving and receiving feedback about each other’s sketches.
- Circulate and listen as students provide peer feedback. Take note of their discussions using the **Speaking and Listening Checklist**. As needed, redirect students using the Peer Feedback Protocol anchor chart.
- Prompt students to support their feedback using criteria from the High-Quality Work anchor chart.
- After both partners have shared and offered feedback, refocus whole group.
- Provide specific, positive feedback on students’ ability to give kind, specific, and helpful feedback about each other’s sketches.
- Tell students that after a quick movement break, they will have time to make revisions and changes to their sketches.

Meeting Students’ Needs

- For ELLs and students who may need additional support with planning: (Fishbowl: Giving and Receiving Feedback) Invite volunteers to fishbowl giving and receiving feedback for the class using the protocol. Prompt and narrate giving and receiving feedback step by step. This will better prepare students for giving and receiving feedback independently. (MMAE)

Work Time

C. Engaging the Artist: Sketching (15 minutes)

- Refocus whole group.
- With enthusiasm, tell students they have an opportunity to revise their sketches of their selected tree part as they continue to create the artwork for the performance task.
- Direct students' attention to the posted learning targets and reread the first one:
"I can give and receive feedback to ensure we create high-quality work."
- Remind students that earlier they gave and received feedback about each other's pencil sketches of tree parts.
- Tell them that today they will have a chance to revise their Performance Task Artwork template sketches by adding more details.
- Tell students that they should think about the feedback they received during Work Time A and decide upon some changes they want to make to their artwork.
- Display the **model second-draft sketch** and think aloud about how the artist selected his or her best sketch and revised it for details.
- Invite students to transition to their workspaces like a leaf floating in the wind where they will find the materials they need to revise their sketches: **pencils**, **erasers**, Performance Task Artwork templates, and **tree parts images**.
- If students made multiple sketches in Lesson 4, guide them to select their best sketch to revise.
- Invite students to begin revising.
- As students revise, circulate and assist as necessary using the following questions:
"What types of lines and shapes do you notice in your tree parts image?" (Responses will vary, but may include: straight lines, circles, squares, etc.)
"How could you revise your sketch to make it more realistic or include more details?" (Responses will vary, depending on the image chosen.)
- After about 10 minutes of revising, tell students to finish up their work and place materials back in their designated areas.
- Provide positive, specific feedback on students' ability to thoughtfully and carefully revise their performance task artwork.

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Previewing the Questions) Consider posting the questions you will ask as you circulate before students transition to their workspaces to provide additional opportunity to consider the focus of their task. (MMR, MME)
- For ELLs and students who may need additional support with strategy development: (Oral Processing) Invite students to share with a partner the changes they are planning to make to their sketches to practice oral language and process next steps. (MMAE)

Closing and Assessment

A. Shared and Independent Writing: Performance Task Art Planner (15 minutes)

- Refocus whole group.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can track the progress of my artwork through writing and drawing."
- With excitement, display the **Performance Task Art planner**.
- Remind students to write their name on the front cover and model by writing your name on the copy for teacher modeling.
- Tell students that in this planner they will track the progress of their performance task artwork by checking off each step and writing and drawing about what they've completed with their art and what they will do next. Refer to **Performance Task Art planner (example, for teacher reference)** as needed.
- Direct students' attention back to the cover of Performance Task Art planner and distribute the prepared **clipboards** with the Performance Task Art planners attached and **pencils**.
- Invite students to write their name on the cover and hold their pencil in the air when they are done.
- Focus students on the checklist on the cover page.
- Using a total participation technique, invite responses from the group:
"What parts of the performance task artwork have we completed?" (selecting the tree part and making sketches)
- Model how to draw a check mark in the box next to the words "select a tree part" and "draw sketches."
- Invite students to check off "select a tree part" and "draw sketches" on their Performance Task Art planners.
- Tell students to open the Performance Task Art planners to Page 1.
- Point to the first box and read aloud the prompt:
"Today I ..."
- Turn and Talk:
"What did you do today while creating the art?" (Responses will vary, but may include: Today I sketched; today I drew a leaf.)
- Invite students to quickly write and draw something they did today while creating their art.
- After a few minutes, refocus whole group.
- Point to the second box and read aloud the prompt:
"Tomorrow I will ..."
- Turn and Talk:
"What will you work on tomorrow?" (Responses will vary, but may include: Tomorrow I will sketch more; tomorrow I will add details.)
- Invite students to quickly write and draw something they will do tomorrow to create their art.
- After a few minutes, refocus whole group.

- Provide specific, positive feedback on students' abilities to think strategically about the work they have done and the work they will do in the future.
- Tell students that in the upcoming lessons they will continue to use the sketching routine, and later, the watercoloring routine, to complete their performance task art.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Metacognition) To ensure that the purpose of the Performance Task Art planner is transparent, cue students to consider: "Why are checking off the steps and thinking about what we will do tomorrow important?" Give students time to think and discuss with their partner. Then ask for responses from the group. (Responses will vary, but may include: to see what you have accomplished; to make a plan for the next day.) (MME)
- For students who may need additional support with comprehension: Invite students to sketch a visual cue above one key word (e.g., *tree*, *pen*, *watercolor*) in each line on the cover page of their Performance Task Art planners. (MMR)