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| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 5 minutes | * Enter the room * Do starter | * For starter, have several different pieces of student feedback written on the board. Some will be vague, unhelpful comments while others will be specific, helpful comments. Ask students if they think each comment is an example of good or bad feedback and why. | * This will get students thinking about how to give good feedback, which they will be asked to do tomorrow when they do a peer review * This will also prevent “good feedback” from being an abstract concept; students will be able to see what exactly good feedback is. The same goes for bad feedback. |
| 7 minutes | * Share starter * Debate/agree on feedback lists | * Ask for volunteers to share responses * Write down a list of what makes good feedback good and bad feedback bad * Emphasize that when they do peer reviews tomorrow, they need to give good feedback | * Students clearly set expectations for themselves for good feedback. They also can clearly see what they should avoid doing. |
| 10 minutes | * Watch modeling * Ask questions * Turn good feedback from starter into “I wonder” statements   + Share out | * Put peer feedback sheet on Elmo * Explain that they’re going to be using “I wonder statements” to give good feedback * Look back at starter and talk about how you can turn that good feedback into “I wonder” statements   + Model two statements   + Do one with the class   + Assign each group one piece of feedback and have them turn it into an “I wonder” statement   + Share out | * This will be the first time that my students use “I wonder” statements, so modeling is necessary. By using “I wonder” statements, students can express their suggestions in a non-judgmental way. |
| 30 minutes | * Write letters * Do their self-assessment halfway through * Extension: Sci-fi problem | * Tell students to spend the rest of the period writing their letters (they should have finished solving the problem yesterday) * They need to finish their letters for homework tonight if they’re not done in class * Tell them to do their self-assessment halfway through | * I envision that most students will have finished solving the problem yesterday, so this time will probably be spent writing their letters. To ensure that they work hard on these letters, I want to give them class time to do them. |