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| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 5 minutes | * Enter the room
* Get in peer review groups
* Do starter
 | * Have peer review groups- mostly 3 students per group, two groups of 4
* Hand out starter paper
* Read starter aloud: What do you hope to gain from today’s peer review?
 | * By having students think about what they want to gain from today’s peer review, they have the opportunity to informally assess their own writing and think about potential areas of growth
 |
| 4 minutes | * Share starters with group members
 | * Tell students to share their starters with their groups
* Pass out colored pencils to groups
 | * Students usually share starters with the whole class, but today they will share only with their small groups. Since those are the people who will be reading their work, it’s important for them to know what they should keep in mind as the read an edit.
 |
| 3 minutes | * Listen to instructions
* Ask questions if they have any
 | * Talk about ground rules for peer review (have these written on the board or displayed on the Elmo throughout the period so that students can refer to them):
	+ Students will use colored pencils to write feedback in the margins of the papers
	+ Each person will review two papers. They will have 15 minutes per paper
	+ Refer back to the Quality Work Checklist and good/bad feedback lists
 | * Explicitly outlining the instructions will make the expectations clear for the students and hopefully avoid confusion.
 |
| 30 minutes | * Peer review each other’s papers – 15 minutes per paper
* If finished early, students can review the feedback they received and ask any clarifying questions
 | * Circulate around the room
* Ensure that students are carefully reading and responding to each other’s work
 | * Students now have the time to actually give each other feedback, which will also help them reflect on their own writing
 |
| 10 minutes | * Get their papers back
* Review feedback and ask any clarifying questions to peer reviewers
* Begin making changes
 | * Ask students to return papers to their authors
* Circulate around the room
 | * Students will probably have some questions about what was written on their paper, so this is a chance for them to clarify anything so that they’re ready to rewrite.
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