|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **What Students Will Do** | **What Teacher Will Do** | **Rationale** |
| 5 minutes | * Enter the room * Do starter | * Read starter aloud: Choose one piece of feedback from yesterday that you found helpful. Why was it helpful? What are you going to change because of it? | * This will help students think again about the difference between good and bad feedback. It will also help them start thinking about how they can make changes to reflect their feedback. |
| 7 minutes | * Share starters with the class | * Ask for volunteers to share starters * Tell students that as they rewrite their pieces, they will be asked to fill out a form asking them to reflect on three pieces of feedback they received and what changes they are making in their letter as a result of that specific feedback. * Hand out feedback reflection forms | * By sharing their pieces of feedback with the class, students will hear more examples of good feedback. They will also hear how others plan to make changes, which will help them think of how they can make changes to their own pieces. |
| 40 minutes | * Rewrite their letters, taking into account the feedback they used * Fill out feedback reflection form * Finish letter and feedback form for homework if not done in class * Do self-assessment halfway through * Extension: Sci-fi problem, mangos problem | * Circulate around the room * Tell them to do their self-assessment halfway through | * Students will have uninterrupted time to rewrite their letters * The feedback reflection ensures that they actually thought about the feedback they received, and that their final draft reflects that. |