

Sample Lesson Plan: Teaching the Peer Sharing Strategy

Teacher: _____ **Unit/Day:** _____ **Date:** _____

Writing process component:

Sharing.

Aligned strategy:

Peer sharing.

Aim: *Students will be able to ...*

Students will be able to share their writing using peer sharing strategies.

Prompt:

[This lesson is flexible for any prompt relevant to the curriculum, for example: Write a narrative story about the last conflict you had and how you solved it.]

Materials:

Completed student work.
Completed teacher writing.
Pencil.
Projector.
Peer sharing anchor chart.

Criteria for success and expectations for type of data collected (for example, exit ticket, informal checks for understanding, anecdotal)

By the end of this lesson, students should have:

Shared their writing out loud and provided feedback to a partner.

I will check for student success by collecting:

Observational data: note students who struggled to provide clear, appropriate feedback to their partner.

Based on student success, I will:

Consider facilitating a subsequent guided practice of the peer sharing strategy with an additional writing prompt.

Whole group or small group:

Whole group.

Grade level:

Grade 2.

Lesson plan

Opening:

3 minutes

- Use a Do Now or engaging hook.
- Activate prior knowledge.

We have been doing an amazing job planning and drafting our writing. Yesterday we worked on [fill in yesterday's topic]. Today we're going to work on sharing our writing using a strategy called buddy sharing. A buddy is the word we use to talk about the other students in the class. Buddy sharing just means sharing your writing with other students in the class. Sharing our work with our friends is a great way to get feedback that makes our writing even better!

Modeling:

7 minutes

- State the aim.
- Model the aim using a clear and concise think aloud.
- Use checks for understanding focused on the lesson aim.

Model sharing:

When we practice buddy sharing today, we will use a couple of steps: you will turn to your partner and will decide who will start out as the author and who will start as the listener, even though you will get to take turns later on. Then, the author will read out loud their writing piece, as the listener reads along and listens to the author. Then, after the author has finished reading their piece, the listener will share their thoughts with the author. Another way we might talk about sharing our thoughts is by saying that we are providing feedback to our buddy. Today we will provide feedback to our buddy by starting with three thoughts about things we liked about their writing and three thoughts about things we think they can work on improving.

Does someone brave want to share their work with me and be my buddy for this buddy share? [Alternatively, pick student work to share in advance.]

Thank you for being brave! Now, you're going to read your writing to me while I follow along and listen carefully. I'm not going to say anything while you're reading! [Have student place writing on projector and read their work out loud.] Thank you so much for sharing your writing! Now, I'm going to give you some feedback. I always start with what I really like about your writing! I can use sentence starters such as 'I like how you ...' or 'It was interesting when ...' or 'I was surprised about ...' to get myself started. [List three positives about student's writing.]

Even the best writers always have something they can improve! I'm going to tell my buddy in a kind way what I think would make her story even better. Maybe I think she could tell me more about how a character was feeling, or maybe I noticed while following along that she forgot a capital letter. [List two or three things the student can improve.]

**Collaborative use/
guided practice:**

7 minutes

- Work on shared writing through guided practice.
- Reiterate key points and provide feedback focused on aim.
- Consider collaborative opportunities to vary engagement (for example, turn and talk).
- Identify possible misconceptions and plan to address them.

Now, I want all of you to pretend to be my buddy! I'm going to read my writing out loud. Follow along as I read and think of what you liked and what I can improve. [Read prepared teacher writing out loud. Consider including purposeful mistakes to enable students to provide constructive feedback.]

Can I have three students share what they liked about my writing? [Call on students, encouraging and emphasizing using sentence starters to give feedback.]

Thank you! Now, what are a few things I could do to improve my writing? [Call on students to share what can be improved; model being appreciative and excited about their feedback.] Thank you so much! That's going to make my writing so much better.

Independent practice:

20 minutes

- Communicate what students are expected to complete.
- Circulate the classroom intentionally.
- Make sure students are referencing needed documents.
- Identify possible misconceptions and plan to address them.

Okay, writers! Now it's your turn to practice sharing your story! You're going to work with the person sitting next to you. Decide who will share their story first. Follow along while your buddy shares, and then be prepared to tell them what you liked about their story and what could be even better! When my timer goes off, the second partner will share their story while the other partner listens and gives feedback.

Closing:

3 minutes

- Allow students to restate the aim.
- Identify examples of student work and observances aligned with aim.

You did a great job sharing your writing with your buddy by taking turns reading your writing and giving each other feedback. Feedback is what we call it when we share our thoughts. [Share specific examples.]