

This peer response assignment was created by Professor Elaine Avidon, of the Department of Early Childhood & Childhood Education. The course was ECE 301, "The Child in Context: Child Study and Development-Birth to Grade 6."

PEER RESPONSE FOR THE DESCRIPTIVE REVIEW: PHYSICAL PRESENCE AND GESTURE

Reading instructions for the writer

1. Distribute copies of your draft to the group and then read your draft aloud to the group TWO times.

Reading/listening instructions for the group members

1. The first time the writer reads the piece aloud, listen to the whole piece without interrupting.
2. After this first reading, take a few minutes to indicate on the paper those places where the description of the child's physical presence and gesture comes to life, where you can see the child. Indicate those places where there is evidence/example to support the commentary.
3. During the 2nd reading again don't interrupt but this time, if you can, listen with your pen. Continue to indicate on the paper those places where the description of the child's physical presence and gesture is visible to you—where you can see that particular child as she moves or works, or does whatever she does. And continue to indicate those places where there is evidence (example) to support the commentary.

Also indicate those places where you wanted more description or more evidence to support the description. And mark those places that may not belong in this section of the Review because they are not focused the physical aspects of what the child is doing.

Response Instructions: After the 2nd complete reading of the piece, share your responses

1. First go round: Each group member should have a turn to share with the writer a few of the places in the draft that really work well — where her child's particular physical being and gesture are visible to you as a particular reader. Here, to test out the writer's description, you can say back to the writer what her description evokes – what you actually see based on her words and examples. For example:

In the part here where you write that Louie uses his whole body when he is working on something he likes, and you give the example describing the first time he made play dough, I see Louie up on his knees in the chair pushing, almost plunging both of his hands into the too-soft play dough, almost falling over it and then mushing it together using his whole upper body to move it forward and back until he is covered from his fingertips to his elbows with the pink gooey stuff. I hear him laughing, then giggling and singing softly as he begins to move it in circles.

2. Second go-round. Here you are going to tell the writer the places in the draft where you wanted more—where either more description and/or more evidence is necessary.

This is also where you can talk about the parts that either don't belong under this heading or need more work because they do not focus on the physical aspects or presence of the child.