

WEEK 5 Day 1

**Writing Biography**  
 Deconstruction: Biography Purpose and Stages  
 Individual Construction: Biography Brainstorm

<b>Content Objectives</b>	<p>I can use key details to identify the parts of a biography’s orientation and its record of events. (RL.1.3, W.1.3)</p> <p>I can identify someone who provides a service in our community and write about why we should interview that person. (W.1.1)</p>
<b>Language Objective</b>	I can refer back to the text when answering questions. (SL.1.2)
<b>Vocabulary</b>	<p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>genre:</b> a type of writing</p> <p><b>orientation:</b> in a biography, the text that introduces the person and his/her significance</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Biography (in the Unit 3 Introduction documents).</p> <ul style="list-style-type: none"> <li>● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “In the days...”</li> <li>● chart paper Prepare the following <i>Snowflake Bentley</i> chart. Note: Separate strips with events from the book will be affixed to the <i>Snowflake Bentley</i> chart under Record of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10”).</li> </ul>




	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Snowflake Bentley</i></td> </tr> <tr> <td colspan="4"><b>Orientation:</b></td> </tr> <tr> <td style="width: 25%;"><b>Who</b></td> <td style="width: 25%;"><b>When</b></td> <td style="width: 25%;"><b>Where</b></td> <td style="width: 25%;"><b>What</b></td> </tr> <tr> <td colspan="4"><b>Record of Events:</b></td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td colspan="4"><b>Conclusion:</b></td> </tr> <tr> <td colspan="4"> </td> </tr> </table> <ul style="list-style-type: none"> <li>● <i>Snowflake Bentley</i> record of events strips, cut apart Note that 3 strips will be used on each of Days 1 and 2.</li> <li>● tape or glue, for attaching the record of events strips to the chart</li> <li>● Biography Brainstorm sheet, one copy for each child Note that the class will choose 4 people to interview, and children will be assigned to 4 small groups, based on who they would like to interview and write about. Each group will conduct one interview and then write individual biographies about that person.</li> <li>● drawing and writing tools</li> </ul>	<i>Snowflake Bentley</i>				<b>Orientation:</b>				<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>	<b>Record of Events:</b>																								<b>Conclusion:</b>							
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<b>Opening</b> 1 minute	<p><i>In this unit we have been learning a lot about resources in our communities. People are a very important resource. To learn and communicate more about the people in our community, we are going to write biographies. A <b>biography</b> is written to tell someone’s life story.</i></p>																																												
<b>Deconstruction</b> 18 minutes	<p><i>Biography is a genre of writing that is similar to personal recount. However, instead of writing about something true that happened to you, you will write the true life story of someone else. Let’s read this book, <i>Snowflake Bentley</i>, by Jacqueline Briggs Martin, to learn more about biography.</i></p>																																												
pages 1-2	Refer to the <i>Snowflake Bentley</i> chart. <i>The stages of biography are very similar to the stages of personal</i>																																												

	<p><i>recount. Both begin with an orientation. In biography, the <b>orientation</b> introduces the reader to <u>who</u> the biography is about, <u>when</u> and <u>where</u> it happens and <u>what</u> is significant about the person we are reading about. Let's read the first pages of the book and add the parts of the orientation to our chart.</i></p> <p>Read page 1 and the sidebar information on page 2. Think, Pair, Share. <i>What information from the orientation did you hear on these pages?</i></p> <p>Circulate to support children's conversations.</p> <p>Ask the following questions, one at a time, to harvest children's ideas and add information to the chart. Reread parts of the page as necessary. See an example of a completed chart at the end of the lesson. <i>Who is this biography about? When was Wilson Bentley born? Where was he born?</i></p> <p><i>Let's continue reading to find out what is significant about Wilson Bentley.</i></p>
pages 2-5	<p>Think, Pair, Share. <i>What do we learn about Wilson Bentley on these pages? What was his problem?</i></p> <p>On the chart, complete the What portion of the Orientation. See an example of a completed chart at the end of the lesson.</p> <p><i>Biographies tell the life stories of significant people. But they don't tell everything that happened in those people's lives. They include events to relate to what is significant about the person. We learned that Wilson Bentley loved snow and that he had a problem—he could not save snowflakes, so he could not share them. The rest of the book will include the record of events from his life, related to snow and sharing the beauty of snowflakes.</i></p>
pages 6-7	<p>Think, Pair, Share. <i>What did Wilson Bentley do with snow as a boy?</i></p> <p>Circulate to support children's conversations. Harvest several children's ideas. Read the corresponding record of events strip and attach it to the chart.</p>
pages 8-9	<p>Think, Pair, Share.</p>

*Now what does Wilson Bentley do?*  
 Circulate to support children’s conversations. Harvest several children’s ideas. Read the corresponding record of events strip and attach it to the chart.

pages 10-15

Think, Pair, Share.  
*What happens next in his life?*  
 Circulate to support children’s conversations. Harvest several children’s ideas. Read the corresponding record of events strip and attach it to the chart.

<i>Snowflake Bentley</i>			
<b>Orientation:</b>			
<b>Who</b> Wilson Bentley	<b>When</b> February 9, 1865	<b>Where</b> Jericho, Vermont	<b>What</b> wanted to save and share snowflakes
<b>Record of Events:</b>			
		Wilson Bentley looked at snow with a microscope. He also recorded the weather and experimented with raindrops.	
		He drew 100 snow crystals each winter for three winters.	
		Wilson Bentley took photographs of snowflakes.	

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Conclusion:</b></p> </div> <p><i>Tomorrow we will finish reading about Wilson Bentley's life.</i></p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>As I mentioned earlier, you will be writing biographies about people who provide services in our communities. As a class we will come up with a list of people who we could interview and write about. Your job today is to think about someone in our community who provides a service, who you think we should write about.</i></p> <p><i>You will fill in this Biography Brainstorm sheet. There are three questions to answer. The first says Who? On the line, write the person's name. The next says What Service? Here you will write the service the person provides. The last question is Why? Here you will write why you think the class should write about this person.</i></p> <p><i>Tomorrow we will review everyone's ideas and decide who we would like to write about.</i></p> <p>Distribute writing and drawing tools and Biography Brainstorm sheets. As children write, circulate to support them. Collect sheets for use on Day 2.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we began learning about the purpose and stages of biography, and we came up with ideas about who we might write about. Tomorrow we will continue to learn about biography, and we will choose important community members to interview and write about.</i></p>
<p><b>Standards (Boston)</b></p>	<p><b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>W.1.1.</b> Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W.1.3.</b> Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <p>Which parts of the orientation do children identify? How much support do they require when identifying the parts of the orientation?</p>

	<p>Which events do children identify as significant? Do children refer back to the text to justify their responses?</p> <p>Review children’s Biography Brainstorm sheets. Who do they recommend?</p> <p>Begin planning for how the class will decide on the biography subjects, and how and when interviews will be conducted (see Week 5, Day 5 for more details about interviewing).</p>
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**Notes**