

## Writing Biography

Deconstruction: Biography Purpose and Stages  
Joint Construction: Planning Biographies

<b>Content Objective</b>	I can use key details to determine a biography’s record of events and conclusion. (RL.1.3, W.1.3)
<b>Language Objective</b>	I can build on my classmates’ ideas in a small group discussion. (SL.1.1b)
<b>Vocabulary</b>	<p><b>genre:</b> a type of writing</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p> <p><b>conclusion:</b> the end</p> <p><b>purpose:</b> the reason for doing or creating something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● children’s Biography Brainstorm sheets, from Day 1 Before the lesson, review children’s sheets. Plan for the class to work in heterogeneous small groups of about 4 children each. In the groups, children will share their ideas, and, as a group, recommend one person to the class. The class will then choose 4 people to interview and write about. Note that on Day 3 new groups will be formed and that children will not necessarily interview and write about the person they suggest.</li> <li>● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin</li> <li>● <i>Snowflake Bentley</i> chart, from Day 1</li> <li>● <i>Snowflake Bentley</i> record of events strips, remaining from Day 1</li> <li>● tape or glue, for attaching the record of events strips to the chart</li> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> <li>● Why We Write: <i>Snowflake Bentley</i> card</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we began reading Snowflake Bentley to learn about a new genre: biography. We also brainstormed members of our community who we might write biographies about. Today we will finish reading Snowflake Bentley, and we will decide as a class which community members we will interview and write about.</i></p>
<p><b>Deconstruction</b> 18 minutes</p>	<p>Refer to the <i>Snowflake Bentley</i> chart. <i>Yesterday we learned that a biography is written to tell someone’s life story. We also learned that a biography doesn’t include every single event in a person’s life; instead, it includes a record of events related to something important about that person. What have we learned so far about what is important about Wilson Bentley?</i></p> <p>Review the chart as needed.</p> <p><i>Let’s continue reading to find out more important events from his life.</i></p>
<p>pages 16-19</p>	<p>Think, Pair, Share. <i>What do we learn about Wilson Bentley on these pages?</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>
<p>pages 20-25</p>	<p>Think, Pair, Share. <i>What did Wilson Bentley do with his photographs?</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>
<p>pages 26-27</p>	<p>Think, Pair, Share. <i>What happened to Wilson Bentley?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas. Read the first record of events strip and attach it to the chart.</p>
<p>pages 28-29</p>	<p><i>The <b>conclusion</b> of a biography tells why the person is significant, or important. Let’s read the conclusion of this biography.</i></p> <p>Think, Pair, Share. <i>What is significant about Wilson Bentley?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas. Record the conclusion on the chart.</p>

*Snowflake Bentley*

**Orientation:**

<b>Who</b>	<b>When</b>	<b>Where</b>	<b>What</b>
Wilson Bentley	February 9, 1865	Jericho, Vermont	wanted to save and share snowflakes

**Record of Events:**



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.



He studied snowflakes and learned about them.



Wilson Bentley shared his work. He gave away and sold his photographs, wrote about snow, published his pictures in magazines, and gave speeches.



He died of pneumonia after walking home in a blizzard.

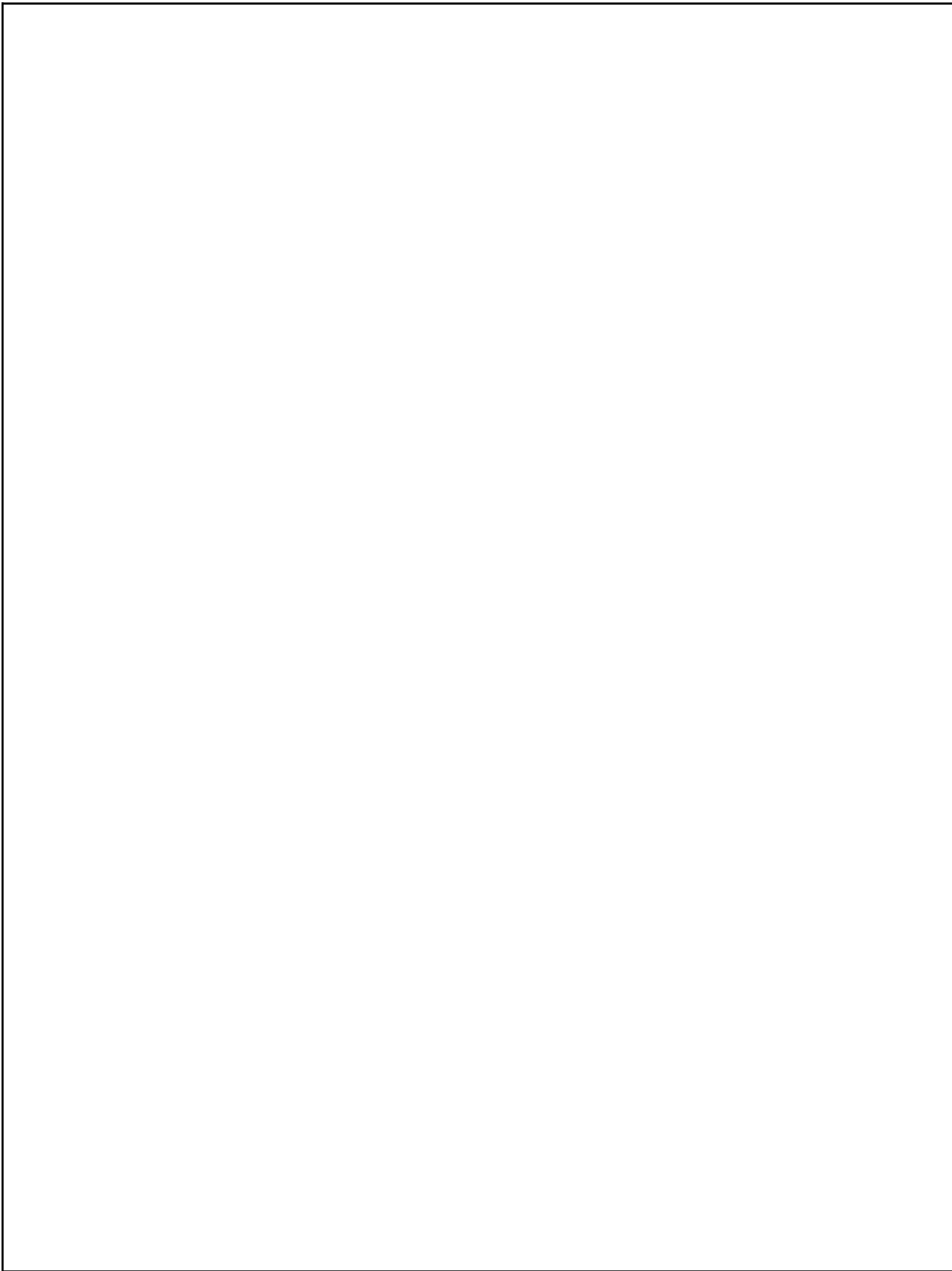
**Conclusion:**

Wilson Bentley is remembered as “Snowflake” Bentley, a farmer-scientist who studied snowflakes and shared their beauty with

	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">the world.</div>
page 30	<p><i>This page includes a photograph of Wilson Bentley, some of his photographs, and a quote—something he said.</i></p> <p><i>What more do we learn about Wilson Bentley from this page?</i></p>
	<p>Display the Why We Write chart.</p> <p><i>At the beginning of the year, we looked at several books and recorded our ideas about why the authors may have written them. Now we have learned about a new purpose for writing: to tell a person’s life story. Let’s add this to our chart.</i></p> <p>Add the Why We Write: Snowflake Bentley card to the chart.</p>
<b>Joint Construction</b> 10 minutes	<p><i>Yesterday you each wrote a recommendation of who our class should interview and write biographies about. Today you will meet in small groups to share your ideas and to decide on one person who your group will recommend.</i></p> <p><i>Here’s how this will work. In your groups, each person will have about one minute to share who they are recommending that we interview and write about, and why. Then the other group members will have a chance to respond. For example, if I say we should interview the school nurse because she provides the important service of keeping people healthy at school, you could respond by saying that you agree or disagree, and why.</i></p> <p><i>After your group discusses each person’s recommendation, you will have to agree on one person to recommend to the class.</i></p> <p>Distribute Biography Brainstorm sheets, and send children to work in groups. As they work, circulate to support their conversations, ensuring that all group members are participating and responding to each other’s ideas. Collect sheets for use on Day 3.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned more about biography and discussed ideas for who we can write biographies about. Tomorrow we will make our final decision and learn about interviews.</i></p>
<b>Standards (Boston)</b>	<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.1.1b.</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <ul style="list-style-type: none"> <li>Which events do children identify as significant?</li> <li>What do they understand about the significance of Wilson Bentley’s life?</li> <li>Do children refer back to the text to justify their responses?</li> </ul> <p>Listen for and make note of children’s participation in small group discussions.</p> <ul style="list-style-type: none"> <li>To what extent do children listen to and build upon each other’s ideas?</li> <li>What support do they need to improve small group discussions?</li> </ul>

**Notes**



Writing U3 W5 D2