

Unit 3: Resources in Our Communities

WEEK 7 Days 1-2, continued from Week 6, Day 5

During Days 1-2, children continue to use research to write independently the orientation and record of events of their biographies. Children also give and receive feedback using Thinking and Feedback. In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Biography Observation Tools. Note any trends that are emerging. Plan for individual, small group, and whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Biography: (see the attached lessons for recommendations)

- turning research into writing
- orientation
- record of events
- phrases of time

Conventions: (no suggested lessons included)

- writing complete sentences
- including spaces between words in a sentence
- capitalization
- punctuation
- applying rules and strategies taught in Foundations (or similar program)

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as tapping
- using environmental print and word walls for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 1 and 2. Make additional copies as necessary to plan for multiple individual, small group, or whole group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Writing Biography

Review: Turning Research into Writing

Materials:

- Biography Stages sheet, from Day 3
- children’s writing folders, including research sheets
- drawing and writing tools
- children’s writing notebooks
- video/audio recordings of interviews
- equipment for playing video/audio

Process (small or whole group):

- Identify the stage (orientation or record of events) to be written.
- Locate all of the research sheets corresponding with that stage.
- Sit with a group to review the research sheets and discuss the information on them.
- Model orally rehearsing what you will write, based on the research. For example, “As a child, she played school with her friends.”
- Have children turn to a partner and take turns orally rehearsing what they will write.
- Assist children as they communicate the information by writing sentences and drawing detailed illustrations (if they are not illustrating with photographs). Children may refer back to the video/audio recordings of the interviews to remember key details.

Writing Biography

Deconstruction and Revision: Orientation

Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- mentor text for biography: *Snowflake Bentley*, *Mama Miti*, or a child's writing that includes a strong orientation
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and what is significant about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who the biography is about, when it happened, where it happened, and why that person is important.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation.

Writing Biography

Deconstruction and Revision: Record of Events

Materials:

- Biography anchor chart, from Week 5, Day 4
- *Snowflake Bentley* chart, from Week 5, Day 1
- children's writing folders, including research sheets
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Snowflake Bentley* chart and review that the record of events includes events in a person's life that relate to the significant thing the biography is communicating.
- Have children review their research sheets.
- Guide children to revise their record of events to include all events related to the person's significance, in order.

Writing Biography

Deconstruction and Revision: Phrases of Time

Materials:

- Biography anchor chart, from Week 5, Day 4
- Phrases of Time slides, from Day 4
- *Snowflake Bentley*
Flag the following pages for practice identifying phrases of time: 1, 6-7, 9, 10, 16-17, 25, 26.
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart and review how phrases of time work in biographies.
- Use the Phrases of Time slides to review examples of phrases of time.
- For more practice, read the flagged pages of *Snowflake Bentley* and have children identify phrases of time.
- Help children identify an event that does not begin with a phrase of time. Scaffold by asking children when that event happened and then identifying phrases of time to introduce the event.