

## WEEK 8 Day 1

### Writing Biography

#### Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 2.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of biography: to tell a person's life story.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objective</b>	I can revise my writing to fit the purpose, structure, and language of biography. (W.2.1.a, W.3.1.b, W.2)
<b>Language Objective</b>	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.1.5, L.1.1.d)
<b>Vocabulary</b>	<p><b>biography:</b> a genre of writing whose purpose is to tell a person's life story</p> <p><b>revise:</b> to make changes to writing</p> <p><b>publish:</b> to prepare writing for an audience</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p>
<b>Materials and Preparation</b>	<p>These materials will be used during Days 1-2 this week.</p> <ul style="list-style-type: none"> <li>Biography Observation Tools and Biography Feedback sheets</li> </ul> <p>Before the lesson, review the children's Biography Observation Tools and Biography Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 1, and two to meet on Day 2. See the descriptions below to guide possible group focus</p>

	<p>areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> <li>● writing tools</li> <li>● Biography Stages sheets, from Week 6, Day 3</li> <li>● children’s writing folders, including research and feedback sheets</li> <li>● children’s writing notebooks</li> <li>● biography mentor texts: <ul style="list-style-type: none"> <li>○ <i>Snowflake Bentley</i>, Jacqueline Briggs Martin</li> <li>○ <i>Mama Miti</i>, Donna Jo Napoli</li> </ul> </li> <li>● Biography anchor chart, from Week 5, Day 1</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● <i>Snowflake Bentley</i> chart, from Week 5, Day 1</li> <li>● video/audio recordings of interviews, from Week 5, Day 5 and Week 6, Days 1-2, for reference</li> <li>● equipment for playing video/audio</li> <li>● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin Flag page 28.</li> <li>● <i>Mama Miti</i>, Donna Jo Napoli Flag page 29.</li> <li>● Phrases of Time slides, from Week 6, Day 4</li> <li>● Biography Verbs slides, from Week 7, Day 3</li> <li>● Biography Verbs Cards, from Week 7, Day 5</li> </ul> <ul style="list-style-type: none"> <li>● system for keeping track of work shared Choose one child who would like to share a biography, preferably a child who has not yet shared his work.</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>We have learned a lot about biographies, and you have written your own biographies! This week you are going to revise and publish your work to get it ready for your audience—members of our community.</i></p> <p><i>You have already begun revising your work based on the feedback from your partners and by revising verbs. Today you will continue that work.</i></p>
<p><b>Individual Construction</b> 24 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing folders and notebooks to revise their work.</p>
<p><b>Small Group Possibilities</b></p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions</p>

<p>24 minutes, concurrent with Individual Construction</p>	<p>should be features of biography taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Orientation</u> Revisit the lesson from Week 5, Day 1. Review the <i>Snowflake Bentley</i> chart. Remind children of the parts of an orientation and guide them to add any parts they are missing.</p> <p><u>Record of Events</u> Revisit the lessons from Week 5, Days 1-2. Guide children to ensure that they have included all events related to the person’s service in the community. Direct children back to the interview video/audio as needed for collecting missing information.</p> <p><u>Conclusion</u> Review the lessons from Week 5, Day 2 and Week 7, Day 3. Review the conclusions of <i>Snowflake Bentley</i> and <i>Mama Miti</i>, discussing how they state the person’s significance. Guide children to revise their conclusions to reinforce the significance of the person’s service to the community.</p> <p><u>Phrases of Time</u> Review the lesson from Week 6, Day 4. Refer to the Phrases of Time slides. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote “He cooked with his mom,” could rewrite this sentence to say “As a child, he cooked with his mom.”</p> <p><u>Verbs</u> Review the lessons from Week 7, Days 3 and 5. Have children underline the verbs in their writing.</p> <p>If children need to revise for tense, review the Biography Verbs slides. Guide children to use past tense verbs in the record of events and present tense verbs in the conclusion.</p> <p>If children need to revise for verbs, refer to the Biography Verbs cards. Replace repetitive, non-specific verbs with verbs that are more descriptive and specific.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>

	<p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**