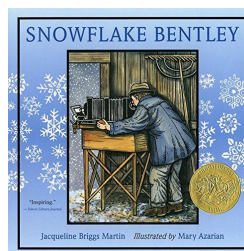
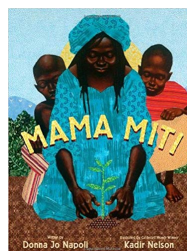


Unit 3: Resources in Our Communities

WEEK 8 Day 2



Writing Biography
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Day 1

Content Objectives	<p>I can write a title for my biography. (W.3.1.b)</p> <p>I can revise my writing to fit the purpose, structure, and language of biography. (W.2.1.a, W.3.1.b, W.2, W.1.5b)</p>
Language Objective	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)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>title: the name of a piece of writing</p> <p>revise: to make changes to writing</p> <p>publish: to prepare writing for an audience</p>
Materials and Preparation	<ul style="list-style-type: none"> ● materials from Day 1 ● mentor texts, for use during Deconstruction: <ul style="list-style-type: none"> ○ <i>Snowflake Bentley</i>, Jacqueline Briggs Martin ○ <i>Mama Miti</i>, Donna Jo Napoli <p>For Publishing:</p> <ul style="list-style-type: none"> ● blank and lined paper, copies as needed for publishing
Opening 1 minute	<i>Today we are going to learn about the titles of biographies, and you will write your own titles. Then you will continue revising and begin publishing your work.</i>

<p>Deconstruction 5 minutes</p>	<p><i>The title is the name of a piece of writing. Titles are important, because they let the reader know what the text is about.</i></p> <p>Review the mentor text titles.</p> <p><i>What do you notice about these titles?</i></p> <p>Harvest several children’s ideas. If no one mentions it, note that the titles both include the person’s nickname, which provides both the name of the person who is being written about and a clue about his or her significance.</p> <p><i>Even if you don’t have a nickname for the person you are writing about, you can include the person’s name and a clue to why she or he is significant.</i></p> <p>Think, Pair, Share.</p> <p><i>What would be a good title for your biography?</i></p> <p>Have several children share their ideas.</p>
<p>Individual Construction 19 minutes, concurrent with Small Group instruction</p>	<p><i>Your first job today is to add a title to your biography. Write the title on the same page as your orientation.</i></p> <p><i>After you write your title, you will continue revising. After you revise, you can begin publishing by copying completed pages onto clean sheets of paper. You will have time tomorrow to finish publishing.</i></p> <p>Send the children with writing folders and notebooks to revise their work.</p> <p>After children revise, they may begin to publish biographies, by copying words onto clean sheets of paper. If children are illustrating the biographies themselves, they can draw new illustrations. If they are using photographs, copies of the photographs can be attached to their published pages.</p>
<p>Small Group Possibilities 19 minutes, concurrent with Individual Construction</p>	<p>Continue from Day 1</p>
<p>Closing 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>Standards</p>	<p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.1.a With guidance and support from adults, focus on a topic, respond</p>

	to questions and suggestions from peers, and add details to strengthen writing as needed. L.1.1.d 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>).
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes



Writing U3 W8 D2