

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>	<p>I can refer back to the text when answering questions. (SL.1.2)</p>
<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" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4"><b>Conclusion:</b></td> </tr> <tr> <td colspan="4" style="height: 20px;"></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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<p><b>Opening</b> 1 minute</p>	<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>																																																
<p><b>Deconstruction</b> 18 minutes</p>	<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>																																																
<p>pages 1-2</p>	<p>Refer to the <i>Snowflake Bentley</i> chart. <i>The stages of biography are very similar to the stages of personal</i></p>																																																

	<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.

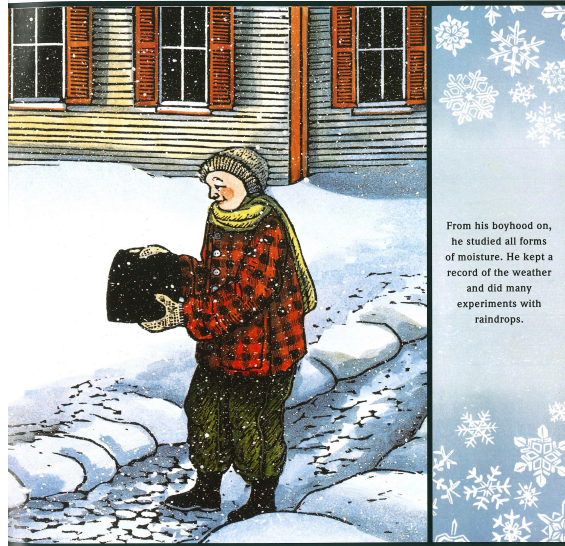
<i>Snowflake Bentley</i>			
<b>Orientation:</b>			
<b>Who</b> Wilson Bentley	<b>When</b> February 9, 1865	<b>Where</b> Jericho, Vermont	<b>What</b> wanted to save and share snowflakes
<b>Record of Events:</b>			
		Wilson Bentley looked at snow with a microscope. He also recorded the weather and experimented 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;"> <b>Conclusion:</b> </div> <p style="text-align: center;"><i>Tomorrow we will finish reading about Wilson Bentley's life.</i></p>
<b>Individual Construction</b> 10 minutes	<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>
<b>Closing</b> 1 minute	<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>
<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.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<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**

Snowflake Bentley record of events strips

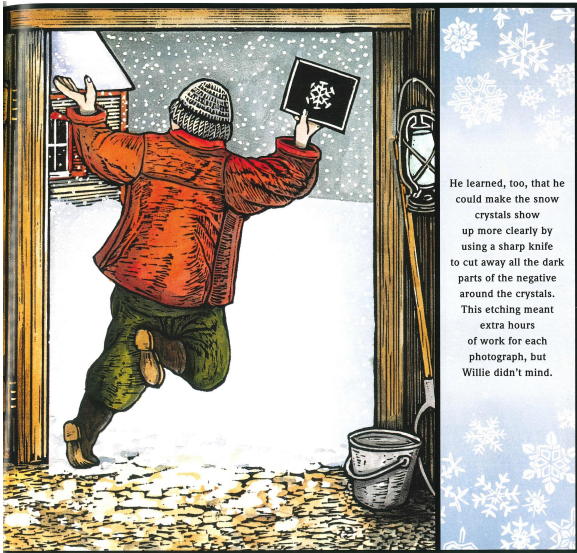


Wilson Bentley looked at snow with a microscope. He also recorded the weather and experimented with raindrops.



Starting at age fifteen he drew a hundred snow crystals each winter for three winters.

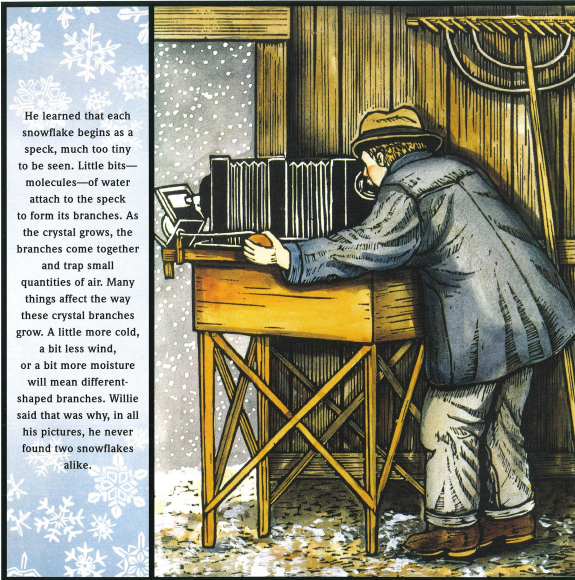
He drew 100 snow crystals each winter for three winters.



He learned, too, that he could make the snow crystals show up more clearly by using a sharp knife to cut away all the dark parts of the negative around the crystals. This etching meant extra hours of work for each photograph, but Willie didn't mind.

Wilson Bentley took photographs of snowflakes.





He learned that each snowflake begins as a speck, much too tiny to be seen. Little bits—molecules—of water attach to the speck to form its branches. As the crystal grows, the branches come together and trap small quantities of air. Many things affect the way these crystal branches grow. A little more cold, a bit less wind, or a bit more moisture will mean different-shaped branches. Willie said that was why, in all his pictures, he never found two snowflakes alike.

He studied snowflakes and learned about them.



By 1926 he had spent \$15,000 on his work and received \$4,000 from the sale of photographs and slides.

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.

Name: \_\_\_\_\_

## Biography Brainstorm

Who? \_\_\_\_\_

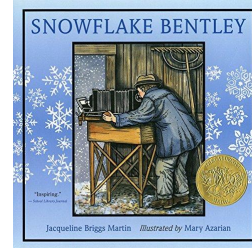
What service? \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 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>  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:**

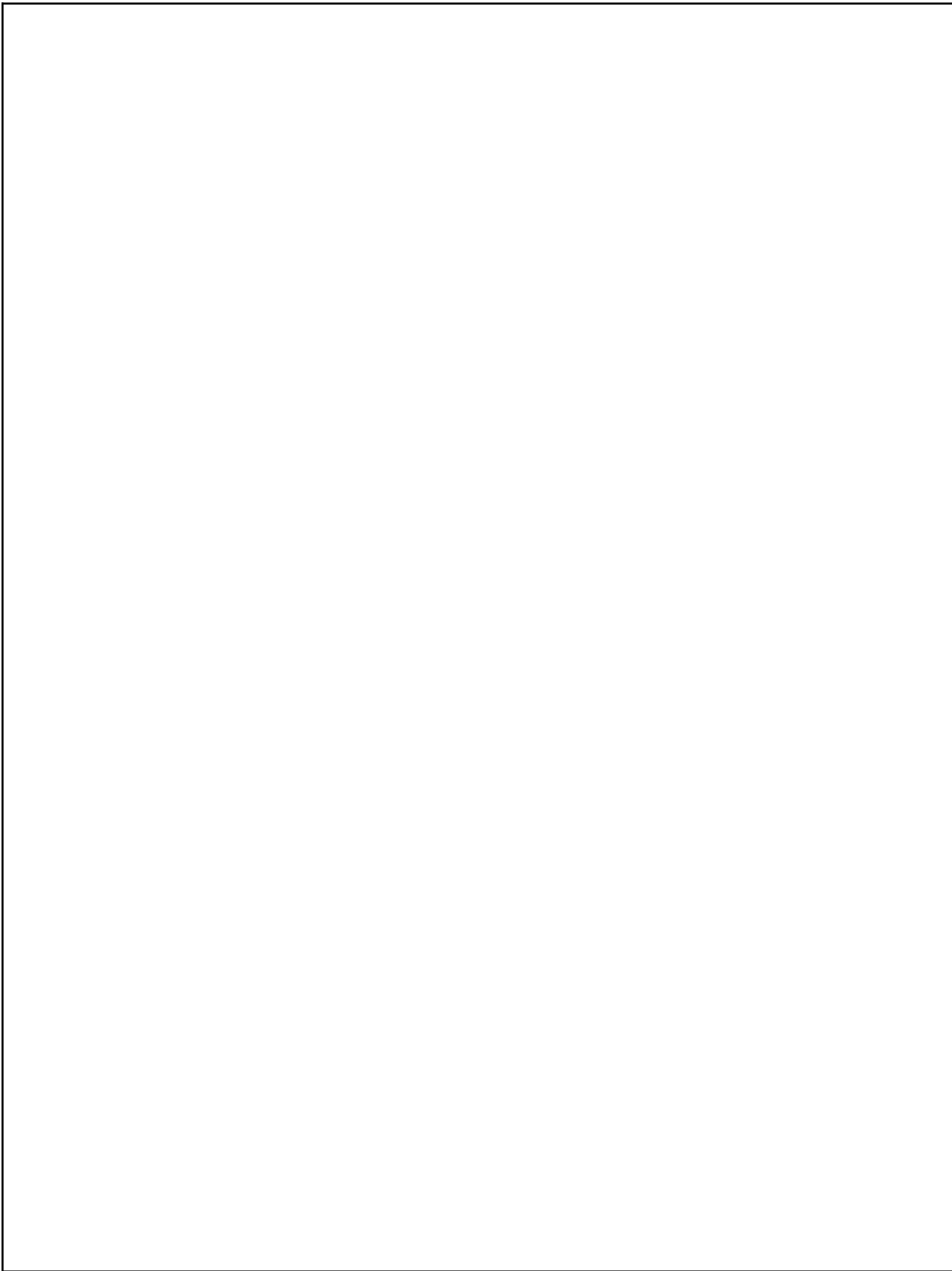
Wilson Bentley is remembered as "Snowflake" Bentley, a farmer-scientist who studied snowflakes and shared their beauty with

	<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>

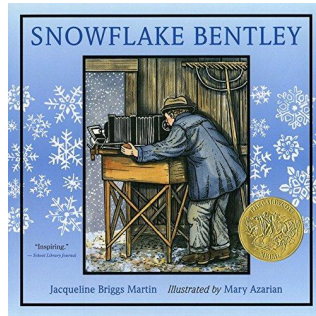
**Notes**





Writing U3 W5 D2

## Why We Write



to tell a person's life story

Writing U3 W5 D2



**WEEK 5 Day 3**

**Writing Biography**  
 Deconstruction: Interviews  
 Joint Construction: Planning Biographies

<b>Content Objective</b>	I can use key details from the text to answer questions about an interview. (RI.1.1, W.1.3)						
<b>Language Objective</b>	I can participate in a class discussion to decide whom to interview. (SL.1.1a)						
<b>Vocabulary</b>	<b>research:</b> to get information about something <b>interview:</b> to ask someone questions to get information						
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Cheryl Straughter interview pdf, ready for projection</li> <li>● projector and screen</li> <li>● children’s Biography Brainstorm sheets, from Day 1</li> <li>● chart paper</li> </ul> <p>Prepare the following Biography Interviews chart.</p> <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">Biography Interviews</th> </tr> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; height: 100px;"></td> </tr> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; height: 100px;"></td> </tr> </table> </div>	Biography Interviews					
Biography Interviews							
<b>Opening</b>	<i>Yesterday you spoke in groups about who you think we should</i>						

1 minute	<i>interview and write about. Today we will make final decisions as a class about four people to interview and write about. But first, we will read an interview and learn more about what interviews are.</i>
<b>Deconstruction</b> 18 minutes	<p><i>We know that writers often need to research their topic before beginning to write. When people write biographies, one way that they research is by conducting interviews with the people they are writing about.</i></p> <p><i>When someone conducts an <b>interview</b>, she prepares a series of questions to ask the other person. Some of you may have conducted interviews before, or seen interviews on TV. News reporters often conduct interviews. Sometimes they talk to athletes after a sports game, or they sit down with someone to ask about their experiences. When someone is trying to get a job, they often go to an interview to meet the people they might work with and to answer questions about themselves as workers.</i></p> <p><i>Today we will read an interview of Cheryl Straughter, the owner of a restaurant called Soleil Restaurant.</i></p>
Questions 1-3	<p>Think, Pair, Share.</p> <p><i>What have you learned about Cheryl Straughter so far?</i> <i>What is her role in the community?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p> <p><i>What goods and services does Cheryl Straughter provide?</i></p> <p><i>Let’s read this section once more. As we read, think about what other kinds of service Soleil Restaurant provides to the community.</i></p> <p>Reread Question 3.</p> <p><i>What service, besides serving food, does Soleil provide?</i></p>
Questions 4-6	<p>Think, Pair, Share.</p> <p><i>What more have you learned about Cheryl Straughter?</i> <i>How did she get started in her work?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p>
Questions 7-9	<p>Think, Pair, Share.</p> <p><i>What more have you learned about Cheryl Straughter?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p>

	<p><i>Before conducting an interview, the interviewer decides which questions she will ask. Brooke Childs, who interviewed Cheryl Straughter, wrote the questions in this interview because she wanted to know more about Cheryl Straughter’s work, how she got started, and how her restaurant impacts her community.</i></p>
<p><b>Joint Construction</b> 10 minutes</p>	<p><i>Now, as a class, we will choose people who provide services in our community to interview and write about. Groups will present their recommendations, and then we will make final choices together.</i></p> <p>Allow children time to briefly meet in their groups to review who they are recommending, and why.</p> <p>Invite each group to present. Come to consensus about four community members to interview. Record the name of each interviewee in one quadrant of the Biography Interviews chart. On Day 4 the chart will be used to keep track of the groups who will interview and write about each person.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will write our own interview questions and prepare for conducting interviews.</i></p> <p>Interviews should be scheduled as soon as possible. Detailed plans for interviews can be found on Day 5. Writing times on Day 5 and on Week 6, Days 1-2 are dedicated to small group interviews, while other children write in their notebooks. Studios time may also be used for interviewing.</p>
<p><b>Standards (Boston)</b></p>	<p><b>RI.1.1.</b> Ask and answer questions about key details in a text.  <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.  <b>SL.1.1a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <p>What information about Cheryl Straughter do they draw from the interview?  Do children refer back to the text to justify their responses?  What do they understand about interviews?</p> <p>Listen for and make note of children’s participation in the class discussion.</p> <p>Do they listen to and respond to each other’s ideas?  Do they argue for interviewing a particular person?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.

# Cheryl Straughter

## Soleil Restaurant, Boston

Interview by Brooke Childs, January 13, 2020



### **1. What's your name, and in what business organization do you work?**

My name is Chef Cheryl, and I work at Soleil restaurant. Soleil is named after my granddaughter. She's 15 and her full name is Maya Soleil. In French "soleil" means "the sun."

### **2. What's your role in the restaurant?**

As the owner, I'm responsible for ordering all the food we use to cook meals; I'm responsible for paying staff; and I'm responsible for making sure that the food is cooked correctly. I also make sure that the customers have a good time.

### **3. What service does Soleil provide for the community?**

Our restaurant is a place where people meet and mingle. People also have community meetings to talk about what's happening in the city. Some of our local politicians and nonprofit neighborhood organizations meet here. So, not only do we provide food, we provide a space for

Writing U3 W5 D3

people to come in and conduct business and also to bring their families to eat.

#### **4. How did you get started in this work?**

I always wanted to have a restaurant. In 1996, I opened my first restaurant, Keith's Place. I ran that restaurant for 10 years. Then I wanted to learn more about my craft, so I went to cooking school. I opened this restaurant in May of 2018.

#### **5. What inspires you to keep doing this work?**

There's something that every community, every nationality, and every race has in common, and that is we all eat. Eating nourishes your body, and that's how I got started wanting to do this.

What inspires me is my mother and my grandmother. They all cooked, and even though it was cooking in their home, there was always this conversation in the kitchen about food. There was always conversation about how we should eat food that's grown and you know, food from the farm. My grandmother actually farmed some food. So what inspires me is really kind of an old tradition about farming and eating.

#### **6. Can you talk a little about where you get the food you serve?**

Some of my food I buy from a restaurant purveyor. That's just a big word for a place that supplies food to restaurants all throughout the city. But some of the food comes from urban farming. This allows me to get food both on the organics side and on the typical restaurant side.

#### **7. What's the thing you like most about your job?**

Meeting people! I have bumped into people that I was in high school with, that I'd lost track of. So that's been kind of cool. I bumped into people that I met when I had my first restaurant. So I enjoy the interaction and the conversation that can happen at a restaurant like mine. I also enjoy working with my staff.



## **8. What's the most challenging part of your job?**

Getting my staff to come on time is the hard part, and it is challenging to stand on your feet all day. It could be ten, eleven, twelve hours a day by the time we finish. Like tonight. We have a catering job. So I would have been going from four o'clock this morning to about nine o'clock tonight. So the challenge sometimes can be a physical one.

## **9. What final message do you have for first graders?**

I'm sure that all of you all have heard this before about going to class and learning about different people in different places, but I think that's really important because there's a big world out there. The world is beyond our little town. I had the pleasure of working for United Airlines, so I've been to some really cool places in the world.

I want you to read, and I would want you to just talk to people who were born in different places, because we all have something to bring to our conversations. Thank you!

# Cheryl Straughter

## Soleil Restaurant, Boston

Interview by Brooke Childs, January 13, 2020



### **1. What's your name, and in what business organization do you work?**

My name is Chef Cheryl, and I work at Soleil restaurant. Soleil is named after my granddaughter. She's 15 and her full name is Maya Soleil. In French "soleil" means "the sun."

### **2. What's your role in the restaurant?**

As the owner, I'm responsible for ordering all the food we use to cook meals; I'm responsible for paying staff; and I'm responsible for making sure that the food is cooked correctly. I also make sure that the customers have a good time.

### **3. What service does Soleil provide for the community?**

Our restaurant is a place where people meet and mingle. People also have community meetings to talk about what's happening in the city. Some of our local politicians and nonprofit neighborhood organizations meet here. So, not only do we provide food, we provide a space for

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people to come in and conduct business and also to bring their families to eat.

#### **4. How did you get started in this work?**

I always wanted to have a restaurant. In 1996, I opened my first restaurant, Keith's Place. I ran that restaurant for 10 years. Then I wanted to learn more about my craft, so I went to cooking school. I opened this restaurant in May of 2018.

#### **5. What inspires you to keep doing this work?**

There's something that every community, every nationality, and every race has in common, and that is we all eat. Eating nourishes your body, and that's how I got started wanting to do this.

What inspires me is my mother and my grandmother. They all cooked, and even though it was cooking in their home, there was always this conversation in the kitchen about food. There was always conversation about how we should eat food that's grown and you know, food from the farm. My grandmother actually farmed some food. So what inspires me is really kind of an old tradition about farming and eating.

#### **6. Can you talk a little about where you get the food you serve?**

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#### **7. What's the thing you like most about your job?**

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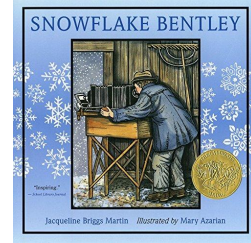
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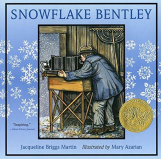
I'm sure that all of you all have heard this before about going to class and learning about different people in different places, but I think that's really important because there's a big world out there. The world is beyond our little town. I had the pleasure of working for United Airlines, so I've been to some really cool places in the world.

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**Writing Biography**  
 Deconstruction: Biography Purpose and Stages  
 Joint Construction: Interview Questions

<p><b>Content Objectives</b></p>	<p>I can recount the stages of biography. (W.1.3)</p> <p>I can evaluate interview questions. (W.1.3)</p>
<p><b>Language Objective</b></p>	<p>I can contribute to a class discussion about interview questions. (SL.1.1)</p>
<p><b>Vocabulary</b></p>	<p><b>interview:</b> to ask someone questions to get information</p> <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>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> <p><b>conclusion:</b> the end</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Biography anchor chart images: mentor texts and stages Cut apart the images.</li> <li>● chart paper Prepare the following Biography anchor chart. (Note: Stages images will be added during the lesson.)</li> </ul>

	<p style="text-align: center;"><b>Biography</b></p> <p><b>Purpose:</b> to tell a person’s life story</p> <p><b>Examples:</b></p> <div style="text-align: center;">  </div> <p><b>Stages:</b></p> <ul style="list-style-type: none"> <li>● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin and <i>Snowflake Bentley</i> chart, from Day 1, for reference</li> <li>● Interview Questions - editable, projected Make a digital copy of the Interview Questions to revise as a class.</li> <li>● projector and screen</li> <li>● Biography Interviews chart, from Day 3</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Tomorrow we will begin interviewing for our biographies! To get ready, we need to write our own interview questions and form groups who will interview and write about each person.</i></p>
<p><b>Deconstruction</b> 8 minutes</p>	<p><i>Before we write our questions together, let’s review what we’ve learned about biography so far.</i></p> <p>Refer to the Biography anchor chart. <i>We know that the purpose of biography is to tell a person’s life story.</i></p> <p><i>The biography we read is called Snowflake Bentley.</i></p> <p><i>The next section of our chart is for the stages of biography. How do biographies begin?</i></p> <p>Harvest children’s ideas, and attach the Orientation card to the chart, reviewing the description on the card.</p> <p><i>What part comes next?</i></p> <p>Harvest children’s ideas, and attach the Record of Events card to the chart,</p>

	<p>reviewing the description on the card.</p> <p><i>How do biographies end?</i></p> <p>Harvest children’s ideas, and attach the Conclusion card to the chart, reviewing the description on the card.</p>
<p><b>Joint Construction</b> 15 minutes</p>	<p><i>Yesterday we learned that people choose questions for an interview based on what they want to communicate about the person. We want to write biographies that tell the life story of people who provide services in our community.</i></p> <p>Think, Pair, Share.</p> <p><i>Based on what we know about biographies and the people who we will be interviewing, what kinds of information do we want to gather?</i></p> <p>As children talk, circulate to support their conversations. Harvest and record children’s ideas on the whiteboard.</p> <p>Show the Interview Questions sheet.</p> <p><i>Here are some possible questions we can use for our interviews. Together we will go through each question to decide if we want to keep it, change it, or take it out. We can also add any questions we want to ask.</i></p> <p>Read the first question.</p> <p><i>Now, let’s look at the board to remember what kind of information we want to gather. Will this question help us get that information?</i></p> <p>Decide as a class whether to keep, revise, or remove each question. (Note that children will be asking the interview questions and therefore will need to be able to read/remember them.) If the class decides to revise or remove a question, make those changes before moving on to the next question. If children suggest adding more questions, use the same review process.</p>
<p><b>Joint Construction</b> 5 minutes</p>	<p><i>Now we have questions to use in our interviews, beginning tomorrow!</i></p> <p><i>You will work in a group to interview one person on our chart. After your interviews, each person in the group will write his own biography of that person—like when you wrote your own reports, but did your research in groups.</i></p> <p>Review the Biography Interviews chart.</p>

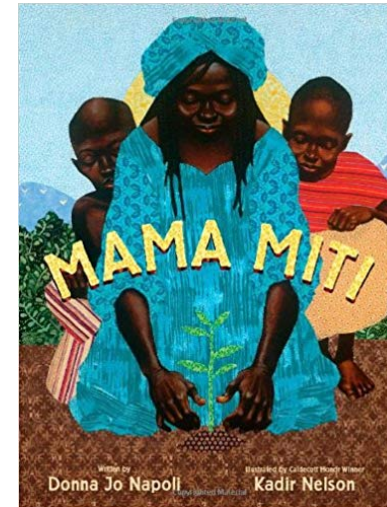
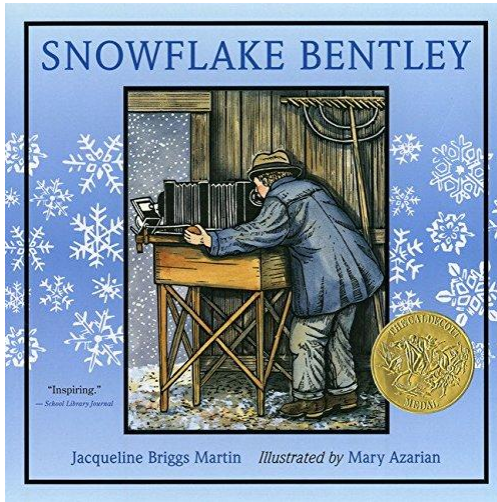
	<p><i>Think about who you would like to interview and write about.</i></p> <p>Use an established process for sharing preferences and forming groups. Write children’s names in the quadrants on the chart.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we wrote our own interview questions and formed groups. Tomorrow we will practice asking the questions, and one group will conduct an interview.</i></p>
<p><b>Standards (Boston)</b></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.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> <li>What do children understand about the purpose and stages of biography?</li> <li>What is still confusing?</li> <li>What do they understand about interviews?</li> <li>What information do they hope to gather?</li> <li>Is this information consistent with the purpose of biography?</li> <li>Which questions did they decide to keep/revise/remove? Why do you think that is?</li> <li>Who is participating in class discussion? Who is not? Why do you think that is?</li> </ul>

**Notes**



Biography anchor chart images

mentor texts



stages

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## Interview Questions

1. What service do you provide?
2. What events in your life brought you to provide this service?
3. How does your service impact the community?
4. Where and when were you born?
5. What was life like for you as a child?

At the end of the interview, find out if the person you interviewed has photographs to share that will illustrate what you discussed together.

**WEEK 5 Day 5**

**Writing Biography**  
 Joint Construction: Interviews  
 Individual Construction  
 continues on Week 6, Days 1-2

<b>Content Objectives</b>	<p>I can conduct research for a biography by interviewing a community member. (W.1.3, W.1.7, W.1.8)</p> <p>I can communicate about resources in our community using the structure and language of a particular genre. (W.1.1/2/3/3a, W.1.4, W.1.10)</p>
<b>Language Objective</b>	I can ask questions to get more information. (SL.1.3)
<b>Vocabulary</b>	<b>interview:</b> to ask someone questions to get information
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography Interviews chart, from Day 3 Add scheduled interview dates and times to the chart.</li> <li>● Revised Interview Questions, from Day 4 Print the class’s revised interview questions, and make one copy for each child.</li> </ul> <p>For interviewing:</p> <ul style="list-style-type: none"> <li>● research sheets: small sheets of paper (half or quarter sheets of blank paper, sticky notes, or another small paper), for recording interview information, enough copies for each child to have about ten</li> <li>● clipboards and pencils, one for each child in the interview group</li> <li>● video/audio recording equipment Plan to record interviews for children’s future reference. Documenting the interview in other ways could also be helpful, such as having an adult take notes (in addition to the children), and having the interviewee respond to the interview questions in writing.</li> <li>● children’s writing folders</li> </ul>

	<p>For individual construction:</p> <ul style="list-style-type: none"> <li>● drawing and writing tools</li> <li>● children’s writing notebooks</li> <li>● anchor charts for previously-studied genres: Procedure, Personal Recount, Report, Argument</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will begin our interviews!</i></p> <p>Show the Biography Interviews chart, introducing when groups will conduct their interviews.</p>
<p><b>Interview Preparation</b> 8 minutes</p>	<p><i>Before we conduct interviews, we need to practice.</i></p> <p>Distribute Interview Questions. Read the questions together as a class. Decide how questions will be asked: divided among group members, an adult asking questions, or one child taking the lead. Note that all children will take notes, recording the information they hear during the interview.</p> <p><i>While we interview, you will need to take notes. Record information you hear on these small pieces of paper. You will record one piece of information on each paper. For example, if you hear about when and where the person was born, you can write that information on one sheet. Then, if you hear about an experience the person had as a child, you will want to write that on another sheet.</i></p>
<p><b>Individual Construction</b> 20 minutes, concurrent with Interviews</p>	<p>Show the genre anchor charts.</p> <p><i>For the next few days, while groups conduct interviews, everyone else will get a chance to write independently! You will be writing in your notebooks in one of the genres we have studied this year.</i></p> <p><i>Think about which genre you would like to practice, and think about what you would like to write about. You might write another personal recount poem about a special object, or you might write a procedure for how to prepare vegetables for the farmer’s market. You could write a report about different types of goods that are sold in a market, or an argument to your family to buy you a good that you want.</i></p> <p><i>Take some time to think about your idea. Then tell it to your partner before you go to write.</i></p> <p>After children have shared their ideas, send them with writing tools and notebooks to write.</p>
<p><b>Interviews</b> 20 minutes,</p>	<p>With adult support, guide children to conduct interviews and take notes about their findings, according to the plans made above. Be sure to record</p>

concurrent with Individual Construction	<p>the interview, with either video or audio, for children to revisit as they write.</p> <p>During the interview, guide children to ask additional questions to clarify or get more information about what they hear.</p>
<b>Closing</b> 1 minute	<p><i>Today we had our first interview, and the other groups got to practice familiar genres. We will continue this work for the next few Writing lessons.</i></p>
<b>Standards (Boston)</b>	<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>W.1.4.</b> Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W.1.7.</b> Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.1.10.</b> Write routinely for a range of tasks, purposes, and audiences.</p> <p><b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<b>Ongoing assessment</b>	<p>Reflect on the interview.</p> <ul style="list-style-type: none"> <li>How comfortable are children asking questions?</li> <li>Do they ask additional questions to get more information?</li> <li>Do they record accurate information?</li> <li>What support did they require?</li> <li>What adjustments might need to be made before the next interview?</li> </ul> <p>Review children’s writing notebooks.</p> <ul style="list-style-type: none"> <li>In which genres do they write?</li> <li>How does their writing reflect understanding of the purpose, structure, and language of that genre?</li> <li>Do children communicate unit understandings?</li> </ul>

**Notes**

