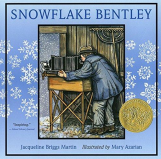


Writing Biography
 Deconstruction: Biography Purpose and Stages
 Joint Construction: Interview Questions

<p>Content Objectives</p>	<p>I can recount the stages of biography. (W.1.3)</p> <p>I can evaluate interview questions. (W.1.3)</p>
<p>Language Objective</p>	<p>I can contribute to a class discussion about interview questions. (SL.1.1)</p>
<p>Vocabulary</p>	<p>interview: to ask someone questions to get information</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>record of events: things that happened that helped develop the person’s identity</p> <p>conclusion: the end</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Biography anchor chart images: mentor texts and stages Cut apart the images. ● chart paper Prepare the following Biography anchor chart. (Note: Stages images will be added during the lesson.)

	<p style="text-align: center;">Biography</p> <p>Purpose: to tell a person’s life story</p> <p>Examples:</p> <div style="text-align: center;">  </div> <p>Stages:</p> <ul style="list-style-type: none"> ● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin and <i>Snowflake Bentley</i> chart, from Day 1, for reference ● Interview Questions - editable, projected Make a digital copy of the Interview Questions to revise as a class. ● projector and screen ● Biography Interviews chart, from Day 3
<p>Opening 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>Deconstruction 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>Joint Construction 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>Joint Construction 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>Closing 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>Standards (Boston)</p>	<p>W.1.3. 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>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> What do children understand about the purpose and stages of biography? What is still confusing? What do they understand about interviews? What information do they hope to gather? Is this information consistent with the purpose of biography? Which questions did they decide to keep/revise/remove? Why do you think that is? Who is participating in class discussion? Who is not? Why do you think that is?

Notes