

WEEK 5 Day 5

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

Content Objectives	<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>
Language Objective	I can ask questions to get more information. (SL.1.3)
Vocabulary	interview: to ask someone questions to get information
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Interviews chart, from Day 3 Add scheduled interview dates and times to the chart. ● Revised Interview Questions, from Day 4 Print the class’s revised interview questions, and make one copy for each child. <p>For interviewing:</p> <ul style="list-style-type: none"> ● 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 ● clipboards and pencils, one for each child in the interview group ● 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. ● children’s writing folders

	<p>For individual construction:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing notebooks ● anchor charts for previously-studied genres: Procedure, Personal Recount, Report, Argument
<p>Opening 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>Interview Preparation 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>Individual Construction 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>Interviews 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>
Closing 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>
Standards (Boston)	<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>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. 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>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.10. Write routinely for a range of tasks, purposes, and audiences.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Ongoing assessment	<p>Reflect on the interview.</p> <ul style="list-style-type: none"> How comfortable are children asking questions? Do they ask additional questions to get more information? Do they record accurate information? What support did they require? What adjustments might need to be made before the next interview? <p>Review children’s writing notebooks.</p> <ul style="list-style-type: none"> In which genres do they write? How does their writing reflect understanding of the purpose, structure, and language of that genre? Do children communicate unit understandings?

Notes

