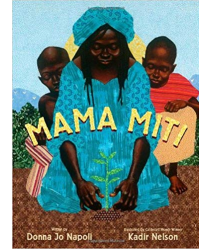


WEEK 6 Day 4



## Writing Biography

Deconstruction: Phrases of Time  
Individual Construction: Record of Events

<b>Content Objective</b>	I can use research to write a biography. (W.1.3, W.1.4, W.1.7, W.1.8, History 18)
<b>Language Objectives</b>	With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1a)  I can introduce events using phrases of time. (L.1.1g)
<b>Vocabulary</b>	<p><b>record of events:</b> things that happened that helped develop the person’s identity</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>adverb:</b> a word or phrase used to describe a verb</p> <p><b>phrase of time:</b> a group of words that indicates when something happened</p> <p><b>research:</b> to get information about something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Phrases of Time slides</li> <li>● projector and screen</li> <li>● <i>Mama Miti</i>, Donna Jo Napoli Flag pages 1, 3, and 7 for use during the lesson.</li> <li>● Biography anchor chart image: phrases of time Cut out the image.</li> <li>● Biography anchor chart, from Week 5, Day 4 Below Stages, add Language.</li> <li>● Biography Stages sheets, from Day 3</li> <li>● children’s writing folders, including research sheets</li> <li>● drawing and writing tools</li> <li>● children’s writing notebooks</li> <li>● Biography Observation Tools, from Day 3</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p><i>Today you will begin writing the record of events for your biography. But first we will review a language feature we learned about when we first learned about personal recount: phrases of time.</i></p>
<p><b>Deconstruction</b> 12 minutes</p>	<p><i>Remember, <b>phrases of time</b> are adverbs used to describe when something happened. They use precise language to introduce new events, giving more information than words such as “then” and “next.”</i></p> <p><i>Today we will go back to a book we read in Unit 1: Mama Miti, a biography of Wangari Maathai. As we read, listen to the phrases the author, Donna Jo Napoli, uses to introduce when events happen.</i></p>
<p>slide 1</p>	<p>Read slide 1. <i>Which phrases of time did you hear on this page?</i> Reread the page as necessary.</p>
<p>slide 2</p> <p><i>Mami Miti,</i> page 1</p>	<p><i>The first phrase of time on this page is “When Wangari grew up.”</i></p> <p>Show page 1. <i>The previous page includes the orientation to the biography and talks about when Wangari was born.</i></p> <p><i>Then the biography jumps way into the future and talks about Wangari as an adult. Donna Jo Napoli uses this phrase to let the reader know what part of Wangari’s life she is writing about.</i></p>
<p>slide 3</p>	<p><i>There is another phrase of time on this page.</i></p> <p><i>Donna Jo Napoli has already told us that Wangari was an adult at this time, but she uses another phrase to introduce the event when a woman comes to see her. She says “one day,” which tells us that it did not happen on a specific date that can be remembered, but rather that it happened one day when Wangari was an adult.</i></p>
<p>slide 4</p>	<p>Read slide 4. <i>Which phrase of time did you hear on this page?</i> Reread the page as necessary.</p>
<p>slide 5</p>	<p><i>This page has two phrases to introduce when the event happened. It says both “in the years to come,” which means it happened each year after the woman visited Wangari.</i></p> <p><i>The next phrase tells us when during the year the event happened: “when flowering season was over.” So, each year, when the plants were done flowering and grew fruit, the family ate the fruit and</i></p>

	<p><i>shared it with their friends.</i></p>
slide 6	<p><i>These are some of the phrases of time we picked out of Mango, Abuela, and Me.</i></p> <p><i>When you write the record of events for your biography, you will introduce each new event with a phrase of time, giving detailed information about when that event happened.</i></p> <p><i>Let's add phrases of time to our Biography anchor chart.</i> Attach the phrases of time card to the chart, under Language.</p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Now you will begin writing your record of events. Before you write, you will find all of your research sheets labeled R, for record of events. With your group, you will discuss the information on your research sheets that you think belongs in the record of events. After you identify and discuss the information, you will be ready to write. Write each event on a new page, beginning with a phrase of time.</i></p> <p>Ensure that children are clear about the process of identifying and discussing information before writing. Then send groups with research sheets, drawing and writing tools, and writing notebooks.</p> <p>Circulate to support groups as they discuss research. Then, support children as they begin writing the record of events, taking notes on the Biography Observation Tools.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today you began writing the record of events. You will have three more days to continue writing this part of your biography.</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>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>L.1.1g.</b> Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</p> <p><b>History 18.</b> Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating</p>

	<p>to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> <li>Do children identify the phrases of time?</li> <li>Do they understand how phrases of time function in biographies?</li> </ul> <p>Reflect on small group discussions.</p> <ul style="list-style-type: none"> <li>Do children identify and discuss research before writing?</li> <li>What supports will they need as they continue to turn research into writing?</li> </ul> <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends on Day 5 and Week 7, Days 1-2, or when planning for revisions in Week 8.</p>

**Notes**