



Writing Biography

Deconstruction: Conclusion and Verbs
Individual Construction: Conclusion

Content Objective	I can use research to write a biography. (W.2, W2.1.a, W.3.1.b, W.1.1.a, W.1.1.b, History 18 - Boston)
Language Objectives	With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1.a) I can use present tense verbs to write a conclusion. (L.1.1.d)
Vocabulary	<p>conclusion: the end</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>impact: to have an effect on someone or something</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>tense: the form of a verb that specifies time</p> <p>feedback: specific, helpful suggestions given to improve work</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Biography anchor chart, from Week 5, Day 4 ● <i>Snowflake Bentley</i>, Jacqueline Briggs Martin Flag page 28. ● <i>Mama Miti</i>, Donna Jo Napoli Flag page 29. ● Biography Verbs slides ● projector and screen ● Biography Stages sheets, from Week 6, Day 3 ● children’s writing folders, including research sheets ● drawing and writing tools ● children’s writing notebooks ● Biography Observation Tools, from Week 6, Day 3

<p>Opening 1 minute</p>	<p><i>Today we will closely read the conclusions in our mentor texts, and then you will write the conclusion of your biography.</i></p>
<p>Deconstruction 8 minutes</p> <p><i>Snowflake Bentley, page 28</i></p>	<p>Refer to the Biography anchor chart.</p> <p><i>Remember, the conclusion of a biography tells why the person is significant. It talks about the person’s impact on the world and on other people.</i></p> <p><i>As I reread the conclusion of Snowflake Bentley, listen carefully for information about why Wilson Bentley is significant.</i></p> <p>Read page 28.</p> <p><i>What does this conclusion say about why Wilson Bentley is significant?</i></p>
<p><i>Mama Miti, page 29</i></p>	<p>Read page 28.</p> <p><i>What does this conclusion say about why Wangari Maathai is significant?</i></p>
<p>Deconstruction 8 minutes</p> <p>slide 1</p>	<p><i>Now let’s take a look at verbs. Remember, verbs can be written in different tenses. They can show the past, the present (right now), or the future.</i></p> <p><i>This is one of the record of events from Snowflake Bentley. Just like in personal recounts, the events are written in the past tense, because they are recounting events that have already happened.</i></p>
<p>slide 2</p>	<p><i>Let’s reread the conclusions to look at the verbs.</i></p> <p><i>Here is most of the conclusion from Snowflake Bentley. The verbs are highlighted. As I read, listen to hear if the verbs are in the past tense, expressing what already happened; the present tense, expressing what is happening now; or the future tense, expressing what will happen.</i></p> <p>Read slide 1.</p> <p><i>What did you notice about the verbs?</i></p> <p><i>The verbs in this conclusion are all in the past tense. Wilson Bentley is no longer alive, and his impact is described here in the past tense, expressing things he did before and ways that others have responded to his work.</i></p>
<p>slide 3</p>	<p><i>Here is most of the conclusion from Mama Miti. The verbs are highlighted. As I read, listen to hear if the verbs are in the past, present, or future tense.</i></p> <p>Read slide 2.</p>

	<p><i>What did you notice about the verbs?</i></p> <p><i>The verbs in this conclusion are a little different. The beginning of the conclusion summarizes the things that Wangari did, so the author uses the past tense. Then the author switches to present tense to say what Wangari is doing now, what her impact is today. When this book was written, “Mama Miti” was still alive.</i></p>
<p>Individual Construction 12 minutes</p>	<p><i>The people you interviewed are also still alive, so your conclusions should be written in the present tense. When you write your conclusion, include information about what the person you interviewed is doing today and why that person is significant.</i></p> <p><i>Before you write, find all of your research sheets labeled <u>C</u>, for conclusion. With your group, discuss the information on your research sheets. After you discuss the information, you will be ready to write.</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 write conclusions, taking notes on the Biography Observation Tools.</p>
<p>Closing 1 minute</p>	<p><i>Today you wrote conclusions. Tomorrow you will give and receive feedback to make your biographies even better!</i></p>
<p>Standards</p>	<p>W.1.1.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.1.b Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</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 to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.1.1.a 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>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g.,</p>

	<p><i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i> (BOSTON) History 18. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., <i>in the past or future; present, past, and future tenses of verbs</i>).</p>
<p>Ongoing assessment</p>	<p>Reflect on the class discussion.</p> <ul style="list-style-type: none"> What do children identify as the significance of each person? Do children accurately identify the verb tenses? What do they understand about the role of verb tense in a conclusion? <p>Reflect on small group discussions.</p> <ul style="list-style-type: none"> Do children identify and discuss research before writing? What supports will they need as they continue to turn research into writing? <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 when planning for revisions in Week 8.</p>

Notes