

Unit 3: Connecting Places, Connecting People

WEEK 5 Day 5

**Writing Biography**  
Deconstruction and Joint Construction: Biography Stages

<b>Content Objectives</b>	<p>I can describe the structure of biographies. (R.8.2.a)</p> <p>I can analyze and organize research information. (W.1.2.b)</p>
<b>Language Objective</b>	I can recount key ideas and details from a text. (SL.2.2.a)
<b>Vocabulary</b>	<p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>conclusion:</b> the end</p> <p><b>interview:</b> to ask someone questions to get information</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>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<p>Before the lesson, prepare small groups of children to discuss each interview question. Each group will review the notes they took for one question and pull out the most important information. Then they will decide in which biography stage that information should be communicated.</p> <ul style="list-style-type: none"> <li>● <i>Growing Up Pedro</i> chart, from Text Talk, Week 4, Day 1</li> <li>● biography anchor chart images: stages, cut apart</li> <li>● Biography anchor chart, from Day 1</li> <li>● writing tools</li> <li>● children’s Interview Question sheets, from Day 4</li> <li>● quarter sheet paper scraps, at least 5 for each small group</li> <li>● Biography Stages sheet, one copy for each group</li> <li>● sticky note and paperclip, one for each group</li> </ul>
<b>Opening</b> 1 minute	<p><i>Today we will discuss and organize the information we learned from our interview yesterday. First, let’s review the stages of biography.</i></p>

<p><b>Deconstruction</b> 10 minutes</p>	<p>Show the <i>Growing Up Pedro</i> chart.</p> <p><i>When we read Growing Up Pedro, we used this chart to keep track of what happened in the book. As we learned, the stages of biography are the same as autobiography and similar to personal recount.</i></p> <p>Think, Pair, Share.</p> <p><i>Take a look at the chart:</i></p> <p><i>What are the stages of biography?</i></p> <p><i>Why is each stage important?</i></p> <p>Allow the children time to think and talk together. Then bring the class back to name the stages of biography and describe why each is important. For example,</p> <ul style="list-style-type: none"> <li>● The orientation introduces the person the biography is about and tells why they are important.</li> <li>● The record of events are the events of the person’s life, in order, that relate to their significance. For Pedro Martínez, the events are related to him as a baseball player.</li> <li>● The conclusion states the significance of the person’s life.</li> </ul> <p><i>Let’s add the stages to our Biography anchor chart.</i></p>
<p><b>Joint Construction</b> 1 minute</p>	<p><i>We know that <b>biographies</b>, like autobiographies, communicate something important about a person and their life. The trait we will communicate in our biographies is that each person is a member of our school community.</i></p>
<p><b>Joint Construction in Small Groups</b> 17 minutes</p>	<p><i>Now you will work in small groups to review the notes you took yesterday. Each group will discuss one interview question. First, read the question. Then, have each member of the group share their notes. Decide as a group which were the most important pieces of information—the ones that relate best to _____’s life and to the trait we are trying to communicate: _____. Write each piece of information on a separate scrap of paper.</i></p> <p><i>After you have recorded all of the important information, you are going to label each sheet for which stage of the biography you think it fits with. If you think it belongs in the orientation, write “O” in the corner of the paper. If you think it belongs in the record of events, write “R” in the corner. If you think it belongs in the conclusion, write “C.”</i></p> <p>Show the Biography Stages sheet.</p> <p><i>You can look at this sheet to remember how to label the stages.</i></p>

	Distribute writing tools, scrap paper, and children’s Interview Question sheets, and send the children to work in small groups. As they write, circulate to support their work.
<b>Closing</b> 1 minute	Have the children in each group write their names on the sticky note and use the paperclip to gather the papers, for ease in reviewing and assessing each group’s work. Collect the papers from each group.  <i>Today we discussed the stages of biography and started organizing our notes to write a biography about _____.</i>
<b>Standards</b>	<b>R.8.2.a</b> Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. <b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions. <b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Ongoing assessment</b>	Throughout the lesson, listen for and make note of children’s understanding of the stages of biography. After the lesson, review the work of each small group. Do the children name the stages? What do they understand about the information provided in each stage? How accurately do they match the information gathered in the interview to the stages?

**Notes**