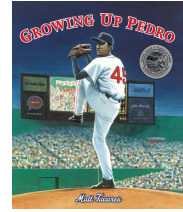
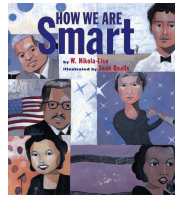


Unit 3: Connecting Places, Connecting People

WEEK 5 Day 1



Writing Biography

Deconstruction: Biography Purpose

Content Objective	I can identify the main purpose of a text. (R.9.2.b)
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>genre: a type of writing</p> <p>purpose: the reason for doing or creating something</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Biography (in the Unit 3 Introduction documents).</p> <p>Also read the Our Town Project Overview to understand how the Writing unit interacts with other learning activities in Weeks 6-8.</p> <p>Before conducting their own interviews and writing their own biographies, the class will interview a school community member together. Identify someone in the school community and arrange to interview them on Week 5, Day 4.</p> <ul style="list-style-type: none"> ● whiteboard On the whiteboard, write the following questions, leaving space under each one to record children’s ideas: Why did the author write this? What do you notice? ● Biography mentor texts, one of the following for each pair of

children:

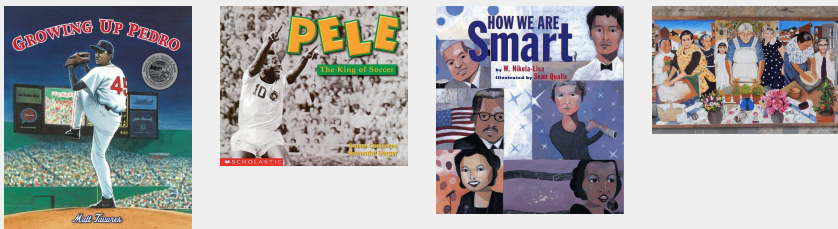
- *Growing Up Pedro*, Matt Tavares, 2 copies
 - *Pele: The King of Soccer*, Susan Canizares and Samantha Berger, 4 copies
 - *How We are Smart*, W. Nikola-Lisa, 1 copy
- Flag one profile that would be especially engaging for this group of children.
- Grandmother biographies

- biography anchor chart images: mentor texts, cut apart
 - chart paper
- Prepare the following Biography anchor chart, with mentor text images glued under Examples.

Biography

Purpose:

Examples:



Stages:

<p>Opening 1 minute</p>	<p><i>Today we are going to begin looking at a new genre of writing. We will start by looking at some texts in that genre. In pairs, you will look at a text and try to determine the author's purpose.</i></p>
<p>Deconstruction 20 minutes</p>	<p>Refer to the questions written on the board.</p> <p><i>With your partner, read the text. Discuss these two questions: Why did the author write this? and What do you notice? Be prepared to share your ideas and observations with the group.</i></p> <p>Provide each pair with one biography mentor text to analyze. As children</p>

	<p>work, circulate to support them and refer them to the questions. Give children about 10 minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up the biography they looked at. Ask, “Why did the author write this?” and “What did you notice?” Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p>
<p>Deconstruction 8 minutes</p>	<p><i>Each pair looked at a different text. Some of these texts look similar, and some look very different. All of these texts are biographies.</i></p> <p>Introduce the Biography anchor chart. <i>As you discovered, authors write biographies to tell a person’s life story. Biographies are very similar to autobiographies, except that the author of a biography writes about someone else’s life story, rather than her own.</i></p> <p>Record the purpose in the chart. Point to the mentor text images. <i>Today you looked at the texts we will use to learn about biography: Growing Up Pedro, Pele: The King of Soccer, How We are Smart, and the biographies of grandmothers featured in a piece of public art in East Boston, called the Immigrant Grandmothers mural.</i></p> <p>Hold up <i>How We are Smart</i>. <i>How We are Smart is a collection of biographies of people who are all smart in different ways.</i></p> <p><i>Just like in autobiographies, biographies tell someone’s story related to a certain trait. Turn and talk to your partner to identify the important trait communicated in the biography you read.</i></p> <p>Have several pairs share traits they identify.</p>
<p>Closing 1 minute</p>	<p><i>Today we began learning about a new genre called biography, which is written to tell a person’s life story. Tomorrow we will begin preparing to write biographies.</i></p> <p>Note: Leave the Biography anchor chart posted for continued reference and additions throughout the unit.</p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

Ongoing assessment	Capture children’s responses by taking a picture of the whiteboard or by taking notes. What do children already know about the purpose of biography? What do they notice about its structure and language? What do they understand about what is the same and different about biography and autobiography? How accurately do they identify the traits communicated in the biographies?
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Notes
