



WEEK 5 Day 2

Writing Biography
 Deconstruction, Individual Construction, and Joint Construction:
 Interview Planning

Content Objective	I can plan for researching through interviews. (W.1.2.a)
Language Objective	I can discuss interview plans. (SL.1.2)
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>interview: to ask someone questions to get information</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Pelé interview (https://www.youtube.com/watch?v=rk2yUBMGrV4) If this video is no longer available, any interview with an important figure can be a replacement. The purpose is for children to observe an interview. ● technology for showing a video with audio ● writing tools ● Interview Planning sheet, one for each child ● chart paper and marker
Opening 1 minute	<i>Yesterday we learned that biographies are written to tell a person’s life story. Today we will start preparing to write our own biographies.</i>
Deconstruction 10 minutes	<p><i>To write a biography, a writer needs to research the life of the person they are writing about. One way that writers do this research is by conducting interviews.</i></p> <p>Think, Pair, Share. <i>What is an interview?</i></p> <p><i>When someone conducts an interview, they prepare a series of questions to ask the other person. Some of you may have conducted</i></p>

	<p><i>interviews in Kindergarten or first grade, or seen interviews on TV. News reporters often conduct interviews. Sometimes they talk to the players after a sports game, or they sit down with someone to ask about their experiences. When someone is trying to get a job, they often go to an interview to meet the people they might work with and answer questions about themselves as workers.</i></p> <p><i>Let's watch an interview of Pelé, the soccer player.</i></p> <p>Show the Pelé interview video.</p>
<p>Individual Construction 10 minutes</p>	<p><i>We have been talking about places and people all over the world. Next week we are going to begin thinking more about our town and people. One thing we'll do is write biographies of people who are members of our school's community. This means anyone who lives or works in our school neighborhood: you and your families, people who work at the school, and people who live and work in our school's community.</i></p> <p><i>As a class we will interview and write a biography of someone from our school community. Then, each of you will interview and write your own biographies of different people. Today we will brainstorm who we might want to write about.</i></p> <p>Show the Interview Planning sheet.</p> <p><i>Think about four different people whom you might interview and write about. Remember, the person should be part of the school community/ in our area. Include the person's name, their role in the community, and where and when you could conduct an interview.</i></p> <p><i>For example, you could write down your grandmother, say that she is a family member of someone in the school, and plan to interview her at home on Saturday morning. Or, you could write down the name of someone who works at a store nearby, write down that they are part of the community by working at a local store, and plan to interview them on Wednesday after school. Or, you might choose to interview a staff member at the school, who you could interview during Studios.</i></p> <p>Send the children to plan. As they write, circulate to support their work.</p>
<p>Joint Construction 8 minutes</p>	<p>Bring the class back together, and invite a few children to quickly share their plans. Invite other children to use the "Me, Too" signal to indicate similar ideas.</p> <p><i>The questions we ask in an interview depend on what we want to</i></p>

	<p><i>communicate about the person.</i></p> <p>Think, Pair, Share.</p> <p><i>If we want people in our school community to learn about each other, what kinds of information would be interesting to collect? What would we want to find out about the people we interview?</i></p> <p>Record children’s ideas on chart paper.</p>
Closing 1 minute	<p><i>Today we started planning for writing biographies. We also started learning about interviews. Tomorrow we will prepare interview questions so we can find out about the people we will write about.</i></p>
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>Throughout the lesson, listen for and make note of children’s understanding of interviews and information that may be included in biographies.</p> <p>Do the children understand the purpose of interviews? [as a way of conducting research]</p> <p>Whom do they plan to interview? How realistic are their plans?</p> <p>What types of information do they identify as important to gather?</p> <p>Does this information fit with the purpose of biography?</p> <p>After the lesson, review the children’s plans and provide feedback on sticky notes.</p>

Notes