

Unit 3: Connecting Places, Connecting People

WEEK 6 Day 1

Writing Biography

Joint Construction in Small Groups

Content Objective	I can use research notes to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
Language Objective	I can write collaboratively with a small group. (SL.1.2)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>conclusion: the end</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>record of events: things that happened that helped develop the person’s identity</p>
Materials and Preparation	<p>The children write in small groups during this lesson. One group of about 4 children plans and writes the orientation, while another similarly-sized group plans and writes the conclusion. The rest of the children work together with the teacher to plan the record of events, and then break into smaller groups to write the record of events. Before the lesson, group the children accordingly.</p> <ul style="list-style-type: none">● children’s notes on paper scraps, from Week 5, Day 5 Before the lesson, review the children’s notes and sort them according to stages (orientation, record of events, conclusion). Note any that seem to be miscategorized. Small groups of children will use each set of notes to write together.● Biography anchor chart● writing paper, enough copies to write, on separate sheets, the orientation, each record of events, and the conclusion, plus a few extra copies● <i>Growing Up Pedro</i>; <i>Pelé: The King of Soccer</i>; <i>How We are Smart</i>; and Grandmother biographies, available for children’s reference

<p>Opening 1 minute</p>	<p><i>Today we will use our notes to begin writing a biography of ____.</i></p>
<p>Joint Construction 5 minutes</p>	<p>Briefly review the types of information included in each stage of biography.</p> <p><i>I reviewed your notes and sorted them into three groups: orientation, record of events, and conclusion. Today you will work together in small groups to begin writing our class biography, using these notes.</i></p> <p>With the class, review any notes that were not marked with the appropriate stage. Briefly discuss why they do not fit that stage and mark them with the stage that makes the most sense.</p>
<p>Joint Construction in Small Groups 23 minutes</p>	<p><i>Now let's put our ideas together to write. One group will plan and write the orientation.</i></p> <p><i>Using the orientation notes, four of you will work together to write the orientation.</i></p> <p>Refer to the Biography anchor chart. <i>Remember, the orientation introduces the biography by naming who it is about, where and when it happened, and what is important about the person. In this case, we are naming this person as a member of our school community.</i></p> <p><i>At the same time, another group—the conclusion group—will review the class's conclusion notes and write the conclusion together.</i></p> <p>Refer to the Biography anchor chart. <i>Remember, the conclusion says why the person is important. In this case, why is this person an important member of our school community?</i></p> <p><i>The record of events group will do the same thing, but, because there are more events, there will be several groups working together with me.</i></p> <p>Send the orientation and conclusion groups with notes, writing paper, and materials for writing. Keep the record of events groups together.</p> <hr/> <p>Facilitate the record of events group, using the guidance that follows.</p> <p><i>Our job is to review the record of events to make sure they relate to the trait we are communicating—being a member of the school community, and to put the events in order.</i></p>

	<p>Distribute the record of events notes to individuals, pairs, or small groups (depending on the number of notes and children), so that each child is looking at one event.</p> <p><i>Read your event. Think: Does this fit with the trait we are communicating: _____?</i></p> <p>Give the children several minutes to review the events.</p> <p><i>Does anyone have an event that does not seem to fit?</i></p> <p>Discuss the event. If it does not fit, put it to the side.</p> <p><i>Now we need to order these events.</i></p> <p>Work together as a group to order the events. When they have been ordered, number them.</p> <p><i>Now you will work in small groups to write the record of events.</i></p> <p>Assign sets of events to small groups. For example, one group may write about the biography subject’s early life; one about the middle of their life; and one about her more current life. Distribute notes and writing materials (one record of events page for each event) and send the children to write.</p> <p>Check in on the orientation and conclusion groups and offer support as needed.</p>
<p>Closing 1 minute</p>	<p>Collect the notes, planner, and writing from each group.</p> <p><i>Today we began writing our class biography. Tomorrow you will continue writing with your group, and begin writing your individual biography. Make sure to bring your Interview Homework packet back tomorrow so that you can begin writing.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>
<p>Ongoing assessment</p>	<p>After the lesson, review each group’s work.</p> <p>To what extent does the children’s planning and writing reflect the information included in the research notes?</p> <p>Do the planning and writing accurately reflect the purpose of the stage?</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.