

Unit 3: Connecting Places, Connecting People

WEEK 6 Day 2

Writing Biography

Joint Construction in Small Groups and Individual Construction

Joint Construction in Small Groups continues from Day 1.

Individual Construction begins, with work continuing on Days 3 and 4.

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	biography: a genre of writing whose purpose is to tell a person's life story conclusion: the end interview: to ask someone questions to get information orientation: in a biography, the text that introduces the person and his/her significance record of events: things that happened that helped develop the person's identity
Materials and Preparation	<ul style="list-style-type: none">● writing tools● notes and writing, from Day 1● writing folders● children's completed Interview Questions sheets● Biography Stages sheets, from Week 5, Day 5● writing paper● <i>Growing Up Pedro; Pelé: The King of Soccer; How We are Smart;</i> and Grandmother biographies, available for children's reference● Biography Observation Tools, one copy to complete for each child
Opening 5 minutes	<p><i>Today you will finish writing with your group and then begin writing on your own.</i></p> <p><i>First, we'll go back to the groups we were working in yesterday. After your group finishes writing, you will have time to begin writing your own biographies, based on the interviews you conducted.</i></p>

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	<p><i>When you are ready to write on your own, your first job will be to sort your interview notes, just like we did for our class interview. Review your notes and label each piece of information for the stage it matches. Information that goes in the orientation should be labeled O; information that belongs in the record of events, R; and information for the conclusion, C. You can look at the Biography Stages sheet to remember how to label the stages.</i></p> <p><i>If you have time after sorting your research, you may begin writing your orientation.</i></p>
<p>Joint Construction in Small Groups and Individual Construction 24 minutes</p>	<p>Send the children to continue writing in their small groups. As they are ready, help children transition to individual work: beginning to sort research and then to write. As they write, circulate to support their work.</p> <p>If children have time to begin their orientations, guide them to write using the following steps:</p> <ul style="list-style-type: none"> ● find all of the information they labeled O; ● say the information out loud, in their own words; ● write the orientation; ● check the Biography anchor chart to be sure they included all parts of the orientation.
<p>Closing 1 minute</p>	<p>Have the children put their Interview Questions sheets and writing sheets in their writing folders. Collect small group work.</p> <p><i>Tomorrow you will begin learning about the language of biography and continue writing your individual biographies.</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>During the lesson, use the Biography Observation Tool to assess the children’s individual writing.</p> <p>After the lesson, review each group’s work.</p> <p>To what extent does the children’s writing reflect the information</p>

	included in the research notes? Does the writing accurately reflect the purpose of the stage?
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Notes