



WEEK 6 Day 3

Writing Biography

Deconstruction and Individual Construction: Verbs

Content Objective	I can list verbs that relate to the trait I want to communicate. (L.4,)
Language Objective	I can identify verbs in a text that relate to a topic. (L.5)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Autobiography Verbs chart, from Week 1, Day 4 ● <i>Pelé: The King of Soccer</i>, Susan Canizares and Samantha Berger ● writing tools ● Biography Verbs: Pelé ● jointly constructed biography, from Day 2 ● Biography Verbs sheet, one copy for each child and one for the class ● writing folders, including completed Interview Questions sheets
Opening 1 minute	<p><i>We know that the verbs in personal recounts and autobiographies relate to the topic and help to develop the character. The same is true for biographies, where the verbs help to develop the person the biography is written about.</i></p>
Deconstruction 8 minutes	<p>Show the Autobiography Verbs chart.</p> <p><i>Here are some of the verbs we collected when we read autobiographies. We organized them here by the topic—the trait that we wanted to communicate. Today we are going to make lists of verbs that relate to other traits, using a new sheet.</i></p> <p><i>Let’s read Pelé: The King of Soccer and record the verbs that Susan Canizares and Samantha Berger use.</i></p>

	<p>Show the Biography Verbs: Pelé sheet. <i>We will use a sheet like this for recording verbs. What trait of Pelé’s are the authors communicating?</i></p> <p>Record the trait on the top line. Then read the book, pausing after each page to record the verb on the paper. Read only the short pages of text, not the longer biography on the last two pages. <i>These verbs are the ones the authors chose to use when writing about Pelé as a soccer player.</i></p>
<p>Joint Construction 10 minutes</p>	<p><i>Now let’s work together to generate verbs for our class biography. We know that the biographies we are writing are related to people being part of our school community. Each person has a special role in this community. Let’s review what we learned about _____. What is their role in the community?</i></p> <p>Harvest the children’s ideas.</p> <p>Show the Biography Verbs sheet. <i>Let’s write this at the top of the page, where it says “Trait.”</i></p> <p><i>Now, let’s think together about verbs that match well with this role. What are things that someone would do, think, or be, having this role in the community?</i></p> <p>Harvest the children’s ideas and record verbs on the sheet.</p>
<p>Individual Construction 10 minutes</p>	<p><i>Now you will follow the same process for your biographies. Review your notes and think about the person’s role in the community. Then list verbs related to that trait.</i></p> <p>Send the children with writing tools, Biography Verbs sheets, and writing folders. As they work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today we began learning about the verbs in biographies. Tomorrow you will learn about another language feature of biography and continue writing your biography.</i></p> <p>Note: Leave the Autobiography Verbs chart and the class Biography Verbs sheet posted.</p>
<p>Standards</p>	<p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking,</p>

	and listening.
Ongoing assessment	After the lesson, review children’s verb lists. Do they generate verbs that relate to the topic? What are their confusions? How sophisticated are the words they generate?

Notes