



WEEK 7 Day 4

## Writing Biography

### Deconstruction and Revision: Adjectives

<b>Content Objective</b>	I can revise writing by adding adjectives. (W.2.2.a, W.2.2.b)
<b>Language Objective</b>	I can use adjectives to describe people, places, and things. (L.1.2.e)
<b>Vocabulary</b>	<p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>revise:</b> make changes to writing</p> <p><b>orientation:</b> in a biography, the text that introduces the person and his/her significance</p> <p><b>conclusion:</b> the end</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography Adjectives slides</li> <li>● Biography anchor chart image: language: adjectives, cut out</li> <li>● Biography anchor chart, from Week 5, Day 1</li> <li>● writing tools</li> <li>● class biography</li> </ul> <p>During this lesson, the children will work in small groups to revise the adjectives in the class biography. Before the lesson, prepare the biography so that each group can work on one page. For example, one group will work on the orientation, one on each event, and one on the conclusion. Assign small groups of children to each part.</p>
<b>Opening</b> 1 minute	<i>When we studied Argument, Procedure, Report, and Explanation, we learned about using adjectives to provide more information. Today we will look at the adjectives in biographies.</i>
<b>Deconstruction</b>	<b><i>Adjectives</i></b> are words or phrases used to describe people, places,

<p>14 minutes</p> <p>slide 2</p>	<p><i>and things. They provide more information by answering these questions.</i></p> <p>Read the questions on the slide.</p>
<p>slide 3</p>	<p><i>Let's take a look at the first sentence from Pelé: The King of Soccer.</i></p> <p><i>Here is the first sentence of the book. I have covered up the adjectives.</i></p> <p>Read the sentence.</p> <p><i>What does this sentence tell the reader about Pelé?</i></p> <p>Harvest several children's ideas.</p>
<p>slide 4</p>	<p><i>Here is the sentence as it is written in the book, with the adjectives uncovered.</i></p> <p>Read the sentence.</p> <p><i>What additional information do the adjectives give the reader?</i></p> <p>Click through the animation while explaining the adjectives.</p> <p><i>The sentence names Pelé as a player.</i></p> <p><i>What kind of player? A soccer player.</i></p> <p><i>What is he like as a soccer player? Great.</i></p>
<p>slide 5</p>	<p><i>When we looked at report and explanation, we learned that adjectives can help us pack more information into one sentence. Take a look at this version of the sentence and think about what additional information the sentence gives, and which questions it answers.</i></p> <p>Harvest several children's ideas.</p>
<p>slide 6</p>	<p><i>By adding adjectives, I was able to pack a lot more information into just one sentence!</i></p> <p><i>Let's add this information to our Biography anchor chart.</i></p> <p>Add the adjectives card to the Biography anchor chart, under Language.</p>
<p><b>Joint Construction in Small Groups: Revision</b></p> <p>10 minutes</p> <p>slide 2</p>	<p><i>Now you will work together in small groups to revise our class biography by adding adjectives. Each group will get one piece of the biography: the orientation, one event from the record of events, ,or the conclusion. Read the portion with your group and underline the adjectives that are already there. Then read each sentence. Review the adjectives questions and see if you can add more information to the sentence by adding adjectives.</i></p> <p>Send the children to work in small groups, with the biography section and writing tools. As they write, circulate to support their work. Before</p>

	collecting their work, have children write their names on the papers.
<b>Closing</b> 5 minutes	As time allows, invite several groups to share the adjectives they added, along with an explanation of why they chose these words.  <i>Today we added adjectives to our class biography. Tomorrow you will add to your own biographies.</i>
<b>Standards</b>	<b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. <b>L.1.2.e</b> Use adjectives and adverbs and choose between them depending on what is to be modified.
<b>Ongoing assessment</b>	During the lesson, note children’s understanding of adjectives. Do they understand the information provided by adjectives? Do they understand how adjectives function in biographies?  After the lesson, review each group’s revisions. Do their revisions help to add more information to the biography? Are the adjectives they choose appropriate to the people/places/things they are describing?

**Notes**