

Unit 3: Connecting Places, Connecting People

WEEK 7 Days 1-2, continued from Week 6, Day 5

During Days 1-2 children continue to independently write the orientation and record of events in their biographies. (Note that they will be guided to write conclusions on Day 3.) In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Biography Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Biography: (see the attached lessons for recommendations)

- orientation
- record of events
- verbs
- phrases of time

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in *Fundations*

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Fundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Writing Biography

Deconstruction and Revision: Orientation

Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- mentor text for biography: *How We are Smart* (choose one profile and plan to read the first two sentences of the paragraph under the poem) or a child's writing that includes a strong orientation
- children's biographies and Interview Homework packets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and naming what is special about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, referring to the information in their Interview Homework notes.

Writing Biography

Deconstruction and Revision: Record of Events

Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- children's biographies and Interview Homework packets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart, and review that the record of events includes events in the biography subject's life that relate to the trait and in order.
- Have children review their Interview Homework notes labeled R.
- Guide children to compare their notes to their record of events.
 - Did they include all events?
 - Are the events in order?
 - Do they relate to the person's role in the community?
- Assist children with revising by adding, reordering, or removing events.

Writing Biography

Deconstruction and Revision: Verbs

Materials:

- Biography anchor chart, from Week 5, Day 1
- Autobiography Verbs chart, from Week 1, Day 4
- Biography Verbs: Pelé, from Day 3
- children's biographies and Biography Verbs sheets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages and language of biography.
- Refer to the Autobiography Verbs chart and Biography Verbs: Pelé sheet. Review the verbs related to each of the listed traits.
- Refer children back to their biographies. Have them underline the verbs.
- Have children review their Biography Verbs sheets.
- If children identify verbs in their biographies that do not relate to the trait, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

Writing Biography

Deconstruction and Revision: Phrases of Time

Materials:

- Biography anchor chart, from Week 5, Day 1
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review that events are introduced with phrases of time.
- Have children review how they introduce each event.
- Guide them to replace words such as "then" and "next" with phrases that more precisely describe when the event happened.