



WEEK 7 Day 3

Writing Biography
 Deconstruction: Verb Tense
 Individual Construction: Conclusion

Content Objective	I can use research to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
Language Objective	I can use present tense verbs to write a conclusion. (L.1)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>conclusion: the end</p> <p>record of events: things that happened that helped develop the person’s identity</p> <p>tense: the form of a verb related to time</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"> ● Biography Verb Tense slides ● Biography anchor chart, from Week 5, Day 1 ● writing tools ● writing folders, including children’s biographies, Interview Questions sheets, and Biography Verbs sheets ● 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, from Week 6, Day 2
Opening 1 minute	<i>We learned that the verbs in biographies are related to the trait of the person the biography is about, and that they provide information about that person. Today we are going to continue learning about the verbs in biographies, and you will write your conclusion.</i>
Deconstruction	<i>Today we’re going to look at the tenses of verbs in biographies.</i>

<p>10 minutes slide 2</p>	<p><i>Remember, the tense of a verb shows when something happened. For example, a word in the present tense means it's happening now, and a word in the past tense means it already happened. "I run," in present tense, means I run now in my life. "I ran," in past tense, means that I used to run.</i></p> <p><i>Let's read this biography of Rose Tino Dello Russo, one of the grandmothers from the Immigrant Grandmothers mural.</i></p>
<p>slide 3</p>	<p><i>This is one of the events from Rose Tino Dello Russo's biography. Just like in personal recounts, the events are written in the past tense, because they are recounting events that have already happened.</i></p>
<p>slide 3</p>	<p><i>This is the conclusion of Rose's biography.</i> Reread the conclusion.</p> <p><i>What do you notice about the verbs?</i></p> <p><i>The verbs in the conclusion are in the present tense. They show what Rose's impact is today.</i></p> <p>Refer to the Conclusion and Verbs images on the Biography anchor chart.</p>
<p>Individual Construction 18 minutes</p>	<p><i>Now you will write your conclusion. You will follow a similar process for turning your notes into writing.</i></p> <ul style="list-style-type: none"> ● <i>Find all of the information you labeled "C."</i> ● <i>Review your notes.</i> ● <i>Say the information out loud, in your own words.</i> ● <i>Use your notes to write the conclusion.</i> ● <i>Make sure to write in the present tense.</i> <p>As children write, circulate to support their work.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned more about the verbs in biographies, and you wrote your conclusions. Tomorrow we will learn about another language feature of biography.</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>

	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Ongoing assessment	During the lesson, note children’s understanding of verb tense. Do they know the differences between past and present tense verbs? Do they understand when each type of verb is used in biography? Do they understand why? After the lesson, use the Biography Observation Tool to assess the children’s writing.

Notes