

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 2

Writing Biography

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of biography: to tell a person's life story.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of biography. (W.2.2.a, W.3.2, L.1)
Language Objective	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.2.2.a, L.1.2.d, L.1.2.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea audience: an individual or group for whom a piece of writing is composed biography: a genre of writing whose purpose is to tell a person's life story conclusion: the end feedback: specific, helpful suggestions given to improve work orientation: in a biography, the text that introduces the person and his/her significance phrase of time: a group of words that indicates when something happened publish: to prepare writing for an audience record of events: things that happened that helped develop the person's identity revise: make changes to writing

	<p>verb: a word that expresses a physical action, mental action, or state of being</p>
<p>Materials and Preparation</p>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> ● Biography Observation Tools and Biography Feedback sheets <p>Before the lesson, review the children’s Biography Observation Tools and Biography Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 2, and two to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● writing folders, including children’s biographies, Interview Questions sheets, and Biography Verbs sheets ● writing paper ● <i>Growing Up Pedro</i>; <i>Pelé: The King of Soccer</i>; <i>How We are Smart</i>; Grandmother biographies; and class biography, available for children’s reference ● Biography anchor chart, from Week 5, Day 1 <p>For Small Group Instruction:</p> <ul style="list-style-type: none"> ● <i>Growing Up Pedro</i> chart, from Text Talk Week 4, Day 1 ● Autobiography Verbs chart, from Week 1, Day 4 ● Biography Verbs: Pelé, from Week 6, Day 3 ● children’s Biography Verbs sheets, from Week 6, Day 3 ● Biography Verb Tense slides, from Week 7, Day 3 ● Phrases of Time slides, from Week 6, Day 4 ● Biography Adjectives slides, from Week 7, Day 4 <ul style="list-style-type: none"> ● system for keeping track of work shared <p>Choose one child who would like to share a biography, preferably a child who has not yet shared their work.</p>
<p>Opening 1 minute</p>	<p><i>We have learned a lot about biographies, and you have written your own biographies! This week you are going to revise and publish your work to get it ready for your audience—members of our community.</i></p>
<p>Individual Construction 24 minutes, concurrent with</p>	<p><i>After you received feedback yesterday, you made plans for revision. Today you will review your plan and begin revising.</i></p> <p><i>You might find that there are other areas of your work that you</i></p>

<p>Small Group Instruction</p>	<p><i>would like to revise and edit as well. You can ask a classmate for feedback on other parts of your biography, or you can edit your work based on the rules you have learned in Foundations.</i></p> <p>Send the children with writing folders to revise their work.</p>
<p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, pull small groups with similar needs to improve one aspect of their biographies. The aspects addressed in revisions should be features of biography taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Stages of Biography</u> Review the following lessons: Text Talk Week 4, Day 1 and Writing Week 5, Day 5. Use the <i>Growing Up Pedro</i> chart for reference. Reinforce the importance of identifying a trait, introducing the subject of the biography in the orientation, writing sequential life events related to that trait, and concluding the biography with a reflection on the significance of the person.</p> <p><u>Verbs</u> Review the lessons from Week 6, Day 3 and Week 7, Day 3. Have children circle the verbs in their writing. In the small group, refer to the Verbs charts to get ideas for using verbs that relate to a topic. Replace repetitive, vague verbs with verbs that are more descriptive and specific. Check verb tense, using past tense verbs in the record of events and present tense verbs in the conclusion.</p> <p><u>Phrases of Time</u> Review the lesson from Week 6, Day 4. Have the children review how they introduce events. Support them to introduce each event with a phrase of time.</p> <p><u>Adjectives</u> Review the lesson from Week 7, Day 4. Support the children as they identify sentences and sections that could be better developed with adjectives. Practice packing more information into one sentence.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their biographies.</p>
<p>Standards</p>	<p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.3.2 Use a combination of drawing and writing to communicate a topic</p>

