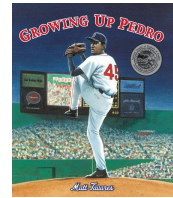
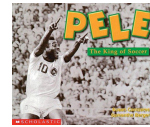
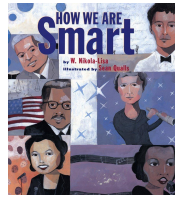


Unit 3: Connecting Places, Connecting People

WEEK 8 Day 3



Writing Biography
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Day 2

Content Objectives	I can write a title for my biography. (W.3.2) I can revise my writing to fit the purpose, structure, and language of biography. (W.2.2.a, W.2.3, L.1.2.e)
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)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>informative: providing useful information</p> <p>publish: prepare writing for an audience</p> <p>revise: make changes to writing</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	On the whiteboard, write the following questions: Is it informative? Is it enticing? <ul style="list-style-type: none"> ● <i>Growing Up Pedro</i>, Matt Tavares, 2 copies ● <i>Pelé: The King of Soccer</i>, Susan Canizares and Samantha Berger, 4 copies ● <i>How We are Smart</i>, W. Nikola-Lisa, 1 copy ● Grandmother biographies, from Week 5, Day 1 ● materials from Day 2 <p>For Publishing:</p>

	<ul style="list-style-type: none"> • a variety of paper, copies as needed for publishing • blank paper, for the front and back covers • colored pencils • children’s collected photographs of biography subjects • glue sticks, as needed, for attaching copies of photographs
Opening 1 minute	<i>Today we are going to learn about the titles of biographies, and you will write your own titles. Then you will continue revising and begin publishing your work.</i>
Deconstruction 9 minutes	<p><i>Just like with personal recounts and autobiographies, the titles of biographies are both informative, telling the reader what the recount is about, and enticing, drawing the reader in.</i></p> <p><i>With a partner, you will read the title of one of our biography mentor texts. Then, talk to your partner to answer these two questions: Is it informative? Is it enticing?</i></p> <p>Pass out biographies to pairs and allow about five minutes for their discussion.</p> <p>Come back to the whole group and harvest the pairs’ ideas. Help them to support their thinking by sharing why they think a particular title is informative and/or enticing.</p> <p>Think, Pair, Share. <i>What would be a good title for your biography?</i> Have several children share their ideas.</p>
Individual Construction 15 minutes, concurrent with Small Group instruction	<p><i>Your first job today is to add a title to your biography. Write the title on a blank sheet of paper. You will use this page for your front cover when you publish.</i></p> <p><i>After you write your title, you will continue revising. After you revise, you can begin publishing by copying completed pages onto clean sheets of paper. You will have time tomorrow to finish publishing.</i></p> <p>Send the children with writing folders and notebooks to revise their work.</p> <p>After children revise, they may begin to publish biographies, by copying words onto clean sheets of paper. If children are illustrating the biographies themselves, they can draw new illustrations. If they are using photographs, copies of the photographs can be attached to their published pages.</p>
Small Group Possibilities	Continue from Day 2

15 minutes, concurrent with Individual Construction	
Closing 5 minutes	Choose one experience from small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	<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.</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>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes