



WEEK 5 Day 3

**Writing Biography**  
 Deconstruction: Interviews  
 Joint Construction: Planning Biographies

<b>Content Objective</b>	I can use key details from the text to answer questions about an interview. (RI.1.1, W.1.3)						
<b>Language Objective</b>	I can participate in a class discussion to decide whom to interview. (SL.1.1a)						
<b>Vocabulary</b>	<b>research:</b> to get information about something <b>interview:</b> to ask someone questions to get information						
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Cheryl Straughter interview pdf, ready for projection</li> <li>● projector and screen</li> <li>● children’s Biography Brainstorm sheets, from Day 1</li> <li>● chart paper</li> </ul> <p>Prepare the following Biography Interviews chart.</p> <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">Biography Interviews</th> </tr> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; height: 100px;"></td> </tr> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; height: 100px;"></td> </tr> </table> </div>	Biography Interviews					
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<b>Opening</b>	<i>Yesterday you spoke in groups about who you think we should</i>						

1 minute	<i>interview and write about. Today we will make final decisions as a class about four people to interview and write about. But first, we will read an interview and learn more about what interviews are.</i>
<b>Deconstruction</b> 18 minutes	<p><i>We know that writers often need to research their topic before beginning to write. When people write biographies, one way that they research is by conducting interviews with the people they are writing about.</i></p> <p><i>When someone conducts an <b>interview</b>, she prepares a series of questions to ask the other person. Some of you may have conducted interviews before, or seen interviews on TV. News reporters often conduct interviews. Sometimes they talk to athletes after a sports game, or they sit down with someone to ask about their experiences. When someone is trying to get a job, they often go to an interview to meet the people they might work with and to answer questions about themselves as workers.</i></p> <p><i>Today we will read an interview of Cheryl Straughter, the owner of a restaurant called Soleil Restaurant.</i></p>
Questions 1-3	<p>Think, Pair, Share.</p> <p><i>What have you learned about Cheryl Straughter so far?</i> <i>What is her role in the community?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p> <p><i>What goods and services does Cheryl Straughter provide?</i></p> <p><i>Let’s read this section once more. As we read, think about what other kinds of service Soleil Restaurant provides to the community.</i></p> <p>Reread Question 3.</p> <p><i>What service, besides serving food, does Soleil provide?</i></p>
Questions 4-6	<p>Think, Pair, Share.</p> <p><i>What more have you learned about Cheryl Straughter?</i> <i>How did she get started in her work?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p>
Questions 7-9	<p>Think, Pair, Share.</p> <p><i>What more have you learned about Cheryl Straughter?</i></p> <p>Circulate to support children’s conversations. Harvest several children’s ideas.</p>

	<p><i>Before conducting an interview, the interviewer decides which questions she will ask. Brooke Childs, who interviewed Cheryl Straughter, wrote the questions in this interview because she wanted to know more about Cheryl Straughter’s work, how she got started, and how her restaurant impacts her community.</i></p>
<p><b>Joint Construction</b> 10 minutes</p>	<p><i>Now, as a class, we will choose people who provide services in our community to interview and write about. Groups will present their recommendations, and then we will make final choices together.</i></p> <p>Allow children time to briefly meet in their groups to review who they are recommending, and why.</p> <p>Invite each group to present. Come to consensus about four community members to interview. Record the name of each interviewee in one quadrant of the Biography Interviews chart. On Day 4 the chart will be used to keep track of the groups who will interview and write about each person.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow we will write our own interview questions and prepare for conducting interviews.</i></p> <p>Interviews should be scheduled as soon as possible. Detailed plans for interviews can be found on Day 5. Writing times on Day 5 and on Week 6, Days 1-2 are dedicated to small group interviews, while other children write in their notebooks. Studios time may also be used for interviewing.</p>
<p><b>Standards (Boston)</b></p>	<p><b>RI.1.1.</b> Ask and answer questions about key details in a text.  <b>W.1.3.</b> Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.  <b>SL.1.1a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <p>What information about Cheryl Straughter do they draw from the interview?  Do children refer back to the text to justify their responses?  What do they understand about interviews?</p> <p>Listen for and make note of children’s participation in the class discussion.</p> <p>Do they listen to and respond to each other’s ideas?  Do they argue for interviewing a particular person?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.