

WEEK 6 Day 3

Writing Biography
Individual Construction: Sorting Research and Writing Orientations

| | |
|----------------------------------|--|
| Content Objectives | <p>I can sort information from an interview according to the stages of biography. (W.1.3)</p> <p>I can use research to write a biography. (W.1.3, W.1.4, W.1.7, W.1.8)</p> |
| Language Objective | With my group, I can review research and recount information related to a particular stage of biography. (SL.1.1a) |
| Vocabulary | <p>research: to get information about something</p> <p>interview: to ask someone questions to get information</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>record of events: things that happened that helped develop the person’s identity</p> <p>conclusion: the end</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● Biography Stages sheet, one copy for each group ● children’s writing folders, including research sheets <p>Before the lesson, choose one child’s collection of research sheets for modeling.</p> <ul style="list-style-type: none"> ● Biography anchor chart, for children’s reference ● drawing and writing tools ● children’s writing notebooks ● Biography Observation Tool, one copy for each child |
| Opening 1 minute | <i>Each group has now researched the person they are writing about by conducting an interview. Today you will sort the information you gathered from your interview, and you will begin to write your biographies.</i> |
| Modeling | Show the Biography Stages sheet. |

| | |
|--|---|
| <p>8 minutes</p> | <p><i>Each group will have a paper like this, with the stages of biography. You are going to review each of your note pages and decide if the information belongs in the orientation, record of events, or conclusion. Then you will mark the paper with an <u>O</u> for orientation, <u>R</u> for record of events, or <u>C</u> for conclusion. Let's try a few together.</i></p> <p>Read one of the presenting child's research sheets. Talk together as a class about whether it contains information that fits with the orientation, record of events, or conclusion. For example, information about when the person was born should be labeled with O, for orientation. Events from the person's life that led up to his current service role should be labeled R, for record of events. Refer back to the Biography anchor chart and <i>Snowflake Bentley</i> as needed to review the stages of biography.</p> <p>Repeat the process with more of this child's research sheets, until children understand what to do.</p> |
| <p>Individual Construction 10 minutes</p> | <p><i>Now you will do the same thing with your research sheets. Go through them one by one and label them as information that belongs in the orientation, record of events, or conclusion. Talk to the other members of your group if you get stuck.</i></p> <p>As children work, circulate to support them.</p> |
| <p>Individual Construction 10 minutes</p> | <p>After children finish sorting their research, draw children's attention back to the whole group.</p> <p><i>For the rest of this week, you will use your research to write biographies. Your biographies will be available for families and other community members to learn more about people who provide services in our community.</i></p> <p><i>As you turn your research into writing, you will use a similar process to when you used research to write reports.</i></p> <p><i>Today you will begin your orientation.</i></p> <p>Point to Orientation on the Biography Stages sheet.</p> <p><i>Then you will find all of your research sheets labeled <u>O</u>, for orientation.</i></p> <p><i>With your group, you will discuss the information on your research sheets that you labeled as belonging in the orientation. After you identify and discuss the information, you will be ready to write.</i></p> <p>Ensure that children are clear about the process of identifying and</p> |

| | |
|------------------------------------|--|
| | <p>discussing information before writing. Then send groups with research sheets, drawing and writing tools, and writing notebooks.</p> <p>Circulate to support groups as they discuss their research. Support individual children as they begin writing orientations; take notes on the Biography Observation Tools.</p> <p>Note: Children may be illustrating their biographies in different ways. If they are able to get photographs from the interviewees, these photographs can be used as illustrations. Otherwise, children can draw their own illustrations.</p> |
| <p>Closing 1 minute</p> | <p><i>Today you sorted your research by biography stages. Then you used your research to write your orientation. Tomorrow you will begin to write the record of events.</i></p> |
| <p>Standards (Boston)</p> | <p>W.1.3. 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.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1a. 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>Ongoing assessment</p> | <p>Reflect on the lesson. Do children accurately identify the information that belongs in each stage of biography?</p> <p>Reflect on small group discussions. Do children identify and discuss research before writing? What supports will they need as they continue to turn research into writing?</p> <p>As children write, circulate and take notes on the Biography Observation Tool. After Writing, gather children’s notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends on Day 5 and Week 7, Days 1-2, or when planning for revisions in Week 8.</p> |

Notes

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