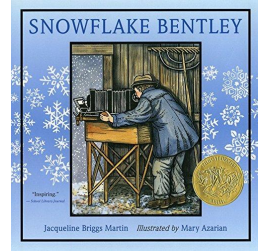
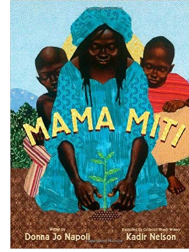


WEEK 7 Day 5



## Writing Biography

Deconstruction and Joint Construction: Verbs  
Individual Construction: Revision

<b>Content Objectives</b>	<p>I can use feedback to revise my writing. (W..3.1.b, W.2, W.2.1.a)</p> <p>I can revise my writing to include verbs related to the topic. (W.2.1.a)</p>
<b>Language Objective</b>	<p>I can use past tense verbs to write the record of events and present tense verbs to write the conclusion. (L.1.1.d)</p>
<b>Vocabulary</b>	<p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p> <p><b>revise:</b> make changes to writing</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p> <p><b>tense:</b> the form of a verb that specifies time</p> <p><b>conclusion:</b> the end</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography Verbs cards Cut apart the cards with images. Copy and cut apart the blank cards, enough for each child to have one.</li> <li>● Biography anchor chart image: verbs Cut out the image.</li> <li>● Biography anchor chart, from Week 5, Day 4</li> <li>● drawing and writing tools</li> <li>● Biography Stages sheets, from Week 6, Day 3</li> <li>● children’s writing folders, including research and feedback sheets</li> <li>● children’s writing notebooks</li> </ul>

	<ul style="list-style-type: none"> <li>● video/audio recordings of interviews, from Week 5, Day 5 and Week 6, Days 1-2, for reference</li> <li>● equipment for playing video/audio</li> <li>● Biography Observation Tools, from Week 6, Day 3</li> </ul>
<b>Opening</b> 1 minute	<p><i>Yesterday you gave and received feedback about your biographies. Today we are going to take another look at the verbs in biographies, and then you will use the feedback you received, as well as what you learn about verbs, to begin revising.</i></p>
<b>Deconstruction</b> 5 minutes	<p><i>When we learned about personal recounts, we learned that they include verbs related to the topic. This is the same in biographies.</i></p> <p><i>I collected some verbs from Snowflake Bentley and Mama Miti and wrote them here, on these cards. We are going to think about how the verbs relate to the topic of the biographies.</i></p> <p>Show and read the <i>Snowflake Bentley</i> verbs.  <i>How do these verbs relate to the topic of Snowflake Bentley and the significance of Wilson Bentley?</i></p> <p>Show and read the <i>Mama Miti</i> verbs.  <i>How do these verbs relate to the topic of Mama Miti and the significance of Wangari Maathai?</i></p> <p><i>Let's add this information about verbs to our Biography anchor chart.</i></p> <p>Read the verbs card and attach it to the chart, under Language.</p>
<b>Joint Construction</b> 8 minutes	<p><i>Now it's your turn. Each group will get a set of blank verbs cards, one for each person in the group. Talk together about what is significant about the person you are writing about. Then think about verbs that relate to the topic. For example, if you are writing about a school nurse, you might use a verb like "cared."</i></p> <p>Send groups with blank verbs cards and drawing and writing tools. Circulate to support children as they generate ideas. Support children to apply spelling patterns learned in Foundations. As needed, add conventional spelling under children's written words.</p>
<b>Individual Construction</b> 15 minutes	<p>Bring children's attention together as a whole group.</p> <p><i>Now you will begin revising. Review your feedback sheets from yesterday. If you planned to add or change information in your biography, revise that part first. If you are missing information, you can watch or listen to the interview to find out the part or parts you missed.</i></p> <p><i>After you revise your stages, go back and look at your verbs. See if</i></p>

	<p><i>you can include some of the verbs your group came up with. Make sure that the verbs in your record of events are in the past tense and that your verbs in the conclusion are in the present tense.</i></p> <p>Circulate to support children as they revise. In preparation for Week 8, use the Biography Observation Tools to take notes.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned even more about the verbs in biographies and you began revising your work. Next you will continue revisions.</i></p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.2</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<b>Ongoing assessment</b>	<p>Listen and take notes about children’s understanding of verbs. What connections do they make between the verbs and the topic of the biographies?</p> <p>Review children’s verbs cards. Which verbs do children name? Do they all relate to the topic?</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 when planning for revisions in Week 8.</p>

**Notes**

