

# Biography Unit Overview

## Inquiry 4

- I can identify and describe the basic elements, features, and purposes of a biography.
- I can replicate the elements, features, and purposes of a biography when writing my own biography.
- I can adjust my language to communicate effectively with another person, by interviewing them to gather significant information about their life.
- I can listen knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in a one on one setting.

### Instructional Format Key:

ML: Mini Lesson- whole group

I: Independent

TL: Teacher Lead- small group

WG: Whole Group

SM: Small group

P: Pairs

Monday 11/5	Tuesday 11/6	Wednesday 11/7	Thursday 11/8	Friday 11/9
<ul style="list-style-type: none"> <li>• ML: Read Aloud of bio- ask: What genre?</li> <li>• SM: Explore- in a group, look through the bios in your box and come up with a list of common things you noticed the bios had in common</li> <li>• WG: create a class list of elements</li>   <li>• NOTE: Sent parent letter home explaining unit and different assignments they will need to help their child with.</li>   <li>• Obj: Students will be able to write a list of common elements and features they noticed in biographies.</li>   <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic elements, features, and</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Bio vs. Auto &amp; Point of View- explain definition and show examples of each</li> <li>• I: worksheet of sentences- additional practice determining point of view</li> <li>• TL: looking at books finding point of view in Bio &amp; Auto</li>   <li>• Obj: Students will identify the point of view in which a biography and autobiography is written.</li>   <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Fact vs. Opinion- explain terms and show many examples</li> <li>• I: read bio, write summary- include at least 3 facts</li> <li>• TL: practice problems- explain reasons why statement is fact/opinion</li>   <li>• Obj: Students will be able to identify facts as an element in biographies. - Students will be able to write a summary including 3 facts. - Students will be able to differentiate the difference between fact &amp; opinion.</li>   <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic elements, features, and purpose of a variety of informational genre</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Chronological Order- as reading bio, write all dates as they occur on board- ask class: What do you notice? Define term. Also mention, bios begin with the early years of a persons life and then moves on to later years.</li> <li>• I: put events from a 1 page bio in order or put events of your day in order</li> <li>• TL: put month &amp; years in order</li>   <li>• Obj: Students will identify chronological order as an element in biographies. -Students will be able to put dates in chronological order.</li>   <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Timeliner (a computer program)- how to use it</li> <li>• I: bring in 5 important events from own life- put them in chronological order</li> <li>• TL: teaching how to arrange events into timelines- horizontal &amp; vertical</li> <li>• Computer Lab: create timeline using timeliner</li>   <li>• Obj: Students will be able to put events from own life in chronological order. -Students will be able to display events on a timeline using Timeliner on the computer.</li>   <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic elements, features, and</li> </ul>

<p>purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p> <p><b>R.IT.03.02</b> identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.</p> <p><b>R.IT.03.03</b> explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.</p>		<p>including textbooks, encyclopedias, and magazines.</p> <p><b>R.CM.03.02</b> retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p>	<p>elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p> <p><b>R.CM.03.02</b> retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p> <p><b>W.PR.03.02</b> apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p>	<p>purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p> <p><b>W.PR.03.02</b> apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p>
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Monday 11/12	Tuesday 11/13	Wednesday 11/14	Thursday 11/15	Friday 11/16
<ul style="list-style-type: none"> <li>• ML: Significant vs. Insignificant- give them a list of things that could be found in their desk, have them sort them as sig/insig to their everyday learning</li> <li>• I: read 1 page bio- highlight sig details, cross out insig details</li> <li>• TL: looking at why bios were written about these people- what was sig about their life (What influence or effect did these people have on others?)</li> <li>• Obj: Students will be able to explain why there was a biography written about specific people.</li> <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Choosing a person to write about-the key to writing a good bio is choosing a good subject who has led an interesting, important life and made a lasting contribution to your life. I will go through the steps of choosing someone</li> <li>• I: Make a list of possible people for your bio. Then, go through a list of yes/no questions about top 3 candidates- choose the best person</li> <li>• TL: conference with students about who they chose</li> <li>• Obj: Students will be able to choose an appropriate person to interview.</li> <li>• GLCE: <b>W.PR.03.01</b> set a purpose, consider audience, and</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Appropriate Interview Questions- examples of good and bad questions (sig/insig); also think about the person you're interviewing (classmate, principle, parent)</li> <li>• WG: come up with list of questions to ask a classmate</li> <li>• P: practice interviewing and recording responses</li> <li>• I: (if finish early) write about what you learned about your classmate</li> <li>• Obj: Students will be able to write and ask substantive questions appropriate for interviewing and retrieving information to write a biography.</li> <li>• GLCE: <b>W.GN.03.04</b> use the</li> </ul>	<ul style="list-style-type: none"> <li>• ML: Author's Role- author is strictly giving info about the person's life, no opinions</li> <li>• I: given 5 facts or facts learned about your partner, write a paragraph in 3<sup>rd</sup> person (strictly about person).</li> <li>• TL: looking at the role of author in specific bios</li> <li>• Obj: Students will be able to write facts about a person's life in third person.</li> <li>• GLCE: <b>R.IT.03.01</b> identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</li> <li>• <b>W.PR.03.01</b> set a purpose,</li> </ul>	<ul style="list-style-type: none"> <li>• ML: speaking clearly, how to listen, how to respond (can ask questions to clarify)- give examples of good and bad-let class decide (ex: talking very quiet, having back turned to person when asking question)</li> <li>• I: Make a list of words to describe your person</li> <li>• TL: come up with appropriate questions geared toward specific person</li> <li>• Obj: Students will begin prewriting by making a list of describing words about their person.</li> <li>- Students will be able to write appropriate questions for interviewing and receiving information</li> </ul>

<p>elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p>	<p>replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p> <p><b>W.GN.03.04</b> use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p>	<p>writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p> <p><b>W.PR.03.01</b> set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p> <p><b>S.CN.03.02</b> adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering</p>	<p>consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>in order to write a biography.</p> <ul style="list-style-type: none"> <li>• <b>GLCE:</b></li> </ul> <p><b>W.GN.03.04</b> use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p> <p><b>W.PR.03.01</b> set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.03.02</b> apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p>
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		<p>information, making requests, discussing, classroom presentations, and playground interactions.</p> <p><b>S.DS.03.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>L.CN.03.01</b> ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p><b>L.CN.03.02</b> listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>		<p><b>S.CN.03.02</b> adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.</p> <p><b>S.DS.03.01</b> engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p><b>L.CN.03.01</b> ask substantive questions of the speaker that will provide additional elaboration and details.</p> <p><b>L.CN.03.02</b> listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>
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**R.IT.03.01** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

**R.IT.03.02** identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.

**R.IT.03.03** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

**R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

**W.GN.03.04** use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

**W.PR.03.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.03.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

**S.CN.03.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.

**S.DS.03.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**L.CN.03.01** ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.03.02** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.