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El Ed 6380 Spring 2009  
Genre Mini Unit

### 3<sup>RD</sup> GRADE GENRE MINI UNIT

#### BIOGRAPHY

##### Resources:

- \*Learning About Fairness from the Life of Susan B. Anthony by Kiki Mosher
- \*Cleopatra by Janeen R. Adil
- \*Stone Girl, Bone Girl by Laurence Anholt
- \*The Perfect Wizard, Hans Christian Andersen by Jane Yolen
- \*When Marian Sang by Pam Munoz Ryan
- \*Transparencies ( )
- \*Journals
- \*Mini White Boards and dry erase markers
- \*Graphic Organizer
- \*Transparency of graphic organizer

##### 3<sup>rd</sup> Grade Utah State Core Curriculum

Objective 1: Prepare to Write by Gathering and Organizing Information and Prewriting.

- A. Generate idea's for writing and informational text, and reflecting on personal experiences.
- B. Select and narrow a topic from generated ideas.
- C. Identify audience, purpose and form for writing.
- D. Use a variety of graphic organizers to organize information.

Objective 2: Compose a Written Draft

- A. Draft idea's on paper in an organized manner utilizing words and sentences (e.g. beginning, middle, end, main idea, details, characterization, setting, and plot).
- C. Use strong verbs and vivid language.

Objective 3: Revise by Elaborating and Clarifying Written Draft.

- A. Revise Draft to add details, strengthen word choice, clarify main idea, and reorder content.
- B. Revise writing, considering the suggestions of others

Objective 4: Edit written draft for conventions

- A. Edit Writing for correct capitalizations and punctuations (i.e. capitals in holidays, titles, dates, greetings and closing of letters, personal titles, contractions, abbreviations.)
- B. Edit for spelling of grade-level appropriate words.
- C. Edit for standard grammar (e.g. subject verb agreement, verb tense, comparatives, superlatives, pronouns).
- D. Edit for appropriate formatting features (e.g. margins, indentations, titles)

Objective 5: Use fluent and legible handwriting to communicate.

Objective 6: Write in different forms and genres.

- A. Produce personal writing (e.g. journals, friendly notes and letters, personal experiences, family stories, literature responses).
- B. Produce informational text (e.g. explanation of complex process-math/journals, observations, content area reports, summaries).
- C. Share Writing with others using illustrations, graphs and/or charts to add meaning.

Importance of Biographies:

- Students will integrate reading and writing during the Language Arts time in class.
- Students will learn about personalities from diverse backgrounds and be able to explain why
- That person was important in history.
- Students will become aware of some of the adversity that the personalities being studied encountered, and learn that through diligence and patience much change can be accomplished.
- Students will learn the use of graphic organizers to organize their thoughts, writing and to generate idea's on who and what to write about.

NOTE: Prior to beginning this biography unit, spend the week previous reading biographies to the students in the class. Some interesting ones could be "When Marian Sang" by Pam Munoz Ryan, "Stone Girl" by Laurence Anholt, "The Perfect Wizard, Hans Christian Anderson" by Jane Yolen, "Learning About Fairness From the life of Susan B. Anthony" by Kiki Mosher. The teacher will lead a discussion after reading each book that consists of questions such as: Has anyone noticed what kinds of books we have been reading lately? Can you remember the different people we have read stories about? The teacher could list the names on the transparency. What outstanding things did these people do to become famous?

DAY ONE:

Time: Approximately 45 minutes.

Objective: To introduce the art form of Biography.

Preparation: The teacher will fill the classroom library with a diverse collection of biographies.

Materials: Transparency of Inquiry Chart, Whiteboard and Markers, Student Journals.

Classroom Discussion:

Teacher will immerse the students in the art form of Biographies by leading a discussion and the class will participate.

MINI LESSON: Today, class I am going to introduce you to books about biographies. Explain that a biography is the life story of a person written by someone else. Some biographies have fictional elements because we don't know everything about the persons' past. Explain that sometimes a biography starts at the beginning of a persons' life, but it doesn't always have to. A biography tells about important events in a persons' life, but doesn't tell about their entire life. Take out the student journals and the transparency Inquiry Chart and using markers brainstorm people to write biographies about. List names on the Inquiry Chart Below. Have students either work in pairs or alone writing down idea's on biographies of people that may interest them, they can either be famous people or

someone who the student knows intimately. After finishing my own ideas on the transparency, start conferencing with the students to help them generate ideas.

WRITING:

PEOPLE	PLACES	THINGS	EVENTS
(Famous/Ordinary)	(Famous/Ordinary)	(Famous/Ordinary)	(Past/Present)

SHARING: During the last ten minutes ask several students to share some of the ideas that they wrote down from their Inquiry Chart.

DAY TWO:

TIME: Approximately 45 minutes

OBJECTIVE: To have students choose a person to write their biography about and then begin a rough draft.

PREPARATION: The teacher will use a transparency Inquiry Chart and have Inquiry Charts for the students to fill out. White board and markers.

CLASSROOM DISCUSSION: Teacher will immerse the students in how to write a biography using an Inquiry Chart to get a rough draft produced.

MINI LESSON: Take out the transparency Inquiry Chart and fill it in with the students. Model how this is done. Have the students work in pairs or independently and fill out their Inquiry Charts. Help students who need assistance.

WRITING: Example of the one you could use for “Stone Girl, Bone Girl.”

SOURCE	TOPIC/QUESTION	TOPIC/QUESTION	TOPIC/QUESTION
What I already know? Books, letters, diaries, photographs	What is the difference between a paleontologist and an archeologist?	What made this person so interesting?	What important things did they do?

## Summary Synthesis

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SHARING: Have several of the students share what they wrote on their inquiry charts.

DAY THREE:

TIME: Approximately 45 minutes.

PREPARATION: A transparency with a graphic organizer about the book prepared. Student journals, whiteboard & markers.

MINI LESSON: The teacher will model how to begin writing a rough draft by using two different Inquiry Charts as a skeleton framework for their writing. Review the inquiry chart used in yesterday's lesson and using a transparency on the overhead projector fill out another more in depth Inquiry Chart and then begin writing the rough draft skeleton from the Inquiry Charts. The teacher will model on the transparency using one of the books read to the class the past week.

WRITING: Students will work individually or in pairs and the teacher will circulate through the classroom and give assistance with the writing as needed.

Inquiry Chart for Biography Unit

Student Name

Date

Name of Biography

Author

Questions I want to find out about this person

Information I learned from this book.

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What did this person do that was unique?

Why is this person interesting?

Was this person persistent?

Was this person hardworking?

Why was this person remarkable?

What adversity did this person have in their life?

What early experiences changed this persons' life?

What can you learn from their example?

Did this person have people who helped them?

Is there anything else remarkable about this person that

You would like to include in your report?

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SHARING: Have several students share their rough drafts with the class.

DAY FOUR:

TIME: Approximately 45 minutes.

PREPARATION: whiteboard and markers, overhead transparencies from previous two writing days, students' journals.

MINI LESSON: The teacher will model how to expand the rough draft to a full biography and then teach how to edit the paper to correct mistakes and make the biography more interesting. Today class we will be editing our papers and there are certain things you need to check when editing them. I want you to work in pairs and take turns editing each other's papers and then I will be coming around to check them when you have finished that. There are certain things that you need to be aware of: First, I want you to check to make sure that each sentence makes sense. Second, I want you to check to make sure that you used a period at the end of your sentences or when you think you have finished your thought. Third I want you to use your spacer to make sure there is space between each word so that it can be easily be read. Fourth, I would like you to check the word wall to check your spelling on frequently used words. Lastly I would like you to have your partner read it and edit it, then after you are finished with that then I will edit it.

NOTE: This may take two days to finish writing and get their papers edited.

SHARING: Ask several students to share their biographies.

DAY FIVE:

TIME: Approximately 45 minutes

PREPARATION: Transparencies from previous biography discussion, whiteboard and markers, student journals, blank paper, construction paper, art supplies, stapler. The students will use fluent and legible handwriting to create a final draft or do a final draft on the computer.

MINI LESSON: The teacher will show examples from previous genre units that depict the neatness and illustrations that were done very well. Explain how the students should try to do their best work.

WRITING: The teacher will hand out art supplies and explain that she wants the students to create a book cover for their biographies that will be put in our classroom library. The illustrations should depict scenes from the book they chose and should create interest in their biography. The teacher will move throughout the classroom and give assistance as needed with her students. She will also demonstrate how to attach the book covers to the book by stapling it together.

SHARING: The teacher will allow several students to share their finished biographies.

ASSESSMENT: The teacher will use the following Rubric for assessing the Biography Writing Assignment.

BIOGRAPHY RUBRIC

NAME:

Criteria	Points Possible	Score
Is your name on the paper?	2	
Name of the Biography	3	
What is this person famous for?	5	
What qualities did this person have?	5	
How did this person's life affect	5	

other people?		
Is all five editing criteria met?	5	
Paper is neat and easy to read	5	
Illustrations are well done	5	
TOTAL	30	