

Stage 1	
<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Learning about other people in the world, past and present, is essential in learning about history and the world today. 	<p>Grade Level:</p> <ul style="list-style-type: none"> • 2nd grade at White Heath Elementary School
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a biography? • What is an autobiography? • Why is reading and creating biographies important? • Why do people write biographies about people? • Why is it important to read biographies of people in the past and people still living today? • What can we learn from reading biographies and autobiographies? 	<p>Content Areas Addressed:</p> <ul style="list-style-type: none"> • Reading • Writing • Social Studies
<p>Common Core and/or Illinois Standards:</p> <p>-CCRL2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>-CCRL2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>-CCRL2.10:By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>-CCW2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>-CCW2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>-CCW2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Unit Objectives (label with the assessment number in Stage 2):</p> <ol style="list-style-type: none"> 1.) Demonstrate understanding of features of autobiographies by creating your own autobiography. 2.) Read biographies in order to identify features of biographies, to learn about the people they are written about, and how to answer questions about biographies. 3.) Research a biography and create a biography presentation based off of the chosen text.

<p>-CCSL2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>-CCSL2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>-CCSL2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>-CCSL2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>-CCL2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-CCL2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
Stage 2 – Assessment Evidence (name the three kinds of assessment you have chosen and provide a brief description of these assessments)	
<p>Assessment #1:</p> <p><i>Written Assessment: “Me Quilt” Autobiography</i></p> <ul style="list-style-type: none"> • Create an autobiography by creating a “Me Quilt”: write and illustrate 8 events in your life and turn it into a “Me Quilt.” (See pictures under assessment 1.) <p>Assessment #2:</p>	<p>Assessment #3:</p> <p><i>Summative Assessment/Performance Assessment: Biography Presentation</i></p> <ul style="list-style-type: none"> • Choose a famous or influential person to study through a leveled reader biography text. • Create an information poster about the person you studied and a visual “people poster” to wear during the presentation.

<p><i>Traditional Assessment: Quiz</i></p> <ul style="list-style-type: none"> • Take an open book comprehension quiz on the Basal Reader biography text. 	<p>(See pictures under assessment 3.)</p> <ul style="list-style-type: none"> • Give a presentation about the person you studied to the class using both posters.
<p>Stage 3 – Learning Plan</p> <p>Remember:</p> <p>W: (where/what)</p> <p>H: (hook/hold)</p> <p>E: (equip/experience/explore)</p> <p>R: (rethink/revise)</p> <p>E: (evaluate)</p> <p>T: (tailored)</p> <p>O: (organized)</p>	
<p>How Many Lessons of What Length?</p> <ul style="list-style-type: none"> • Total Lessons/Activities: 26 • Total Length of Time: 3 weeks <p>Lesson Set One: Biography Intro</p> <ul style="list-style-type: none"> • (1) 40 minute lesson <p>Lesson Set Two: Basal Biographies</p> <ul style="list-style-type: none"> • (3) 40-50 minute lessons <p>Lesson Set Three: Autobiographies</p> <ul style="list-style-type: none"> • (6) 20-50 minute lessons/work sessions <p>Lesson Set Four: Partner Biography Quest</p> <ul style="list-style-type: none"> • (1) 40 minute activity quest • (1) 20 minute sharing session <p>Lesson Set Five: Partner interviewing</p>	<p>Bullet Your Lesson Plans:</p> <ul style="list-style-type: none"> • Intro to biographies and Autobiographies • Basal Biography Lesson Day 1: Introduction, Predictions, Picture Walk, Listen to the Story • Basal Biography Lesson Day 2: Review biographies read, read biographies out loud, whole group and small group discussion, partner story activity • Basal Biography Lesson 3: Discussion Review of biographies, comprehension open book quiz <p>ASSESSMENT 2</p> <ul style="list-style-type: none"> • Autobiographies Day 1-What are they?: Show mentor texts, read one aloud, introduce autobiography writing assignment, give parent note home • Autobiography Writing Day 2: Explain

- (1) 60 minute session for interviewing and sharing

Lesson Set Five: Biography Presentations

- (1) 30 minute teacher model and assignment explanation lesson
- (1) 30 minute session to choose biographies (during daily 5 time)
- (3) 20-50 minute lessons/work sessions for creating information poster
- (2) 30-40 minute work sessions for creating “people poster”
- (1) 20 minute session to practice presentation
- (4) days of presenting posters at different points throughout the day

assignment, have students choose color of paper and glue squares on paper; explain the next steps

- **Autobiography Writing Day 2,3,4,5:**
Create autobiography “Me Quilt” by writing the 8 events in their life they brainstormed with their family to the 8 boxes on their Me Quilt in chronological order; add illustrations and color; add picture and name in the middle
- **ASSESSMENT 1**
- **Partner Biography Quest Day 1 and 2:**
Read a biography with a partner and complete the activity and share with the class
- **Choose biography for biography project:**
Students choose from a very large selection of leveled biography books for who they want to study; give summative assessment assignment planning sheet and note home
- **Be a Biographer: Interview a partner as if you were a biographer and share the person with the class on the class “talk show”**
- **Creating your own biography Day 1:**
Teacher Models the biography presentation on Harriet Tubman; introduce assignment to students
- **Creating your own biography Day 2,3,4:**
Creating information boxes for the information poster using the biography planning sheet; when completed cut out and paste on poster board
- **Creating your own biography Day 5,6:**
Creating your “people poster”; Create a visual of the person studied for you to

	<p>“wear” during the presentation</p> <ul style="list-style-type: none">• Practice your presentation: Pair up with a partner and read your biography poster to them a few times to practice for the presentation• Biography Presentations Day 1,2,3,4: Present biography to class by wearing the “people poster”, reading the information poster, and answer classmates’ questions <p>ASSESSMENT 3</p>
--	--

ASSESSMENT 1

Name: Autobiography "Me" Quilt

Type: Writing Assessment

Objectives:

- 1.) Given the autobiography planning sheet, parent note, example, and at home completion time, the student will be able to identify 8 events in their life and the age in which they happened and have this 100% completed by the due date.
- 2.) Given the completed autobiography planning sheet, the student will write their 8 life events and the age in which they happened in the 8 boxes on their "Me Quilt" using full sentences and the 5 stars of writing with 0 grammatical errors during writer's workshop time.
- 3.) The student will create at least five neat illustrations using colored pencils or crayons that match the event in which they wrote about.

Assignment Sheets:

Assignment Instructions/Checklist

"Me Quilt" Autobiography Checklist

Name: _____

- Did I include my age in each box?
- Did I use the 5 stars of writing in each box?
 - Capital letters?
 - Space between words?
 - Punctuation?
 - Spelling?
 - Sense?
- Did I use my best hand writing?
- Is there an illustration for 5 of the boxes?
 - Did I use my best drawing skills?
 - Did I add color using colored pencils or crayons?

Elise Heiting
Assessment Assignment

Parent Note Home/Planning Sheet


Monday, March 4

Dear Parents,

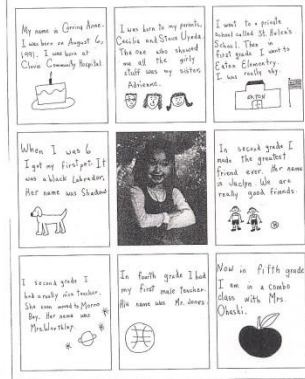
We will be studying famous people in history the next few weeks by reading and creating biographies. We will begin a biography project next week, and I will send another note home regarding this assignment. For now, I am asking that you and your child write down 8 events along with the age in which the event occurred that happened in your child's life for their own autobiography. Also, please send your child with a picture of them that can be left at school to go in the middle of their quilt (see example). We will be making our own "Me Quilts" at school, but I ask that each student come prepared on Wednesday with their 8 events or facts about their life. Here are some suggestions: when they were born and where, who is in their family, lost their first tooth, first day of school, first pet, sports they played and when, friends they have met when they moved into a new house, who their teachers have been, etc. We started brainstorming today in school, so students should have some ideas as well. Thank you for helping write down their 8 major events in their life and sending a picture for their very own autobiography. Please have your child write them down on the attached sheet. There is an example on the back of this page if you have questions. Please have this back to school by Wednesday, March 6. Please let me know if you have any questions!

Thank you!!

Ms. Heiting



Here is an example.
We will create the quilt
in class, so please write
the events on the planning
sheet.



Autobiography Planning Sheet

Name: _____

Event 1 Age _____	Event 2 Age _____
Event 3 Age _____	Event 4 Age _____
Event 5 Age _____	Event 6 Age _____

Elise Heiting
Assessment Assignment

Event 7 Age _____	Event 8 Age _____
----------------------	----------------------

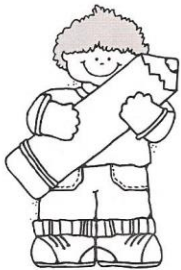
Rubric:

<p><u>Rating Scale</u></p> <p>4 - Excellent 3 - Good 2 - Needs Improvement 1 - Not Acceptable</p>

Student's Name _____

Writer's Workshop
"Me Quilt" Autobiography

- | | | | | |
|--|---|---|---|---|
| 1. My age is included in each of my boxes. | 1 | 2 | 3 | 4 |
| 2. My final copy is neat. | 1 | 2 | 3 | 4 |
| 3. My sentences make sense. | 1 | 2 | 3 | 4 |
| 4. My punctuation is correct. | 1 | 2 | 3 | 4 |
| 5. My capitalization is correct. | 1 | 2 | 3 | 4 |
| 6. My words are spelled correctly. | 1 | 2 | 3 | 4 |
| 7. I have space between my words. | 1 | 2 | 3 | 4 |
| 8. My pictures match my words. | 1 | 2 | 3 | 4 |
| 9. My pictures are neat and colored. | 1 | 2 | 3 | 4 |



_____ Points Earned / 36 Points Possible

Grade _____

Comments



Student Examples:



Assessment #1

Clearly stated objectives in ABCD format

Clear assignment sheet instructions or test questions

Rubric or answer key

Assessment 2

Name: Basal Biography Open Book Comprehension Quiz

Type: Traditional

Objectives:

- 1.) Given their textbook and the comprehension quiz, students will be able to accurately identify the correct answer to the question with 100% accuracy.
- 2.) Given the timeline in the textbook, students will be able to match the correct date with the matching event with 100% accuracy.
- 3.) Given the verbal and written instructions, students will be able to answer their sentences in a complete sentence, recycle the question, and follow the five stars of writing for each open ended response with 0 grammatical errors.

Assignment Sheets:


Assignment Instructions (Given verbally and posted on the promethean board before and while students take their quiz)

- Use your book and what you remember from reading the story to answer the questions correctly. Page numbers are given for you.
- Use the timeline on page 114 to help you answer questions 11-16 on the quiz.
- When writing the answer, recycle the question. Write a full sentence by recycling the question and using the 5 stars of writing.
- Work at a Level 1 (Silent) and turn into the reading bin when finished. Read silently while others finish their quiz.
- If you have a question, raise your hand.

Vocabulary Practice Sheet

Name: _____

Vocabulary for Biographies
• Please Practice For Friday




Word	Definition
	a true story about someone's life
	the winner of a game or contest; the best of all
	something that happens, especially something important
	something that has really happened or that really exists
	knowledge about an event or subject
	the leader of a country or a group

information	biography	fact
president	event	champion

Elise Heiting
Assessment Assignment

Open Book Comprehension Quiz

<p>Name _____ # _____</p> <p>Biographies Story Quest </p> <p>Use a complete sentence to answer these questions. ©</p> <p>1. What is a biography? (page 135) _____ _____</p> <p>2. When was Ellen Ochoa born? (137) _____ _____</p> <p>3. What were Ellen Ochoa's two favorite subjects in school? (138) _____ _____</p> <p>4. What program did NASA pick Ellen for? (140) _____ _____</p> <p>5. Where is Theodore Roosevelt's face carved? (144) _____ _____</p> <p>6. When was Theodore Roosevelt president? (145) _____ _____</p> <p style="text-align: center;">1</p>	<p>7. What toy is named after Theodore Roosevelt? (146) _____ _____</p> <p>8. Where was Wilma Rudolph born? (148) _____ _____</p> <p>9. What did Wilma Rudolph win in 1956? (149) _____ _____</p> <p>10. What job did Wilma Rudolph do when she retired from track? (151) _____ _____</p> <p>Look at the timeline on pages 150 and 151. Write the year that Wilma Rudolph did the important event.</p> <p>11. _____ Wilma retires from running. 12. _____ She wins a bronze medal at the Olympics. 13. _____ Wilma is elected to the U.S. Olympics Hall of Fame. 14. _____ Wilma Rudolph is born on June 23. 15. _____ She dies on November 12, in Brentwood, Tennessee. 16. _____ She wins 3 gold medals in Rome. 17. _____ She starts the Wilma Rudolph Foundation.</p> <p style="text-align: center;">2</p>
---	--

Answer Key:

- 1.) A biography is a true story about someone's life written by someone else. (3 points)
- 2.) Ellen Ochoa was born in 1958. (3 points)
- 3.) Ellen Ochoa's two favorite subjects in school were music and math. (3 points)
- 4.) NASA picked Ellen for its astronaut program. (3 points)
- 5.) Theodore Roosevelt's face is carved at Mount Rushmore. (3 points)
- 6.) Theodore Roosevelt was president from 1901 to 1909. (3 points)
- 7.) Teddy Bears are the toys named after Theodore Roosevelt. (3 points)
- 8.) Wilma Rudolph was born in Clarksville, Tennessee. (3 points)

Elise Heiting
Assessment Assignment

- 9.) In 1956 Wilma Rudolph won a bronze medal. (3 points)
- 10.) When Wilma Rudolph retired, she was a high school track coach OR she started the Wilma Rudolph foundation. (3 points)
- 11.) 1962 (1 point)
- 12.) 1956 (1 point)
- 13.) 1983 (1 point)
- 14.) 1940 (1 point)
- 15.) 1994 (1 point)
- 16.) 1960 (1 point)

_____ **Assessment #2**

_____ Clearly stated objectives in ABCD format

_____ Clear assignment sheet instructions or test questions

_____ Rubric or answer key

Assessment 3

Name: Biography Posters and Presentation

Type: Summative/Performance Based Assessment

Objectives:

- 1.) Given their biography of choice, their biography planning sheet, and five days to complete the assignment, students will be able to identify the birth information, death information, and major life events of the person they are studying and bring back the completed form on the date it is due.
- 2.) Given their completed biography planning sheet and guided instruction during writers' workshop time, students will be able to complete the information boxes and with accurate information and complete sentences and transfer those to their poster using their neatest handwriting, cutting, and gluing abilities.
- 3.) Given the students' developing art abilities and understanding of the person they are studying, students will be able to create a people poster that is detailed, neat, accurate, and colored in order to represent the person they studied.
- 4.) Given the completed information poster, people poster, and in class practice time, students will be able to present the information they gathered on the person they studied using a loud and clear voice while presenting accurate information about their person to the class.

Assignment Sheets:

Assignment Instructions (presented in class on promethean board with lessons and explained in parent note home)

- Project introduction
 - Choose a biography you want to study in class.
 - Take the biography home over the weekend with the family note and biography planning sheet. Show to your family.
 - Read your biography several times over the next few days. I will be checking on Monday to see if you have it written on your reading log.
 - You have until Wednesday to finish your biography planning form. Fill this out after you have read your book several times. You will need it for our big project on the person you study. On Wednesday, bring back your planning form and book to begin the project.
- Creating the Biography Information poster

Elise Heiting
Assessment Assignment

- Take out your biography planning form. We will be taking the information we wrote on the biography planning sheet and using it to create the boxes for the information poster.
- When completing each box, use complete sentences and your neatest writing. Use your own words to write the information and make sure it is true information you found in the biography. You may use marker to write your person's name after you write it in pencil first.
- When checked over by the teacher, you may cut out your boxes and glue them onto the poster. Make sure your gluing and cutting is very neat. These will be displayed in the hallway. If you brought in a picture, you may glue that on the poster as well. If not, let me know, I will get you a picture of your person.
- If you have any questions, raise your hand.
- Creating the People Poster
 - You are able to demonstrate your art skills for this part of the project. You will create head, body, and arms of your person. Look at the pictures of them to see what clothes they wear, what their hair looked like, what color their skin was.
 - You must add three pictures around the poster to tell more about your person. Look at my example if you need some clues. I drew a cross, a rail road, and an American flag to describe Harriet Tubman because all three of those things describe her.
 - The face and hands will be cut out, so don't spend your time drawing those.
 - You will be wearing this during your presentation, so use your best art skills in creating this people poster! This will tell the audience a lot about your person.
 - Raise your hand with any questions.
- Giving your Presentation
 - When giving your presentation, you want to speak loudly and clearly to your audience. You do not want to hold your poster right in front of your face because then people won't be able to hear.
 - You will have time to practice your presentation with a partner. You will read over your poster several times to get used to the words and to figure out any tricky words that might be hard to pronounce.
 - After the presentation, 3 classmates may ask you a question about your person. Try to answer them the best you can using what you know about your person from reading their biography.
 - When listening to biographies, what rules should we follow? (Create a class list of rules for presentation. Leave up during presentations.) Good. Think about the way you will want your audience to behave while you are presenting in front of the class. If you break any of the rules you created, you give me permission to move your clip.

Elise Heiting
Assessment Assignment

Biography Report

Dear Parents,

We will be learning about many famous people by reading their biographies. During writer's workshop, students will be completing a project about a well-known person.

Today, students picked a biography they were interested in learning more about. Please read this biography several times with your child. Once your child is familiar with their biography, please help him/her complete the biography planning form. Students may go to the library and/or Internet to find additional information about this person. They may also bring in a picture of their person to add to their final project. In class, we will be taking the information from the planning form to create the project for students to share with their classmates.

Please return your child's biography book and planning form completed on **Wednesday, March 13th**. If you have any questions, please do not hesitate to contact me. Thank you for your help on this project!

Sincerely,
Megan Walsh & Elise Heiting
walme@sagesus

Name _____

Biography Planning Form

Person _____

Character Traits _____

Major Accomplishments _____

Childhood

Birthdate _____

Birthplace _____

Find 2 events in your person's childhood or young adult life to write about.

Date: _____

Event: _____

Date: _____

Event: _____

Adult Life

Find 3 major events in your person's adult life to write about.

Date: _____

Event: _____

Date: _____

Event: _____

Date: _____

Event: _____

Current Life or Death Circumstances

Date: _____

Place: _____

Cause: _____

Elise Heiting
Assessment Assignment

Birth
Date: _____
Place: _____

Early Life

Adult Life

Death
Date: _____
Place: _____

How this person changed the world

Rubric:

<u>Rating Scale</u>
4 - Excellent
3 - Good
2 - Needs Improvement
1 - Not Acceptable

Student's Name _____

Biography Studied: _____

Reader's Workshop

Biography Report and Presentation

1. The information is accurate in all of my boxes.	1	2	3	4
2. My final information poster is neat.	1	2	3	4
3. My people poster is colored and neat.	1	2	3	4
4. My people poster gives information about my person.	1	2	3	4
5. I have three pictures on my poster that describe my person's life.	1	2	3	4
6. When presenting, my voice was loud and clear.	1	2	3	4
7. When presenting, I could read my poster with few errors.	1	2	3	4
8. When classmates' asked questions about my person, I could answer most of them.	1	2	3	4

_____ Points Earned / 32 Points Possible

Grade _____

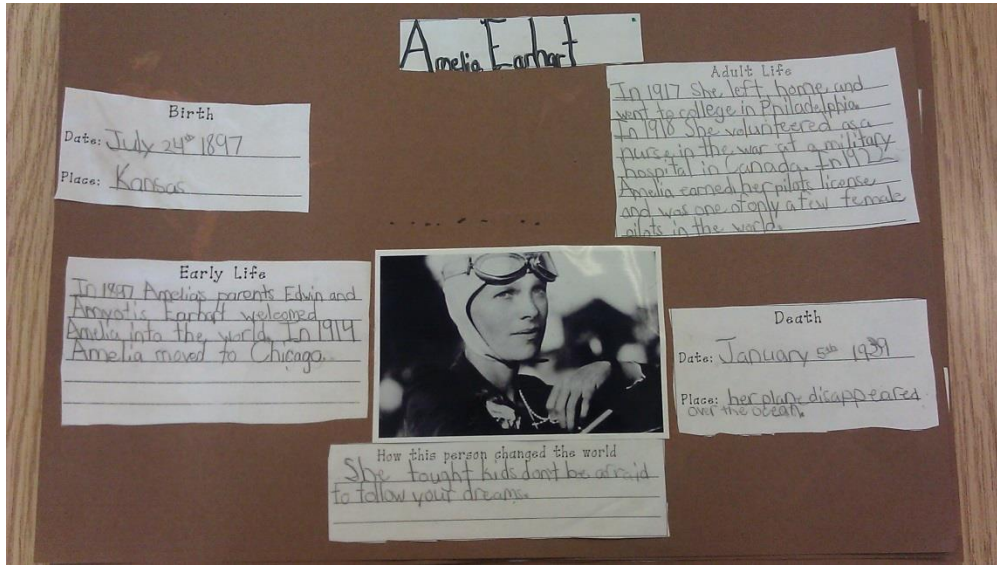
Comments

Student Examples

"People Posters"



Elise Heiting
Assessment Assignment



Information Poster
Amelia Earhart

Assessment #3

Clearly stated objectives in ABCD format

Clear assignment sheet instructions or test questions

Rubric or answer key

Rubric

	3	2	1
UBD Planning Template	All components of UBD planning template are complete. Standards and objectives are appropriate for grade level; are clearly related to each other; address all aspects of learning in actual lesson. Objectives include all required components including the enduring understandings and essential questions.	Minor omissions or mismatches	One major omission of an applicable standard and/or objective. Poor alignment of standards and objectives.
Objectives	Objectives are articulated using ABCD format and are aligned with the assessment created.	Objectives are missing one component of the ABCD format.	Objectives are not written in ABCD format OR Objectives do not align with the assessment created.
Assessment #1	Assessment aligns with the stated objectives. Appropriate for grade level. Clear instructions that are easy for grade level students to follow.	Minor omissions or mismatches	Assessment does not align with the objectives created
Rubric/Answer Key #1	Answer key provides answers to all quiz/test questions as well as states how many points each answer is worth. Rubric provides clear expectations of performance by the students and aligns with the	Minor omissions or mismatches	No answer key provided or no rubric provided.

Elise Heiting
Assessment Assignment

	<p>assessment assignment sheet. Students at grade level can understand rubric. Point values are clearly delineated.</p>		
Assessment #2	<p>Assessment aligns with the stated objectives. Appropriate for grade level. Clear instructions that are easy for grade level students to follow.</p>	<p>Minor omissions or mismatches</p>	<p>Assessment does not align with the objectives created</p>
Rubric/Answer Key #2	<p>Answer key provides answers to all quiz/test questions as well as states how many points each answer is worth.</p> <p>Rubric provides clear expectations of performance by the students and aligns with the assessment assignment sheet. Students at grade level can understand rubric. Point values are clearly delineated.</p>	<p>Minor omissions or mismatches</p>	<p>No answer key provided or no rubric provided.</p>
Assessment #3	<p>Assessment aligns with the stated objectives. Appropriate for grade level. Clear instructions that are easy for grade level students to follow.</p>	<p>Minor omissions or mismatches</p>	<p>Assessment does not align with the objectives created</p>

Elise Heiting
 Assessment Assignment

<p>Rubric/Answer Key #3</p>	<p>Answer key provides answers to all quiz/test questions as well as states how many points each answer is worth.</p> <p>Rubric provides clear expectations of performance by the students and aligns with the assessment assignment sheet. Students at grade level can understand rubric. Point values are clearly delineated.</p>	<p>Minor omissions or mismatches</p>	<p>No answer key provided or no rubric provided.</p>
<p>Grammar/Spelling/Neatness</p>	<p>No grammar/spelling errors. UBD template, assessment and rubric are neat and professional.</p>	<p>5 or fewer grammar/spelling errors. OR UBD template, assessment or rubric have minor neatness/professionalism issues.</p>	<p>More than 5 grammar/spelling errors OR UBD template, assessment or rubric have major neatness/professionalism issues.</p>