

What are the gaps in the unit to meet ALL needs of students?

- In the original unit, there weren't any lessons that incorporated group or partner work.
- In the original unit, there was very little student creativity included.
- In the original unit, students' did not have much freedom of who they wanted to study.
- In the original unit, there were not many hands on, interactive assignments or projects
- In the original unit, students did not go in depth very much to the people they decided to study

What background knowledge about the content do you need to review before teaching?

- I will research which famous people in the world second grade students should generally know about.

What additional information will you read as background to support your understanding of the content?

- I will research which famous people in the world second grade students should generally know about.

List of diverse resources to support me and students in classroom (with a short short paragraph and justification)- 8 different resources

- Promethean lesson- biographies and autobiographies
 - I will use two promethean lessons on biographies and autobiographies to aid in explaining what a biographies and autobiographies are. I will be incorporating technology in order for students to become more engaged in this introductory lesson. It will also be a common place for our brainstorming of people we want to study.
- Examples of biographies for mentor text read alouds: Books on Women, Books on African Americans, Famous Americans, Athletes, Scientists, Artists, etc.
 - The original unit included leveled biography books written in a standard 2nd grade level information text format, so I brought in examples of different types of biographies. For example, one biography was written about Martin Luther King, Jr. from the perspective of his sister. From the library I picked biographies from minority groups that sometimes do not receive as much attention as other biographies written about famous Americans from the mainstream culture.
- Examples of autobiographies for mentor texts read alouds
 - At grade level autobiographies were difficult to find, so I collected two autobiographies to use during read aloud time during the unit. I wanted to give students examples of autobiographies to help them in writing their own autobiography.
- Basal texts

- The Houghton Mifflin Basal Reader Biography series was used during the first week of the unit as an introduction to biographies. Students learned about three different famous Americans through the text and engaged in discussion and completed activities to go along with the stories and deepen understanding. This was a great resource to introduce biographies and a channel for teaching the things to look for while reading a biography.
- Classmate interview worksheet
 - I used a “Classmate Interview” worksheet in order to structure students’ interviewing to be a biographer lesson. I found the worksheet on a teacher website in a first days of school category. It fit very well for the lesson.
- At Level (2nd grade) biography books
 - I used a bin filled with about 100 2nd grade level biography books provided by the second grade teachers for students to choose who they wanted to study for the big biography project. These books were also used for the partner biography quest.
- Biography Pyramid Worksheet
 - The biography pyramid worksheet was used for students to discover information about a person through a biography in partners. The partners would fill in the information asked in the biography pyramid boxes. The smallest box was their birth date, the biggest box was how the person changed the world. This was used to scaffold the students’ reading and learning of a biography.
- Biography Planning Worksheet and Poster Information Boxes
 - Students’ learning and reading of the biography they picked for their biography project will be scaffolded using the biography planning worksheet in order to fill out the information boxes on the poster. See the example of the final information poster for more information.
- Brain Pop Video
 - Students watched a Brain Pop Video about biographies during the introduction to learn more about what a biography is and why they’re important to study. Students love the characters in Brain Pop, so this is sure to engage them.

Unit Content Standards Addressed

- CCRL2.1: Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- 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.
- 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
- 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 sections
- 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).
- -CCW2.8: Recall information from experiences or gather information from provided sources to answer a question
- CCSL2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion
- CCSL2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- 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.
- CCSL2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CCL2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCL2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Seven Lessons Created or Recreated for the Unit

Lesson One- Intro to Biographies and Autobiographies

Date: Monday, March 11

Grade Level/Subject: 2nd grade/reading

Prerequisite Knowledge: Students have read books and studied people in history during teacher read alouds and social studies instruction throughout the year.

Approximate Time: 20 minutes

Student Objectives/Student Outcomes:

- 1.) Students will be able to identify the difference between a biography and an autobiography
- 2.) Students will be able to define a biography
- 3.) Students will be able to define an autobiography

Materials/Resources/Technology:

- Autobiography and biography promethean lesson
- Computer
- Promethean board
- Biography and autobiography mentor texts
- Brain Pop Video

Implementation:

Opening of Lesson

- Tell students that we will be moving onto our next unit in reading.
- Write the words biography and autobiography on the board. Ask them to give a thumbs up if they know what these words mean, thumbs in the middle if they've heard the words before but do not quite know what they mean, and thumbs down if they've never seen these words before in their life. For those students who have their thumbs up, ask for a volunteer to define these words.
- Reiterate that a biography is a true story about a real person's life that is written by someone else, and that an autobiography is a true story about a real person's life that is written by that person.

Procedures

- Open promethean lessons. The first page has the definition of a biography and asks for students to uncover the hidden words of the definition. Ask for volunteers to fill in the missing words. Continue with the definition for an autobiography.
- Continue teaching with the promethean. Show examples of different types of biographies and autobiographies.
- Compile a list of people students are interested in studying through a biography. Write them down on the smart board.
- Explain that biographies answer the who, what, where, and when about people, but the most important question is why. We want to know why there is even a biography written about this person in history. Why do we care? Have they changed the world? Did they invent something amazing?
- After this, explain the Tim and Moby are going to teach us a little bit more about biographies. Play the Brain Pop Video.

Summary/Closing

- Ask review questions of the lesson. What is a biography? What is an autobiography? What's the difference between the two? Why is it important that we read biographies? What's the most important questions we can ask while reading a biography?

- We're going to be spending the next three weeks studying biographies. We're going to be doing some very fun activities and projects so get excited!!

Student Assessment

- 1.) (Informal) In whole group discussion and partner discussion, students will be able to state at least 1 similarity and 1 difference between a biography and autobiography.
- 2.) (Informal) Students will be able to accurately define a biography.
- 3.) (Informal) Students will be able to accurately define an autobiography.

Lesson Two- Basal Biography Lesson

Date: Monday, March 4- Wednesday, March 7

Grade Level/Subject: 2nd Reading/Writing

Prerequisite Knowledge: Students have learned what a biography is.

Approximate Time: (3) 40 minute lessons

Student Objectives/Student Outcomes:

- 1.) Students will learn about three famous Americans: Ellen Ochoa, Wilma Rudolf, and Theodore Roosevelt and demonstrate their knowledge through discussion and answering questions
- 2.) Students will be able to use and identify a timeline.
- 3.) Students will identify features of a biography.

Materials/Resources/Technology:

- Basal Text- teacher edition
- Basal textbook for each student
- Story on cd
- Cd player
- (21) story quests
- (21) comprehension quizzes

Implementation:

Opening of Lesson

- For the next few days we'll be studying three biographies out of our Treehouse book. We will be learning what details go into writing a biography and we'll be learning about three amazing Americans that have done wonderful things for our country and the world.

Procedures

Day One

- Engage in a quick whole class review of what a biography is.

- Put the names Theodore Roosevelt, Wilma Rudolf, and Ellen Ochoa on the board. Take a tally of students who know who the person is (thumbs up), have heard the name before but are not sure who it is (thumbs in the middle) and have never heard of the person before (thumbs down) for each name. This will be activate any background knowledge students may have.
- Explain that we will be reading their biographies over the next few days.
- Have students open up to page 113 in their Tree house Book. Ask students to complete this quickly and quietly.
- Read page 114 out loud describing a biography.
- Engage in a picture walk for the three biographies that are next in the book. Guide students through each page asking students for predictions, comments, or inferences based on the pictures in the stories. Allow at last ten minutes to ensure quality predicting and engagement with the text.
- When completed with the picture walk, have students go back to the beginning and prepare to listen to the story on cd.
- Have them “sharpen their finger” at a level one in order to follow along with the words as they listen to them said. They are expected to follow along with their finger for the whole story.
- Play the story on the cd player.
- Move around the classroom making sure students are following along with the text. Redirect unfocused students.
- When story is finished, ask students to talk with their partner about some new information they learned or something they found interesting while listening to the biography.
- Share information learned out loud.
- Ask students one of the essential questions: Why do you think someone wrote a biography about this person? Why are they important? What did they do that was so amazing? Have a class discussion.
- Tomorrow, we’ll read it out loud and complete a story quest.

Day Two

- Welcome students back to learning about biographies. Ask what the definition of a biography is. Ask students why they think it’s important to read biographies. Remind students that the most important question to ask when reading a biography is WHY the biography is written about the prson.
- Engage in a review of the three biographies studied the day previous. Brainstorm details students remember about each person. Take notes on the prometean board.
- Transition to the teacher read aloud. Ask students to take out their Tree House book and flip to page 114. Sharpen their pencil finger, sit up straight, and prepare to follow along as the teacher reads out loud.
- Begin to read out loud. Stop at a few points throughout each biography to ask a question, allow for students to discuss an interesting point, or to make an inference. Clarify words or concepts they may be difficult to grasp. Relate the story to their own

lives when appropriate. (How would you feel if you were told that you couldn't do something because of the color of your skin or the language you spoke?)

- Once read aloud is finished and there was substantial teacher to student and student to student discussion, tell students they will complete a story quest about a biography.
- Remind them that the story quest will help us to learn important parts of a biography.
- Tell students that they will need a pencil and their book to complete the story quest. Hand the story quest out and give directions while students are looking at their papers.
- Explain that the answers to the questions need to recycle the question and include the 5 stars of writing (they are used to this assignment). Do number one together as a model for the expectations.
- Remind students that they can only ask a question about the story quest if they have already looked back to the page number in the book that the question directs them to.
- Walk around room as students complete the biography quest. Provide assistance when needed. Go to student with the reading IEP and read the questions to her and provide assistance by having a discussion first about the answer, and then having her answer the questions.
- When students have completed their story quest, have them read quietly to themselves.

Day Three

- Engage in a brief review of the vocabulary from the chapter and the people that were studied in the basal text. Explain to students that we are now experts on these three amazing Americans. Ask some comprehension questions about the stories to prepare them for the quiz.
- Introduce the comprehension quiz. The quiz is seeing what we learned from reading the biography.
- Have each student go get a privacy shield to prepare for the quiz.
- Provide the expectations for the students. They are working at a level one and not looking at anyone's paper. They are answering the questions the very best they can. Look through all of the options and pick the one that fits best. If you have a question, raise your hand. When finished, put it in the reading bin and silently read. Take your time!
- Pass out the quiz to students. Take student with the reading IEP to the back table and read the questions to her. As students complete the quiz, look around the class to monitor students' progress and to answer questions if they need it.

Summary/Closing

- Wow! We've been working very hard the past few days learning about biographies! We're really becoming experts! What interesting things have you learned over the past few days? Let's think back. Why do we think people wrote a biography about Ellen Ochoa? Theodore Roosevelt? Wilma Rudolph? After reading, are you more excited to pick your own biography and start becoming an expert on that person? We'll be starting that next.

Student Assessment

- 1.) Using their book as a guide, students will accurately answer comprehension questions on the story question to demonstrate their knowledge of the people they studied and the elements of the biography.
- 2.) Students will accurately identify the matching date and event on the story quest using the timeline in their book.
- 3.) Students will accurately answer comprehension and biography vocabulary questions on their comprehension quiz to demonstrate their knowledge of the people they studied and elements of a biography.

Lesson Three- Writing your own autobiography

Date: Wednesday, March 6-Monday, March 11

Grade Level/Subject: 2nd grade/ Writing

Prerequisite Knowledge: Students have listened to autobiography read alouds; students have written about themselves in writer's workshop

Approximate Time: (4) 20-30 minute writing blocks

Student Objectives/Student Outcomes:

- Students will create their own autobiography in the form of a "Me Quilt"
- Students will create 8 different boxes with 8 different life events and the ages they occurred with the help from their parents on a planning sheet.
- Students will illustrate events in their life in each of the 8 boxes.

Materials/Resources/Technology:

- (8) 3inch by 1.5 inch white paper boxes for each student
- (1) piece of extra-large construction paper for each student (give choice of color)
- Biography planning form letter and form to go home to parents
- Picture of each student brought from home
- Glue stick for each student
- Scissors for each student
- Pencil for each student
- Colored pencils or crayons for each student
- Markers for each student

Implementation:

Opening of Lesson

- Ask students what we have been studying for the past few days in reading. (Biographies!) Right! Biographies! Today, we're going to be focusing on autobiographies. What's an autobiography again? Great! Here is an autobiography that a writer and artist that came to talk to you early this year wrote about yourself. Show the picture. Do you remember her? Well this is her autobiography. Let's go to the carpet and I will read it aloud to you.
- Read Book Aloud
- After reading the book, have a short discussion and then introduce the autobiography project.

Procedures

Day One-Introduction

- After reading the biography book, explain that students will be creating their very own autobiography, but in a different way.
- Show them teacher example of the "Me Quilt". Explain that we will be creating our own autobiographies by creating a "Me Quilt." What's a quilt? (Allow for answers) We will be making our own paper quilt telling about important events in our lives.
- Show and read teacher example. Allow students to ask questions.
- Now I want you to brainstorm some ideas of the important events in your life you're going to write about. Take out your writing journal and just jot some notes.
- Allow students 10 minutes of brainstorming time. Walk around classroom monitoring student progress. For students having trouble coming up with events, give assistance.
- After brainstorming, give assignment sheet. Explain that they will be coming up with 8 important events in their life with the help of the family in order to create their own Me Quilt. Read the parent note out loud to the students. Explain that they have already gotten a head start because they brainstormed today. Show the students that an example is attached to the parent note as well as a planning sheet that has 8 boxes in it that ask their age.
- Give the assignment due date. Remind students throughout the week as the due date gets closer.

Day Two- Putting the Me Quilt Together

- Students will need to be guided in putting the Me Quilt together. Put the quilts together with guided steps and instruction.
- Show the teacher example again, and tell students that they can pick from any of these colors (show the colors) to create their Me Quilt. Tell students to pick a color, and give a thumbs up when they know which color they want. Call students back to pick their paper. Have them put their name on one side of the paper.
- Once all students have picked their paper, explain that we have to glue the boxes on. Guide students step by step for gluing each box on the paper. Wait until everyone has completed each step until moving onto the next one. With each step, guide with a teacher model.

- Hand each student a stack of 8 2 in by 3 in white pieces of paper.
- Step 1-4, glue boxes in the corners; Steps 5 and 6, glue top and bottom middle boxes; steps 7 and 8 glue left and right middle boxes.
- Remind students to take their time and glue carefully and to make their boxes look neat.
- When finished, have students bring them to the back table in order to dry so they can start writing the next day.

Days 3,4, and 5- Writing the Autobiography

- Begin writing the autobiographies the day after the due date to accommodate for those who are bringing their planning sheet in late. Mark when students bring in their planning sheet.
- During writer's workshop time, ask students to take out their autobiography planning sheet. Pass out Me Quilts to students.
- Explain that the 8 events in the boxes on their planning sheet will have the same information in them in the 8 boxes on their Me Quilt.
- For scaffolding, have students mark their boxes in order 1-8 small in the corner to guide them in transferring the information from their planning sheet to the Me Quilt.
- Hand out the Me Quilt Check List (a condense version of their rubric).
- Show teacher model again, and go through the checklist with the teacher model in order to model expectations and use of the checklist.
- Students may then begin filling in their boxes.
- Teacher should be monitoring all student progress and having mini writing conferences with students about their writing. Look for students following the checklist and redirect them to following the expectations for the checklist.
- When students are finished with all of their writing, they may move on to creating illustrations in the boxes to match their words.
- When they are finished with their colorful illustrations, students should glue the picture of themselves they brought from home to the Me Quilt and write their name in the middle in marker.

Summary/Closing

- When finished, they will be graded and posted in the hallway for all to see!
- Praise students for their hard work and their incredible Me Quilts. Remind them that writing an autobiography can be done in many different ways, but what is important is that we shared with the world

Student Assessment

Students are assessed using the following rubric:

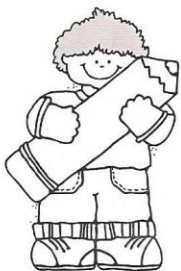
Rating Scale

- 4 - Excellent
- 3 - Good
- 2 - Needs Improvement
- 1 - Not Acceptable

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



"Me Quilt" autobiography examples



Lesson Four- Partner Biography Quest

Date: Thursday, March 7

Grade Level/Subject: 2nd/Reading

Prerequisite Knowledge: Students have learned what a biography is and have read three biographies in the Basal text and have heard biographies during teacher read aloud. They have reviewed biographies each day.

Approximate Time: 1 hour

Student Objectives/Student Outcomes:

- 1.) Students will successfully complete their biography chart with their partner using the leveled biography book the partners were assigned.
- 2.) Students will share what they learned about the biography they read with their classmates.

Materials/Resources/Technology:

- Pre-determined partners before lesson
- 1 leveled biography book per pair of students
- 1 biography chart per student
- Pencils for each student

Implementation:*Opening of Lesson*

- We have been learning so much about biographies lately! Today, you will get to learn about new person by reading their biography with a partner! Ready to become an expert on another amazing person in history?
- Reminder of the essential question of the unit: Friends, what's the most important question we ask after reading a biography? (WHY the biography is written; why the person is important or changed the world.)

Procedures

- Explain to students they will be completing a biography quest with their partner. They will be reading the biography together alternating reading pages. Students will read the book all the way through once, and then go back to fill out the biography pyramid chart to pick out important information about the person. Each partner will get a copy, so they both need to write.
- Tell students that when they are all finished, the pair will come up to share with the class who their person is and how their person changed the world.
- Remind students that they need to work cooperatively together so that they can learn from each other as well.
- Pass out pre assigned books to pre assigned pairs with a biography pyramid worksheet to each student.
- Tell students to work at a Level 2 together while reading and discussing.
- Walk around the class actively listening. Do not jump into too many conversations, as this is their time to learn from each other. Make sure pairs are working collaboratively.
- When students begin to fill out their chart, monitor their progress and accuracy. It will not be taken for a grade, but still try and point them in the right direction if they are having trouble or are missing the big ideas.
- Again, teacher is to stay more hands off in this lesson and actively listen for comprehension and understanding.

Summary/Closing

- When students are finished, ask pairs to come up to the front of the room to present the person they studied. Have them share the person's name, a picture of them in the book, and why they are important or how they changed the world.
- Collect biography pyramid sheets to look over.
- Make sure audience is respect and focused.
- When everyone is finished, praise students on their wonderful collaborative work to discover more about someone important in history or in the world today.

Student Assessment

- 1.) Students will accurately complete their biography chart with their partner using the leveled biography book the partners were assigned. (Informal)
- 2.) Students will share accurate information in which they learned about the biography they read with their classmates. (Informal)

Lesson Five- Choosing who you want to study

Date: Friday, March 8

Grade Level/Subject: 2nd/Reading

Prerequisite Knowledge: Students have listened to and read biographies of many famous and important people in the world throughout the past week.

Approximate Time: 40 minutes

Student Objectives/Student Outcomes:

- Students will choose to study someone for their biography project that interests them.

Materials/Resources/Technology:

- Large assortment of leveled biography books (books different cultures, genders, interests, etc)
- Biography planning sheet for each student
- Parent note home for each student

Implementation:

Opening of Lesson

- To prepare for the lesson, put the biographies in piles on the carpet. Put all of the athletes in one pile, all of the women in another pile, people that have fought for civil rights in another, a famous Americans or people in the world pile.
- We have been talking for the past few weeks about biographies. Now, it's your turn to create your very own biography!! We have a huge bin full of all different types of biographies for you to choose from.

Procedures

- From the piles, Choose a biography you want to study in class.
- I will call each group over to the carpet during Daily 5 to pick which book they want.
- 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.

Summary/Closing

- Are you excited to start your biography projects? You are all going to become experts on the people you study and teach the rest of the class about that person.

Student Assessment

- Students will have successfully chosen which person they want to study based on student interest and be able to repeat back their assignment.

Lesson Six- Partner interviewing

Date: Monday, March 11

Grade Level/Subject: 2nd/Reading

Prerequisite Knowledge: Students have been reading and learning about biographies for the past week. Students have learned that biographers need to interview the person or people that knew the person they are writing the biography about to write the biography.

Approximate Time: 1 hour

Student Objectives/Student Outcomes:

- Students will interview their partner using the classmate interview sheet, but they will make up their own question at the end.
- Students will present information they learned about their partner while interviewing them to the class.

Materials/Resources/Technology:

- Classmate Interview Worksheet for each student and whiteboard for them to write on if they are not sitting at a desk
- Pre-determined partners
- Pencil for each student
- 2 chairs

Implementation:

Opening of Lesson

- Open lesson with the question: How are biographies written? How does someone get all of their information to write a biography? Talk with your group and think of some ways.
- Give groups about 1 minute to discuss. Bring class back together and ask students to share what they talked about. At some point, students should have mentioned interviewing the person or people that knew the person.
- Discuss how people that write biographies are biographers, and they have to talk to a lot of people and do a lot of research in order to write a true biography about the person. Today, we get the chance to be a biographer!

Procedures

- Today, you will be paired up with a classmate to interview them as if you were a biographer writing a biography about the person's life!
- What are some questions you think would be good to ask someone if you were writing a biography about their life? (Record on brainstorming ideas on the promethean)
- Great! Well today, we have an interview recording sheet for you to use to ask questions and record your classmate's answer. But at the bottom, it asks you to ask a question of your choice, so you can use one of the questions we just came up with or one of your choosing!
- Remember, a good biographer is a very good listener! They are trying to find out as much information as possible, so when interviewing your partner, be a very good listener.
- When you are being interviewed, make sure to give only true information about yourself. It would be very bad if the person lied or said something silly and it was put in a book for millions of people to read!
- You will be working at a level 2 for this activity.
- Assign partners and give them the classmate interview worksheet.
- Tell the students that the partner with the lower number will be the first to be the biographer.
- Like the partner biography quest, this is a hands off lesson for the teacher. Walk around and listen very attentively. Listen for if students are staying on topic and not giving silly answers. Redirect students that need it.
- Encourage positive behavior, close listening, and collaborative working.
- Nearing the end of the interviews, tell students they need to pick out one question they want to share with the class.
- When all students are finished, place two chairs on the carpet and hold a dry erase marker to pretend it's a microphone. Tell the class, "Welcome to the 2nd grade White Heath talk show! We have many interviews of amazing people on our show today so stay tuned in!!"
- Call pairs of students to the "hot seats" to interview on the "talk show". Encourage students to speak loud and clear. They each get to share one question and answer from their interview.

Summary/Closing

- When all sharing is finished, praise students on taking their first steps to being a professional biographer. Remind them that interviewing is a very important step in writing a great biography.

Student Assessment

- 1.) Students will stay on task 90% of the time while interview their partner using the classmate interview sheet, but they will make up their own question at the end. (Informal)
- 2.) Students will successfully choose and present one question and answer they asked during the interview on the “talk show”. (Informal)

Lesson Seven- Create your own biography

Date: March 11-March 15

Grade Level/Subject: 2nd/Reading-Writing-Art

Prerequisite Knowledge: Students have been learning about biographies and famous people in history through biographies for the past few weeks. Students have chosen a person in history to study from a selection of leveled biography books and have read the book and filled out the planning form.

Approximate Time: (4-5) 20-50 minute lessons/work sessions

Student Objectives/Student Outcomes:

- 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.
- 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.
- 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.
- 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.

Materials/Resources/Technology:

- 22 pieces of 2' by 3' butcher paper
- 22 pieces of construction paper
- Teacher model of both posters
- 22 Poster boxes worksheet
- Student glue sticks
- Student scissors
- Student markers, colored pencils, and crayons
- Tape
- Students' biography books
- Students' planning form

Implementation:

Opening of Lesson

- Give a teacher model presentation of what is expected for the students. Students have heard Harriet Tubman's biography, so create the teach model on Harriet Tubman. Create the information poster and the people poster.

Procedures

- When all students have brought back their biography planning sheet, creating the project posters for the presentation will begin. The students will create their information poster and people poster before they all give presentations.
- Creating the Biography Information poster
 - 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.

Summary/Closing

- Give praise upon praise upon praise for all of the student's very hard work!! You should be very proud of how hard you worked to create your posters and your presentation. You have learned so much about biographies in the past few weeks and shown some wonderful 3rd grade work!! Great job!!

Student Assessment

Students will be assessed using this 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

“People Poster” Examples



Information Poster Example

Amelia Earhart

Birth

Date: July 24th 1897

Place: Kansas

Adult Life

In 1917 she left home and went to college in Philadelphia. In 1918 she volunteered as a nurse in the war at a military hospital in Canada. In 1921 Amelia earned her pilot license and was one of only a few female pilots in the world.

Early Life

In 1897 Amelia's parents Edwin and Amyotis Earhart welcomed Amelia into the world. In 1914 Amelia moved to Chicago.



Death

Date: January 5th 1937

Place: her plane disappeared over the ocean

How this person changed the world

She taught kids don't be afraid to follow your dreams.