

CCSS Literacy Mapping Chart

Grade: Third

Unit Title: Biographies
Author: Christine Cahoon

Length: 2 weeks

Projected Dates: April 7-18, 2014

Overview of the Unit: Students read and listen to biographies. Students will conduct a mini-research project on a biography of their choosing, write a report and use it to create either a 5 slide PowerPoint which they will make into a digital story or a poster about the person they researched.

Unit Rationale: Biographies provide information about people who have accomplished many things in their lifetime. Reading about important people from other cultures also allows students a more global understanding of the world.

Enduring Understandings:

Biographies help us understand ourselves and our world.
People can have a profound impact on the world.

Essential Questions:

In what ways do people impact others? Why read biographies?

Idaho Core Standards: (include Content Standards if applicable)

[CCSS.ELA-Literacy.RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

[CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-Literacy.SL.3.1a](#) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

discussion.

[CCSS.ELA-Literacy.SL.3.1c](#) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-Literacy.SL.3.5](#) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

[CCSS.ELA-Literacy.W.3.7](#) Conduct short research projects that build knowledge about a topic.

[CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-Literacy.W.3.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Measurable Learning Targets:

- Define and apply words such as “creative” and “inventive” to describe artists, musicians, and inventors
- Read biographies and explain the characteristics of a biography
- Take simple research notes while reading biographies
- Record themselves on their digital story
- Create a timeline

Resources/Materials recommended:

Central Text(s): These three biographies were chosen because they are part of my reading series, and they are fairly short so they can be read over the course of the first week. You can use the activities for each biography with any biographies you have available to you.

Becoming a Champion - The Babe Didrickson Story (Lexile 590L) This is within the range of 3rd grade reading levels. The story raises issues related to overcoming gender biases from the early 1900's which adds to the complexity.

Bill Melendez - An Artist in Motion (Lexile 810L) This is in the 5th grade reading level. I will be using it as a read aloud and discussing with students to provide support. This text engages students because he is the illustrator of Bugs Bunny and the Peanuts characters.

Brave Bessie Coleman - Pioneer Aviator (Lexile 1000L) This is a 7th grade level, but I will be reading it aloud and providing support. The text is valuable because it addresses overcoming race and gender biases.

Read Naturally Passages at students' individual reading levels. This will provide scaffolding for

struggling readers, resource students and ELL students.

Easy Reader Biographies books from Scholastic. These are a lower level book for kids who are at or below grade level readers to choose from.

Biographies basket with books at various reading levels from 1st – 5th grade so that students can choose books at their own levels.

Students will choose a book to read at home for their report and final project either from my book basket, the library or their own books.

Supplemental Literary Texts: These will be available for students to read independently to complement the biographies as many of them take place during the time of people we are studying. I Survived Series (Lauren Tarshis)

Poems to be read aloud:

“The Folk Who Live in Backward Town” (Mary Ann Hoberman)

<http://www.poetryfoundation.org/poem/176368>

“Jimmy Jet and His TV Set” (Shel Silverstein)

Informational Read Aloud Texts: To be read during read aloud time at the end of the day.

“Wanted Dead or Alive” The True Story of Harriet Tubman (Ann McGovern)

On a Beam of Light: A Story of Albert Einstein (Jennifer Berne)

Art/Music/Media:

Videos: Biographies about Napoleon, Johann Sebastian Bach, Vincent Van Gogh

Music: Air by Bach

<http://www.bing.com/videos/search?q=music+by+bach&qpv=music+by+bach&FORM=VDRE>

Art: Various pieces by Vincent Van Gogh

Assessments: (varied modes, including a range of self, pre, formative, and summative)

Unit: Research a biography and write a report. Choose one of the following ways to present the report: 1) create a 5 slide PowerPoint and make it into a digital story **or** 2) create a poster with a drawing of the person ‘dressed’ in the clothing the person would have worn. Include the report on the poster. Both will be presented to the class. (The report will be done in class, but the PowerPoint and poster will be assigned as homework.)

Pre-assess: What is a biography? What information do you find in biographies? Why read biographies?

Benchmarks: timeline, compare/contrast paragraph, biography haiku

Self-reflection (to be done at the end of the unit): You’ve read about many people who have had an impact on the world. Write a paragraph describing what impact you hope to have on the world and what you hope to contribute to the world.

Formative: Create a timeline, write a paragraph about why you chose that person (what connection did you feel), biography response, venn diagram comparing yourself and your person, write a compare/contrast paragraph about you and your person, answer text-dependent questions

**Attach rubric or assessment guidelines

Timeframe (Unit Overview – more detailed lessons below)

Unit Title: Biographies

Week 1	<p>Day 1:</p> <ul style="list-style-type: none"> spelling pretest and unit pre-assessment introduce vocabulary for unit (facts, events, sequence, research) students complete the vocabulary sheet. <p>Day 2 Introduce the unit with a document based inquiry (photographs on PowerPoint)</p> <p>Writing Time (45 min.): Writing prompt (5 min):</p> <ul style="list-style-type: none"> What does it mean to be creative? Inventive? Whom do you know that is creative? Inventive? <p>With a partner, students fill out the top hat organizer (below). Share the organizer whole group.</p> <p>Day 3: watch several short biographies on the biography channel - graphic organizer to record students' noticings and wonderings.</p> <p>Day 4 (60 min.): Close read a short biographical passage about Harriet Tubman from readworks.org.</p> <p>Kids write what they think a biography is and compare their answers with other students. Show Brainpop, Jr. on biographies.</p> <p>Vocabulary: impact – discuss what it means and what impact the people we've learned about so far have had on the world.</p> <p>(session 2 – writing – 45 min.): Ekphrastic writing</p> <p>Day 5 (core- 60 min.): Introduce biography - <u>Becoming a Champion: The Babe Didrikson Story</u></p>	<p>Pre-assessment: What is a biography? What information do you find in biographies? Why read biographies?</p> <p>Purpose: A mini-document based inquiry creates student interest by engaging them in thinking about and exploring the topic.</p> <p>Vocab: accomplishment, creative, inventive, notable</p> <p>Top hat organizer:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Creative: Kids list how they are different</td> <td style="width: 50%; padding: 2px;">Inventive: Kids list how they are different</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Students list ways they are alike.</td> </tr> </table> <p>This is a different way to compare/contrast than a venn diagram.</p> <p>http://www.biography.com/videos</p> <p>Notice/Wonder Graphic Organizer:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Visual</th> <th style="width: 33%;">Notice</th> <th style="width: 33%;">Wonder</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Kids write the name of the visual</td> <td style="padding: 2px;">They write what they notice</td> <td style="padding: 2px;">They write what they wonder</td> </tr> <tr> <td style="padding: 2px;">2nd visual goes here</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table> <p>Purpose: Ekphrastic writing is using art or music to inspire writing. This activity is to further build student engagement and interest and to show how creativity can inspire more creativity.</p>	Creative: Kids list how they are different	Inventive: Kids list how they are different	Students list ways they are alike.		Visual	Notice	Wonder	Kids write the name of the visual	They write what they notice	They write what they wonder	2 nd visual goes here		
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Kids write the name of the visual	They write what they notice	They write what they wonder													
2 nd visual goes here															

	<p>(reading switch - 45 min): Close read a short biographical piece about Sojourner Truth</p>	
<p>Week 2</p>	<p>Day 1 (Core – 60 min.): Close read biography - <u>Bill Melendez: An Artist in Motion</u></p> <p>(reading switch - 45 min.): With a partner, students choose a biography from the Easy Readers Biographies books .</p> <p>Day 2 (core – 60 min.): Close read biography - Brave Bessie Coleman: Pioneer Aviator</p> <p>Whole group: Discuss the biographies we’ve read so far and lists the important characteristics of each</p> <p>Reading switch (45 min.): Using the biography from yesterday, students fill out a biography response person and create a timeline.</p> <p>Session 2 – Writing (45 min.): Students create a riddle haiku entitled “Who Am I?”</p> <p>Day 3-5 (core – 60 min.): Write a report on the book that students have been reading as homework.</p> <p>This writing can be continued during the daily 45 min. writing block if students need more time.</p> <p>Day 3-5 reading switch – 45 min.: Read another Easy Reader biography, complete a venn diagram and write a compare/contrast paragraph.</p>	<p>Scaffolding: 1st reading - Higher readers will read independently. Mid-level read with a partner and struggling readers will read with the teacher. 2nd reading High and mid readers read with partners – struggling readers read with the teacher.</p> <p>Extension: If students finish early – have additional articles about Bessie Coleman and other female aviators like Amelia Earhart and Mae Jemison for them to read.</p> <p>http://www.timeforkids.com/homework-helper/a-plus-papers/biography</p>
<p>Week 3</p>	<p>Students present their posters and PowerPoint presentations this week.</p> <p>If you choose to:</p> <p>As students bring in their PowerPoint presentations, have them record them into a digital story with Jing or Screen-Cast-O-Matic.</p>	<p>http://www.screencast-o-matic.com/screen_recorder</p> <p>http://jing.en.softonicdownloads.com/?kcid=2198158b-b800-6a09-fb6a-000012a61636</p>

Daily Lesson Plans

Unit Title: Biographies

	Daily Lesson Plans	Purpose/Supporting Resources				
Week 1	<p>Day 1 (60 min.): Give spelling pretest and unit pre-assessment then introduce vocabulary for unit (biography, facts, events, sequence, research). Have students complete the vocabulary page (below).</p> <p>Day 2 (60 min.): Introduce the unit with a document based inquiry (photographs on PowerPoint):</p> <ul style="list-style-type: none"> • Show students photographs of familiar people (George Washington, Martin Luther King, Jr., Albert Einstein, Abe Lincoln, Michael Jordan). • Students write down what they know/wonder about each one - whole group discussion after each • With the whole group, look for commonalities. • List words to describe each one's character and their accomplishments <p>Class discussion about the word accomplishment and what it means.</p> <p>Writing Time (45 min.): Writing prompt (5 min):</p> <ul style="list-style-type: none"> • What does it mean to be creative? Inventive? • Whom do you know that is creative? Inventive? <p>With a partner, students fill out the top hat organizer. Students meet with another pair to form a group of 4 (pair square) and share. Share out whole group to create a poster for the classroom.</p> <p>Day 3 (60 min.): Using the guiding questions "What is a biography?" "What information is</p>	<p>See what knowledge students have about biographies.</p> <p>Pre-assessment: What is a biography? What information do you find in biographies? Why read biographies?</p> <p>A document based inquiry creates student interest by engaging them in thinking about prior knowledge and exploring the topic. Phase 1: Visuals, Phase 2: short texts, Phase 3: longer texts, Phase 4: synthesis.</p> <p>Vocab: accomplishment, creative, inventive, notable</p> <p>Top hat organizer:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Creative: Kids list how they are different</td> <td style="width: 50%; padding: 5px;">Inventive: Kids list how they are different</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Students list ways they are alike.</td> </tr> </table> <p>This is a different way to compare/contrast than a venn diagram.</p> <p>http://www.biography.com/tv/classroom</p>	Creative: Kids list how they are different	Inventive: Kids list how they are different	Students list ways they are alike.	
Creative: Kids list how they are different	Inventive: Kids list how they are different					
Students list ways they are alike.						

included in a biography?’ watch biographies on the biography channel and have kids complete a graphic organizer to record their noticings and wonderings. Share out whole group after each. Highlight similarities between things that are included on videos such as date of birth, major life events, etc. (on the back of the graphic organizer, have students write who they want to study and some questions they want to answer by studying that person)

Day 4 (60 min.): Close read a short biographical passage about Harriet Tubman from Readworks.

- Students read it independently with the question “What information is included in a biography?” in mind. They mark the text where it answers the question.
- Second reading is with a partner – students compare their markings.
- Third reading is whole group – together we make a list of the most important parts of a biography – create a chart for the classroom
- Kids answer the questions which go with the story.

Kids write what they think a biography is and compare their answers with other students. Show Brainpop, Jr. on biographies.

Vocabulary: impact – discuss what it means and what impact the people we’ve learned about so far have had on the world.

(session 2 – writing – 60 min.): Ekphrastic writing about Van Gogh paintings – review biography about him, talk about being creative and what may have inspired his art. Talk about how art can inspire writing.

- Take a gallery walk in groups
- At each painting, each person in the group puts 2 sticky notes around the painting - 1 with an observation about what they see (noun and verb) and 1 with an emotion the painting makes them feel.
- Assign 1 painting to each group.
- The group uses the sticky notes to write a

Biographies: Vincent Van Gogh – show 1st 5 min.

<http://www.biography.com/people/vincent-van-gogh-9515695>

Napoleon

<http://www.biography.com/people/napoleon-9420291/videos/napoleon-the-pursuit-of-a-wife-20759619999>

Bach (good one)

<http://www.biography.com/people/johann-sebastian-bach-9194289>

Notice/Wonder Graphic Organizer (for videos):

Visual	Notice	Wonder
Kids write the name of the visual	They write what they notice	They write what they wonder
2 nd visual goes here		

www.readworks.org Great site for stories and questions

www.brainpopjr.com

Purpose: Ekphrastic writing is using art or music to inspire writing. This activity is to further build student engagement and interest and to show how creativity can inspire more creativity.

Gallery walk: Hang copies of paintings by Van Gogh. Students are placed in groups. The groups walk around together to look at the painting and place their sticky notes.

This activity may take 2 sessions.

collaborative poem which will be written on poster paper and illustrated. They can arrange the sticky notes in any order. They can also change the words a little if they want.

Day 5 (core- 60 min.): Introduce biography - Becoming a Champion: The Babe Didrikson Story

- Discuss how the title will often have the person's name and a description of the person's main contribution.
- Students read independently using the following text coding technique:
On four post-its they write: 1) **W** for a word that is interesting or unknown, 2) **stick person** for connections (self, text, world), 3) **??** for something they didn't understand, 4) 😊 for something they learned.
- Whole group discussion about the text coding
- In groups, students use the ?? sticky notes to create a chart with questions about the biography - display the charts
- Read the biography aloud - students raise their hands when they hear the answers to their questions, then they record it on their chart.
- Students answer text-dependent questions with a partner
- Partners form discussion groups and share their answers.

Reading switch (45 min): Close read a short biographical piece about Sojourner Truth with the question, "What kind of person was Sojourner Truth?" in mind.

- Students highlight and annotate the passage to cite evidence about her character.
- Next, they meet with a partner to share their annotations with each other, adding more if they want.
- They then answer the questions that go with the story

Purpose: to provide scaffolding with a grade level text and to get kids looking closely at a biography

Scaffolding: Struggling readers read with a partner or in a group with the teacher.

Text-dependent questions: In what ways did Babe impact the world? What are some character traits that helped Babe be successful? Where did Babe get her inspiration?

Citing evidence from the text.

Sojourner Truth from www.readworks.org

(Reading switch is a second reading block where advanced learners, resource and title students go to other teachers for either enrichment or reteaching. The rest of the class stays with teacher.) For schools that don't have this 'switch' could just use the time as a second reading block and do the activities with the whole class.

Whole group discussion: What impact did Sojourner have on the world? How do you know?

Technology option: Using the website A.notate, students choose one or two things they highlighted. On the computer, students highlight the passage and write in their notes. Share everyone's comments whole group when everyone finishes.

I did this with two student computers. While everyone answered the questions, I called 2 students at a time to the computers. Another option is to take the entire class to the computer lab if it is available.

<http://a.notate.com/> - free website where you can download passages or photographs and have kids comment on them.

Third Grade Biographies

Essential Questions: In what ways do people impact others? Why read biographies?

Word Work – Week 1

Skills are listed, but specific lesson plans are not provided. Lessons are in our Houghton Mifflin Reading Series.

Vocabulary

biography, facts, events, sequence, research, creative, inventive

Spelling (change final y to i)

puppies	flies
stories	skies
driest	candies
pennies	cried
ponies	bunnies
happier	funniest
tried	babies
easier	busiest
friends	red
top	during

Challenge Spelling List

carried	trying
Skyway	refried
spying	replies
supplier	wealthiest
complying	studied
handiest	companies
applied	counties
biographies	bravery
myself	through
though	because

Structural Analysis

Suffixes –ly, -y, -ful, -er, -less, -ness
Final y as in fly and puppy
Understanding jargon

Grammar

Varying sentence structure (using a mixture of compound and simple sentences)

Writing

Answering in complete sentences.
Ekphrastic writing.

Know/Wonder Chart

Write down what you know about the person/what they are like and what you wonder about them.

Person	Know	Wonder
George Washington		
Martin Luther King, Jr.		
Abe Lincoln		
Albert Einstein		
Michael Jordan		

Top Hat Organizer

List ways that the words creative and inventive are different in each column, then write some ways they are alike.

Creative	Inventive
Ways they are alike:	

Top Hat Organizer

List ways that the words creative and inventive are different in each column, then write some ways they are alike.

Creative	Inventive
Ways they are alike:	

Name _____ Date _____

Vocabulary for Biographies

Put the words in ABC order

then break into syllables

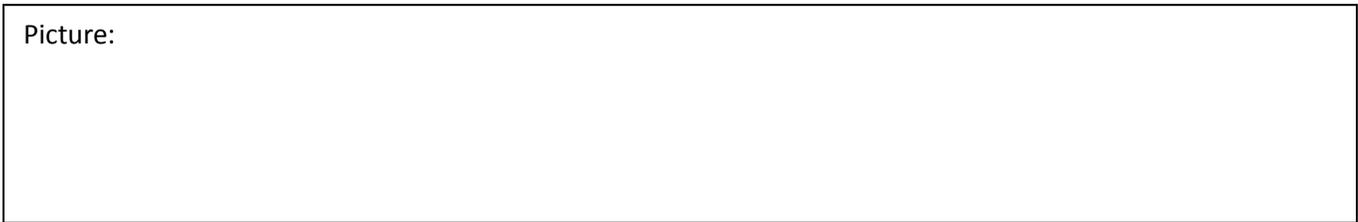
- | | | |
|--------------|-------|-------|
| 1. research | _____ | _____ |
| 2. events | _____ | _____ |
| 3. sequence | _____ | _____ |
| 4. facts | _____ | _____ |
| 5. obstacles | _____ | _____ |
| 6. biography | _____ | _____ |

Look the words up in the dictionary:

1. Word: _____ Guide words: _____ - _____

Definition: _____

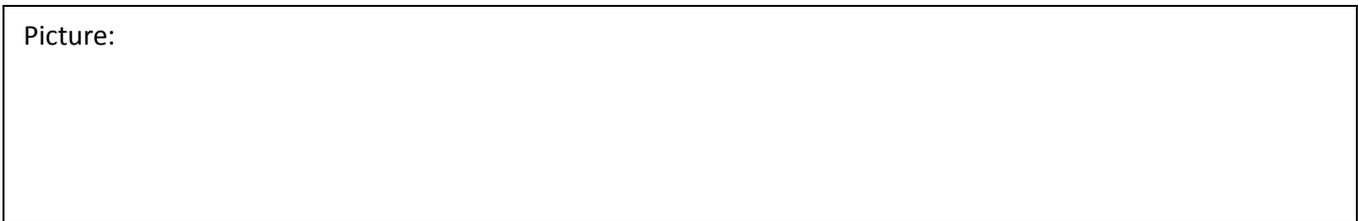
Picture:



2. Word: _____ Guide words: _____ - _____

Definition: _____

Picture:



3. Word: _____ Guide words: _____ - _____

Definition: _____

Picture:

4. Word: _____ Guide words: _____ - _____

Definition: _____

Picture:

5. Word: _____ Guide words: _____ - _____

Definition: _____

Picture:

6. Word: _____ Guide words: _____ - _____

Definition: _____

Picture:

What information is included in a biography?

Visual	Notice	Wonder

	Daily Lesson Plans	Purpose/Supporting Resources						
Week 2	<p>Day 1 (Core – 60 min.): Close read biography - <u>Bill Melendez: An Artist in Motion</u></p> <ul style="list-style-type: none"> Take notes whole group about the key events in his life Create a timeline (whole group) of Bill's life Discussion: What does the subtitle 'an artist in motion' mean? Independent writing prompt: What kind of person is Bill? What character traits helped Bill be successful? <p>Reading switch - 45 min.: With a partner, students choose a biography from the Easy Readers Biography books. They look for evidence in the book to show the person's character traits, and then they partner up with another pair to form a group of four. They compare their notes and why they chose what they did. With their original partner, they decide on 3 pieces of evidence to use to describe the person's character. They write a short paragraph about the person's character being sure to start with a topic sentence and support it with evidence from the text.</p> <p>Day 2 (core – 60 min.): Close read biography - <u>Brave Bessie Coleman: Pioneer Aviator</u></p> <ul style="list-style-type: none"> Arrange kids in groups and hand each one a quote from the story – using the graphic organizer, students re-write what the quote means in their own words and any questions it makes them think of, the group discusses each person's quote 1st reading – take notes of key events and create a timeline <p>2nd reading – look for deeper meaning by reading with the following questions in mind: What obstacles did Bessie have to overcome? What contribution did she make to the world? Answer in writing then discuss with your group.</p> <p>Whole group: Discuss the biographies we've read so far and lists the important characteristics of each (ex: place and date of birth, contributions the person made/why the person is famous, important events in order from birth to death). Make a chart to be displayed in classroom.</p> <p>Reading switch (45 min.): Using the biography from</p>	<p>"We do" of scaffolding where we work together to take notes and create a timeline.</p> <p>Technology option: Create a timeline online at: http://www.readwritethink.org/files/resources/interactives/timeline_2/</p> <p>This activity creates interest in the story and helps build schema.</p> <table border="1" data-bbox="1003 1192 1539 1455"> <thead> <tr> <th data-bbox="1003 1192 1190 1308">Quote in my own words</th> <th data-bbox="1190 1192 1328 1308">What it means</th> <th data-bbox="1328 1192 1539 1308">Questions I have</th> </tr> </thead> <tbody> <tr> <td data-bbox="1003 1308 1190 1455"></td> <td data-bbox="1190 1308 1328 1455"></td> <td data-bbox="1328 1308 1539 1455"></td> </tr> </tbody> </table> <p>Scaffolding: 1st reading – I gave students the option to read with a partner or with me if they felt they needed some support.</p> <p>Extension: If students finish early – have additional articles about Bessie Coleman and other female aviators like Amelia Earhart and Mae Jemison for them to read.</p>	Quote in my own words	What it means	Questions I have			
Quote in my own words	What it means	Questions I have						

	<p>yesterday, students fill out a biography response person and create a timeline.</p> <p>Session 2 – Writing (60 min.): Students read a Read Naturally biography passage at their level. After highlighting the important events, students create a riddle haiku entitled “Who Am I?” where they give clues about the person in the form of a haiku.</p> <p>Day 3-5 (core – 60 min.): Write a report on the book that students have been reading as homework.</p> <ul style="list-style-type: none"> • Look at time for kids – “Writing a Biography” for tips on writing a biography • Go over report rubric with class and give students a copy • Model writing an introduction <ul style="list-style-type: none"> ○ Kids write their introduction and check it with a peer editor – look for organization and word choice, make changes in blue – next look for spelling and punctuation, make changes in green • Model using notes to write about the key events in the person’s life <ul style="list-style-type: none"> ○ Students follow the same process as above to write this section • Model including what impact the person has had on the world • Students follow the same process as above to write this section Model writing about the • connection I felt to the person <ul style="list-style-type: none"> ○ Students follow the same process as above to write this section Model writing a conclusion <p>This writing can be continued during the daily 45 min. writing block if students need more time.</p> <p>Reading switch (45 min. – Days 3-5): Students read another Easy reader biography and complete a venn diagram comparing themselves to the person.</p> <p>Teacher models writing a compare/contrast paragraph as a write aloud.</p> <p>Next, students write their own compare/contrast paragraph using their venn diagram.</p>	<p>Purpose: students need to think critically about the passage and choose the most important details about the person.</p> <p>Purpose: To model and provide scaffolding for students on how to write a report</p> <p>The writing of the report will be carried out over days 3-5 as kids will take varying amounts of time to complete each section.</p> <p>http://www.timeforkids.com/homework-helper/a-plus-papers/biography</p>
<p>Week 3</p>	<p>Students present their posters and PowerPoint presentations this week.</p> <p>If you choose to: As students bring in their PowerPoint presentations,</p>	<p>http://www.screencast-o-matic.com/screen_recorder</p> <p>http://jing.en.softonicdownloads.c</p>

have them record them into a digital story with Jing or Screen-Cast-O-Matic.

[om/?kcid=2198158b-b800-6a09-fb6a-000012a61636](https://www.k12.com/?kcid=2198158b-b800-6a09-fb6a-000012a61636)

Sometime this week give this **self-evaluation**:
You've read about many people who have had an impact on the world. Write a paragraph describing what impact you hope to have on the world and what you hope to contribute to the world.

Help students relate to the essential questions about how people can impact us.

Third Grade Biographies

Essential Questions: In what ways do people impact others? Why read biographies?

Word Work – Week 2

Skills are listed, but specific lesson plans are not provided. Lessons are in our Houghton Mifflin Reading Series.

Vocabulary

Accomplishment, character trait

Spelling (words that end with –er or –le)

summer	winter
little	October
travel	color
apple	able
November	ever
later	purple
after	people
mumble	thermometer
however	products
remember	listen

Challenge Spelling List

autumn	stumble
December	larger
grumble	either
teacher	instant
simple	brother
twinkle	turtle
letter	bundle
crumbling	beautiful
please	under
many	very

Structural Analysis

Synonyms
VCCCV Pattern

Grammar

Adjectives

Writing

Write a research report.
Write a haiku.
Write a paragraph.

Graphic Organizer for Quotes

Quote in my own words	What it means to me	Questions I have
2 nd quote (if time)		

Graphic Organizer for Quotes

Quote in my own words	What it means to me	Questions I have
2 nd quote (if time)		

Quotes from Brave Bessie Coleman (copy enough so each group has one per person)

"Flying the plane was Bessie Coleman, the first African American to earn a pilot's license."

"Two years before, Coleman had left Chicago to follow her dreams of flight."

"During her lifetime, many people did believe women could do something as difficult and dangerous as piloting a plane."

"She set the highest goals for herself and reached them - against enormous odds."

"However, few aviation schools in the United States were willing to train women. None of the schools would train an African American woman."

"In 1922, large audiences were flocking to air shows to enjoy the amazing sight of "barnstormers"."

Quotes from Brave Bessie Coleman (copy enough so each group has one per person)

"Coleman remained determined."

"Coleman used her talents to fight for her beliefs."

"But her shining example will always live on: when you face obstacles, just fly right over them."

"She refused to fly until people of color were allowed to enter through the same gate as white people."

"To make a living, she became a barnstormer."

"Her thrilling stunts earned her the nicknames "Queen Bess" and "Brave Bessie"."

Biography Report Rubric

Writing	1-Minimal, little or none	2-Partial, uneven, weak, inconsistent	3-Adequate, evident, general	4-Thorough, strong, consistent	Score
Introduction	The response did not name topic and/or is off topic.	The response names the topic, but not in the introduction.	The response introduces the topic clearly in an introductory paragraph.	The response introduces the topic clearly in an introductory paragraph and grabs the reader's attention.	
Body	Minimally develops the topic with facts and details. Related information may not be grouped together. Difficult to follow.	Partially develops the topic with facts and details. Not all related information is grouped together. May read like a timeline.	Adequately develops the topic with facts and details. Groups related information together. Reads like a story.	Effectively develops the topic with facts, concrete details and/or quotations. Groups related information together in paragraphs and sections. Continues to hold the reader's attention.	
Conclusion/ Reflection	Concluding statement is missing or unclear.	Provides a concluding statement but does not include the person's impact on the world.	Provides a concluding statement that describes the person's impact on the world.	Provides a concluding statement that describes the person's impact on the world and the impact on you personally.	
Sentence Fluency/ Structure	Simple or incomplete sentences. Few or no paragraphs have topic sentences.	Sentences are all the same length and begin much the same way. Some paragraphs have topic sentences.	Varies the length of sentences to give the writing rhythm. Begins sentences differently. Most paragraphs have topic sentences.	Varies the length of sentences to give the writing rhythm. Begins sentences differently. Uses above grade level words. All paragraphs have topic sentences.	
Total Score					

	0	1	2
Conventions	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Directions for Biography Poster

Create a life-size character that represents the person you read about.

1. Trace your body on the poster paper that will be sent home.
2. Write the person's name on the top as a title. Write your name in the lower right hand corner.
3. 'Dress' the person to look like the actual person. You can paint, color or use clothes/material to dress him/her.
4. Find or draw at least 3 pictures that relate to the person. They can be pictures of the person, the person's home, and/or major accomplishments.
5. Draw a timeline with at least 5 important events from your character's life.
6. Check the rubric to make sure you have completed everything, and so that you know how you will be graded.

Biography Poster Rubric

	Beginning 0-5 pt.	Developing 6-7 pt.	Accomplished 8-9 pt.	Exemplary 10 pt.	Score
Poster Elements	May be missing more than one of the required elements: at least 3 photos/drawings of the person, a timeline with at least 5 dates, and the written report is attached.	May have less than the required number of photos/drawings of the person, or dates on the timeline. The written report is attached.	Has at least 3 photos/drawings of the person and a timeline with at least 5 key events. Spelling on timeline has minimal errors. The written report is attached.	Goes above and beyond by including extra pictures, or key events on timeline. Spelling on timeline has no errors. Written report is attached.	
Neatness	Drawing may not be colored. Poster is unorganized. Title may be missing.	Drawing may be partially colored. Poster may be unorganized. Title may be missing.	Drawing of person is neatly colored. Poster is organized and appealing to the eye. Contains a title at the top and your name in the bottom right corner.	Drawing of person is neatly colored. Poster is organized and appealing to the eye. Contains a title at the top and your name in the bottom right corner. Poster is exceptional and above grade level.	
Presentation	Contains more than one of the following: lack of expression, hard to understand, hard to hear.	Contains one of the following: lack of expression, hard to understand, hard to hear.	Report is read slowly, voice is clear and loud, and includes some expression.	Report is read slowly, voice is clear and loud, and it is read with appropriate expression.	
				Total	

Directions for Biography PowerPoint

Create a PowerPoint with **at least** 5 slides that represents the person you read about.

1. Choose the design you will use for your presentation.
2. The first slide should be the title slide which includes the name of the person you studied and your name.
3. The second slide should include the introduction of your report.
4. The third slide should include the body of your report.
5. The fourth slide should include a timeline with **at least** 5 major events from the person's life.
6. The fifth slide should be the resources page.
7. You should include at least 3 pictures/photographs throughout the presentation. They can be pictures of the person, the person's home, and/or major accomplishments.
8. Check the rubric to make sure you have completed everything, and so that you know how you will be graded.

Biography PowerPoint/Digital Story Rubric

	Beginning 0-5 pts.	Developing 6-7 pts.	Accomplished 8-9 pts.	Exemplary 10 pt.	Score
PowerPoint Elements	Missing 2 or more requirements.	May be missing one of the required number of slides. Slides are appealing and easy to view.	Includes the required number of slides: <ul style="list-style-type: none"> • Title • Introduction • Body • Timeline • Resources Spelling on timeline has minimal errors. The design is appealing and easy to view.	Includes the required number of slides: <ul style="list-style-type: none"> • Title • Introduction • Body • Timeline • Resources Spelling on timeline has no errors. Goes above and beyond with advanced design or additional slides.	
Pictures/ Photographs	Missing.	Less than 3 photos/drawings or photos/drawings don't support the report.	Includes at least 3 photos/drawings of the person you studied which support the report.	Goes above and beyond with extra pictures or details about of the person.	
Presentation	Contains more than one of the following: lack of expression, hard to understand, hard to hear	Contains one of the following: lack of expression, hard to understand, hard to hear.	Report is read slowly, voice is clear and loud, and includes some expression.	Report is read slowly, voice is clear and loud, and it is read with appropriate expression.	
				Total	

Exemplar Lesson Plan

Unit Title: Biographies

Title of Lesson Plan: Art as Inspiration

Unit Context: Art can inspire creative writing

Focus Standards being Explicitly Taught and Assessed:

[CCSS.ELA-Literacy.L.3.3a](#) Choose words and phrases for effect.*

[CCSS.ELA-Literacy.SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives:

To be able to meet these standards, students need to be able to do the following:

- Students will be able to analyze and describe pieces of artwork with adjectives, verbs and emotion words.
- Students will be able to clearly articulate their ideas and thoughts.
- Students will work collaborative with other students.

Unit Enduring Understandings Addressed:

Recognizing a diversity of viewpoints benefits all.
Collaboration is necessary to be an effective learner.
We can appreciate art through our writing.

Unit Essential Questions Addressed:

How does the consideration of different viewpoints influence how one thinks and acts?
Why do individuals choose to work together?
How does art communicate?

Texts/Resources Recommended:

Text and Level of Complexity:

Short biographical piece about Vincent Van Gogh (read earlier in the day)
Paintings by Vincent Van Gogh

Scaffolds for Texts:

Students will have read and been read to from a variety of biographies.

Key Vocabulary Terms:

Review:

Biography, art, adjective, verb

Explicitly Taught:

emotion

Procedures:

Activity	Purpose
<p>1. Show Brainpop, Jr. biography (or read a short biography from biography.com) about Vincent Van Gogh. Show a painting by Van Gogh and as a group talk about what adjectives and verbs are and brainstorm some that relate to the painting. Explain that some paintings can stir emotions - discuss what emotions are. List some emotion that the painting might elicit.</p>	<p>Activate background knowledge about Van Gogh</p> <p>Review what adjectives and verbs are</p> <p>Introduce what emotions are</p> <p>Model the activity with the whole group.</p>
<p>1. Arrange students into 6 groups and do a gallery walk to look at 6 paintings by Vincent Van Gogh.</p> <p>2. Each student in the group will write an adjective, verb and emotion on sticky notes to describe the painting. They will stick the notes around the painting. (They can write words or phrases.)</p> <p>3. Assign each group one of the paintings.</p> <p>6. The group works together to choose which words and phrases they want to include in their poem. They use the sticky notes to put the phrases and words in the order they want. They can change them or add to them as well.</p> <p>7. Once the group has decided on which words and phrases to use and what order they should be in, they will write their poem on a poster.</p> <p>8. As a group, they will decide on the best way to illustrate their poem then illustrate it. (This step is optional. I used the painting as the illustration to save time.)</p> <p>9. The group shares their poster with the rest of the class.</p>	<p>Analyze the paintings</p> <p>Create words and phrases to be used in collaborative poetry</p> <p>Give students some choice and the opportunity to discuss their ideas</p> <p>Students must communicate, collaborate and cooperate with each other to come up with a final poem.</p> <p>This will be their culminating project.</p> <p>Students need to read and speak clearly when presenting.</p>

Differentiation: (Accommodations for ELL & Special Ed. Students, Extensions for Advance Students) <http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation: (give learners various ways of acquiring information & knowledge; text, video, song, etc.)

Students will have seen a video biography on Vincent Van Gogh as well as reading one. I will provide an easier one for struggling reader.

Multiple Means of Expression: (provide learners alternatives for demonstrating/expressing what they know)

Struggling readers/writers can share ideas orally. Advanced students can add more to their poem than what's on the sticky notes.

Multiple Means of Engagement: (tap into learners' interests, challenge them appropriately, and motivate them to learn)

Students will be reading, writing, sharing ideas and illustrating.

Assessments

Formative:

Teacher observation of sticky notes - making sure students understand what they should be writing.

Summative:

Illustrated poetry poster.

Presentation.

Rubric/Scoring Guide: For the Ekphrastic writing lesson

Poster must include phrases/words from the sticky notes.

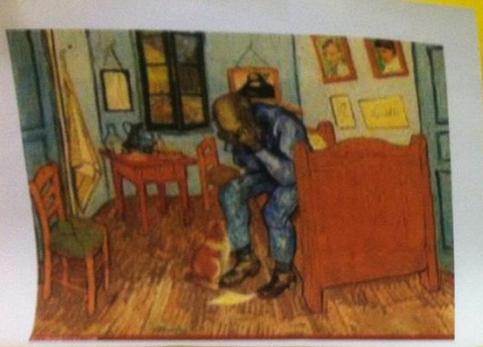
It must be neatly written and illustrated.

All students in the group must participate.

Students must speak clearly and loudly when presenting.

Student Samples – Ekphrastic Writing

5

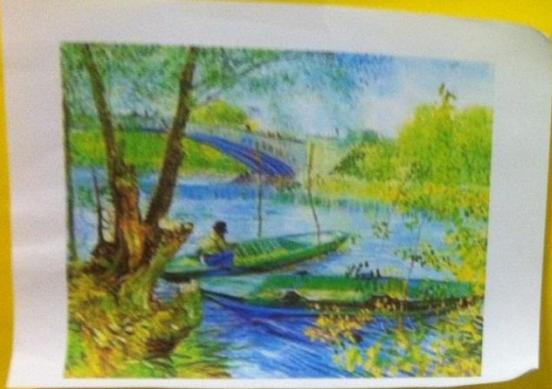


The Sad Man

The Sad old man crying
Thinking
his dog died?
Sad tears everywhere
Mona Lisa is watching?

1

By
Emmalyn
Micaiah
Tristan



Sunny Pays in the Wetlands

Wetlands on a nice sunny day
it makes me feel happy
Swimming in the lake in the water it makes me
happy and calm and relaxed and joyful
I am feeling good and bright and happy

The Silent Night



Still
Sad cold
Lonely colorful abandoned
Ringing bells
Dark

Starry Night
COLORFUL

Swirling Lights

Swirling Sky

A Dark Night
Calm City lights (colorful)

beautiful

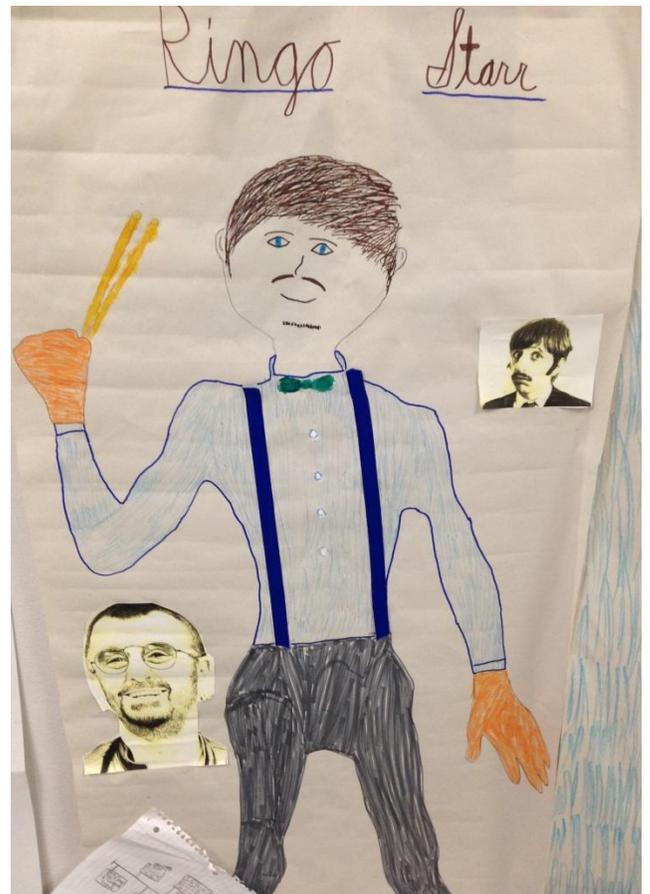
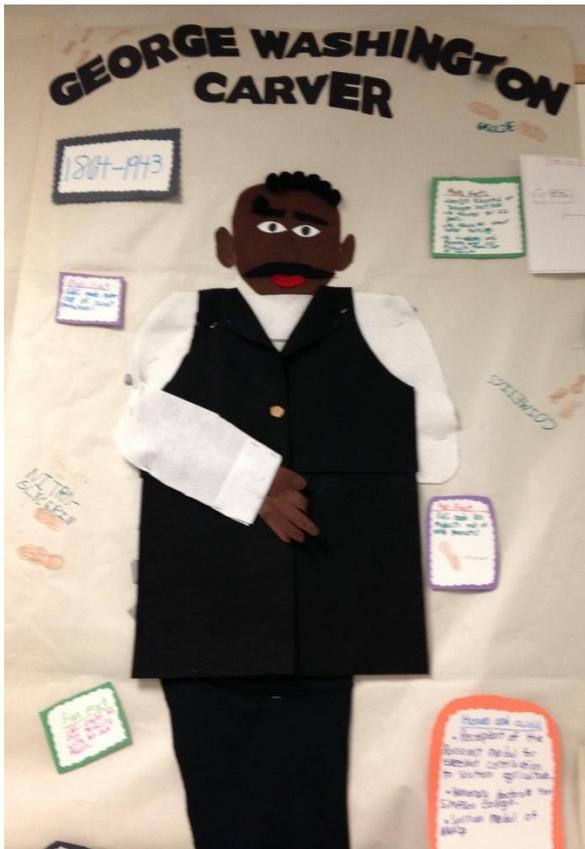
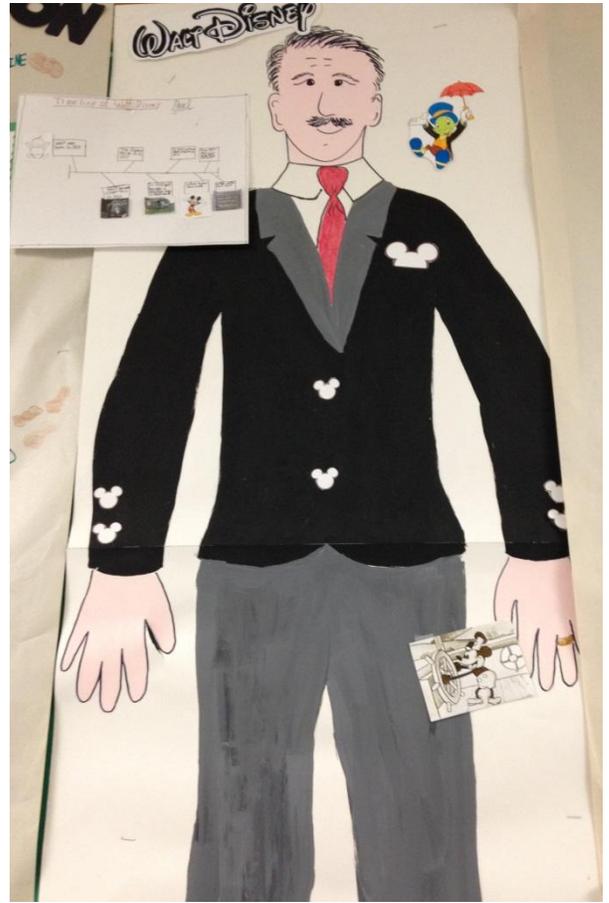
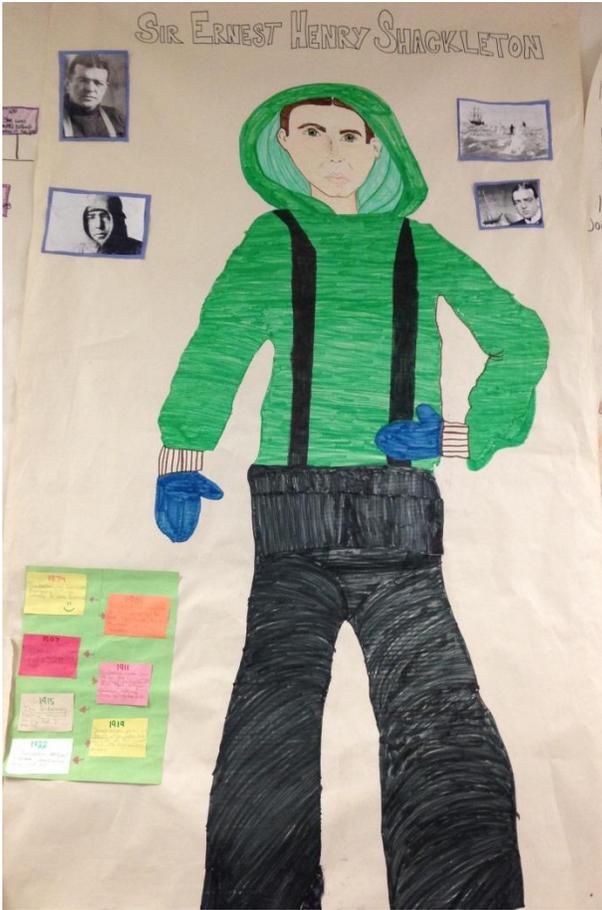
The sky is Swirling Sky-MOVING

Vango Davis got eyes on the black figures in the sky



It's a
People at
It's a d
It is co
It

Student Samples – Posters



Student Samples – Power Point

**GEORGE WASHINGTON
PROJECT
BY:**



LIFE OF GEORGE

- BORN ON –
FEBRUARY 22, 1732

IT WAS HERE THAT HE
CHOPPED DOWN THE
CHERRY TREE AND SAID -
"I CANNOT TELL A LIE"
GEORGE WASHINGTON



IN:
WESTMORLAND
COUNTY, VIRGINIA

DIED ON –
DECEMBER 14, 1799

LIFE OF GEORGE CONT.
IMPOTANT BATTLES

- 1754-1758 –
The French and Indian War

1. He was 21 years old
2. His rank was Colonel, Provincial Militia, Virginia Regiment



- 1775-1783 –
The American Revolution

1. He was 43 years old
2. His rank was Major General, Commander in Chief
3. We won our independence from Britain on September 3rd, 1783 with the Treaty of Paris



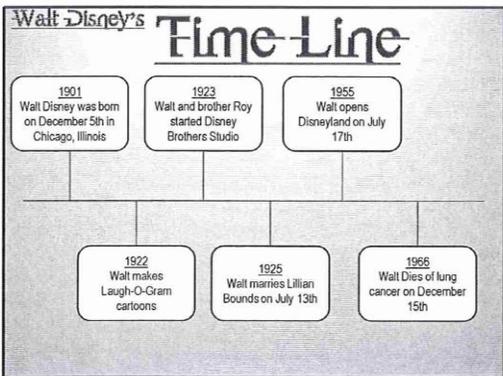
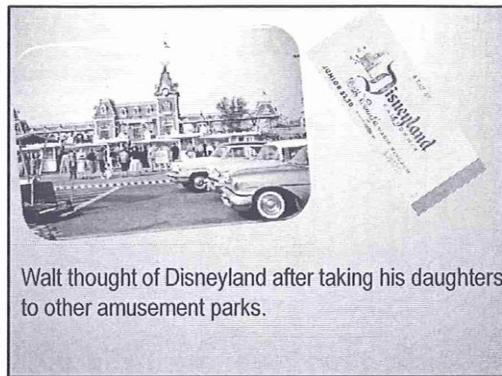
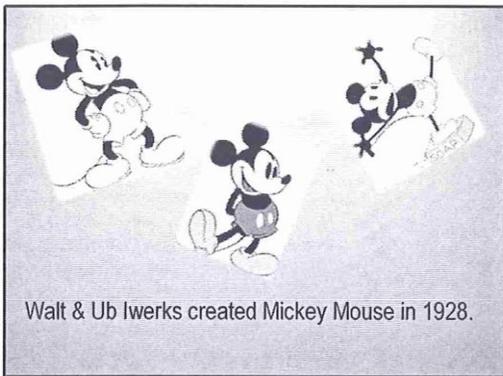
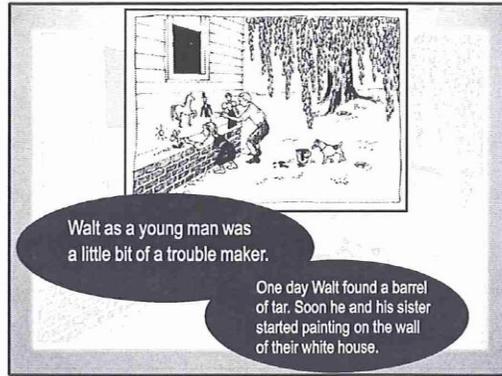
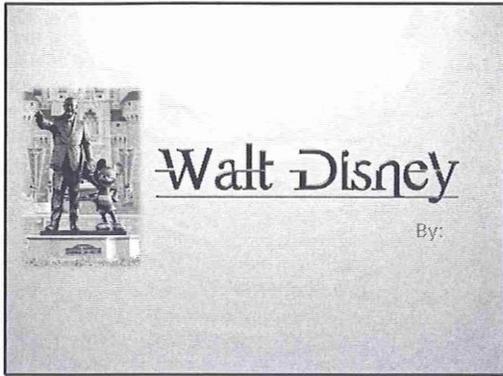
LIFE OF GEORGE CONT.
PRESIDENT

1789 – 1797
1st President of the
United States



REFERENCES

- George Washington Pictures -
http://en.wikipedia.org/wiki/George_Washington
- A Picture Book of George Washington – By David A. Adler,
Illustrated by John & Alexandra Wallner
- George Washington Dollar Bill -
<http://www.marshu.com/articles/presidents-on-us-united-states-paper-bills-currency-1-one-dollar-bill.php>



RESOURCES

Book:
Stewart, Whitney, *Who Was Walt Disney?* New York: Grosset & Dunlap, 2009. Print.

Pictures:
www.google.com

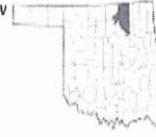
Maria Tallcheif

By:



Facts about Maria Tallcheif

- ◆ Maria lived on the Osage reservation in Oklahoma.
- ◆ She fell in love with dance while attending her first pov



More facts about Maria Tallcheif

- ◆ Her best friend was her sister Marjorie.
- ◆ Her younger brother had to be sent away to Military school because he had so many temper tantrums.

Major events in her life

She was born on Jan. 24th 1925

In 1942 She graduated High school.

She died on April 11th 2013

In 1933 she moved to L.A

In 1946 She married George Balanchine.

My Resources

- ◆ Google images
- ◆ Who is Maria Tallcheif? (book)