

BIOGRAPHY LESSON PLAN EXAMPLE

BIG Idea: Writers communicate ideas about a person’s life through a biography.

Readers analyze a biography to figure out the ideas.

Big Questions: *How does a writer communicate ideas in a biography? How do readers figure out the ideas?*

Common Core Anchor Standards: 1. Read closely and make logical inferences; cite specific textual evidence.

2. Determine ideas of a text and analyze their development; summarize the key supporting details and ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text relate to each other and the whole.

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well
Target: Figure out how to identify important events in a biography.	Target: Infer traits based on actions.	Target: Analyze events and actions to infer ideas.	Target: Analyze a biography to identify ideas represented.	<i>Target: Increase competence in analyzing biographies</i>
<p>I DO: Read first part of biography aloud. Think out loud—start to answer the questions, showing how to revisit a sentence or paragraph to get answers: what is an important event in the person’s life? (While a birth date is relevant, events such as changes the person made are more important.)³²</p> <p>WE DO: Begin biography chart—What was an important event? What did the person say or do about it?</p> <p>YOU DO Continue event chart.</p> <p>Assessment Answer with example: what is an important event in your own life that you would put in your biography?</p>	<p>I DO: Continue to read aloud and Think out loud—what is a challenge or problem the person faced? What did the person do? What does that show about the person’s traits? How do we infer those answers?</p> <p>WE DO: Infer trait/characteristics of the person based on text evidence.</p> <p>YOU DO: Continue to infer—first infer feelings; then infer traits based on actions.</p> <p>Assessment What is a choice someone you admire has made that shows a trait of that person? Explain how you know.</p>	<p>I DO: Demonstrate How to infer ideas communicated in a biography—think out loud.</p> <p>WE DO: How does the writer include events to help you understand ideas that the person’s choices and actions demonstrate?</p> <p>YOU DO: Choose one idea about the person that you can support from the biography. Explain with evidence how the biography communicates it.</p> <p>Assessment Outline a constructed response: What lesson can we learn from this biography?</p>	<p>ASSESSMENT S: Independently write the constructed response outlined on Thursday.</p> <p>T: Check for Understanding—circulate and guide individuals needing assistance.</p> <p>Think Out Loud with Class or group: clarify any points students did not “get”.</p> <p>Students needing support: Make outline of the biography, listing support for the lesson.</p> <p>Advanced Students: Choose a person who you admire. Figure out one idea that person’s biography can communicate. List evidence to support that idea.</p>	<p>Students needing support: Teacher guides students to one event at a time to infer traits that they infer from choices a person makes about events. Then they summarize the biography and conclude a central idea about that person’s life.</p> <p>Advanced Students: Options: Illustrate the biography. Write the part of the biography listed on Thursday. Act out a scene based on the biography.</p> <p>Class Synthesis: Collaborate to list with partner responses to the Big questions; then contribute to class response to the big questions.</p>