

## Grade 3- Unit 4 Reading- Biography: What Makes a Person Important?

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| <b>Unit #:</b>  | MPSCT-027338   | <b>Duration:</b> | 2.0 Week(s) | <b>Date(s):</b> | - |
| <b>Team:</b>  | Denise Earles (Author), Michelle Horn, Alisha Signore, Renee Pardo |                  |             |                 |   |
|   | Grades:<br>3<br>Subjects:<br>English Language Arts                 |                  |             |                 |   |
| <b>Unit Focus</b>   |  |                  |             |                 |   |
| <p>Students will explore and evaluate biographies to determine the importance of an individual to his or her community, to the world and to our own lives today. Building on their work with narrative and expository non-fiction texts, students will consider the author's audience, purpose and message as they evaluate the lives of individuals that biographers choose to write about. Realizing the difference between famous and important people through inquiry and discussion about how and why people we read about impact our own lives will lead students to engagement in the genre. Students will create an understanding of major time periods throughout history as they research and learn about problem solving in technology, communication, transportation, science and social justice. You'll model and teach students how to generate questions for inquiry and research and move deeper than learning all about a person or topic. Students will work to gather evidence and research from many sources that represent a variety of viewpoints as they suspend judgment until they have analyzed and evaluated multiple perspectives and positions to arrive at a conclusion. You'll push your readers to come to group discussions prepared to discuss evidence and to read in great volume in a variety of genres as they engage in research and inquiry and self-select genres and topics to read in each day. You'll want to model how readers set goals and create "I want to read lists" as the school year comes to a close. You'll launch students into summer reading with goals and titles ready to feed their summer reading lives.</p> |  |                  |             |                 |   |
| <b>Prior Learnings / Connections</b>  |  |                  |             |                 |   |
| <p>Second graders studied informational texts and text features through science and social studies links and used both narrative and expository texts in guided reading and interactive read aloud experiences. They are familiar with comparing and contrasting informational texts about the same topic and considering the author's audience, purpose and message. They have written both narrative and expository nonfiction including procedural and all about books. Fourth graders will study historical fiction where they will build upon the informational reading they did about persons, eras, problems and perspectives.</p> <p>21st Century Skills: <i>Analyzing, Problem Identification</i><br/>           Reading Skills: <i>Synthesizing, Interpreting</i></p>   |  |                  |             |                 |   |

| STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS   |   |
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| ESTABLISHED GOALS   | TRANSFER  |
| <p><b>Common Core Standards</b><br/> <i>English Language Arts : 3</i><br/> <i>919150 Reading: Informational Text</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> <li>• CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• 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.</li> <li>• CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</li> <li>• CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in</li> </ul> | <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Analyzing,)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Analyzing, Problem Identification)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing, Problem Identification)</p> <p>T4 Generate and pursue questions for inquiry and research based on reading and research of many sources. (Problem Identification)</p>   |
|   | <p><b>MEANING</b></p> <p><b>UNDERSTANDINGS</b></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers use text structures and features to understand, question, and interpret text.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Theme: Readers think about the impact a person of importance has had on our lives today.</p> <p><b>ESSENTIAL QUESTIONS</b></p> <p>Q1 How do important people contribute to problem solving?</p> <p>Q2 How do readers think about the impact a person of importance has had on our lives today?</p> <p>Q3 What is the author trying to make me think? Do others agree? Do I?</p> <p>Q4 Theme: What makes a person important?</p>   |
|   | <p><b>ACQUISITION OF KNOWLEDGE AND SKILL</b></p> <p><b>KNOWLEDGE</b></p> <p>K1 Writers of biography have an opinion and perspective on the person they are writing about, biographies include an author's collection of information about a person's life</p> <p>K2 Nonfiction writing includes a version of the facts.</p> <p>K3 Writers write biographies about both important and famous people.</p> <p>K4 <u>Content Vocabulary:</u> Biography, Narrative, Expository, racism, equality, prejudice, hardship, perseverance. Role model, civil rights, social justice, transportation, communication, technology, inventor,</p> <p><b>SKILLS</b></p> <p>S1 Self-selecting topics that are important to them.</p> <p>S2 Note taking</p> <p>S3 Questioning based on text features and content</p> <p>S4 Using nonfiction text features and structures</p> <p>S5 Using before, during and after reading strategies to engage with text.</p> <p>S6</p> |

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| <p>two texts on the same topic.</p> <p>9191 74 <i>Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul> <p>CCSS.ELA-LITERACY.SL.3.1 <i>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.</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.3.1.A 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.</li> <li>• CCSS.ELA-LITERACY.SL.3.1.B 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).</li> <li>• CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.</li> </ul> | <p>statesman, suffrage, courage, synthesize, compare and contrast, provoke, impact, caucus, rebut, prejudice, segregation</p> | <p>Comparing and contrasting information from multiple sources</p> <p>S7<br/>Collaborating with peers to prove their thinking with evidence.</p> <p>S8<br/>Providing written responses that justify their position.</p> <p>S9<br/>Determining the main ideas and supporting details of read texts.</p> |
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| STAGE 2: ASSESSMENT EVIDENCE |      |                     |  |
|------------------------------|------|---------------------|--|
| PERFORMANCE TASK(S)          |      |                     |  |
| Coding                       | Code | Evaluative Criteria | Description  |
|                              | PT1  |                     | <p><b>Assessment Evidence:</b><br/>           PBA: The Discovery Channel is creating a series for children ages 8-12 called People Who Changed the Way we Live. They want to include positive role models who will inspire children to be creative problem solvers. Nominate a person to include for an episode and describe why the person is worthy of this honor.</p>   |
|                              | PT2  |                     | <p><b>Assessment Evidence:</b><br/>           Pre-test: What makes someone important?</p>  |
|                              | PT3  |                     | <p><b>Assessment Evidence:</b><br/>           Transfer Task: Read Teammates by Peter Golenbeck aloud. Ask the question, "Who is important and why?"</p>  |
|                              | PT4  |                     | <p><b>Assessment Evidence:</b><br/>           Assured Experience: Debate-groups of 3-4 students spend one day using argument protocol to figure out the strongest points and counterpoints to address the question: Who is the most important person you have read about and why? The following day students debate and decide as a group then a class who are the top 3.</p>  |
|                              | PT5  |                     | <p><b>Assessment Evidence:</b><br/>           Reading Response Journal<br/>           During Bends 2 and 3, consider including the following Reader's Response Journal prompts to address the reading skills of synthesizing and interpreting:<br/>           What does the author want you to know about _____?<br/>           How did the way this author write about the person differ from the way _____ did?<br/>           From whose perspective was the text written? How did that affect what was included and what was left out?<br/>           What makes this a good biography?<br/>           How did your thinking change?<br/>           How has your understanding of _____ changed?<br/>           Why might learning about _____ be important?</p> |
|                              | PT6  |                     | <p><b>Assessment Evidence:</b><br/>           Reading Conference Notes</p>   |
| OTHER EVIDENCE               |      |                     |  |
| Coding                       | Code | Evaluative Criteria | Description  |

**STAGE 3: LEARNING PLAN**

**PRE-ASSESSMENTS**

| Coding                            | Code | Description of Learning Activity  | Extension / Modification |
|-----------------------------------|------|---|--------------------------|
| T/U/Q/K/S<br>Q1<br>Q2             | LE1  | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/> <b>Inquiry:</b><br/>                     Have chart prepared from the pretest information<br/>                     What can we learn by reading biographies?<br/>                     How do authors choose a person to write about?<br/>                     Chart student understandings.<br/>                     Teaching Close: Readers, we dug into an author's purpose for writing biographies. In your reading tonight, maybe you'll choose a biography and ask yourself, is this author writing about a famous or important person?<br/> <b>Reader's Response Journal:</b> What do you know about informational reading that is helping you think about author's purpose and craft when reading biographies?<br/> <b>Interactive Read Aloud</b><br/>                     Read Now and Ben by Gene Beretta or another entertaining biography.</p>  |                          |
| T/U/Q/K/S<br>Q1<br>Q2<br>Q3<br>Q4 | LE2  | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/> <b>Guiding Question:</b> What makes a person important?<br/>                     When I read any book, I ask myself:<br/>                     What does this author want to make me think? When I start reading a biography I revise that question a little bit and ask, "did the author choose to write about this person because they are interesting/famous or because they are important? Just like any narrative story has a character, so too does a biography. Today, I want to teach you that because biographies are stories, we can use all we know about reading fictional stories to read biographies. The character, the "subject" of a biography, often wants something but something else gets in the way. This means that the subject often struggles and faces hardships to achieve it. When an author chooses to write about someone's life, we start looking for why.<br/>                     Create a Wordsplash or wordle as a class or in groups to show what might make a person important.<br/>                     Consider a sorting activity with a variety of biographies about athletes, musicians, and actors mixed in with biographies about inventors, scientists, etc. and ask students to sort the books by famous or important.<br/>                     Independent practice: students read biographies and then jot on a sticky note whether they think their person might be famous or important.<br/> <b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES3 - <a href="http://www.wordle.org/">http://www.wordle.org/</a> - - <a href="http://www.wordle.org/">http://www.wordle.org/</a> (link)</li> </ul> |                          |
| T/U/Q/K/S<br>Q2<br>Q3             | LE3  | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>                     Guiding question: What questions help readers analyze why someone is important to the world?</p>   |                          |

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|   | <p>Teaching point: Readers have to ask deep, probing questions to do their best thinking. They have to get to SO WHAT questions that really lead to wondering.</p> <p>Wonderings lead readers to deeper understandings that allow readers to analyze and lead to new thinking about why someone is important to the world.</p> <p>Readers use this strategy:</p> <p>Wonder</p> <p>Ask a question</p> <p>Read to find the answer</p> <p>Examples of wondering questions:</p> <p>How did this person change the world?</p> <p>What impact did this person have in solving a problem?</p> <p>How did this person make life easier or safer for others?</p> <p>How did this person improve the way people live and work?</p> <p>What or who inspired this person?</p> <p>Is this person still recognized as being important</p> <p>At the end of each day in this concept:</p> <p><b>Readers Response Journal/Partner discussion:</b> What questions helped you analyze why someone is important. How did your thinking change because you first asked the question and then read <i>carefully</i>?</p>  |  |
| <p><b>T/U/Q/K/S</b></p> <p>Q1</p> <p>Q2</p> <p>Q4</p> | <p>LE4</p> <p><b>Activity:</b></p> <p><b>Reader's Workshop</b></p> <p><b>Multi-Day</b></p> <p>Readers, I am really interested in learning more about Jackie Robinson after reading <i>Teammates</i>. I was thinking from my other biographies about Derek Jeter and Tom Brady that athletes are just "famous". I like sports, so I like to read those biographies. Not that I read Peter's book I'm asking myself deeper questions about Jackie Robinson like:</p> <p>What lessons can I learn from this person's example?</p> <p>How would the world be different without this person's contributions?</p> <p>Guided Practice: Students add an inquiry question/wonderings to their thinking trackers.</p> <p>I know I'm going to dig deeply into Jackie Robinson so I'm going to start using a RAN chart that I made to go with biography reading. I'm starting with my big wonderings so I can take an inquiry stance to my reading and research.</p> <p>Students post their inquiry questions/wonderings on their RAN Charts or in their Reading Response Journals.</p> <p>Readers, now that we have questions, we can start to gather information using text features and by previewing the book.</p> <p><b>Guiding Question:</b> How do readers figure out what they think they know before reading a text?</p> <p>Teacher models adding to "what I think I know" based on reading <i>Teammates</i> and by reading the glossary and index and timelines in a second Jackie Robinson biography.</p> <p>Teaching Share: Readers, as I really read and think about Jackie Robinson, I'm starting to think that he is important because of the issue of segregation. I'm asking myself some big questions now like:</p> <p>How did segregation affect people like me?</p> <p>How did segregation affect people who are not like me?</p> <p>I'm wondering if segregation is only about skin color. I'm wondering if the issue is really about one kind of people trying to keep another kind of people from joining them.</p> |  |
| <p><b>T/U/Q/K/S</b></p>                               | <p>LE5</p> <p><b>Activity:</b></p>   |  |

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| <p>Q2<br/>Q4</p>                             | <p><b>Reader's Workshop</b><br/>Readers, yesterday I was thinking about the issue of segregation and I'm wondering if there's a difference between segregation and equality. I'm still reading and researching Jackie Robinson's life, but now I've built a text set that's filled with books that are related to the topic of baseball, segregation and equality. Teacher models the collection of books which may include:</p> <p>Many biographies about Jackie Robinson<br/>Primary documents written by Jackie Robinson<br/>Books by Sharon Robinson<br/>Mighty Jackie The Strike Out Queen by Marissa Moss<br/>Testing the Ice by Sharon Robinson<br/><a href="#">Equality and Baseball Article</a><br/><a href="#">Dodgers Jackie Robinson Timeline</a><br/><a href="#">Robinson Reese Statue Unveiling Article</a><br/><a href="#">Photos of Robinson Reese Monument</a></p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES2 - Consider visiting library and/or computer lab - to help students create text sets about their person or issue</li> </ul>   |  |
| <p>T/U/Q/K/S<br/>Q1<br/>Q2<br/>Q3<br/>Q4</p> | <p>LE6</p> <p><b>Activity:</b><br/><b>Reader's Workshop</b><br/>Readers, sometimes we get a little carried away with gathering our new learning and get stuck in details. Today I want to teach you how to take notes and gather only the most important information, not surface level thinking while reading. You might keep notes about the big stuff, like things that would build character, things that would change you or decisions that are hard to make. We're looking for perseverance, problem solving, and hardships as we try to figure out how and why a person might be important. Sometimes asking ourselves, could I make that choice, or could I do that helps us find these examples.<br/>Guided Practice: Students think about a person they want to learn more about and put 2-3 wonderings on a sticky note.<br/>Independent Practice: Students begin reading and gathering only IMPORTANT information on their thinking trackers</p> <p><b>Interactive Read Aloud</b><br/>Teacher continues modeling reading a variety of texts about Jackie Robinson and the issue of segregation.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES4 - Interview with Rachel Robinson - Interview with Rachel Robinson 2013 Consider small group for: What is a fact /opinion? How and why do readers decide the difference between a fact and opinion? - <a href="http://www.cbsnews.com/videos/baseball-and-number-42/">http://www.cbsnews.com/videos/baseball-and-number-42/</a> (link)</li> <li>• RES5 - QAR Resource - - <a href="http://www.readingrockets.org/strategies/question_answer_relationship/">http://www.readingrockets.org/strategies/question_answer_relationship/</a> (link)</li> </ul> |  |
| <p>T/U/Q/K/S<br/>Q2<br/>Q3</p>               | <p>LE7</p> <p><b>Activity:</b><br/><b>Reader's Workshop</b><br/>Teacher uses a mentor text to think aloud about the following:</p>   |  |

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|                             |      | <p>What's the evidence of that?<br/>         Why is the author saying that? Is it true?<br/>         What questions do I have after reading that fact/opinion?<br/> <u>Reader's Response Journal:</u> Find the author's opinion in the book that you read today. Did the author prove his or her opinion with evidence? Are you convinced?<br/> <b>Interactive Read Aloud</b><br/>         Begin reading and modeling with a Jackie Robinson Biography.</p>   |  |
| T/U/Q/K/S<br>Q2<br>Q3       | LE8  | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>         How do readers select and record important information?<br/>         Readers record dash facts that relate to a person's importance<br/>         Reader's Response Journal: How is your research changing your thinking?</p>   |  |
| T/U/Q/K/S<br>Q1<br>Q2<br>Q3 | LE9  | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>         What can I do to find more information from other resources when our questions and wonderings are not answered by one book?<br/>         Consider sorting and grouping students by: person, problem, era, impact, purpose, character traits, legacy,<br/>         How can I collaborate with other readers to grow and change my thinking?<br/> <u>Reader's Response Journal:</u> How did your conversations with others change your thinking? Do you and your partners have the same or different perspective?<br/> <b>Resources</b></p> <ul style="list-style-type: none"> <li>RES1 - Consider filming student groups - Consider filming student groups Reader's Response Journals Mentor Texts Biography Thinking Trackers Guided Reading Books Classroom Library Books Visiting thinkers who may have more information about persons from history</li> </ul> |  |
| T/U/Q/K/S<br>Q2<br>Q3       | LE10 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>         What can I do to find more information from other resources?<br/>         Computer/Library Lesson<br/> <u>Reader's Response Journal:</u> How do the perspectives of your sources compare and contrast to one another?</p>  |  |
| T/U/Q/K/S<br>Q2<br>Q3       | LE11 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>         As readers gather information from multiple sources they evaluate and consider what information is true, factual and important.<br/>         Sometimes authors include information that is interesting but not helpful to determine the person's importance.<br/>         Readers consider the information that some authors choose to include while others exclude it. Then they ask: how does this information change my thinking? Is it important? Why might one author leave it out?<br/> <u>Reader's Response Journal:</u> What interesting nuggets did you find in your research that does not help you determine the</p>  |  |



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|                             |      | person's importance? Why do you think the author included them? Would you include the information and why?  |  |
| T/U/Q/K/S<br>Q2<br>Q3       | LE12 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>           What is synthesizing? How do readers synthesize by thinking about the events in the text and their own schema to draw conclusions?<br/> <b>Multi-day</b><br/>           Anchor Chart: Readers synthesize during and after reading to reflect on how their thinking changes while they are reading.<br/> <b>Reader's Response Journal:</b> As you reflect on your research and learning, how has your thinking changed about how and why someone you are reading and researching may or may not be a person of importance?.</p> |  |
| T/U/Q/K/S<br>Q2<br>Q3       | LE13 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>           How does synthesizing help readers to change their thinking and analyze the importance of a person?<br/>           Readers synthesize information from multiple sources to evaluate the information they have gathered and take a position.<br/> <b>Reading Response Journal:</b>How does your perspective change as you learn about parts that some authors left out?<br/>           What do you still need to learn about to complete your research?</p>   |  |
| T/U/Q/K/S<br>Q1<br>Q2<br>Q4 | LE14 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>           Readers of biography wait until they have finished reading a book or books on one person before they decide if someone is a person of importance.<br/>           Why was this person important to the world/community during their life?<br/>           Did this person have an impact? If so, how?<br/> <b>Reader's Response Journal:</b><br/>           Why was this person important to the world/community?<br/>           Did this person have an impact? If so, how?</p>   |  |
| T/U/Q/K/S<br>Q1<br>Q2<br>Q4 | LE15 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>           Readers of biography wait until they have finished reading a book or books on a person before they decide if someone is a person of importance.<br/>           Why is this person important to the world/community today?<br/> <b>Reader's Response Journal:</b><br/>           How has this person impacted the world/community/our lives?</p>  |  |
| T/U/Q/K/S<br>Q2<br>Q4       | LE16 | <p><b>Activity:</b><br/> <b>Reader's Workshop</b><br/>           Readers of biography wait until they have finished reading a book or books on one person before they decide if someone is a person of importance.<br/> <b>Reader's Response Journal:</b></p>   |  |

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| <p>T/U/Q/K/S<br/>Q1<br/>Q2<br/>Q4</p>                | <p>LE17</p> | <p>How has this person impacted my life?<br/>How might my life be different without this person's impact?</p>   |  |
| <p><b>Activity:</b><br/><b>Reader's Workshop</b></p> |             | <p>Inquiry Lesson: Students reflect with their thinking trackers and RR Journal entries from the unit and then discuss how their thinking about the biography genre has changed.<b>Reader's Response Journal:</b> How has your thinking changed about biographies? What is a biography? Why do readers read biography? Why do writers write biography? What is my purpose when reading a biography?</p> |  |

| ADDITIONAL INFORMATION |  |  |
|------------------------|--|--|
| RESOURCES              |  |  |
| No.                    | Description  | Files / Links  |
| RES1                   | Consider filming student groups - Consider filming student groups<br>Reader's Response Journals<br>Mentor Texts<br>Biography Thinking Trackers<br>Guided Reading Books<br>Classroom Library Books<br>Visiting thinkers who may have more information about persons from history  |  |
| RES2                   | Consider visiting library and/or computer lab - to help students create text sets about their person or issue  |  |
| RES3                   | <a href="http://www.wordle.org/">http://www.wordle.org/</a> -  | <a href="http://www.wordle.org/">http://www.wordle.org/</a> (link)   |
| RES4                   | Interview with Rachel Robinson - Interview with Rachel Robinson 2013<br>Consider small group for:<br>What is a fact/opinion?<br>How and why do readers decide the difference between a fact and opinion?   | <a href="http://www.cbsnews.com/videos/baseball-and-number-42/">http://www.cbsnews.com/videos/baseball-and-number-42/</a><br>(link)                                |
| RES5                   | QAR Resource -   | <a href="http://www.readingrockets.org/strategies/question_answer_relationship/">http://www.readingrockets.org/strategies/question_answer_relationship/</a> (link) |
| COMMENTS / NOTES       |  |  |
|                        | Bend II: Learning about a person with a text set<br>Vivek Gadre 2015-11-01 03:36:25.336  |  |
|                        | During Bends 2 and 3, consider including the following Reader's Response Journal prompts to address the reading skills of synthesizing and interpreting:<br>* What does the author want you to know about _____?<br>* How did the way this author write about the person differ from the way _____ did?<br>* From whose perspective was the text written? How did that affect what was included and what was left out?<br>* What makes this a good biography?<br>* How did your thinking change?<br>* How has your understanding of _____ changed?<br>* Why might learning about _____ be important? |  |
|                        | Vivek Gadre 2015-11-01 03:36:33.591  |  |
|                        | Bend III: Working in clubs to dig deeper and think about problems over time<br>Vivek Gadre 2015-11-01 03:49:08.407   |  |
|                        | Pre-test What makes someone important?   |  |

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| Vivek Gadre 2015-11-01 03:52:25.42   |  |
| Transfer Task :<br>Read Teammates by Peter Golenbeck aloud. Ask the question, "Who is important?" Prove it. Reread aloud. Students write responses. "Explain how the person you wrote about impacts your life." Students write responses. When you are finished with the task, begin a class discussion of the issue of segregation. |  |
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| Assured Experience<br>Debate-groups of 3-4 students spend one day using argument protocol to figure out the strongest points and counterpoints to address the question: Who is the most important person you have read about and why? The following day students debate and decide as a group then a class who are the top 3.        |  |
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| PBA<br>The Discovery Channel is creating a series for children ages 8-12 called People who Changed the Way we Live. They want to include positive role models who will inspire children to be creative problem solvers. Nominate a person to include for an episode and describe why the person is worthy of this honor.             |  |
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| Bend 1 - Important or Famous?  |  |
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