

LIBRARY LESSON PLAN

3rd Grade Biography unit

Library Teacher – Kathie Jackson

Stage 1 - Desired Results		
<p>ESTABLISHED GOALS</p> <p>To have students be able to</p> <ul style="list-style-type: none"> • Browse and find biographies or autobiographies for information, research or pleasure reading • To be able to summarize a biographical story • To be able to put the person’s life story into context in that period of history • Be able to discuss personality traits of a successful or famous person 	<p><i>Students will be able to independently use their learning to...</i></p>	
	<ul style="list-style-type: none"> • Find the biography section of the library • Browse and find a biography or autobiography to read of someone who interests them • Listen to, Read and Summarize portions of the text 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Biography is the nonfiction story of another person’s life • Autobiography or memoir is the nonfiction story a person tells of their own life • Biographies can be interesting pleasure reading as well as for information about times in history and famous or successful people 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How can a person’s decisions and actions change his/her life? • What are some common traits of famous or successful people? • What do we learn about history when we read about a person’s life?
	<p>Acquisition</p>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • What is a biography? • What is an autobiography? • Is it fiction or nonfiction? • Where do you find biographies in the library? 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Finding a biography in the library • Listening to, responding to, and summarizing stories • Creating a summary biography • Presenting the story of their person’s life 	
<p>PDE SAS ADDRESSED IN THIS UNIT:</p> <p>Explain differences between fiction and non-fiction texts. CC.1.3.E</p> <p>Students read, understand and respond to informational text and works of literature, with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. CC.1.3.K</p>		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Accurate, informative, original, well-crafted	PERFORMANCE TASK(S): Be an author or interviewer and write or present a biography (attached)

Stage 3 – Learning Plan

For 6 weeks we will read (aloud), watch and discuss biographies and memoirs. After each read aloud and video we will discuss:

What are the qualities of this person?

What do we learn about the time of history in which he/she lived by reading this story?

week

1 ***Colors of Wind*** (Geo Mendoza) by J.L. Powers

2 ***Manfish*** (Cousteau) by Jennifer Berne

3 ***America's Champion Swimmer*** (Gertrude Ederle) by David A. Adler

4 ***Farmer Will Allen and the Growing Table*** by Will Allen

5 ***Ben Franklin's Big Splash: The Mostly True Story of His First Invention*** by Barb Rosenstock

6 ***Mermaid Queen: The Spectacular True Story Of Annette Kellerman, Who Swam Her Way To Fame, Fortune & Swimsuit History!*** by Shana Corey

video resources

http://viewpure.com/y_-ubSv0bto?start=0&end=0

<http://viewpure.com/cxJisP8x3Ok?start=0&end=0>

<http://viewpure.com/lpgE6TSuoE8?start=0&end=0>

<https://vimeo.com/15997939>

<http://viewpure.com/eQemvyyJ--g?start=0&end=0>

<http://viewpure.com/fD-H0gUWvjE?start=0&end=0>

Performance Task: Be an author or interviewer and write or present a biography

GOAL: To learn about someone you are interested in by reading a biography and sharing this new knowledge with your class.

ROLE: You can choose to be

- a. an author
- b. person being interviewed

AUDIENCE: Teacher and your class

SITUATION: You need to choose a biography to read from the PMFS library about someone you are interested in (must be someone other than who we have already read about). You need to **teach the class** about this person by either by **Writing** a short biography of this person or acting out an **Interview** you have written.

PRODUCT/PERFORMANCE/PURPOSE: In order to teach the class about this person you must:

Read a biography from the PMFS library and Write a short (1 page) biography of this person, you can choose to write about:

- facts about this person's life , or
- write a summary of an important thing this person did, OR
- write a summary of an important event in this person's life

Performance: You can choose to read this biography to the class or to have someone else read it to us.

OR

Read a biography from the PMFS library and Act out an Interview with this famous person - you will need a partner.

--- Write a list of **5 questions** you would ask this person

--- Your partner will ask YOU those questions, and YOU will play the role of your famous person and answer the questions.

Example:

partner: Ben Franklin, can you tell us how you discovered electricity?

YOU playing the role of Ben Franklin: tell your partner the interviewer about your kite and key experiment in the thunder storm.

STANDARDS/CRITERIA FOR SUCCESS: Your biography or interview must be:

- ✓ Accurate (facts!)
- ✓ Informative (tell the audience something new!)
- ✓ Original (use your own words, no copying out of a book)
- ✓ Well crafted (do your best work, use complete sentences)

PERFORMANCE RUBRIC	3 Expert: student met the goals, put in extra effort as shown by writing or performance	2 Competent: student met the goals	1 Novice: student didn't meet the goals
Accuracy	All information is verifiable fact along with added inference and insight by the author/performer	All information is verifiable fact	Only some information is verifiable; fact and opinion sometimes mixed together; not enough facts to meet the project goals
Informative	Student taught us all several new things about their person	We all learned at least 1 new thing about their person	Student didn't tell us anything new
Original	Student demonstrated exceptional creativity or originality in the story or interview	Student used his/her own words and is a competent summarizer of facts	Student copied directly from source material
Well Crafted	Solid, strong writing and composition	Student used complete sentences	Sentence fragments, sloppy or incomplete work product, lack of effort