

1. Lesson Title:

Digging Deeper into the “Who Was” Biography Books

2. Lesson Author: Mrs. Kennis *Library/Technology Teacher*

3. Curriculum/Subject of Lesson: The focus of this lesson will be biographies. The students will be able to demonstrate research skills. Along with the biographies the students will focus on history, language arts, and social skills. The LMS and the classroom teacher will collaborate on the project they will work as a team to help make the students successful. The students will be able to bring folders back and forth to classroom to library/technology classroom. This assignment is to be done in school.

4. Grade Level of Lesson: 5th Grade

5. Lesson Duration:

The entire lesson will be taught in multiple steps. Each class period is 60 minutes long. This entire lesson for biographies will take about 20 days. Flexibility is required, as it may take some classes due to skill, or interruptions longer to finish.

6. Lesson Materials/Resources

- Biography Lap book
- Folders
- Big6 poster
- Big6 organizer
- Who was books
- Computers
- Accelerated Reading
- Wordle
- Prezi
- Exit slip
- www.worldbook online
- Evaluate your research
- Grading Rubric

7. Lesson Overview/Rational

The LMS will use the rubric Five Kinds of Learning as a guideline for
The Digging Deeper into the Who Was Biographies
Five kinds of Learning

1. **Curriculum Content-** fact finding, interpreting, and synthesizing
2. **Information Literacy-** concepts for locating, evaluating, and using
3. **Learning how to learn-** initiating, selecting, exploring, focusing, collecting and presenting
4. **Literacy competence-** reading writing, speaking, and listening
5. **Social skills-** interacting, cooperating, and collaborating

8. Essential Questions/Focusing Questions of Lesson

Who was _____?

Each individual student will be answering this question using their lap book

9. Goals:

The students will:

- Be able to define what a biography is
- Locate a biography in school library
- Research a person for biography
- Construct a lap book
- Write a report consisting of 5 paragraphs
- Be effective communicators with peers

10. Objectives:

- The students will be able to use a biography book in library to do research about a person.
- The students will write a report.
- The students will read aloud an report in front of an audience

11. A.-E. Standards:

National standards include

State standards include: Information Literacy/ Library Media Content Standard 2

To satisfy the requirements of Information Literacy/ Library Content Standard 2, a student must: Locate sources, use information, and present findings.

ISTE:

Creativity and innovation

- Students will demonstrate creative thinking , construct knowledge, and develop innovative products and processes using technology

- **Research and information fluency**

Students apply digital tools to gather, evaluate, and use information

- **Communication and collaboration**

Students use digital media and environmental to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the leaning of others.

- **Critical thinking, problem solving and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decision using appropriate digital tools and resources

- **Digital Citizenship**

Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior

- **Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations

State – Library, Technology and Subject Content Standards

Standard 2

Students Locate sources, use information and present findings.

- Locate multiple resources using search tools
- Locate information within multiple resources
- Create a product that presents findings

Standard 3

Students evaluated their product and learning process.

- Assess the quality and effectiveness of the product
- Evaluate how the process met the need for information

State standards include:

Reading: Informational Text

Literary Nonfiction and Historical, Scientific, and Technical Texts

Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Speaking and Listening Standards K-5

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about Native Americans.

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

12. Technology Used:

- Computers
- Accelerated Reading Software
- wordbook online
- printer

13. A.-D. Collaboration: The LMS, classroom teacher, music teacher, (the music teacher will be helping with costumes) and the students will be working together on this project.

14. Anticipatory Set/Object Based Learning (Lead-In): The students will be asked to complete a focus free write. This will be a 10 minute writing a Focus Free Write Question: Have you ever wonder why people have become famous?

15. Process Model and Information and Technology Literacy Activities:



16. Step by Step activities and Process Models:

The Big Six Process: Steps to find solutions:

- Task definition
- Information Seeking Strategies
- Location and Access
- Use of information
- Synthesis
- Evaluation

Day 1: Task Definition

- (The Big 6 poster will be placed on each table. task definition)
- The students will brainstorm together and share ideas on a KWL chart. What is a biography? The students will work in groups of 4. The students will be able to locate biographies in the Margaret Leary Elementary School library. Each group will share ideas about biographies.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 2: Information Seeking Strategies

- The Big 6 poster will be placed on each table.
- The students will have a folder that will contain: BIG 6 Writing process organizer(this is a where the students will be take notes that will be able to use on lap books., The Big 6 Evaluate your research rubric check list, and exit slips.
- The students will be randomly selected from an app to select a biography from the “who was collection of biographies from the library.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 3 and 4: Information Seeking Strategies

- The students will begin the design of the laptop folder.
- They will follow teacher directions and written directions.
- The student will have their individual lap book ready to use for research.

Day 5: Information seeking Strategies

- The Big 6 poster will be placed on each table.
- The students will read a selected Who Was Biography book. This book is an AR test.
- The student will read and take notes on information.

Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 6: Use of information

- The Big 6 poster will be placed on each table.
- The students will use World book online to research a picture of the person they are studying for their biography.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day7: Use of information

- The Big 6 poster will be placed on each table.
- The students will be working on the front cover of the lap book.
- **My Biography Research**
- Right front cover: The students will glue on picture they found on World book online.
- The students will work in groups of four they will discuss /review: what is an adjective. They will practice by using adjectives to describe them as a person. The LMS will be walking around monitoring student discussions and redirecting or giving additional help to students who may need it. The students will use their "who was books" to then give 4 adjectives about the person they are researching.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 8: Use of information

- **Question of discussion:**
- The teacher will define early life adulthood and notable achievements.
- The students will think, pair share about what they think about early life, adulthood and notable achievement.
- The students will use information from sources to complete writing on lap book information:
- Early life
- Adulthood
- Notable achievements

- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 9: Use of information

Class discussion

- What are Character traits?
 - How do we find evidence to support our writing?
 - Practice character traits with partner.
 - The students will use “The Who was Books” to find evidence of character traits about the biography they are reading.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day10: Synthesis

Think, Pair, Share

- The students will brainstorm with a partner what question they would like to ask the person who the biography is written about.

Class discussion

- What is a quote?
 - What are influences?
 - What are obstacles?
 - The students will apply
 - This is where the students will be able to tell about themselves as the author of this lap book.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day11: Synthesis

- The Big 6 poster will be placed on each table.
 - **Class discussion**
 - What is a timeline and why do we use it?
 - The students will reflect back to the Native American timelines they constructed for their writing portfolios in 4th grade. The LMS will display a time. All of “The Who Was Books” have timelines located in the back of each book. The students will decided what 5 events they would like to display on the timeline they are constructing for their biography.
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 12: Synthesis

The Big 6 poster will be placed on each table.

Writing paragraphs for presentations

Class discussion: What is a paragraph?

- Topic sentence
- Paragraph #1 **Topic sentence**,
What you will learn about
- Paragraph #2 **Early Life**
Birthdate, birthplace, family, education
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day13 Synthesis

The Big 6 poster will be placed on each table.

- Paragraph #3
Adulthood
Work, careers, hobbies, and life events
- Paragraph #4
Notable Achievements
contributions and accomplishments
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day14 Synthesis

- The Big 6 poster will be placed on each table.
- Paragraph #5 **Conclusion**
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day15 Synthesis

- The Big 6 poster will be placed on each table.
- Peer editing

- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day16 Evaluation

- The Big 6 poster will be placed on each table.
 - Final copy
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day17 Evaluation

- The Big 6 poster will be placed on each table.
- Typing final copy
- Five minutes before class ends the students will complete exit slip and return to teacher before exiting the classroom.

Day 18 Evaluation

- The Big 6 poster will be placed on each table.
- Typing final copy
- Accelerated Reader Quiz on Who was book

Day 19 Evaluation

Rehearsal:

- The students will practice reading their partners writing.
- They will also practice being a wax figure and standing still in front of peers

Day20 Evaluation

Wax Museum presentations

- The students will dress up as their character they researched in their Who Was Biography books.
- The students will present to parents and peers.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set): The students will be performing a wax museum. This is where the students will dress up as their character. Each student will be assigned a partner. This partner will be the character's voice while they are being the wax character. For example Jaydin and Seth are partners, Jaydin will research and doing her writing about Sacajawea. Seth will read Jaydin's research about Sacajawea while she is a "wax figure" of Sacajawea.

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

- The exit slips will be used as a participation grade
- The students will give feedback through a self- evaluation.
- The assessment will consist of a rubric. The students will be graded on a rubric for lap book.
- Five Kinds of learning Rubric
- As a class "play test your knowledge on <http://www.whowasbookseries.com/>

- The student will earn points for costume
- The students will earn points for presentation.

19. Connection to Other Curricular Areas: This unit has Social Studies, Communication Arts, Writing, Researching Library Skills, and Technology Skills.

20. Adapted Learning:

Adaptations (For Students with Learning Disabilities)

- Extra Time
- Partner work
- Assisting with organizing thoughts and scripting when needed

Extensions (For Gifted Students)

- Students will design a Prezi Presentation
- Research Interesting Facts to design did you know poster in the program Wordle

21. Works Cited/ Resources:

ISTE NETS for Students

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

Montana Curriculum: Library Media

<http://opi.mt.gov/Curriculum/libmedia/>

Resources:

Big 6 Writing Process organizer for Grades 3-6

By Barbara Jensen

Inquiry Learning Cycle via google images:

<http://www.redbricks-school.org/Images/Teaching-Methods.png>

The Case for Authentic Assessment by Grant Wiggins:

<http://ericae.net/edo/ED328611.htm>

Lap book: Kiki's Classroom

<https://www.teacherspayteachers.com/Product/Biographies-1564455>

Who Was Books

<http://www.whowasbookseries.com/>