

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

Lesson Title: Biography Guess Who

Standard: G2.5.3 - With guidance, take notes to gather relevant information from a variety of sources.

Grade Level: 2nd Grade

Lesson Materials: Student devices, simple biographies (books), biography template or biography graphic organizer, riddle page template (place for riddle and picture)

Lesson Duration: 3-4 lesson times

Dimension	Description
Learning Goals	The student will be able <ul style="list-style-type: none">● Define a biography● List traits of a biography (birth/death dates, geography, personal traits, education, jobs, adversity, contributions, accomplishments, timeline, etc)● Brainstorm famous people who have made a difference in our world● to gather information (using a variety of resources including Pebble Go data base and easy biographies) about a famous person to determine how that person has affected the world.● Create “did you know” statements about a famous person.● Teach others about their famous person.
Criteria for Success For the student: For the teacher:	I can... <ul style="list-style-type: none">● Tell what a biography is● Give information about a famous person● List famous people that have made a difference in our world● Create “did you know” statements about a famous person● Teach others about my famous person What the teacher will look for as evidence of success: <ul style="list-style-type: none">● Students can explain biographies● Students can locate important information and turn that into their own “did you know” statements.

<p>Tasks and Activities that Elicit Evidence of Learning</p>	<ol style="list-style-type: none"> 1. Share a sampling of biographies for students to look through. Discuss what information they noticed. Discuss what commonalities occur between different biographies (birth/death dates, geography, personal traits, education, jobs, adversity, contributions, accomplishments, timeline, etc). 2. Read a biography about Helen Keller (using something from your library OR Pebble Go). Model taking notes using a biography template of your choice. Students give you facts in their own words to add to the template. 3. Students choose their own famous person to research and fill out biography template in their own words. The teacher checks the biography template to ensure accuracy. 4. Model how to take notes and turn them into riddles. <ol style="list-style-type: none"> a. Example: Who was born in Alabama in 1880? b. Example: Who became deaf and blind because of an illness? 5. Students will use their biography template to write their own riddle clues in the form of a book. 6. Students will share their riddle books with their peers and see if they can guess who the person is.
<p>Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions</p>	<p>Questioning Strategies - Essential Guiding Questions</p> <ul style="list-style-type: none"> ● What information is included in a biography? ● How do you determine what makes a person famous? ● How do you locate information about a famous person? ● How do you put information in your own words? ● How can you write your information in a riddle format? <p>Key Misconceptions:</p> <ul style="list-style-type: none"> ● Students fail to put information in their own words. <ul style="list-style-type: none"> ○ Ask: "Tell me in your own words what that means". ● Students choose a person who is not famous (like their parent or friend) <ul style="list-style-type: none"> ○ Ask: "What has that person done to help our whole world?" When they are unable to give a contribution, guide them in thinking of someone who has contributed to our world.

Extending Thinking During Discourse	<ul style="list-style-type: none"> ● Students could read their riddle books to a younger grade. ● Students could choose the most important fact about their person and then create a Spark Video with that one fact and a picture of the person. ● Show the biography section in the library in case students want to find out more facts or about different people ● Have students stand in ABC order of the famous people they researched (because this is how they would be found on the shelf). OR they could line up by when the person lived.
Descriptive Feedback	<p>Verbal Teacher Conference - briefly meet with students to review biography template</p> <ul style="list-style-type: none"> ● Indicate whether student is ready to proceed with the riddle book
Peer Feedback	<p>Once you have your first riddle page completed, share it with a peer. Have the peer comment on the difficulty of the riddle and the picture. Once they have shared, they can continue working on their riddle book.</p>
Self-Assessment	<p>Student Self-Assessment</p> <ul style="list-style-type: none"> ● After sharing the riddle book, the student will decide if their riddles were accurate, too easy/too hard, etc.
Collaborative Culture of Learning	<p>Have the teacher and students share what they liked about the lesson and what could have gone better.</p>
Use of Evidence to Inform Instruction	<ul style="list-style-type: none"> ● Teacher takes note of the process of biography writing that students didn't understand and adjusts instruction as necessary.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

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