Creating You Author Biography

# UbD-Practical Writing: Expository Essay

Standards :

(state, national, school, network)

TEKS 110.54 and 128.54

Objective(s) for student learning:

(understandings, knowledge, skill)

TSW know the definitions of the words biography and autobiography and the difference between the two

TSW understand the purpose of an author biography

TSW write to show understanding

TSW analyze example texts

Essential Question(s):

* What does effective writing look like? Who are models of effective written and oral communication?
* What skills do I need to acquire to communicate effectively?
* What is the relationship between features of a written style and author’s purpose?

Assessment Evidence:

(performance task(s) and/or other evidence such as quizzes, tests, academic prompts)

Developing your biography questions and drafted Author Biography

Opening the lesson/introduction:

(anticipatory set/hook, advance organizer, review)

In small groups (3-4) students will go through 4-5 multigenre books. They will be directed by the teacher to look specifically at the author’s biography on the back. Student groups will be asked to make a list of common characteristics that they notice between the different biographies.

The teacher will ask for a student volunteer to serve as the scribe and as commonalities are shared out by the group, the will be recorded on the whiteboard.

Instructional model:

(describe curriculum/content and pedagogy/process)

The teacher will lead a discussion centered around the following questions: *What is the purpose of an author biography? What is the difference between a successful author bio and an unsuccessful one? What information could a reader hope to learn from an author biography? Who is the most likely writer of an author’s biography? How do they get their information?*

Students will then be asked to complete the questions on their Personal Author Biography page and draft an author biography. The difference between 1st and 3rd person will be discussed and notes taken on the worksheet by the student.

Lesson closure:

The drafted author biography will be checked by the teacher and returned to the student to be refined and typed.

Differentiation:

(MI/LS learning profile, readiness, interest)

Accomodation:

(how are you going to accommodate the unique needs of specific students? For example, accommodating language learners and modifying for special education students…be specific-listing students by name can help ensure that you are recognizing and meeting their individual needs)

Materials and resources:

(student and teacher materials, including technology; human, technical, community, and/or material resources)

* 4-5 muligenre books per group with author biographies of varied length; for a class of 20, this is 18-24 books at the very least
* Creating Your Author Biography page