Lesson Plan

Subject/Grade	Library- 4th Grade		
Unit/Skill/Topic of Lesson	Genre Lesson- Biography/Autobiography		
INTRODUCTION			
Standards Addressed What specific standards are being **assessed**?	R.L.1: Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text S.L.1.c: Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. W.2.c: Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
Learning Essentials ● Target ● Overarching Essential Question(s) ● Measurement of Knowledge/Skill/Ability	**Target**	**Essential Question**	**Criteria**
	Students should be able to recite the difference between autobiography and biography. Also be able format and write their autobiography in a basic way, utilizing any pictures, fonts, etc. to make it more presentable.	What are the benefits of this genre, how is it unique, and how does it relate to other ones?	Autobiography must be in proper order/format, use proper grammar, and be of reasonable length about the student's life.
Technology Integration Rationale Briefly state how the technology is being used to enhance the learning experience for the student..	Students will enter Google Docs and begin writing their autobiography. Through there they can insert any images that they wish that connect with their life story e.g. of another country. If the student is an ELL student they are permitted to write in their own language, which Google Docs can then translate into English. The document can also be "shared" with a partner for review.		
Warm Up / Do Now Meaningful activity to activate prior knowledge, practice a skill, or provide an opportunity to deepen an understanding.	Cold call questions to establish/recall fundamental knowledge: What is genre? What are then names of some genres? (Relate different genres in a library to those they recognize in a film i.e. Mystery, comedy, horror, etc.).		
BODY			
Launch Activities **"I Do"** Model (think-alouds) Whole-group instruction Check for understanding	Use whole group instruction to dissect actual words "biography" and "autobiography" and go over the characteristics of each genre. Bio means "life", graphy means "writing", and auto means "self". Students read aloud a short excerpt from an autobiography. Possibly from Dicken's David Copperfield ("To begin my life with the beginning of my life, I record that I was born"). The librarian will then check for understanding in the proper grammar, who is writing, what are they writing about, what is the language like?		
Exploration Activities **"We Do"** Gradual release	Students will be given a worksheet with examples of different titles to which they will answer if the title is of a biography or an autobiography. The titles of books are the biggest hint of what they are about. If a student can identify a title and by the wording of it know what the genre is then they can choose the proper book they are looking for.		

Check for understanding			
Practice **"Peers Do Together"** Partner or Triad Activity Check for understanding	In this lesson the peer portion is done after the individual section. After students are finished with their own autobiography then they will share them with a partner on Google Docs who can check them over and make suggestions of what they would like to read more of. The autobiographies will then be returned and continue to be worked on. Following that the librarian will collect them and at random pick some or all to read to the class (anonymously). This will allow for a greater understanding of people's lives and background and the experiences they have had.		
Independent Work **"You Do"** Individual Activity Formative Assessment	The measurement of student learning will be the work done on the students' autobiography. The student should have all the components of an autobiography and proper format of a book. Knowing the format of a biography from this lesson the students should not have a problem beginning and organizing their autobiographies. Students will use Google Docs to write, and it will be saved in Drive. As stated in the Peer section, students will share them with a partner to review. Grammar should be appropriate as well as proper word tense as well as story flow in chronological order. Librarian will explain that detail is important and that there is always more to one's life. Work will saved as a Google Doc fir grading by librarian.		
Small Group Reteach or Differentiation What strategies and/or technology will you use to accelerate learners to achieve the goal? Consider how you might scaffold the lesson.	**Proficient/Advanced**	**Confused**	**Struggling**
	Students have the opportunity to really fill out their stories. Students will focus on more detail in each section of their autobiography, longer sentences, and a longer timeline. If they are complete they can help remind others what to think about.	Students will put their basic facts in order and in proper sentences. These facts can be expanded upon as the autobiography progresses. For example, students lists a school, but who is the teacher and what friends are there?	For individual work, they start with basic facts about themselves. For example, what is their birthday? Where were they born? Siblings? These will be bullet pointed then put into sentences to form a story.
CLOSURE			
Exit Ticket How will you measure what the student learned?	Student learning will be measured by an exit ticket asking an essential question such as: What are the benefits of this genre, how is it unique, and how does it relate to other ones?		
Reflection How will data and formative assessments drive your next lesson? What went well? What would you do differently?	Knowing the difference between genres helps students to specify the differences in literature. This helps them differentiate between genres in books, film, and real life and make independent judgments on them based on the fundamental differences they learn here. The images and language of, and in, the books of this genre helps the students to realize the differences and perspectives of this kind of literature. Knowing the value of a biography and autobiography can help students find a great source of information on a person they find interesting and inspiring.		