

December/January 2008/09

Due by Wednesday, January 28, 2009



**Let's R.A.P. Coupon  
(Let's Read As Partners)**

Student's Name: \_\_\_\_\_ Literary form: Biography

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Grade: 5 Room No.: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.**

Parent's/Partner's Signature: \_\_\_\_\_

**ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.**

Area for writing the coupon activity and written statement, enclosed in a dotted border.

# Let's Read As Partners

## Biography



### Hawaii Content and Performance Standards (HCPS III)

**General Learner Outcomes** (Encompassing goals for all grade levels and content areas):

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

### Language Arts Standards for Reading and Literature – Grade K-12

**READING CONVENTIONS AND SKILLS:** Use knowledge of the conventions of language and text to construct meaning for a range of literary and informational texts for a variety of purposes

**RESPONSE AND ANALYSIS:** Respond to text from a range of stances; initial understanding, personal, interpretive, critical.

### Social Studies Standard

Change, continuity, causality – employ chronology to understand change and/or continuity and cause and/or effect in history.

### Biography

- I. Authentic biographies – everything researched and documented.
  - These writings reflect the life of a real individual as literature.
  - Complete, true to life picture of the subject – including the subject's weaknesses and strengths. In the past only strengths were featured but children found it difficult to believe and measure up to, now they are more honest. Still, issues out of the realm of understanding of a child may be edited out. The theme surfaces after the author synthesizes all facts of the person's whole life.
- II. Fictionalized biographies
  - These types of writings are basically true; still researched and documented.
  - Dialogues and dramatic scenes may be added so it will read more like a story. However these must still be true to the thoughts and feelings of the subject and not simply made-up. Example: Vining, Elizabeth. Penn
- III. Biographical Fiction
  - These fiction books are based on a real person's life.
  - Often the subject lived long ago. The author can create what might have happened; insofar as the author can find historical records.
  - Example: Latham, Jean Lee. Carry On, Mr. Bowditch.

### List of Optional Activities for All Grades:

1. Draw a picture of your individual, write the name of that person in the square and explain in writing why he/she is famous.
2. Make a paper doll of your individual and explain why he/she is famous. Attach it to the coupon.
3. Design a postage stamp to honor your individual and include something significant about the person on the stamp.
4. Create a list of the person's most important accomplishments and explain how these accomplishments affect our lives today.
5. Describe how the individual overcame some hardships or weaknesses in his/her life.
6. Explain your reasons for inviting this person to dinner at your home and list five questions you would ask this person.