Write an “About the Author” Feature

1. Focus

Explain “About the Author” Features

Say: When I pick up a new book, one of the first things I do—at reading the title—is look for information about the author. I like to know whose work I am reading. I like to feel a connection to the writer. Knowing something about the writer can make me even more interested in reading the book.

Model “About the Author” Features

Display the “Meet the Authors” blurbs on pages 4–5 of the mentor text *A Trip to Remember* in book form or using the interactive whiteboard resources. Read aloud each blurb.

Say: I really enjoy reading this information and looking at the writers’ photographs. It makes the writers of these personal narratives real to me. I can visualize them as I read their narratives, and I can identify with them based on their interests or where they are from. What did you like about these blurbs? Allow responses.

Display additional books and read the author information from the back or inside jacket flaps of the book. Discuss the different kinds of information authors reveal about themselves (for example, where they live, their interests, their education, life experiences, awards, previous publications). Point out that writers provide different information to their audience, depending on the genre they are writing in. For example, an informational text writer would probably include information that explains why the writer is qualified to write about his or her topic. A personal narrative writer, on the other hand, would be more likely to introduce his or her personal likes and dislikes.

Objectives

In this mini-lesson, students will:

• Learn what “about the author” features are.

• Discuss the purpose of “about the author” information in a published work.

• Work with a partner to write “about the author” information for their personal narratives.

Preparation

Materials Needed

• Mentor text: *A Trip to Remember*

• Chart paper and markers

• Interactive whiteboard resources

Advanced Preparation

Gather together classroom or school library books (from many genres) with examples of “about the author” information.
2. Rehearse

**Practice Developing “About the Author” Information through Oral Conversation**

Invite students to work with a partner. Ask them to tell their partners three things they would want to share in their “About the Author” feature. Ask students to jot their ideas in their writer’s notebooks so that they can share them with the class.

**Share and Discuss**

Invite volunteers to share the results of their conversations. Based on students’ ideas, create an anchor chart summarizing the types of information writers can include in an “About the Author” feature.

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3. Independent Writing and Conferring

**Say:** Today we learned that writers introduce themselves to their audience through “About the Author” blurbs that they include with their published works.

Encourage students who are ready to publish their personal narratives to use the ideas they discussed with their partner to write their “About the Author” features. During conferences, support students using the prompts on your conferring flip chart.

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4. Share

Bring the class together. Invite volunteers to read aloud their “About the Author” features. Discuss their details and how they engage the students in the class.

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**Strategies to Support ELs**

**Beginning**

Meet with beginning ELs one on one during the partner activity or independent writing and conferring time. Support them to develop simple sentences about the author using sentence frames such as:

- I am ______.
- I like to ______.
- I have ______.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Support oral language by giving students simple sentence frames to work with such as:

- I know how to ______.
- My favorite activity ______.
- I have ______.
- Someday I will ______.