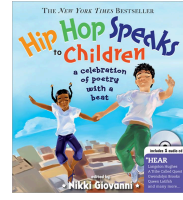
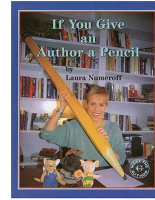


Unit 3: Connecting Places, Connecting People



WEEK 1 Day 5

Writing Autobiography

Individual Construction: Planning and Writing Autobiographical Poems

Content Objective	I can write an autobiographical poem. (W.3.2)
Language Objective	I can list verbs that relate to the trait I want to communicate. (L.1.2.d)
Vocabulary	autobiography: a genre of writing whose purpose is to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader
Materials and Preparation	<ul style="list-style-type: none"> ● “Music for Fun and Profit” slides, from Day 3 ● writing tools ● writing folders ● Autobiographical Poem Planning, from Day 4, one copy for each child ● writing notebooks or lined paper ● Autobiography Observation Tool, one copy for each child ● Sample Autobiographical Poem, for reference ● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni: “Music for Fun and Profit,” Gary Soto, pages 8-9 and <i>If You Give an Author a Pencil</i>, Laura Numeroff, available for children’s reference
Opening 5 minutes slide 1	<p><i>Today you will start writing your own autobiographical poems! For inspiration, let’s listen again to “Music for Fun and Profit.”</i></p> <p>Play the track on slide 1.</p>
Individual Construction 24 minutes	<p>Send the children to their seats and distribute writing tools, folders, notebooks, and Autobiographical Poem Planning sheets. Hold up the planning sheet.</p> <p style="text-align: center;"><i>Yesterday I modeled how to use this sheet for planning your poem. Right now, each of you can fill in the What section. First, take a few</i></p>

	<p><i>minutes to think, then turn and talk to your partner. When you finish, write down what you want to communicate about yourself through your poem.</i></p> <p>Give the children several minutes to think, talk, and record.</p> <p><i>You have a choice of what you want to do next. If you're feeling inspired, you can jump right in and start writing your poem in your notebook. If you want more time to plan, you can fill in the rest of the planning sheet, like we did yesterday.</i></p> <p>As children write, circulate to support their work. Note that the children who jump into writing can use their planning sheets later to check their work, making sure they included all of the elements of autobiography.</p>
Closing 1 minute	<i>I'm so excited to read your poems! Next week you will continue to work on your poems and read and write more poems.</i>
Standards	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	As children write, circulate and take notes on the Autobiography Observation Tool. After Writing, gather children's notebooks. Analyze their work and note any trends that are emerging. Plan to address these trends in future lessons or when planning for revisions in Week 4.

Notes