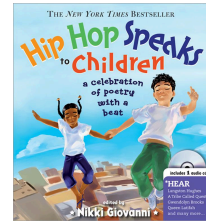


Unit 3: Connecting Places, Connecting People

WEEK 1 Day 3



Writing Autobiography

Deconstruction: Autobiographical Poem

Content Objective	I can identify the purpose of an autobiographical poem. (R.9.2.b)
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)
Vocabulary	<p>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</p> <p>conclusion: the end</p> <p>medium: a form of communication</p> <p>orientation: the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on</p> <p>purpose: the reason for doing or creating something</p> <p>repetition: saying or doing the same thing more than once</p> <p>rhyme: words with the same ending sound</p> <p>rhythm: regular, repeated beats</p> <p>stages: the parts of a piece of writing</p> <p>stanza: a group of lines</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hip Hop Speaks to Children</i>, Nikki Giovanni Flag page 8, “Music for Fun and Profit.” ● “Music for Fun and Profit” slides ● 2 pieces of chart paper <p>At the top of one paper, write Poetry. On the other paper, prepare the following “Music for Fun and Profit” chart.</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center; padding: 5px;"><i>“Music for Fun and Profit”</i></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Orientation:</td> </tr> <tr> <td style="width: 25%; padding: 5px;">Who</td> <td style="width: 25%; padding: 5px;">When</td> <td style="width: 25%; padding: 5px;">Where</td> <td style="width: 25%; padding: 5px;">What</td> </tr> <tr> <td colspan="4" style="padding: 5px;">Record of Events:</td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="height: 20px;"></td> </tr> <tr> <td colspan="4" style="padding: 5px;">Conclusion:</td> </tr> </table>	<i>“Music for Fun and Profit”</i>				Orientation:				Who	When	Where	What	Record of Events:																Conclusion:			
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<p>Opening 1 minutes</p>	<p><i>We have been learning about the purpose and stages of autobiography by reading about Laura Numeroff. Today we will listen to, read, and discuss an autobiographical poem.</i></p>																																
<p>Deconstruction 28 minutes slide 1</p>	<p>Show <i>Hip Hop Speaks to Children</i>. <i>We will be reading poems from this poetry collection, called Hip Hop Speaks to Children.</i></p> <p><i>The poem we will explore today is called “Music for Fun and Profit,” by Gary Soto. When we listen to the poem, we will hear Gary Soto reading it himself. As you listen, you may want to close your eyes. Notice what you imagine and feel as you listen to the poem.</i></p> <p>Play the track on slide 1.</p> <p>Allow the children one quiet minute to reflect on what they heard, what they imagined, and how it made them feel. Harvest the children’s ideas and record them on the Poetry chart. Use their observations and the information below to introduce poetry.</p> <p><i>Poetry is another medium, or form, writers use to communicate. Writers choose their medium based on what they want to say and how they want to say it. In Unit 2 we read some poetry: Water Rolls, Water Rises, I Know the River Loves Me, “Breakers,” and “Dunes.” So far this year we have written in different media: books, letters, captions, and posters. If You Give an Author a Pencil is a book that is written as a letter to Laura Numeroff’s readers.</i></p>																																

	<p><i>Poetry has a different effect on the reader than other media. Poems can paint a picture or give the reader strong feelings. Poems sound different than books. They have rhythm and sometimes rhyme and repetition. For the next few weeks, we are going to read and write poetry together, and you will write your autobiography in the form of a poem. We have been growing a lot as a community, and reading each other’s autobiographies will help us get to know each other even better.</i></p> <p><i>Let’s listen to this poem again. As you listen, think about what we’ve learned so far about autobiography. What is Gary Soto communicating about himself? What events from his life does he use to connect to that trait?</i></p> <p>Play the track again. Then harvest the children’s ideas about what Gary Soto communicates about himself through this poem.</p>
slide 2	<p><i>Here is what the poem looks like written on the page and illustrated. Alicia Vergos de Dios illustrated the poem. Does her illustration match what you were imagining?</i></p>
slide 3	<p>Show the “Music for Fun and Profit” chart.</p> <p><i>This poem is an autobiography. Even though it is written as a poem, it has the same stages as the autobiography written as a book, If You Give an Author a Pencil. It starts with a very short orientation: “I love music.” We know that the Who of this poem is Gary Soto, because he wrote it. We also know the What: that he loves music. This orientation does not include information about when or where it takes place. From the rest of the poem we can infer that it takes place at home and walking to school, when Gary Soto was a child.</i></p> <p>Fill in the Orientation section of the chart. See the example below.</p> <p><i>Gary includes a lot of events from his life that show that he loves music. There are some bigger categories of events, though, that we can record in the chart. For example, in the first stanza, or group of lines, he talks about making and playing instruments.</i></p>
slides 4-5	<p>Continue discussing the events of the poem and fill in the Record of Events section of the chart. See the example below.</p>
slide 6	<p><i>Remember, the conclusion of an autobiography includes information about what the writer is doing now, and/or a reflection on her or his life. How does Gary Soto conclude his poem? Let’s read</i></p>

that stanza again.

Reread and discuss the meaning of the last stanza.

*In this last stanza, Gary Soto refers back to the title of the poem: "Music for Fun and Profit." There are books with similar titles, like *Inventing for Fun and Profit*, written to give instructions to people about how to do different things as a hobby and as a job. As we read here, Gary Soto plays music for fun, and also makes money, or **profit**, because papi pays him to stop playing!*

Record the conclusion in the chart. See the following example.

"Music for Fun and Profit"			
Orientation:			
Who Gary Soto	When as a child	Where at home and walking to school	What loves music
Record of Events:			
made and played instruments			
whistled			
sang, slapped out a beat, whistled, and made a bass with his mouth, along to the radio			
upset his parents			
Conclusion:			
Gary keeps playing music for fun and profit.			

Closing
1 minute

Today we began learning about poetry. Over the next few weeks we will read more poems, and you will write your own poems.

Standards

R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.

SL.2.2.a Recount or describe key ideas or details from a text read aloud or

	information presented orally or through other media.
Ongoing assessment	Throughout the lesson, listen for and make note of children's understanding of the stages of autobiography. What trait do the children identify? Which events do the children identify as important? Do they make connections between the events and the identified trait? What do the children understand about the conclusion of autobiography?

Notes