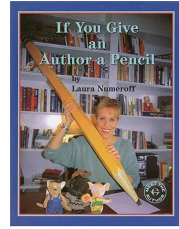


Unit 3: Connecting Places, Connecting People



WEEK 1 Day 1

Writing Autobiography

Deconstruction: Autobiography Purpose and Stages

Content Objective	I can discuss the main purpose of a text. (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>genre: a type of writing</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>record of events: events in the author’s life that relate to the important trait</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Autobiography (in the Unit 3 Introduction documents).</p> <ul style="list-style-type: none"> ● <i>If You Give an Author a Pencil</i>, Laura Numeroff ● markers ● autobiography anchor chart images: mentor texts and stages, cut apart ● chart paper <p>Prepare the following Autobiography anchor chart. Cut out the image of <i>If You Give an Author a Pencil</i>, and glue it to the chart.</p>

Autobiography

Purpose: to retell the events of the author's life and to entertain

Examples:



Stages:

- Personal Recount anchor chart, from Unit 1, Week 2, Day 2, for comparison
 - chart paper
- Prepare the following *If You Give and Author a Pencil* chart.

<u>If You Give an Author a Pencil</u>			
Orientation:			
Who	When	Where	What
Record of Events:			
Conclusion:			



Writing U3 W1 D1

	<ul style="list-style-type: none"> ● <i>If You Give an Author a Pencil</i> record of events strips, cut apart
Opening 1 minute	<p><i>Today we are going to begin learning about a new genre of writing called autobiography. In an autobiography, the author writes the story of their own life.</i></p>
Deconstruction 26 minutes	<p>Introduce the Autobiography anchor chart. <i>The purpose of autobiography is to retell the events of an author’s life and to entertain the reader. This is similar to the purpose of personal recount.</i></p> <p>Show the Personal Recount anchor chart. <i>Remember, personal recounts are written to document a sequence of events and to entertain.</i></p> <p><i>What is the same about the purposes of the two genres? [they are written to entertain; they recount or retell events]</i></p> <p><i>What is different? [autobiographies retell events <i>throughout</i> a person’s life, while personal recounts document a sequence of events for a short period of time]</i></p>
	<p>Show <i>If You Give an Author a Pencil</i>. <i>This book is called If You Give an Author a Pencil. It is Laura Numeroff’s autobiography. Laura Numeroff writes books you might know, such as If You Give a Mouse a Cookie. Here she is on the front cover.</i></p> <p>Introduce the <i>If You Give an Author a Pencil</i> chart. <i>Autobiographies begin with an orientation, just like personal recounts. In the orientation, the author introduces herself and her life.</i></p>
pages 3-6	<p>Read pages 3-6 and fill out “Who,” “When,” and “Where” in the Orientation section of the chart. See the example below.</p> <p><i>When authors write autobiographies, they choose a trait—something important about themselves—that they want to share with their readers. What is Laura Numeroff communicating about herself? Why might someone want to read her autobiography? [she is a well-known author of children’s books]</i></p> <p>Record this in the “What” part of the Orientation section of the chart.</p>

pages 7-14

The record of events in autobiography are the events in the author's life that relate to her or his important trait. Laura Numeroff writes about the events from her life that show how she became a children's author and illustrator. Let's continue reading and add events to the chart.

Read pages 7-14, adding events to the chart. See the following example.

<i>If You Give an Author a Pencil</i>			
Orientation:			
Who Laura Numeroff; her family	When July 14, in the 1950s	Where Brooklyn, New York	What author and illustrator of children's books
Record of Events:			
	grew up loving to read and draw		
	started writing and illustrating stories and decided she wanted to be a writer		
	took a class at Pratt Institute called Writing and Illustrating Children's Books		
	wrote and published <i>Amy for Short</i>		
	wrote and illustrated eight books while working at other jobs		

Writing U3 W1 D1

	<div style="border: 1px solid black; width: 100%; height: 100%; padding: 5px;"> <div style="border: 1px solid black; width: 100%; height: 40px; background-color: #e0e0e0;"></div> <div style="border: 1px solid black; width: 100%; height: 40px; background-color: #e0e0e0; padding: 5px;"> Conclusion: </div> </div>
<p>Closing 3 minutes</p>	<p>Show the Autobiography anchor chart.</p> <p style="text-align: center;"><i>Today we began learning about a new genre called autobiography, which is written to retell the events of an author’s life to both inform and entertain. We also began learning about the stages of autobiographies: they begin with an orientation, followed by a record of events. Let’s add that to our chart.</i></p> <p>Add the orientation and record of events anchor chart images to the Stages section of the Autobiography anchor chart.</p> <p style="text-align: center;"><i>Tomorrow we will continue reading Laura Numeroff’s autobiography and adding to our charts.</i></p> <p>Note: Leave the Autobiography anchor chart posted for continued reference and additions throughout the unit.</p>
<p>Standards</p>	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <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>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Throughout the lesson, listen for and make note of children’s understanding of the purpose and stages of autobiography.</p> <p style="padding-left: 20px;">What do children already know about the purpose of autobiography?</p> <p style="padding-left: 20px;">What do they understand about what is the same and different between autobiography and personal recount?</p> <p style="padding-left: 20px;">Are they able to identify the orienting information?</p> <p style="padding-left: 20px;">Do they make connections between the events and the identified trait?</p>