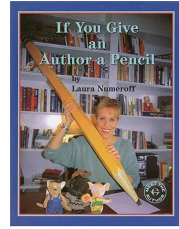


Unit 3: Connecting Places, Connecting People



WEEK 1 Day 2

## Writing Autobiography

### Deconstruction: Autobiography Stages

<b>Content Objective</b>	I can describe the structure of autobiographies. (R.8.2.a)
<b>Language Objective</b>	I can recount key ideas and details from a text. (SL.2.2.a)
<b>Vocabulary</b>	<p><b>autobiography:</b> 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><b>conclusion:</b> the end</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>If You Give an Author a Pencil</i>, Laura Numeroff</li> <li>● markers</li> <li>● <i>If You Give an Author a Pencil</i> chart, from Day 1</li> <li>● Autobiography anchor chart, from Day 1</li> <li>● autobiography anchor chart images: conclusion</li> </ul>
<b>Opening</b> 1 minute	<p><i>Yesterday we began learning about <b>autobiography</b>, which is written to retell the events of the author’s life related to a particular trait, in order to both inform and entertain the reader. We found that autobiography has similarities to personal recount in its purpose and stages.</i></p> <p><i>Today we will continue learning about the stages of autobiography as we read <i>If You Give an Author a Pencil</i>.</i></p>
<b>Deconstruction</b> 26 minutes	<p>Review the <i>If You Give an Author a Pencil</i> chart.</p> <p>Read pages 15-23, pausing to invite children to recount key details.</p>

pages 15-23

Add the last event to the chart. See the example below.





pages 24-31


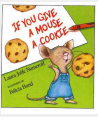
*The **conclusion** of an autobiography tells what is happening with the author now and sometimes includes a reflection on their life. Let's read the conclusion.*

Read pages 24-31. Think, Pair, Share.

*Think about how Laura Numeroff concludes her autobiography. Does she tell the reader what she is doing now, or reflect on her experiences, or both?*

Circulate to support children's conversations. Then harvest their ideas to complete the Conclusion section of the chart. See the following example.

<i>If You Give an Author a Pencil</i>			
<b>Orientation:</b>			
<b>Who</b> Laura Numeroff; her family	<b>When</b> July 14, in the 1950s	<b>Where</b> Brooklyn, New York	<b>What</b> author and illustrator of children's books
<b>Record of Events:</b>			
	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>		

	<div data-bbox="500 205 1360 367">  <p>wrote and illustrated eight books while working at other jobs</p> </div> <div data-bbox="500 367 1360 525">  <p>wrote and published many books, including <i>If You Give a Mouse a Cookie</i></p> </div> <div data-bbox="500 525 1360 735"> <p><b>Conclusion:</b>  Now, Laura collects ideas, writes, revises her work, sends it to editors, and goes on book tours.  “It makes me feel so good to know that I’m inspiring children to write and draw just as my father inspired me.”</p> </div>
<p><b>Closing</b> 3 minutes</p>	<p>Show the Autobiography anchor chart.</p> <p>Add the conclusion anchor chart image to the Stages section of the chart.</p> <p><i>We learned that one of the purposes of autobiography is to be entertaining to the reader. Was If You Give an Author a Pencil entertaining to you as a reader? What made it so?</i></p> <p>Engage in a brief class discussion.</p> <p><i>Tomorrow we will read another autobiography, written in a different way.</i></p>
<p><b>Standards</b></p>	<p><b>R.8.2.a</b> Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></p>	<p>Throughout the lesson, listen for and make note of children’s understanding of the stages of autobiography.</p> <p>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?</p>