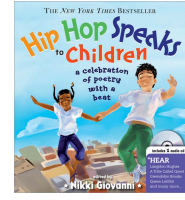
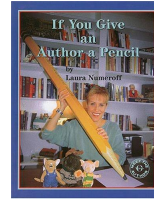


Unit 3: Connecting Places, Connecting People

WEEK 1 Day 4



## Writing Autobiography

Deconstruction and Joint Construction: Verbs

<b>Content Objective</b>	I can list verbs that relate to the trait I want to communicate. (W.2.2.a)				
<b>Language Objective</b>	I can identify verbs in a text that relate to a topic. (L.5)				
<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>orientation:</b> the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p>				
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper Prepare the following Autobiography Verbs chart.</li> </ul> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="width: 80%; margin: auto; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">Autobiography Verbs</th> </tr> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;"><b>Music</b></td> <td style="width: 50%; padding: 10px; vertical-align: top;"><b>Writing and Drawing</b></td> </tr> </table> </div> <ul style="list-style-type: none"> <li>● Autobiography Excerpts, one for each pair</li> </ul>	Autobiography Verbs		<b>Music</b>	<b>Writing and Drawing</b>
Autobiography Verbs					
<b>Music</b>	<b>Writing and Drawing</b>				

	<p>Before the lesson, assign pairs and excerpts to pairs. Note that the pairs do not have to plan to work together beyond this lesson.</p> <ul style="list-style-type: none"> <li>● pencils</li> <li>● sticky notes, 5-10 for each pair</li> <li>● clipboards or whiteboards, to use as as a writing surface, one for each pair</li> <li>● autobiography anchor chart images: mentor text and language</li> <li>● Autobiography anchor chart, from Day 1 Glue the image of <i>Hip Hop Speaks to Children</i> to the chart, under Examples. Under Stages, write Language.</li> <li>● Autobiographical Poem Planning sheet, one copy Before the lesson, think about the trait you would like to communicate yourself. The chosen trait should be something that can be traced through your life.</li> <li>● Autobiographical Poem Planning sheet Sample, for teacher reference</li> </ul>
<p><b>Opening</b> 1 minutes</p>	<p><i>We talked about <b>verbs</b>, words that express actions or states of being, when writing personal recounts and procedures, and today we will look at the verbs in autobiographies.</i></p>
<p><b>Deconstruction</b> 17 minutes</p>	<p><i>Just like with personal recounts, the verbs in autobiographies relate to the topic and help to develop the character; in this case, the “character” is the author of the autobiography. With a partner, you will read a selection from one of our mentor texts. Read it once through, and then go back and hunt for the verbs. Write each verb that you find on a sticky note. If the same verb shows up more than once, you don’t need to rewrite it.</i></p> <p>Distribute to pairs: Autobiography Excerpts, pencils, sticky notes, and clipboards. Have the pairs spread out on the rug to work. As they work, circulate to support them. After about five minutes, bring everyone back to the group. Have the pairs who read selections from “Music for Fun and Profit” put their sticky notes on the “Music” section of the Autobiography Verbs chart, and have those who read selections from <i>If You Give an Author a Pencil</i> put their sticky notes on the “Writing and Drawing” section of the Autobiography Verbs chart.</p> <p><i>We will use this chart to help us think of verbs for our poems that relate to different topics. Let’s review the verbs we found and keep the ones that really relate to each topic.</i></p> <p>Read the verbs together. Remove any that show up more than once and any that don’t relate to the topic. See the following example.</p>

	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Autobiography Verbs</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><b>Music</b></p> <p>twanged clapped shook whistled strummed sang slapping popped</p> </td> <td style="vertical-align: top;"> <p><b>Writing and Drawing</b></p> <p>started writing and drawing write illustrate saw started rhyming continued making up trying to imagine hear go back read change type send</p> </td> </tr> </tbody> </table> <p>Add the verbs anchor chart image to the Language section of the Autobiography anchor chart.</p>	Autobiography Verbs		<p><b>Music</b></p> <p>twanged clapped shook whistled strummed sang slapping popped</p>	<p><b>Writing and Drawing</b></p> <p>started writing and drawing write illustrate saw started rhyming continued making up trying to imagine hear go back read change type send</p>
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<p><b>Joint Construction</b> 10 minutes</p>	<p>Show the Autobiographical Poem Planning sheet.</p> <p><i>We will write our own autobiographical poems! This is the sheet you will use tomorrow to plan. Let's try it out together. The sheet begins with a place to plan your orientation. Remember, in the orientation you will introduce yourself. I'll provide an example for planning my own autobiography.</i></p> <p>Model filling in the Who, Where, and When sections for yourself.</p> <p><i>The What section is where I will record what I want to communicate about myself.</i></p> <p>Model filling in the What section.</p> <p><i>Just like we did today, I am going to think about some verbs that relate to being _____ [trait you chose to communicate].</i></p> <p>Enlist the children's help to list verbs related to the topic.</p> <p><i>In the Events section, I am going to fill in things that happened in my life that relate to being _____ [trait you chose to communicate]. Some things happened when I was a child, some as a youth, and some as an adult. I am going to do my best to put these events in order.</i></p> <p>Model filling in the Events.</p>				

	<p><i>For the conclusion, I can write about who I am today, or my feelings about these events.</i></p> <p>Model filling in the Conclusion.</p>
<p><b>Closing</b> 2 minutes</p>	<p><i>Today we learned about the verbs in autobiography. Tomorrow you will begin writing your own autobiographical poems. Turn and talk to your partner about what you might want to communicate about yourself.</i></p> <p>Notes: Leave the Autobiography Verbs chart posted and continue to add categories and verbs from other texts, including from the children’s writing.</p> <p>Keep the model Autobiographical Poem Planning sheet to use on Week 3, Day 3.</p>
<p><b>Standards</b></p>	<p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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>L.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p><b>Ongoing assessment</b></p>	<p>Observe as the children work in pairs.</p> <p>Do they identify the verbs?</p> <p>Reflect on the whole group work.</p> <p>Do the children identify and generate verbs that relate to the topic?</p> <p>What are their confusions?</p>

**Notes**