

## Unit 3: Connecting Places, Connecting People

### WEEK 3 Days 4-5

During Days 4-5, children continue to independently write autobiographical poems. In addition, children's writing is assessed using the Autobiography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review each child's Autobiography Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Autobiographical Poems: (see the attached lessons for recommendations)

- autobiography purpose and stages (orientation, record of events, conclusion)
- verbs
- repetition
- rhyme
- rhythm

#### Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in *Foundations*

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Foundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

**Day 4**

Target Students (individual, small group, or whole group?):

Topic:

**Day 5**

Target Students (individual, small group, or whole group?):

Topic:

# Writing Autobiography

## Deconstruction and Revision: Autobiography Stages

### Materials:

- Autobiography anchor chart, from Week 1, Day 1
- “Music for Fun and Profit” slides and chart, from Week 1, Day 3
- mentor text for autobiographical poetry: a child’s writing that includes autobiography stages
- children’s autobiographical poems

### Process (small or whole group):

- Show the Autobiography anchor chart. Review the purpose and stages of autobiography.
- Read “Music for Fun and Profit.” Refer to how the poem meets the purpose of autobiography. (Gary Soto tells events from his life related to music, in an entertaining way.)
- Refer to the “Music for Fun and Profit” chart to review how the stages of autobiography can be included in a poem.
- Read the mentor text.
- Together, identify the stages of autobiography in the poem.
- Refer children back to their poems. Have them first identify whether they have met the purpose of autobiography: to retell the events of the author’s life related to a particular trait, in order to inform and entertain the reader. If they have not, guide them to think about how they could adjust their poem to meet these purposes.
- Then have them identify the orientation, record of events, and conclusion. Note that poems can be more flexible in representing the stages of autobiography. In particular, the beginning of the poem may not include all parts of the orientation. However, there should be some attempt to introduce the trait, communicate several events, and end with what the author is doing now or a reflection on their life.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add it to their poems.

# Writing Autobiography

## Deconstruction and Revision: Verbs

### Materials:

- Autobiography anchor chart, from Week 1, Day 1
- Autobiography Verbs chart, from Week 1, Day 4
- children's autobiographical poems and Autobiographical Poem Planning sheets

### Process (small or whole group):

- Show the Autobiography anchor chart. Review the stages and language of autobiography.
- Refer to the Autobiography Verbs chart and review the verbs related to each of the traits of the autobiography mentor texts.
- Refer children back to their poems. Have them underline the verbs.
- Have children review their Autobiographical Poem Planning sheets.
- If children identify verbs in their poems that do not relate to the trait, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

# Writing Autobiography

## Deconstruction and Revision: Repetition

### Materials:

- “Things” slides, from Week 2, Day 1
- *Water Rolls, Water Rises* slides, from Week 2, Day 2
- children’s autobiographical poems

### Process (small or whole group):

- Review with children that poets often repeat a sound, word, phrase, line, or stanza to create an effect in their poems.
- Review the repetition in “Things” and *Water Rolls, Water Rises*. Discuss why the authors included repetition.
- Have children go back to their own poems. Guide them to incorporate repetition into their poems in a way that adds to their meaning.

# Writing Autobiography

## Deconstruction and Revision: Rhyme

### Materials:

- “Narcissa” slides from Text Talk Unit 1, Week 3, Day 4
- children’s autobiographical poems

### Process (small or whole group):

- Review with children that poets often use rhyme to add structure to their poems and to connect ideas to each other.
- Read “Narcissa,” and discuss the rhyme pattern. (Each stanza is four lines long. The second and fourth lines of each stanza rhyme.) Talk about why Gwendolyn Brooks may have made these choices.
- Have children go back to their own poems. Guide them to incorporate rhyme into their poems in a way that adds to their meaning.

# Writing Autobiography

## Deconstruction and Revision: Rhythm

### Materials:

- “Breakers,” from Text Talk Unit 2, Week 2, Day 5
- “Ham ‘N’ Eggs” slides, from Week 2, Day 3
- children’s autobiographical poems

### Process (small or whole group):

- Read and listen to “Breakers” and “Ham ‘N’ Eggs.” (Clap along while listening to “Ham ‘N’ Eggs.”)
- Discuss the rhythm in the poems. (Note that the rhythm of “Breakers” is irregular and determined by line breaks, while the rhythm of “Ham ‘N’ Eggs” is more fluid/regular and tied closely to the rhymes at the end of each line.)
- Remind children that poets create rhythm by deciding carefully where they will end each line. Sometimes they decide to create the same number of beats on each line, and sometimes they choose to have each line be a different length.
- Remind children that different rhythms create different feelings.
- Guide children to go back to their poems to choose line breaks and syllables that help them create the feelings that they want to create.