

### Unit 3: Connecting Places, Connecting People

## WEEK 4 Day 2

### Writing Autobiography

#### Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

Children use feedback from partners to revise their work.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure, language, or media and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

<b>Content Objectives</b>	I can use feedback to revise my poem. (W.2.2.a) I can revise my poem to include poetic devices and to fit the purpose, structure, and language of autobiography. (W.2.5, W.3.2)
<b>Language Objective</b>	I can edit my writing. (L.1)
<b>Vocabulary</b>	<b>autobiography:</b> a genre of writing whose purpose is to retell the events of the author's life and to entertain <b>publish:</b> prepare writing for an audience <b>revise:</b> make changes to writing
<b>Materials and Preparation</b>	These materials will be used during Days 2 and 3 this week. <ul style="list-style-type: none"><li>Autobiography Observation Tools and Poetic Devices Feedback sheets</li></ul> Before the lesson, review the children's Autobiography Observation Tools and Poetic Devices Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. See the descriptions below to guide possible group focus areas. For Revisions:

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	<ul style="list-style-type: none"> <li>● writing tools</li> <li>● writing notebooks</li> <li>● writing folders with Autobiographical Poem Planning sheets, Poetic Devices Planning sheets, and Poetic Devices Feedback sheets</li> <li>● poetry mentor texts from the unit, available for children’s reference</li> <li>● Autobiography anchor chart, from Week 1, Day 1</li> <li>● Poetry chart, from Week 1, Day 3</li> </ul> <p>For Small Group instruction:</p> <ul style="list-style-type: none"> <li>● <i>If You Give an Author a Pencil</i> chart, from Week 1, Day 1</li> <li>● “Music for Fun and Profit” chart, from Week 1, Day 3</li> <li>● Verbs chart, from Week 1, Day 4</li> <li>● Poetry chart, from Week 1, Day 3</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Each of you wrote an autobiographical poem to teach the members of our classroom community more about you. Yesterday you received feedback from each other. For the next two days you are going to revise and publish your work to get it ready to present to each other.</i></p>
<p><b>Individual Construction</b> 24 minutes, concurrent with Small Group instruction</p>	<p><i>After you received feedback yesterday, you made plans for revision. Today you will review your plan and begin revising.</i></p> <p><i>You might find that there are other areas of your work that you would like to revise and edit as well. You can ask a classmate for feedback on other parts of your autobiographical poem, or you can edit your work based on the rules you have learned in Foundations.</i></p>
<p><b>Small Group Possibilities</b> 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, pull small groups with similar needs to improve one aspect of their autobiographical poems. The aspects addressed in revisions should be features of autobiography or poetry taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Stages of Autobiography</u> Review the following lessons: Week 1, Days 1-3. Use the <i>If You Give an Author a Pencil</i> and “Music for Fun and Profit” charts for reference. Reinforce the importance of identifying a trait, including sequential life events related to that trait, and concluding the poem with information about who the poet is now and/or a reflection.</p> <p><u>Verbs</u> Review the lesson from Week 1, Day 4. Have children underline the verbs in their writing. In the small group, refer to the Verbs chart to get ideas for</p>

	<p>using verbs that relate to a topic. Replace repetitive, boring verbs with verbs that are more descriptive and specific.</p> <p><u>Poetic Devices</u> Review the children’s Poetic Devices Planning sheets to understand what they hoped to express through poetic devices. Guide the children to use the devices effectively to reach their intended goals, reviewing the lessons and poems from Week 2 and from Week 3, Day 1, as necessary.</p>
<b>Closing</b> 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their autobiographical poems.
<b>Standards</b>	<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>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>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**