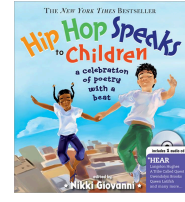
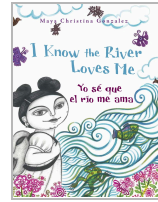


Unit 3: Connecting Places, Connecting People

WEEK 4 Day 3



## Writing Autobiography

Deconstruction and Individual Construction: Poem Titles and Shapes

Revising and Publishing

continued from Day 2

<b>Content Objectives</b>	<p>I can choose a title and shape for my poem. (W.3.2)</p> <p>I can use feedback to revise my poem. (W.2.2.a)</p> <p>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, W.2.2.a)</p>
<b>Language Objectives</b>	<p>I can compare the titles of autobiographies. (SL.2.2.a)</p> <p>I can discuss how the shape of a poem helps to communicate its message. (SL.2.2.a)</p>
<b>Vocabulary</b>	<p><b>autobiography:</b> a genre of writing whose purpose is to retell the events of the author’s life and to entertain</p> <p><b>enticing:</b> drawing the reader in; making the reader want to know more</p> <p><b>informative:</b> providing useful information</p> <p><b>poetic device:</b> a tool poets use</p> <p><b>revise:</b> make changes to writing</p> <p><b>title:</b> the name of a piece of writing</p>
<b>Materials and Preparation</b>	<p>See materials from Day 2, and add as follows.</p> <p>For Poem Titles and Shapes:</p> <ul style="list-style-type: none"> <li>● Poem Titles and Shapes slides</li> </ul> <p>For Publishing:</p> <ul style="list-style-type: none"> <li>● paper of varying styles (blank, with lines, with lines and space for illustration), enough for each child to choose from</li> <li>● colored pencils</li> </ul>
<b>Opening</b>	<p><i>Today, to get ready for publishing, we will look at the titles and</i></p>

1 minutes	<i>shapes of poems. Then you will continue to revise your poems.</i>
<b>Deconstruction</b> 10 minutes  slide 2	<p><i>Poets have a lot to think about when they're writing poems. In addition to considering all of the poetic devices we have been discussing, they also think about how to arrange their words on the page and what to call their poems—their <b>titles</b>.</i></p> <p><i>Just like with personal recounts, the titles of autobiographies are both <b>informative</b>, telling the reader what the recount is about, and <b>enticing</b>, drawing the reader in.</i></p> <p>Refer to the slide, and read the titles of the poems.  <i>These are poems we read during the unit.</i>  <i>Choose one of the poems and think about its title. Is this a good title for this poem? Why or why not?</i></p>
slide 3	<p><i>Something different about Francisco X. Alarcón's poem, "A Blank White Page," is that the title is really the first line in the poem.</i></p>
slides 4-5	<p><i>Maya Christina Gonzalez used poetic language when she wrote I Know the River Loves Me. She also used the space on the page in different ways.</i></p> <p><i>While you listen to the next slides, think about these questions: What do you notice about the words on these pages? Why do you think Maya Christina Gonzalez organized them this way?</i></p> <p>Play the audio on the slides. Then discuss the questions above.</p>
slide 6	<p><i>In Unit 2 we also read the poem "Dunes." As we read the poem, think about the following questions: What do you notice about how the words in the poem are organized? Why do you think A.R. Ammons organized them in this way?</i></p> <p>Read the poem. Then discuss the questions above.</p>
<b>Individual Construction and Small Groups</b> 14 minutes	<p><i>Now think about your autobiography and what trait you are communicating. Spend a minute thinking of a title for your poem, and think about how you would like to organize it on the page. When you are ready, turn to a partner and discuss your ideas.</i></p> <p>Give partners time to exchange ideas about possible titles and arrangements for their poems.</p>

	<p><i>When you go to work, first write down your title. Then continue revising your poem. After you revise your poem and meet in your small group, you can begin to publish your work! You can choose to organize your poem however you want on the page.</i></p> <p>Show children a sample of the paper styles they might choose from.</p> <p>As children work independently, meet with small groups, as described in Day 2.</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 grow as writers.
<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>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>
<b>Ongoing assessment</b>	Note children’s participation in and understanding of the content of each small group.

**Notes**