

English Language Arts – Unit plan – Performance Based Assessment

Age Level: 2nd Grade

Subject(s) Area: English Language Arts – Unit plan; 5 lessons – Performance Based Assessment

Materials Needed:

- Photographs from home
- Writing and drawing tools
- Tape or glue for affixing photos
- *You Have to Write* by Janet S. Wong (Margaret K. McElderry Books, 2002)
- Folders
- [An Autobiography: Information About My Photos](#)
- [An Autobiography: Ideas for My Story](#)
- [An Autobiography: Planning My Story](#)
- [Autobiography page](#)
- [Cover sheet](#)
- [Dedication page](#)
- <http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

Standards:

Code and description:

2.RL.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.SL.1.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

2.RF.4: Read with sufficient accuracy and fluency to support comprehension.

Objectives:

What will the students know or be able to do?

Cognitive Level of Lesson (Bloom's Taxonomy):

Students will engage their families in the learning process by working at home to select photographs that represent aspects of their lives

Students will formulate ideas for an autobiography by working collaboratively and independently

Learning Activities:

Lesson 1:

*Two week prior to starting this project, send a letter home letting parents that their children will soon be writing an autobiography about themselves. The “An Autobiography: Information About My Photos” will also be sent home so parents can work on the project with the children and get them started.

[An Autobiography: Information About My Photos](#)

Required Vocabulary: Autobiography, First-person, cover page, dedication page

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.)

“Today we are going to begin working on our Autobiographies. You and your parents/guardians should have found some pictures that you would like to talk about and share with the class. We will be working with the pictures later but first we need to talk about how we are going to write our stories and what an autobiography is.”

“An autobiography is a story about a person, written by that person.”

* Read the book You Have to Write by Janet S. Wong aloud to the class. During preselected points during the reading, you may wish to stop and ask questions aimed at getting students to think about how they might use the suggestions in the book to come up with their own story ideas.

* After reading the book, ask students to share some ideas they could write about from their own lives. You might record these on a piece of chart paper or on the blackboard.

*Share some photographs of yourself. Model the discussion you want them to have in their small groups by talking about what is happening in each photo and why it is important to you. For example:

"In this photograph I am _____."

"One thing I like about this photograph is _____."

"This photograph was taken _____." (Provide both time and place)

"_____ are in this photograph." (Talk about the people or things that are in the picture)

"I picked this photograph because _____."

“Now, I want you to go back to your tables and discuss with your classmate that are at your table what is happening in the photos you brought. Be sure that you explain each photo in detail and why it is important to you. Make sure you are giving you full attention to your classmates when it is not your turn.”

Instructional Methods:

* Have students return back to their carpet squares and talk about how the things they said about their pictures can serve as first ideas for their autobiographies. On a large sheet of paper, complete an Autobiography: Ideas for My Story sheet for your own story, acting as a model for the students.

"When I was a baby, I loved to play with my brother."

"Last winter I went to a hockey game."

"My family likes to go to fishing on the lake."

"My dog likes to go hunting."

*Pass out the idea sheet to students, and give them 10 to 15 minutes to write or draw ideas. They should have at least one idea for each photo and can use their "An Autobiography: Information About My Photos" sheet as a reference. [An Autobiography: Ideas for My Story](#)

Wrap-Up:

*Have students place their writing and photos in their project folders. Collect and review the folders to make sure that each student has listed ideas on his or her idea sheet. You might make comments or suggestions on these sheets to help students as they move into the planning stage.

"Tomorrow we will continue with working on our "An Autobiography Ideas for My Story" and we will start planning out our stories."

Lesson 2:

Opening Element:

"We are going to start by reviewing you "An Autobiography: Ideas for My Story" sheets from yesterday along with their photographs. You may add any additional thought to your idea sheet that you may have forget to out yesterday."

*Have students go back to with tables

Instructional Methods:

"You will be sharing your ideas and getting suggestions or responses from the other members of the group."

*Allow one or two minutes for each student to share with the group thoughts from his or her idea sheet. Each student in the group should then offer at least one suggestion or comment.

"Make sure you are recording any additional thoughts they have as they share their ideas and listen to the comments and suggestions from their classmates."

"Once you have finished sharing with your table groups, please return back to the carpet and we will talk about how your sentence should be in an autobiography."

*Emphasize that because they are writing autobiographies the stories need to be about themselves. Tell them that sentences will be written in the first person, and give them some examples

*Have students come up with some sentences about themselves in the first person and record them on chart paper. Keep the chart in a visible location to use as a reference for the remainder of the project.

*Using chart paper demonstrate how to use the “An Autobiography: Planning My Story sheet”. You should use your photographs and the ideas from your idea sheet. Remember to write your sentences in the first person and to focus on the subject matter of each particular photo. For example:

"When I was a baby I loved to play with my brother. We would play Legos. In this picture, I am play Legos with my little brother in the living room.

"My family likes to go fishing on the lake. In this picture my brother and I are on our boat. I caught the biggest fish"

*It may be helpful for students to sketch a drawing of the photo or record a title to help them remember which photo they are working on in the corresponding box.

*Pass out the “An Autobiography: Planning My Story” sheet to students, and have them work on planning out their stories, keeping their photographs and idea sheets in front of them as they work. While students are working you should circulate throughout the room, providing support as needed.

[An Autobiography: Planning My Story](#)

*Allow time for students to work on their planning sheet. (10-15 minutes)

Wrap-Up:

“Good work today! As we are finishing up make sure that all your papers are in you project folder and we will come back where we left off tomorrow.”

“Tomorrow we will make our final decisions on what we what in our story”

*Collect and review the folders to check students' composition of sentences. In addition to making sure that students have written more than one sentence for each photograph, check to make sure that sentence are written in the first person and that they relate to the subject of the pictures. Offer students feedback.

Lesson 3

Opening Element:

“Today we are just going to make our final touches and then we will begin outing it all together tomorrow. To start of, again you will need to review your “An Autobiography: Planning My Story sheets” and make revisions or additions if you need or choose to.”

* Explain to the students that part of the writing process is making choices about which of the sentences they have written in the planning stages they will use in the final version. Select some sentences you will use for one photograph and then ask students to help you with the other three. Highlight or circle the ones you pick as you go along.

“I will give you 5-10 minutes to go through and choose sentences you would like to use for your own autobiographies. highlight or circle the sentences that you choose so I can go back and review them.”

Instructional Methods:

*Using chart paper, share with students a couple of the pages you have completed for your autobiography. Remember to stress that they should be writing in the first person and that their writing should focus on the subject matter of the photograph. Distribute four copies of the autobiography page to each student. [Autobiography page](#)

*For each page of the autobiography, each student should: Affix the photograph he or she will be using with tape or glue and write the selected sentences from his or her planning sheet that correspond to the photograph

“Now that you have chosen the sentences that you want to put into your story. I have given you four Autobiography pages. I will now give you the last 15-20 minutes to put glue or tape your picture and to write about each picture. Remember that each page gets one picture”

Wrap-Up:

“Nice work today! we are almost finish with your autobiographies. The next two days we will be working on the computes and inputting what you have into a brochure. I will be uploading all your pictures tonight so they will be on the computer.”

*Students should save all work in their project folders.

Lesson 4

Opening Element:

“Today we are going to be using the computers and make our autobiographies into brochures. Today we will be working on the front, which will be your cover page, a dedication page, and the first page to your story. Tomorrow we will finish the last three pages on the back.”

<http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

*Explain what a dedication page is. Read aloud the dedication page from You Have to Write and some other books in the classroom. Talk about how some are general and some are specific. Show them the dedication page from your autobiography and discuss why you have chosen to dedicate the book as you have.

“A dedication page is the place where the author of a book thanks the people who have helped him or her to write it.”

“Since we are using the computers, I am not going to give you the dedication page but in your brochure, at the front you will make a dedication spot.”

*Tell students they are welcome to add a picture of the person to whom the book is dedicated if they like.

“The front of your brochure will be the cover page. The over pages will be the title, the author’s name and a photograph.

*You might bring in some autobiographies or biographies to use as examples. You can also show them the cover you have created for your own autobiography.

Instructional Methods:

*Allow time for student to finish the front the the brochure.

Wrap-Up:

“Make sure you save what you have completed so far and we will come back tomorrow and finish them”

Lesson 5

Opening Element:

“I am going to start letting you work right way so you have time to finish. If you have any questions I will be walking around to help. Please work quietly, and be respectful for those around you.

Instructional Methods:

*Give the class time for students to finish their brochures.

Wrap-Up:

“When you are finished with your brochure, I will come help you print them. Tomorrow we will have to read them to our table groups.”

Assessment:

Formative: Students will be graded on each day based on their participation in class discussion and independent work

Summative: Students will produce a brochure into an autobiography and will share them with the class.

Reflection: