

Create an Autobiography

Overview: Students love to share their own experiences! Why not use this opportunity to practice writing?

Procedure: Teachers may want to choose parts of a student's life and have them describe each part of their life, or choose one event like a field trip or vacation.

- 1) The teacher must first provide a prompt
 - a. Example: Let's talk about what you did not your vacation, or let's write about what you did during our field trip.
- 2) As students tell about themselves, a teacher or peer can scribe for them as they dictate or they can write if they are able.
- 3) Students can then place the details in chronological order (using strips of paper, cut up from events they told, or numbering the events in ordering).
- 4) The teacher then shows examples from other books on the parts of a book (table of contents, title page, front/back covers, dedication page, etc.).
- 5) Students create each part of the book determining who to dedicate their book to, what pictures or drawings to use (they may illustrate or choose from pictures)

ASOL Covered in this Activity:

5E--WP 1a: The student will select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

Extension Idea: Students are writing facts when describing field trips they went on, how to do something, or about a vacation such as "I went to the park". Identify what facts they included in their writing.

5E--WP 1b: The student will select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Extension Idea: Students are writing about their personal experience in their autobiography. They could use pictures to also describe their experiences.

5E--WP 2a: The student will use technology (including assistive technologies) to produce and publish writing.

Extension Idea: Students could write their stories then type them on Microsoft Word or another word processor. They could also type what someone had scribed for them.

5E--WP 2b: The student will write information related to personal experiences and answer simple questions about those experiences.

Extension Idea: Teachers or peers could ask questions about a student's autobiography during Author's Chair or while the student is reading their writing.

5E--WP 3c: The student will select an event or personal experience and write one thing about it.

Extension Idea: In the autobiography students are writing at least one thing about their field trip, vacation, or experience.

5E--WP 4b: The student will use spelling rules when writing by capitalizing the first letter of familiar names.

Extension Idea: Students could edit their writing by capitalizing first letters of names of people in their stories about vacation or a field trip.

5E--WP 6a: The student will use technology to produce and share writing.

Extension Idea: Students could type their story instead of writing it on Microsoft Word or other word processor.

5E--WP 7a: The student will write to convey ideas and information clearly by selecting a topic using related visual, tactual, or multimedia information.

Extension Idea: Students can bring in pictures of a vacation or use pictures from field trips to supplement their writing in their book. They could also draw pictures related to their written information.

5E--WP 7c: The student will produce writing that expresses more than one idea with a logical organization.

Extension Idea: Students are placing their events or the order of events in order from beginning to end in their autobiographies.

5E--WP 9a: The student will list words that describe an event or personal experience to use when writing about it.

Extension idea: Students would create a list of words that they want to use to describe their event or part of their life then use those words in their writing (example: fun, park, zoo, run, jump).

5E--WP 9c: The student will write about an event or personal experience by introducing the event or experience, and following with three or more events in sequence.

Extension Idea: Students can place events in life, vacation, or field trip in order and create the final autobiography in chronological order of three or more events.

5E--WE 1c: The student will capitalize the first letter of a familiar place.

Extension Idea: Students can edit or type writing with capital letters for the places in their autobiography, for example Six Flags, Disney World, Mill Mountain Zoo, etc.

5E--WE 2a: The student will spell common high-frequency words.

Extension Idea: Common high frequency words could be underlined and an anecdotal record could be recorded stating that the underlined words are high frequency words the students know.

5E--WE 3a: The student will demonstrate capitalization by capitalizing the first word of a sentence when writing.

Extension Idea: Students could be asked to edit their autobiography for capital letters by rewriting their rough draft or retyping the correct capital letter.

5E--WE 3b: The student will use end punctuation, and correct spelling when writing.

Extension Idea: Students could use a spell checker on a word processor or dictionary to edit writing. They could also be instructed to use punctuation at the end of their sentences in the autobiography.

5E--WE 4b: The student will write routinely for a variety of tasks, purposes, and audiences.

Extension Idea: This activity could begin as a journal activity to tell about their day, weekend, field trip, etc. Then the book could be created from that, which would say it was a routine activity for a variety of purposes, tasks, and audiences.

Materials Needed:

- Paper (colored, white, lined)
- writing utensils (colored pencils, pencils, markers, crayons)
- stapler
- glue, tape, adhesive to attach pictures with
- optional: pictures from trips or parts of student's life, brought from home or printed out

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- Students can include descriptions of events in the community, such as field trips in their autobiography.
- Students should be able to share their work (Author's Chair) and students should be encouraged to provide positive feedback.

Functional Activity/Routine:

- Student could create a classroom book, each student writing about a classroom rule or procedure on each page, then working together to complete cover, table of contents, dedication, etc.
- They could use a functional activity such as getting dressed, brushing their teeth, etc. for their autobiography book.

Strategies to Collect Evidence:

The book could be collected and ASOL's covered should be listed and described in anecdotal records.

Specific Options for Differentiating this Activity:

--Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.

--Student could use photographs or clip art to create their covers by gluing on the pictures.

--A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.

--Adaptive equipment could be used for gluing, painting, drawing, etc. for covers and illustrations.