

# AUTOBIOGRAPHIES

## WEEK ONE

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1	I can write an autobiography.	Brainstorm and Organize: I can brainstorm topics to include in my autobiography.	TEKS: 2.24AB, 2.17A, 3.17A, 3.25AB CC: W2.2, W2.7, W2.8, W3.2, W3.4, W3.7, W3.8	Ruby Bridges Goes to School by Ruby Bridges  When I Was Little by Jamie Lee Curtis
2		Write: I can develop an autobiography with facts and details.	TEKS: 2.17B, 3.17B CC: W2.2, W2.7, W2.8, W3.2, W3.5, W3.8	
3		Revise: I can check the organization of my writing to ensure it is written in logical order.	TEKS: 2.27, 2.17C, 3.17C, 3.26D CC: W2.5, W3.5	
4		Edit: I can use correct verb tenses in my writing.	TEKS: 2.26, 2.17D, 3.17D, 3.27 CC: W2.5, W3.5	
5		Publish: I can publish a final copy of my story.	TEKS: 2.17E, 3.17E CC: W2.6, W3.6	

# BIOGRAPHIES

## WEEK ONE

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1	I can write a biography.	Brainstorm and Organize: I can plan and research facts to develop a biography	TEKS: 2.24AB, 2.17A, 3.17A, 3.25AB CC: W.2.2, W.2.7, W.2.8, W.3.2, W.3.4, W.3.7, W.3.8	Who Was... (for kids) series
2		Write: I can develop an biography with facts and details.	TEKS: 2.17B, 3.17B CC: W.2.2, W.2.7, W.2.8, W.3.2, W.3.5, W.3.8	
3		Revise: I can write a strong topic sentence	TEKS: 2.27, 2.17C, 3.17C, 3.26D CC: W.2.5, W.3.5	
4		Edit: I can use commas in cities/states and dates.	TEKS: 2.26, 2.17D, 3.17D, 3.27 CC: W.2.5, W.3.5	
5		Publish: I can publish a final copy of my story	TEKS: 2.17E, 3.17E CC: W.2.6, W.3.6	

# Week 1: Autobiography

**My Family:**  
I live in Texas with my Mama, Papa, and brother. Being a big sister can be difficult!

**Memories:**  
In the summer of 2016 my family went on a Disney Cruise. I met Mickey and Darth Vader! It was so fun!

**The LIFE OF**  
↓  
**Joelle**

**INTRODUCING**  
Joelle Tenley Lemons! I am a seven year old girl who reside in the great state of Texas! I was born on August 22, 2009 in the Democratic Republic of the

**STARRING**  
**JOELLE**

**NOW STARRING**

Information About Me:  
My name is Joelle Tenley Lemons. I am 7 years old.

I like reading books. My favorite book is...

We celebrate with my family, friends, and neighbors...

I love to read books and play soccer. My favorite subject is math. I dream of becoming a teacher.

Now I am in the 2nd grade and I love to learn. My favorite game is soccer. I have a lot of friends and we play together every day.

# Week 1: Autobiography

## BRAINSTORM & ORGANIZE



Brainstroming Chart: Teacher Models with Class

## BRAINSTORM & ORGANIZE



Students choose their topics and begin brainstroming ideas

## WRITE



Modelled Writing: Teacher models taking brainstroming ideas and turning them into sentences or paragraphs.

## WRITE



Rough Draft Filmstrip: Students write their topic at the top and expand their topics by writing details in sentences or paragraphs. These can be kept on the original sheet, stapled together as a booklet, or glued down like a filmstrip.

## REVISE



After printing, turn over and randomly write the numbers 0-9 on the back. Use a 10-sided die. Students roll, turn over that event and begin pulling the autobiographical events into a logical order. Continue doing that until the class has cracked the order!

## Edit



The Golden Verb: Students find the verbs and decide if the verb tense makes sense within the context. They can highlight the correct verbs green and the incorrect verbs red.

## Edit



Students then use their golden verb to check their writing for correct verb tense.

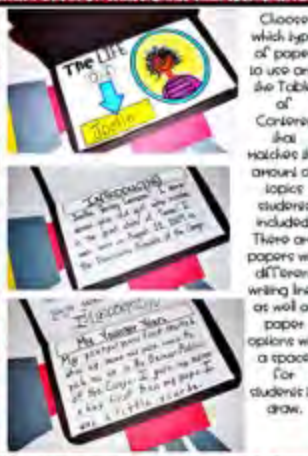
Students complete the close editing steps.

## PUBLISH



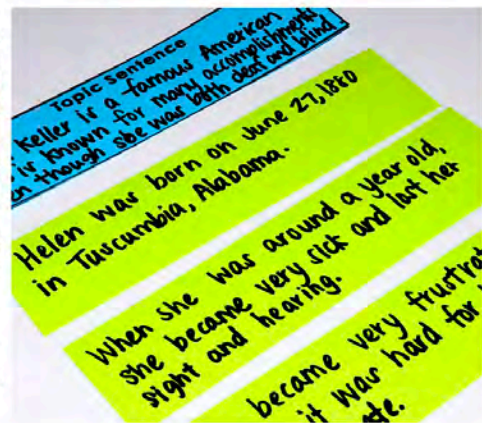
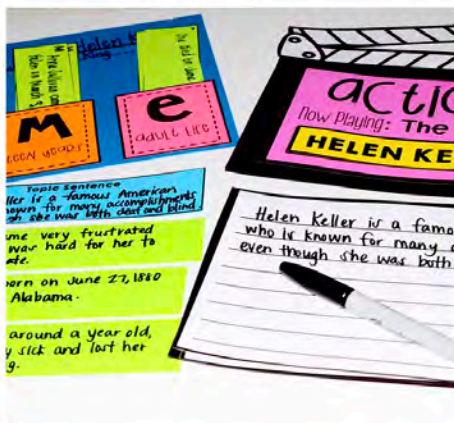
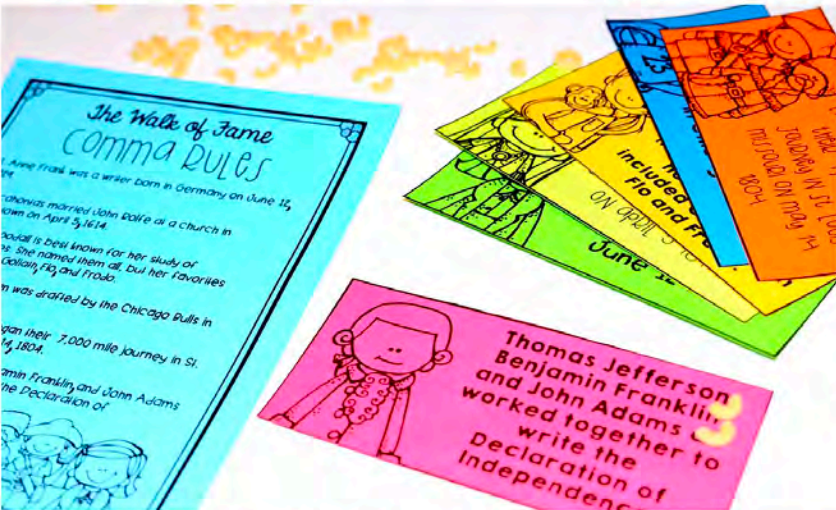
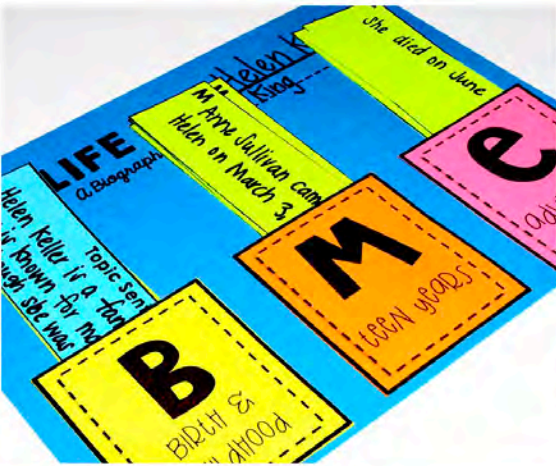
To make the video camera, fold a black sheet of paper in half.

Students make the video camera and staple the pages inside.



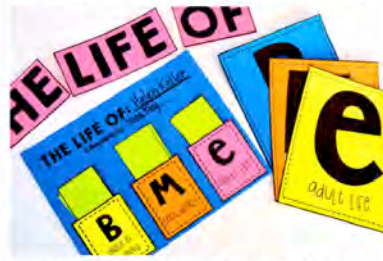
Choose which type of paper to use and the Table of Contents that matches the amount of topics students included. There are papers with different writing lines as well as paper options with a space for students to draw.

# Week 2



# Week 2: Biography

## PLAN & RESEARCH



Use the materials to build a large teacher chart. Students will also build individual organizers. Place glue around three sides of each B, M, and E piece to create a pocket. Use the strips to gather and organize facts that will build your biography.

## WRITE



Students will turn facts into complete sentences. They will read each fact and write a complete sentence to give the information of the fact on the back of each strip. This will then be organized and sequenced to create their writing.

## REVISE:



Students learn about powerful topic sentences for biographies. They also practice sequencing facts and details to create a clear beginning, middle, and end.

## Edit



Students use elbow pasta to add commas (cities/states, dates, and items in a series) to edit sentences.

## PUBLISH



The students publish their sentences that build their biography into their clap board.

## PUBLISH



To make: Students create the front of their clap board. Then staple in their pages to create a booklet. You can add a back for durability if needed.

# JOURNAL PROMPTS

Ruby  
**BRIDGE**

Abraham  
**LINCOLN**

Martin Luther  
**KING, JR.**

The Wright  
**BROTHERS**



Jackie  
**ROBINSON**


Barack  
**OBAMA**

Copy of white paper and cut apart so that students can glue into their journals.

Copy of white paper and cut apart so that students can glue into their journals.



Copy of white paper and cut apart so that students can glue into their journals.



 **Rosa PARKS**  
<http://bit.ly/RosaParksBio>  




 **Ruby BRIDGES**  
<http://bit.ly/RubyBridgesBio>  

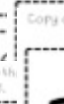


 **Martin Luther KING, JR.**  
<http://bit.ly/MartinLutherKingJrBio>  


 **The Wright BROTHERS**  
<http://bit.ly/WrightBrothersBio>  


 **Paul REVERE**  
<http://bit.ly/PaulRevereBio>  


 **Abraham LINCOLN**  
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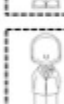


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

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# I Can Statements

