

## Grade 2 - English Language Arts: Autobiography

### Overview

Students explore the concept of autobiography. After learning about the key components and format common to autobiographies, students write and present their autobiographies to the class.

### Activate

Students browse a display of autobiographies. They respond in journals listing the titles of autobiographies they are interested in learning about and write one question describing what interests them with each particular title. [*Plan and Question*]

#### Teacher Tip:

Pre-select several autobiographies suitable for grade 2.

#### Outcomes and Big Ideas:

##### English Language Arts

1.1.5 *Set Goals* - develop a sense of self as reader, writer, and illustrator

2.2.1 *Experience Various Texts* - choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres [such as legends, video programs, fables, riddles...] and cultural traditions

##### LwICT Big Ideas

*Plan and Question*

#### Suggestions for Assessment:

*Self-Assessment:* Note student's area of interest by browsing their literature journals.

Using a word processor or concept map students work with a partner in a teacher-directed learning task. [*Collaborate*] Students find, collect, and arrange clip art images, from given electronic sources, (representing different phases in a person's life) to create a life cycle that tells a story about a life. [*Gather and Make Sense*]

#### Teacher Tip:

Select suitable clipart websites that offer copyright-free resources. Talk to students about acceptable use of copyright resources.

#### Support Files :

[Sample Life Cycle](#)

#### Outcomes and Big Ideas:

##### English Language Arts

1.1.3 *Experiment with Language and Form* - use a variety of forms to organize and give meaning to familiar experiences, ideas, and information

3.1.1 *Use Personal Knowledge* - record personal knowledge of a topic to identify information needs

5.2.1 *Cooperate with Others* - work in a variety of cooperative and collaborative partnership and group structures

##### LwICT Big Ideas

*Gather and Make Sense*

*Collaboration*

#### Suggestions for Assessment:

*Work Sample:* Review students' life cycle maps for chronological/logical sequence.

### Acquire

Students find information from teacher-selected web sites, record bibliographic references and share both prior and new information about autobiographies. [*Gather and Make Sense, Plan and Question*] Students discuss the questions: "What is an autobiography?", "What types of information belong in an autobiography?" and "How is an autobiography presented?" Use a concept map to record and sort student responses. [*Gather and Make Sense*] With students, begin to build criteria about "what makes a quality autobiography". [*Produce to Show Understanding*]

#### Teacher Tip: