

WRITING AUTOBIOGRAPHIES

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning to about writing autobiographies

Objectives

Students should be able to;

- Learn about the process of writing; brainstorm ideas, write draft, revise, edit, finalize draft, and share work
- Be able to write effectively and with detail about their personal history (family, friends, neighbourhood), growth, and goals over time
- Read and critique published autobiographies to help understand effective writing techniques used
- Read and respectfully critique the work of their peers
- Complete final product as a published piece

Assessment Activity

1. Is this story in good order?
2. Are the events in sequence?

Activity Starter/Instruction

1. Explain the purpose of the lesson
2. Review autobiographies that would be of interest to your students.
3. Make class sets of some worksheets, which will help students generate ideas and support their writing
4. If you want students to use the Timeline Graphic Organizer to outline their autobiography, make a class set of this printable as well.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Discuss with students that family is important to shaping character, but individuals can also be influenced by people who aren't related to them.
2. Ask students to complete A Friend Writing Prompt and The Folks in My Neighborhood Worksheet.
3. Students will their responses to the writing prompts and worksheets completed so far.
4. Students will write and describe their neighborhoods and significant relationships

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Explain the meaning and purpose of writing an autobiography.
2. If time allows, read aloud an autobiography or have students choose autobiographies to read on their own.
3. Discuss what devices authors use to make the stories compelling.
4. Tell students they will be writing about their personal family history and important events in their lives that have shaped who they are today.
5. Discuss that a family is composed of people living together and functioning as a unit.
6. Hand out copies of my Birth Certificate Worksheet and the My Family Writing Prompt.
7. Ask students to complete them to the best of their knowledge.
8. They can take the worksheets home to ask family members for help completing any missing information.

Materials Required

- Selection of autobiographies for reference
- Birth Certificate Worksheet printable
- My Family Writing Prompt printable
- A Friend Writing Prompt printable
- The Folks in My Neighborhood Worksheet printable
- Pencils or pens
- Notebook paper
- Optional: Timeline Graphic Organizer printat
- Optional: Supplies for scrapbooks
- Optional: Computers for student use, if you students to type their final autobiographies

Additional Resources

- <https://www.myenglishpages.com/blog/write-an-autobiography/>
- <https://www.education.com/lesson-plan/my-story/>
- <https://study.com/academy/lesson/autobiography-lesson-plan.html>
- <https://study.com/academy/lesson/writing-an-autobiography-lesson-plan.html>
- <https://www.brighthubeducation.com/english-lessons/64241-write-an-autobiography-lesson/>

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3. How are the paragraphs?
Are all the ideas about one subject or event grouped together?
 4. Does this story have a good beginning, middle, and end? Which parts, if any, need more information?
 5. Are there any parts of this story that could be left out? Why?
 6. Does this story have well-structured sentences? Which need more work?
 7. Are there grammar mistakes?
 8. Are there spelling mistakes?
 9. Does this writing make you feel any particular way? Why?

Summary

1. Review what autobiographies her and why they are needed

with family, friends, teachers, or community members as a way to write about

5. Students will define how these people have impacted and influenced who they are today.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Explain to the class that they will use their completed worksheets and writing prompt responses to complete the final draft of their autobiography.
2. This piece will be peer reviewed and teacher reviewed before publishing.
3. The time line and scrapbook pieces can be used to support their writing.
4. Outline the following writing process for students who need more guidance:
 - Brainstorm a list of possible writing ideas and topics to provide focus for writing stories with more details
 - Use worksheets and ten-minute sessions of directed writing for students having difficulty beginning their writing
 - Write first draft
 - Revise first drafts through peer conferences
 - Edit revised work through teacher conferences
 - Share final drafts

Guided Practice

Day 4/ Lesson 4: 15 Mins

1. Explain that a scenario is an account or synopsis of a projected course of action or events.
 2. Ask students to make projections for the future and write about various stages of their lives (e.g. 10, 20, or 50 years from now) by completing the following:
 3. Students will be writing autobiographies using the worksheets and writing prompts completed throughout the lesson.
 4. If you have the time, have students compile the worksheets and decorate them with illustrations to create scrapbooks of their lives.
 5. The scrapbooks may help students organize their writing in the next step.
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