

**Unit Title:** Autobiographies

**Grade Level:** 2nd grade

**Subject Area:** English Language Arts and Social Studies

**Duration/Length/Number of class periods:** 8-15 days

**Description:**

Students will present their autobiographies to the class. Using digital tools and supports to create an autobiography of oneself, each student will generate a report using google slides that will incorporate a timeline, nonfiction text features, personal photos or memorabilia, follow a story format to introduce a topic, provide exciting examples and details followed by a conclusion, as well as demonstrate a command of Standard English. Each student will research their own history by way of interviewing family members and friends, utilizing available photography, and retelling memorable experiences and produce an informatory report that is produced digitally as well as orally reported on. In order to produce the writing portion, she or he will need to collaborate with adults and peers through editing, revision and rewriting. Finally, as part of communication, a participant is required to be an active listener, students will listen and read others' reports and oral presentations ready to ask questions of the presenter (and the presenter to answer questions) that will further the understanding of the topic or draw out more information.

**Established Goals** (National, State, Local):

MN Academic Standards, Local Owatonna ISD 761 Enduring Understandings (EUs) & ISTE Standards

**RL2.1.5.5 (EU 4)** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

a. I can describe the structure of a story. This means I can tell what happened in the beginning, middle, and end of a story.

**RI2.2.5.5 (EU 5)** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**W2.6.2.2 (EU15)** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W2.6.5.5 (EU17)** With guidance and support from adults, and peers, focus on a topic and strengthen writing by revising and editing.

**W2.6.6.6 (EU 17)** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W2.6.7.7 (EU18)** Participate in shared research and writing projects.

**W.2.6.8.8 (EU18) Recall information from experiences or gather information from provided sources to answer a question.**

- a. I can gather information to answer a question.
- b. I can recall information from experiences.

**L2.10.1.1 (EU19) Demonstrate command of the conventions of standard English: Conventions, Grammar and Usage**

- a. I can show that I know how to speak and write correctly.
- b. I can use and write adjectives and adverbs to describe nouns and verbs.

**L2.10.2.2 (EU20) Demonstrate command of the conventions of standard English: Capitalization, Punctuation and Spelling.**

- a. I can expand simple and compound sentences.

**L2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

- a. I can produce simple and compound sentences.
- b. I can use spelling patterns when I write words.
- c. I can use reference materials, including dictionaries, to check and correct writing.

**SL2.8.1.1 (EU21) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

- a. I can follow agreed upon classroom rules to discuss my learning topic with peers and adults in small and large groups.
- b. I can listen to other's comments and build on others' talk to contribute to the discussion.

**SL2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

**SL2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.**

**SL2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.**

**SL2.8.5.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**

**SL2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**

**ML2.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose.**

Social Studies

**2.4.1.1.1 Use and create timelines to chronicle personal, school, community or world events.**

ISTE

1. Empowered Learner
2. Digital Citizen
4. Innovative Designer
6. Creative Communicator
7. Global Collaborator

What [Enduring Understandings](#) are desired?

It is important to be able to communicate effectively and personally with people around us. This requires communicators to stay on topic, actively listen, ask and answer questions, provide relevant and exciting details, and conclude a conversation. There are processes to go through to be a prepared and effective communicator.

What [Essential Questions](#) will be considered?

How can we communicate in a digital world?  
 Why does building community/relationships matter?  
 Why is active listening important in collaborative conversations?  
 How does what I'm learning apply to my future?  
 How do my past experiences help shape who I am today?  
 Why does character matter?  
 What does 'taking ownership of my work' mean anyway?

**Students will know / be able to:**

With prompting, guidance and support from adults and peers, students will gather information via interviews, reflection and personal experiences to create an autobiography using nonfiction text features, a mix of simple and complex sentences, and paying attention to conventions of standard English to format a visual and oral presentation that reflects a personal history incorporating a timeline and detailed stories in a story format including beginning, middle, end with the support of templates, sentence frames/starters, word banks, teacher samples, business partner guidance/presentations, mini-lessons, read-alouds, small group work, peer reviews, rubric, etc.

Description	<a href="#">Formative</a>	<a href="#">Summative</a>	Intro Activity	Learning Activity	Student Tech Used	Teacher Tech Used	<a href="#">ISTE</a>
What's the difference between an Autobiography and Biography. Lesson, open sort with photos of each. Students analyze and sort. Sorting activity in Google Slides?			X	X	Google Slides & Hangout / Classroom	Google Slides & Hangout / Classroom	

Students will create an Autobiography and share about themselves. They will use a Google Slide template to begin practicing aspects of technology needed for the year.		X					1, 2. 4. 6. 7
Introduce the project and set up expectations. Introduce timelines (dates/years).			X				
Students will actively listen to oral and visual presentations of teacher autobiographies in order to understand what an end project could look like. Teachers demonstrate what skills an active listener employs to tie in to classroom expectations whether digital or in person. Teachers model active listening and asking/answering questions.			X		Google Hangout	Google Hangout & Slides	
Have students read biographies on EPIC to get ideas of how authors organize their text. Share EPIC as a resource for books.				X	EPIC		2b
Share how auto/biographies are told in sequence. Show the organization with the table of contents in sequence. Quick lesson with other books and examples.				X	Google Hangout	Google Hangout & Slides	
What are nonfiction text features? Lesson explaining, photographs, headings, captions, table of contents and others. Possible Google Form with a short 5 question quiz or so?	X			X	Google Slides & Form	Google Slides & Form	
Share template and project with parents. Talk about communication and how they will be partners and should work together on the project.			X		Google Slides		
Students should take notes from discussions and questions with parents. Write the correct spellings to make it easier to type, ask for clear support from families.				X			
What is a complete sentence? Capital Letter, complete thought, period, question mark and exclamation point. Video showing how to use the keyboard to capitalize, and punctuate. Type out a sentence, share a complete sentence on padlet?	X			X	Padlet	Screencastify	6
What is the difference between a simple and a complex sentence? Schoolhouse Rock video/songs on adjectives and adverbs. Read aloud 2 texts on adjectives and adverbs. Use google slides (or other) to create complex sentences from word banks, examples and sentence starters.	X			X	Google Slides	Video Screen-castify Google Slides, etc.	
Discuss “main events” and how to include them. Also how they may have taught them a lesson or helped shape their character and how to add that into their presentation. Remind about timelines - record the date/year. Students share one event including the time - flipgrid.	X			X	Google Hangout Flipgrid	Google Hangout	6, 7
Teach how to insert a photo, text box, arrow, voice box? *maybe class google doc where they just add one photo and one text box t?				X	Google Doc		1c, d, 2b, 4, 6, 7
Collaborate with adults and peers to edit and revise writing. Listen to videos on what editing and revising means. Provide examples. Use checklist on google docs to assist in this.				X	Flipgrid Google doc	Flipgrid Google doc	1c, d, 2b, 4, 6, 7
Practice your presentation with voice, sequence words, eye contact, comfort. Use flip grid or small groups to do a practice session. *Community connection on using a digital format to communicate: voice, lighting, background, complete sentences, what and how much to show on your screen. (Sarah Rohne - Schwans)	X				Google Hangout Flipgrid	Google Hangout Flipgrid	7
Lesson about active listening and questioning. Give some sentence frames. How do you know someone is listening to you? Why is it important to ask questions? When presenting in small groups each student should have a question to ask at the end of a presentation. *Community connection: What does an active listener look like? (Sarah Rohne - Schwans)	X				Google Hangout Flipgrid	Google Hangout Flipgrid	7

*sharing in google hangout, respond on flipgrid?							
Maybe share the Autobiographies with 5th grade buddies virtually? Practice being active listeners and strong presenters etc?				X	Flipgrid		6, 7
Students will present their Autobiography and be active listeners by asking and answering questions about each other's presentations.		X					
Extension Activity: Students create a biography on topic of choice.				X	Sway ?		

**Materials, tools and resources:** project samples, rubrics, create video lessons using various formats, schedule community presenter, flipgrid, google classroom, screencastify, schedule google hangouts, EPIC, padlet, google forms, other

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**Additional credit given to:** BestPrep staff and presenters