

TITLE OF LESSON

English 1 Unit 2 Lesson 4 – Autobiography, Extended Metaphor/Simile, Show Not Tell, Adjectives

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.11, L/S2.4a-d,

In Preparation for California – Eng 9-10: W1.8, 2.1a-e

MATERIALS

“Our Love” – Reading by Nellie Campobello

Summarizer, Predictor, Clarifier and Questioner – Student Pages

LESSON OBJECTIVES

- To define autobiographical incident
 - To identify the elements of an autobiographical incident
 - To practice the tools of show not tell, adjectives, metaphor/simile, and hook
 - To practice oral reading skills
 - To practice reciprocal teaching skills
-

FOCUS AND MOTIVATE STUDENTS-WARM UP ACTIVITY

- 1) Homework Check – Stamp/initial completed homework assignments. Pass back graded assignments and have students place them in their folders.
 - 2) **Daily Log/Agenda** – Ask students to copy the agenda/daily log you have posted on the front board.
 - 3) **Group Read Around** – Have students take out their extended metaphor/simile from the night before. Ask them to quietly pass their papers to the person sitting on their left. Have students read the paper silently. While they are reading, ask students to underline the golden line and initial it. Then have students pass their papers to the left again in a group read around, having each reader underline the golden line. When the read around is complete, have students look at the golden lines that have been underlined. Tell them this is called feedback. They are the opinions of the readers in their group. They demonstrate the likes of their audience and can be used by the author or discarded. It is the author's decision as to whether or not they will use the feedback they receive about their writing. Now, without talking, have students decide what their favorite line was in their extended metaphor/simile. It can be one that another person in their group underlined while giving their feedback or it can be a different line that the author really likes. Have them underline and initial it. Students should take out their notebooks and write down the golden line they have chosen as their favorite in their own piece of writing and add it to their list of golden lines. Remind them that they are authors too and that their golden lines count as good pieces of writing. Finally, ask if there are any volunteers who may want to read their extended metaphors/similes. Take two or three volunteers.
 - 4) Praise – When each student is done reading, ask the class what they liked about the piece. You may want to call this giving an author praise and ask for one praise for this author, one positive piece of feedback. Students get into this because they love to receive praise and it encourages students who may be shy to want to read in order to receive praise for their accomplishments. Now is not the time for any kind of negative comments or criticism. If your class tends towards the negative, stop them immediately and remind them it is not appropriate at this time. Tell them that writing is difficult and they are all just beginning. It is important that they remember, they are all in this together. As students are just beginning to write, you really want to encourage not discourage, bolster their fledgling author egos!
-

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Group Definition** – This strategy was used in the previous unit. If you cannot remember how to use it, look it up in the *Teaching Strategies* portion of the site. Write the word *autobiography* on the board. Ask students if anyone knows what this means. Some students may have been exposed to the term autobiography before. Write their answers underneath the word. Ask someone to look up the word to check for accuracy, but make sure to keep the definition in their own words. Have students copy the definition into their notebooks.

Next, write the words *autobiographical incident* on the board. Since the students already know the meaning of the term autobiography, ask them what incident means. Do this in the same manner you worked with the term autobiography. Put the two words together and check for meaning. Make sure students write the definition in their notebooks so they can refer back to it as they continue in this unit. Ask students, if you asked them to write an autobiographical incident, what would you be asking them to do? Their answers should sound something like “write a single event that has happened in my life or to me.” Ask them why you might want them to write about a single event instead of their entire autobiography. Finally, tell students that their writing proficiency test that they must take in order to graduate from high school may ask them to write an autobiographical incident. Stress the importance of passing that test and remind them that this unit is designed to help them to pass that test. Your job will be to help them to become better writers in the process so that passing the test will be a breeze. Remind them that no matter how good the author, she/he can always stand to improve.

2. **Reading**—Use **Reciprocal Teaching** to read “Our Love” by Nellie Campobello. Make sure students are seated in groups. Tell them they will be reading in groups, Reciprocal Teaching style. Briefly review with them the techniques of Reciprocal Teaching. If you cannot remember the principles of reciprocal teaching, go to the *Teaching Strategies* portion of the site now and review the How-To's. Pass out the **Summarizer, Questioner, Clarifier, and Predictor** worksheets to each group. Assign group roles or have students assign each member of the group a role (summarizer, questioner, clarifier, predictor). Next, ask students to decide how they will read in their groups (i.e. silently, popcorn style, one person reads out loud while the others follow along, each person reads a paragraph, etc.). Make sure to get a definite answer about how they will be reading from each group before you allow them to start. Finally, allow them to read.
3. **Present** – After they have finished reading, you will be acting as facilitator of their group's presentations to the class. You may want to start with the summarizers and ask for each group's summarizer to stand and present their summary. Did they make sure they have all the important parts in their summary? Ask the class. If they were missing something, have them add it. Make sure each summarizer presents, no exceptions. Next, ask each questioner to present their questions. Allow the class to attempt answers or if the group's clarifiers came up with answers, let them present. Finally, ask the group's predictor to present. You will want to randomly choose students in groups to report back to the class. You may want to let students know that you will be doing this prior to starting this portion of the exercise in order to keep them on their toes.
4. **Discuss** – At the end of the discussion, ask students what journey Nellie Campobello is trying to describe. Ask if there is more than one journey and whether or not it is internal or external.
5. **Golden Lines** – Finally, have each student look at the story they just read and decide what they thought the golden line was. Have them add this to their list of golden lines in their notebook.
6. **Elements of an Autobiographical Incident** – Have students look at their extended metaphor/simile. Have them look at “Our Love.” Ask them which one is a complete autobiographical incident. Their answer should be “Our Love.” Next, ask them what makes “Our Love” a complete autobiographical incident. You should write their answers on the board and ask them to write them in their notebook underneath their definition for autobiographical incident. Have them title this brainstorm *Elements of an Autobiographical Incident*. Their list should include, but is not limited to the following (If they are having a hard time, remind them of their mythology unit and the elements that all stories must have. Do this just to get them started):

Characters

Character Descriptions

Setting

Setting Description

Plot or Action

Rising Action

Falling Action

Climax/Turning Point

Conflict/Problem

Resolution or Solution to the problem

Theme(s)

*A Single Defining Moment in Their Life (This is the very essence of autobiographical incident writing. Make sure to point out that good authors can pack a lot of meaning into a single event, a defining moment in their life.)

Show Not Tell

Details or Description

Dialogue

Told in the first person, using I

7. Identifying Elements in Our Love – Now, as students are amassing a list of necessary elements, ask them to look for examples of each component in “Our Love.” Have them read their examples out loud. Point out that you will expect students to use these elements in their autobiographical incidents.
 8. Organizing Folders – Before you begin today's journal, ask students to pull out all their previous journals. This is your opportunity to make sure students are not throwing away their work and to remind them to keep all of their writing. Tell them these are all First Drafts. Tell them that first drafts are almost always messy and full of mistakes. Tell them that first drafts are supposed to be messy and full of mistakes, but they are never to be thrown away. Explain that they will be choosing their favorite piece to improve, to write a second and even a third draft of and to turn in for a letter grade. Right now, they are amassing a body of different pieces of writing so that they will have more to choose from. They should keep all of their assignments in their folders. They should divide their folders in the following manner: vocabulary, journals, notes, readings, assignments, tests/quizzes. Everything they work on should be placed in the folder according to date. You will collect their folders for a formal letter grade in Lesson 15.
 9. **Journal 5** – Choose one special object you possess that makes you remember. Tell the story of the special memory it holds for you.
 10. **Brainstorm** – First, have students brainstorm a list of special things that make them remember just like in the story “Our Love.” The list should be things that are just theirs, that hold a special memory. Things like: a teddy bear their grandmother gave them, a ring their first boyfriend gave them, a letter their dad sent them, a picture frame, a mirror, a necklace, a memory box, a journal, anything that holds a special memory. Give students just two minutes to brainstorm a list of items. When the two minutes are up, call time.
 11. Write **Journal 5** – Now, without talking to anyone, have students circle the one item they would like to write about today. Underneath their brainstorm, have them tell the story of the special memory that item holds for them. Students should write for ten minutes straight without stopping. There may not be enough time in class to complete this writing assignment. If there is not, assign it as homework.
-

HOMEWORK

Finish Journal 5 and bring it to class tomorrow. Make sure you include:

- a) all of the elements on your autobiographical incident list
 - b) a good hook
 - c) at least 5 good adjectives
 - d) at least one metaphor or simile
 - e) at least one show not tell.
-

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1

Unit 2

None

Imagination and Words
The Journey

1:2:4:Autobiography, Extended Metaphor / Simile,
Show Not Tell, Adjectives

Hero Myth
Trickster Myth
Monster Myth
Creation Myth