

ALL ABOUT

Write your name here.

GRAPHIC ORGANIZER

JUST THE FACTS

- I am _____ years old and I am in _____ grade.
- My teacher is _____
- The members of my family are _____
- Some of my friends are _____
- My birthday is _____

A FEW OF MY FAVORITE THINGS

- ❖ Subject _____
- ❖ Food _____
- ❖ Sport _____
- ❖ Song _____
- ❖ Movie _____

AWESOME ACTIVITY

One thing I love to do is:

PICTURE PERFECT

Draw or attach a picture of yourself here.

BEST BOOK

My favorite book of all time is:

MY HERO

One person who inspires me is:

DID YOU KNOW?

Something you might not know about me is:

MY MINI-AUTOBIOGRAPHY

Write a little something about yourself here.

Draw or attach a picture to go with what you wrote.



Graphic Organizer Poster

ALL-ABOUT-ME WEB

Teaching Guide

INTRODUCTION

Write what you know. It's classic advice, and it applies not only to seasoned authors, but to young writers as well. With this engaging fill-in poster, you can help students do just that! As they tell about their favorite things, their families, and their daily lives, students are practicing important skills that will improve both their writing and organizational techniques. The open-ended format allows students to write as much or as little as they like, as well as add illustrations. Plus, this flexible poster has a wide variety of classroom uses. It's a great way to help students personalize your classroom décor, get to know one another at the beginning of the year, or simply express themselves—any time!

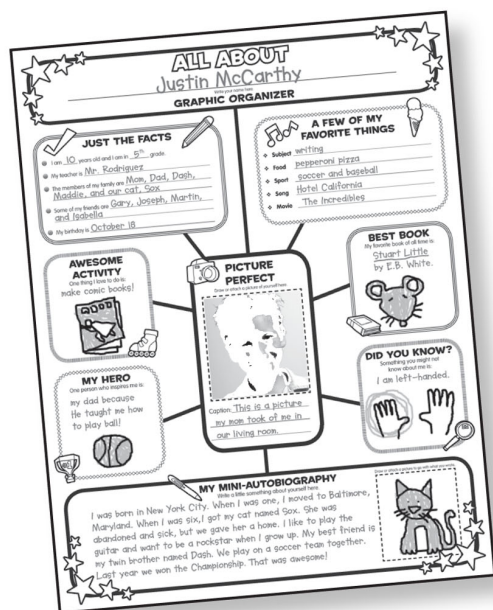
USING THE POSTER

Before Writing

- ★ You might like to fill in a sample poster telling “fun facts” about yourself. Share it with students, reading aloud each heading and your personal responses.
- ★ Invite students to draft their responses using a practice copy first. This is a great way to review the writing processes of revising, editing, and publishing.
- ★ If students wish to use photos for the self-portrait section, take close-ups on a digital camera, or send a note home to families asking them to contribute photos.

During Writing

- ★ Depending on your schedule, you can have students create their posters all at once, or you can make it an ongoing project by encouraging them to work on one section at a time.
- ★ Provide students with crayons and markers for creating illustrations. You might also give students the option of creating a collage effect by setting out old magazines, scissors, and glue.



- ★ As children work, circulate and spark ideas with questions and comments. For instance, you might help students with the “My Hero” section by saying, “I notice you talk about your mom a lot. Is she someone you admire?”
- ★ Make sure students know they don’t need to tell their “life story” in the mini-autobiography section. They can certainly create a brief timeline, but they can also use this space to write fun facts that don’t fit into the other categories.

After Writing

- ★ You might wish to use students’ completed posters to create an eye-level border on the walls of your classroom. Students can enjoy a “gallery walk” around the room and then meet up to discuss everyone’s responses.
- ★ One option is to use the posters to create a “Student Spotlight” of the week.

Designate a special bulletin board and display students’ posters on a rotating basis.

- ★ Give students even more practice with graphic organizers by displaying two posters at a time and using them to create a Venn diagram. Write one student’s name above each circle. Then discuss differences to place in the outer circles and commonalities to place in the overlapping section.
- ★ Host an All-About-the-Class Scavenger Hunt. Create a reproducible with one question about each student that can be answered by his or her poster, such as “Whose favorite food is pizza with pepperoni and olives?” or “Who has a gerbil named Dilbert?” Distribute copies to students. Then foster friendship by inviting pairs of students to visit the completed posters and work together to answer each question.

CONNECTIONS TO THE LANGUAGE ARTS STANDARDS

These activities are designed to support you in meeting the following standards for students in grades 3–6, outlined by Mid-continent Research for Education and Learning (McREL), an organization that collects and synthesizes national and state K–12 curriculum standards.

Uses the general skills and strategies of the writing process:

- ✓ Uses strategies to write for a variety of purposes and different audiences
- ✓ Evaluates own and others’ writing
- ✓ Writes autobiographical and expressive compositions

Uses the stylistic and rhetorical aspects of writing:

- ✓ Uses descriptive language that clarifies and enhances ideas

Uses grammatical and mechanical conventions in written compositions:

- ✓ Uses conventions of spelling and punctuation in writing

Source: *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*. 4th edition (Mid-continent Research for Education and Learning, 2004)