



★ 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

**T**hese 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)

# 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.