

ALL-ABOUT-ME ROBOT

MY NAME IS:

Write your name here.

Draw or paste a picture of your face here.

I AM SPECIAL BECAUSE:

FUN FACTS ABOUT ME

- MY TEACHER IS: _____
- MY BIRTHDAY IS: _____
- THE MEMBERS OF MY FAMILY ARE: _____

- WHEN I GROW UP, I WANT TO BE: _____

I HELP OTHERS BY:

FAVORITE COLOR:

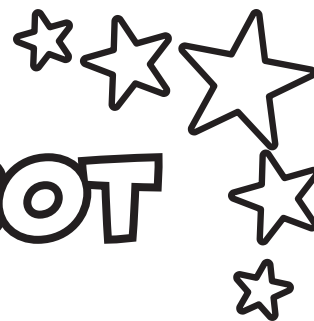
SOMETHING I LIKE TO DO AT SCHOOL IS:

SOMETHING I LIKE TO DO AT HOME IS:

FAVORITE FOOD:

FAVORITE ANIMAL:

FAVORITE BOOK:



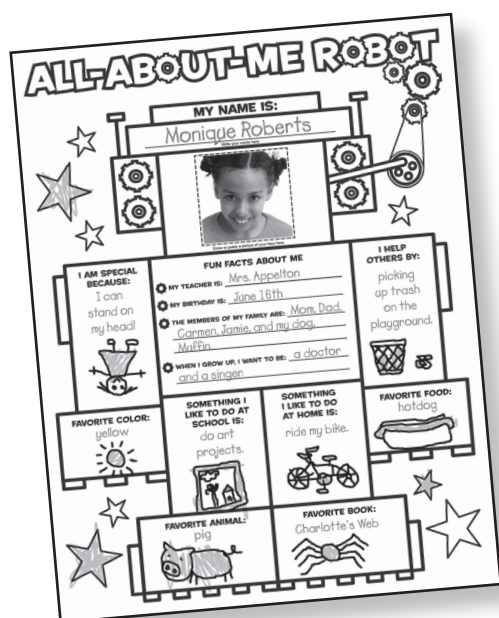
Graphic Organizer Posters

ALL-ABOUT-ME ROBOT

Teaching Guide

INTRODUCTION

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



USING THE POSTERS

Before Writing

- ★ You might like to fill in a sample poster telling “fun facts” about yourself. Share it with children, reading aloud each heading and your personal responses.
- ★ Invite students to draft their responses using the reproducible mini-poster on the other side of this teaching guide. This is a great way to teach the writing processes of revising, editing, and publishing.
- ★ If children wish to use photos for the self-portrait section (the robot’s “face”), 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 children 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 children with crayons and markers for creating illustrations. You might also give children the option of creating a collage effect by setting out old magazines, scissors, and glue.

- ★ You might like to help children with spelling by writing a few “basics” on the board, such as your name and a list of colors, foods, animals, and so on.
- ★ As children work, circulate and spark ideas with questions and comments. For instance, you might help a child with the school section by saying, “I notice you really seem to enjoy art projects.”

After Writing

- ★ You might wish to use children’s completed posters to create an eye-level border on the walls of your classroom. Children 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 children’s posters on a rotating basis, along with artwork, additional writing samples, and so on.
- ★ Give children even more practice with graphic organizers by displaying two posters at a time and using them to create a Venn diagram. Write one child’s name above each circle. Then let the group discuss differences to place in the circles and commonalities to place in the overlapping section.
- ★ Have fun—and help students get to know one another—by hosting 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 animal is an aardvark?” Distribute copies to students. Then build literacy by inviting pairs of students to visit the completed posters and work together to answer each question.

CONNECTIONS TO THE LANGUAGE ARTS STANDARDS

The activities in this set are designed to support you in meeting the following standards for students in kindergarten through grade two, 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 organize written work
- ✓ Evaluates own and others’ writing
- ✓ Uses writing and other methods to describe familiar persons, places, objects, or experiences

Uses the stylistic and rhetorical aspects of writing:

- ✓ Uses descriptive words to convey basic ideas

Uses grammatical and mechanical conventions in written compositions:

- ✓ Uses conventions of print 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)