

I Was So Excited!!!

Autobiography

Grades K-2

Subject _____ Class _____ Date _____

Assignment Summary and Rationale *

You are a new student who wants your new classmates and teacher to know all about you. Today you are going to tell them about a time you felt excited and share as many details as you can about this time.

Writer's Purpose

Your purpose is to tell your new class and teacher about a time you felt **excited**.

Writer's Role

You are a new student.

Audience

Your class and teacher

Form

Grades 1-2: The attached question-and-answer Focus Sheet

Kindergarten: A detailed drawing (optional paper attached, or visit www.collinsed.com for alternative paper styles.)

Focus Correction Areas **

For Grades 1-2:

- Answer at least five questions from the Focus Sheet
- Use complete thought sentences with beginning capitals and end marks
- Include at least five describing words

Enrichment FCA: Draw a picture and label the details to add to your story.

For Kindergarten:

- Picture shows 5 or more details about the time you felt excited (magnifying glass)
- Picture shows feeling (emojis)
- Use realistic colors OR Label your picture

Enrichment FCA: Add a complete sentence with beginning capital and end mark describing your picture.

Procedure

For Grades 1-2:

Modeling and Instruction:

Your teacher will talk to you about the word **excited** and what it means. You might read a picture book about a character who is excited.

Type One Writing/Drawing:

What does being **excited** look like or feel like? Draw or write three or more ideas (8 minutes).

Sharing Activity:

While students share their lists, you may borrow ideas or details that you love by adding them to your own list or drawing.

Modeling and Instruction:

Your teacher will show you how to complete the Focus Sheet and follow each of the FCAs.

Type Three Writing:

After careful thought, you will complete the Focus Sheet, paying special attention to the FCAs.

Grade 2: You might choose to use your Focus Sheet for prewriting and then turn your story into a paragraph for your Type Three.

Revising and Editing:

Before submitting your work, you will show that you have followed each of the FCAs (e.g., Count your questions to be sure you have answered 5, circle your describing words).

Finally, you will read your writing out loud in a one-foot voice and make any changes you think will improve it.

Class Sharing:

Your teacher will ask everyone in your class to volunteer to share their story. You will practice your best listening skills as you hear the stories of your classmates. Your teacher may give you a chance to ask questions to find out more details from your classmates.

Feedback:

Your teacher will provide feedback on each FCA.

For Kindergarten:

Modeling and Instruction:

Your teacher will talk to you about the word **excited** and what it means. As a class, you will brainstorm some of the times you have been excited.

Your teacher will model how to draw a detailed picture, show your feeling, and add realistic colors or labels. You will focus on showing who, where, and what in your picture.

	<p>Type Three Writing: After careful thought, you will draw your picture, paying special attention to the FCAs.</p> <p>Revising and Editing: Before sharing your work, you will show that you have followed each of the FCAs (e.g., Count your details and colors/labels, show your feeling).</p> <p>Finally, you will “read” your writing out loud in a one-foot voice and make any changes you think will improve it.</p> <p>Class Sharing: Your teacher will ask everyone in your class to volunteer to share their story. You will practice your best listening skills as you hear the stories of your classmates. Your teacher may give you a chance to ask questions to find out more details from your classmates.</p> <p>Feedback: Your teacher will provide feedback on each FCA.</p>
--	--

*** Note to Teachers:**

The autobiography assignment is designed to be used multiple times throughout the year as a tool for teaching and assessing the personal narrative. Each “chapter” is meant to build on the previous chapter, focusing on a new feeling and incorporating a range of FCAs, including writing style, conventions, and narrative organization. When combined, these mini-autobiographies form a “Year in Memories” that not only shows evidence of writing growth over time but serves as a fun and meaningful keepsake for students and families.

Topic Suggestions for Future Chapters

One time when I was:

Scared	Proud	Nervous	Curious	Confused	Friendly
Brave	Surprised	Helpful	Mad	Selfish	
Sad	Thankful	Shy	Happy	Embarrassed	

** [Click here](#) for a list of **additional FCAs** that can be used throughout the year for each iteration of the autobiography assignment.

Focus Sheet

Name _____

FCAs:

- _____
- _____
- _____

Questions and Details About the Time I Felt Excited

What is your name?

What was a time you felt excited?

How old were you when it happened?

Where did it happen?

Who were you with?

Why were you so excited?

Three other ways you can describe how it feels to be excited without saying “excited.”	<div data-bbox="461 153 498 191">1.</div> <div data-bbox="461 294 498 329">2.</div> <div data-bbox="461 432 498 470">3.</div>
---	---

Draw a picture of the time you felt excited.


