**Unit 1 Standards:**

Tahstl.cr.1 (abce); TAHSTL.CR.2 (b); TAHSTL.CR.3 (C,D,E,F,G,H); TAHSTL.PR.1 (B,C); TAHSTL.RE.1 (D,E,F,H); TAHSTL.CN.1 (E.F,G,H)

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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | Closure |
| **Monday, August 11** | I am learning how to write narratives to develop real experiences using well-chosen details. | I can develop real experiences using well-chosen details by creating a heart map of things that I can reference back to for ideas. | When I say write from the heart – what do you think I’m saying? | Students will receive a heart template and will be shown how to utilize their heart template. | Using the heart template, the students will students will draw/write in response to the following questions:  What has stayed in your heart? What has really affected your heart? What people have been important to you? Are they friends, siblings, parents, grandparents, teachers and other people? What are some experiences or central events that you will never forget?  What special moments stand out to you? What happy or sad memories do you have? What secrets have you kept in your heart? What small things or objects are important to you – a tree in your backyard, a trophy, a stuffed animal? What places, books, fears, scars, journeys, dreams, relationships, animals, comforts, and learning experiences do you hold in your heart? Should some things be outside? Do you want to draw more than one? Do different colors represent different emotions, events, and relationships? What’s at the center of your heart? What’s outside around the edges? | How can you use this heart template to help you brainstorm ideas?  Jot down how you felt about the process. What items did you discover when filling the map? What came as a surprise? What associations between items were unexpected? |
| **Tuesday, August 12** | I am learning how to write narratives to develop real experiences using well-chosen details. | I can develop real experiences using well-chosen details by creating a heart map of things that I can reference back to for ideas. | Students will answer a creative writing prompt that will be on the board. | Students will finish up their hearts from yesterday if they are not finished. | Students will finish up their hearts from yesterday if they are not finished. | Students will answer the journal prompt if they did not get a chance to the day before. |
| **Wednesday, August 13** | I am learning how to write narratives to develop real experiences using well-chosen details. | I can write about a real experience using well-chosen details by utilizing a heart map of things that I love and dislike. | Pick one thing from your heart map. Just write anything that comes to mind about that one thing. | Read through memory poems:  Where I’m from by George Ella Lyon  Walking with my father by Linda Hogan  Blackberry Picking by Seamus Heaney  My First Memory (of Librarians) by Nikki Giovanni | Introduce memory map activity by demonstrating memory map of self. | Students will complete their own memory map and label the map with TWENTY memory-specific locations. |
| **Thursday, August 14** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Pick one thing from your heart map. Just write anything that comes to mind about that one thing.  Students will then finish up their memory maps. | Students will discuss their memory map with a partner/group. | Students will pick one specific event from their map that seem to tie together. They will write in the format:  “I remember….I remember….but mostly I remember….” | How was this process of developing the map?  What did you discover?  What came as a surprise?  What associations between items were unexpected? |
| **Friday, August 15** | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | I am learning how to use narrative techniques (dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. | Take your I remember sentences, and turn them into paragraphs. | Take a look at the paragraphs that you wrote and figure out which doesn’t quite fit, figure out how you can edit. Consult with your group as needed for help. | Continue to edit your pieces taking and adding out things that may not belong. | How is this process useful for learning to create drafts? |