

Genre Unit: Writing a Memoir
By Pahla Carden
Grade Level: Third Grade

Resources:

Salt in His Shoes, by Deloris Jordan, Illustrator: Kadir Nelson
The Summer My Father Was Ten, by Pat Brisson, Illustrator: Andrea Shine
My Great-Aunt Arizona, by Gloria Houston, Illustrator: Susan Lamb
Lou Gehrig, by David Adler, Illustrator: Terry Widener
Sadako, by Eleanor Coerr, Illustrator: Ed Young

The Mighty Writing Process Chart (cut into six parts) Brain Drain, Sloppy Copy, Pair Share, Neat Sheet, Goof Proof, and Glory Story. Author: Brad Wilcox.

Paper and pencils

Student dictionaries

Standard and Objective Overview:

3rd grade Language Arts Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Objective 1: Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening
- b. Listening and demonstrate understanding by responding appropriately
- c. Speak clearly and audibly with expression in communicating ideas
- d. Speak in complete sentences with appropriate subject-verb agreement.

Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).

- a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of graphic organizers to organize information.

Objective2: Compose a written draft:

- a. Draft ideas on paper in an organized manner utilizing words and sentences, beginning, middle, end, main idea, details, characters, setting, plot.
- b. Use voice to fit the purpose and audience.
- c. Use strong verbs and vivid language.
- d. Identify and use effective leads and strong endings.

Objective 3: Revise by elaborating and clarifying a written draft.

Objective 4: Edit written draft for conventions.

Objective 5: Use fluent and legible handwriting to communicate.

Objective 6: Write in different forms and genres.

- e. Produce functional text.

Prior to Day 1: Before the formal writing unit starts I will read examples of published memoirs (six stories in the resource section) to the class. This will take about three days and give us time to discuss the authors, mechanics and style.

Day 1

Time: about 30 minutes

Objective: Student will prepare to write by generating ideas for their memoir with a talking partner, in connection with the published memoirs previously read.

Mini-Lesson:

Emphasize to the writers that they need to express what the experience being written about was like for them! (Their feelings)! Aware of themselves as the person to whom the event happened.

Model for students how to share their ideas with a partner...how to listen to one another, how to generate an idea, The Magic Camera Exercise would be a good model to interject here. Visualizing a scene and expressing all the details.

(15 min) with a talking partner to come up with ideas for their own memoir. Brain Drain...time.

Students will be given time individually to conference with teacher about their topic and how they are progressing. Short notes will be taken down on each child so we know where to go each day with previous suggestions.

Day 2

Time: 45 min.

Objective: Students will begin a first rough draft (sloppy copy) of their memoir topic that has been approved from the day before.

Mini Lesson:

Discuss with the class what a rough draft looks like, writers should pay attention to spelling and punctuation, but they can make changes later. They shouldn't let the mechanics hinder them from writing their ideas down. Teacher will show the class a "sloppy copy" example.

After referring back (briefly) to the various published stories and how different they were from the other (sighting that students work will be very different as well) we will begin our first draft (sloppy copy, post the #2 poster about writing a first draft).

Instruct students to skip lines so correction can be done easier later.

20 minute writing time

Use the last twenty minutes for a few students to share what they have started, so the whole class might be shown (if needed) how to write more.

Give students time to free write on their topic. (20 min).

Teacher and will walk around the room observing the writing and answer any questions or concerns.

Observing if suggestions from conferencing have been made.

Day 3

Time 30- 45 min.

Objective: Students will continue to write their memoir (rough draft)while conferencing with their peer groups.

Mini Lesson:

Teacher will instruct students to read over what they have written, asking themselves at least two

questions, this should lead to more detail in their writing.

Teacher will make an overhead projector copy of a couple of students' rough drafts. We will look at the story as a class and make suggestions and show any corrections so all can see how to proceed.

(25 min.)

Then have students share their writing with a partner. Have each partner ask questions about one another's work which hopefully will create more detail to their writing.

In their groups students will read their first draft to one another, receive ideas, and any suggestions from the group making changes as they go.

Students will make sure corrections are made from the day before and that they are skipping lines for those corrections.

Rough drafts completed.

Day 4

Time 30-45min.

Objective: Students will start their revisions (neat sheet).

Mini Lesson:

Teacher will explain that this step is the mechanical step: The student can now focus on content, then correct mechanics. Students are encouraged at this point because much has been done with much yet to do.

Look at two more overhead copies of students work allowing students to assist with revisions.

Modeling how to cut apart their work and add more text or shift it around to another area.

30 min

Pass out dictionaries and students rough drafts for revisions to begin.

Teacher will touch base with as many students as possible. Telling them to make sure to reread their work to see if it says what they want it to say.

Day 5

Time 45-50 min.

Objective: Students will edit their neat sheet. Dictionaries will be used for correct spelling along with punctuation corrections, as they prepare to share their writing with an audience (with their best handwriting).

Mini lesson:

Goof Proof poster will be displayed as Editing is discussed.

Teacher can excite the students for this last effort, they are almost there with the final product of their hard work!

This is our chance to make it just right so that our audience will understand all that we have written.

Take one of the transparency drafts used earlier to model how to make a final copy or at least start one from the model.

35 minutes

Students will work on editing their memoir's as they prepare to share their story with an audience. (35-min).

Teacher will go to each student making sure they are using their drafts to make a final copy.

Day 6

Time: 45 min.

Objective: Students will share their published work with their peers and invited guest.

Teacher will make a bound booklet of the 3rd Grade Memoirs.
Students will be given time to read their work to the class and invited guest.
Refreshments will be served!