



Telling My Story

by Melanie R. Moore, 2016 CTI Fellow
David Cox Road Elementary School

This curriculum unit is recommended for:
Literacy and Writing/First Grade

Keywords: memoir, feeling, emotions, honest, self-analysis, writing, memories, slice of life, literacy, small moments, events, true story, author, read aloud, author's chair, writers workshop, genre study

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit will allow young students to give a voice to their feelings about past memories. The students will learn how to write about their memories, focusing on small moments, and to express what they were feeling at the time and/or how they feel about the moment in present time. Students will write about their lives from their memories, family pictures, objects from home, and make connections to memoirs written by the teacher, classmates, and books read aloud. Throughout the unit, students will continuously write, conference with the teacher, revise, and finally publish one of their written pieces. There is an option at the end of the unit to have a Memoir Mash-Up where parents and administration are invited to read and experience the students' writing.

I plan to teach this unit during the coming year to 18 students in Literacy and Writing.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Telling My Story

Melanie R. Moore

Rationale

"Sometimes memories sneak out of my eyes and roll down my cheeks." -Unknown

I believe everyone has a story to tell, especially children who are always willing to tell stories from their life. Young writers penning memoirs, or true stories, from their lives will enhance their already active "story telling" abilities and will encourage them to write to tell their experiences. Memoirs are stories, small moments in a person's life, written solely from the author's point of view, and what the author experienced and emotions felt during the moment. These stories take on different tones ranging from happy and joyful to sad and depressing and everything in between. Discussing and/or writing about various experiences helps the writer and sometimes the reader better process and understand events and situations the author has experienced, lived, and in some instances, survived. The writing pieces can be ones of clarity, healing, compassion, and relief for the author, and for readers reading the memoir. Readers are able to compare situations in their life and make connections once reading a memoir.

The genre of memoir will enable teachers to engage their students in writing personal narratives, which is a first grade standard. It will also encourage students to think deeply about their young lives to identify pivotal and important situations and events they have experienced thus far. As required by the Common Core State Standards, by the end of the year, first grade students are expected to write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened; and recall information from experiences to answer questions. These pieces of writing will allow the students to write on a topic that they know all about: themselves¹. Teachers often require students to write about topics of which they have little background or experience. Students struggle when they cannot connect with a topic, often times leading the students to become discouraged and disenchanted about writing. It is much easier, as a writer, to write about what you know. First grade students are young writers who are in the early stages of learning to write and are most likely not confident writers. Authors of memoirs can often times feel self-conscious about their writing. When writing memoirs, authors may worry about presenting their truth, hurting others, or emotionally hurting themselves. It's difficult to recall painful memories. It is important for the teacher to create a nurturing environment in which the students feel safe and confident to share their thoughts and writing. This will allow the most growth to occur in both writing and social skills.

Background

David Cox Road Elementary School is a Title 1 school with a large portion of students coming from families who struggle financially. Our students have supportive parents who want their children to succeed and do well in school. A lot of our students have experienced loss of some sort so this writing opportunity will hopefully give them a chance to voice and express their emotions in a positive way and begin the healing process. For the students who haven't experienced a deep loss, these learning opportunities will enable them to reflect on their lives and focus on the small moments. Being able to read and experience my students' writing pieces will allow me to gain a deeper knowledge into their young lives, get a glimpse of how they view situations they are exposed to, as well as how they view the world and current events. As stated in Tara Gibney's article², *Teaching Memoir in the Elementary School Classroom a Genre Study Approach*, "Writing memoir is a wonderful way to develop the notion of a "writing community" in the classroom, as the students will experience countless "me too" moments when sharing each other's stories." This will inevitably lead to other students sharing similar experiences. When others make connections to their lives, the author feels less like they are on an island or the only person to have the experience. The result is the creation of a tighter classroom family. Creating this safe environment for students will inevitably open up the classroom for deeper and more meaningful engagement, conversations, connections, and support for each other.

Content Background

This curriculum unit is designed to support first grade children's writing (fundamentals, skills, and strategies) while focusing on memoirs. These lessons may be adapted easily to support writing standards in other grade levels as well. A personal narrative such as a memoir will be used to help students share their emotions about events in their lives that they may not be able or willing to express orally: joy about a new pet, apprehension over a new sibling, or deep sadness over the death of a parent or another loved one. Reading and listening to students' memoirs will enable the teacher to learn about the students on a deeper level and make connections from the teacher's life. Students will make connections enabling them to feel sympathy and empathy for each other. Ultimately, a culture of caring and kindness will be created.

Genre Study

A genre study is a focus on a type of literature or writing. During a genre study, students will read and be exposed to many examples of the genre to discuss and determine its main characteristics. Genre studies typically last for two to three weeks. During this genre study, with guidance and support from the teacher, students will use the examples to help craft and develop their own memoirs.

In order to have a common understanding, memoir should be defined for both the teacher and the students. Katherine Bomer³ defined this genre in her article *Why Teach Memoir?* as "... a mere slice of ordinary life- a certain time period, a special relationship, a particular theme or angle on life." Honesty and self-analysis are main components of memoirs. Some students may feel like events in their lives aren't significant enough about which to write. It is the teacher's duty to show the students that every event that occurs in their lives is significant because those events shape the students' thoughts, beliefs, and outlook on life.

Writers Workshop

Memoir writing will take place during Writers Workshop,⁴ a dedicated block of time during the instructional day used to focus on writing. During Writers Workshop, a variety of different activities take place centered around the goal of the day's lesson. The typical Writers Workshop entails the following: Setting the Stage and Read Aloud, Interactive and Shared Writing, Whole Group Mini-Lesson, Guided Writing (small group guided practice), Independent Writing, and Sharing and Reflection.

Setting the Stage and Read Aloud: This happens before the instructional part of the lesson occurs. Setting the Stage is extremely important as it gives a focus to what will be discussed and practiced during the lesson. A Read Aloud is one of many ways that setting the stage can occur. A Read Aloud is used by the teacher to model how a proficient reader should sound, think, and answer questions about the text as well as the types of questions that the reader should be asking while they are reading. Read Alouds also allow young writers to experience how seasoned authors use language to tell their stories and become a model for students' individual writing.

Interactive and Shared Writing: During this time, the teacher sets the purpose for the lesson. This purpose should be evident in all aspects of the Writers Workshop time. During interactive writing, the teacher and the students share the task of writing. The teacher and students take turns writing word for word. The teacher ensures the idea being written about is conveyed to the desired audience. During Shared Writing, the teacher and the students work together to write the piece, but the teacher does all of the recording. The teacher models appropriate writing practices and thinks aloud.

Whole Group Mini-Lesson: The teacher selects a skill for the focus of the lesson and models it for the students. The teacher will decide on the focus for the lesson based on the course of study or on observations made of the students' needs. The students should see the teacher demonstrating how to correctly execute the skill. During the mini-lesson, the teacher will use a Read Aloud to support the desired skill when applicable. This allows the students to see published authors writing effectively in addition to the teacher.

Independent Writing: This is the largest block of time during Writers Workshop in which students practice independently the skill taught during the mini-lesson. Students often select the topics about which they will write. Students should have a writing journal that they write in. A writing journal, often referred to as a daybook, is a book of some kind in which students use on a daily basis to write about topics assigned by the teacher as well as topics they may choose. Students are able to revisit previous writings to gain ideas for new writing, continue an unfinished piece, and to make revisions.

Guided Writing: Students practice the skill taught during the Mini-Lesson with guidance and support from the teacher when needed. At times, the teacher may choose to focus on other skills in which the students need additional support. Students should write daily and typically write during this time on topics that are selected by them. The teacher meets with students individually or in groups to reinforce positive writing skills and or give feedback to remediate⁵. Feedback should not be written directly on the students' piece of writing, but rather on a note, chart, or rubric. I use sticky notes to give feedback to my students. Once the students read the note, they are able to reposition it to a more desired location.

Sharing and Reflection: The teacher gives the students an opportunity to share their writing at the conclusion of each lesson. Sharing should not only occur after students have gone through revisions, editing, and publication, but also before a piece is completed. This part of the lesson can add value to writing pieces as the feedback from the audience will often be a catalyst for the author to make changes or additions to their piece. Before writers share their writing, they should be asked how they would like the audience to give them feedback about their piece such as making a connection, asking a question, saying something you liked, etc. Feedback norms should be created as a class to ensure all students understand appropriate feedback and can be referenced when needed. These norms should be posted for students to reference. Practice on how to give appropriate feedback before writers share is essential to creating and maintaining a classroom environment that feels safe for all students to share and be vulnerable.

A strategy that can be used for sharing is the Author's Chair⁶. It is important to establish with students, that anyone who writes is an author. A designated chair for the author to sit in when reading or sharing helps the audience understand the importance of showing respect for the author. When the author completes sharing their piece, the author should choose an audience member to give feedback using the feedback norms previously established.

Academic Conversations

During the mini-lesson and guided groups, students should be encouraged to have academic conversations with the teacher and their peers. Academic conversations include using the vocabulary introduced during the lessons as well as asking and

answering questions about their work. Having the students purposefully use academic vocabulary and conduct academic conversations strengthens the impact of the lessons and makes the content more concrete for the students.

Celebration

Memoir Mash-Up is a celebration at the end of the unit to celebrate the students' hard work and to share student memoirs with parents and administration. Students invite their parents to come to class for a celebration and reading of the memoir piece of which they are most proud. Students will take turns reading their favorite memoir for the guests. Student audience members will model for the administration and their parents how to listen effectively and how to give positive feedback using the pre-established norms.

Lesson Outline

The lessons follow the I Do, We Do, You Do approach allowing the teacher to teach a mini-lesson by delivering a small lesson (I Do), allowing safe practice with the teacher and students together (We Do), and providing students time to utilize what was taught in the mini-lesson during independent practice (You Do). Determine with the students appropriate audiences for their writing (self, peers, parents, siblings, teacher, etc.). The type of audience may determine the language that is used by the authors in their pieces. The teacher may need to prepare anchor charts in advance that will support the students' learning. Anchor charts are visual representations of the skill that was taught during the lesson. These charts should be posted in the room for the students to reference when needed for support. In some instances, a specific writing sheet is referred to and recommended for the students' independent practice and can be found in the curriculum unit, but is not required. The recommended writing sheet may be used by the students for planning purposes or for a final draft after the teacher conferences with the students.

Standards and Goals

For this unit, the goal is to have first grade students to focus on small, significant moments from their lives. After identifying these moments with guidance and support from the teacher, students will begin to craft pieces depicting these moments in writing and will eventually publish and share their memoirs with the classroom community.

CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

This standard addresses the need of all well told stories in that they must go in order to make sense to the reader. Students will write their memoirs in sequential order. Students will self-assess their writing to ensure it is written in order.

CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

This standard requires the student to focus on one topic and be able to answer questions about their pieces for feedback purposes. Feedback will be given in small groups and at the end of each lesson leading to the student revising their work as needed. Students will self-assess their writing to ensure it stays on topic.

CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing.

Students will be able to publish their writing using a variety of available media (paper and pencil, artwork, computers).

CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences or gather information from provided resources to answer a question.

This standard requires students to stay on topic and recall details to help support the topic. Additional information can be gathered from additional resources when necessary (example: parents).

CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Students will add artwork to their memoirs when necessary to help convey their message or feelings during the publication.

CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story using key details.

Students will describe important parts in stories read aloud. This description will then translate into their writing as students will need to remember to add these important elements for the readers of their own memoirs.

CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

This standard will help students identify feeling words that they don't typically use in their daily life and allow students to begin using these words in their writing.

CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Students will use the illustrations to help identify and describe elements in a story. Having a mentor text to reference will enable the students to better understand how to implement illustrations and details into their own writing.

CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Students will compare and contrast experiences of character in stories and their own lives. Students will also make connections to other students through the sharing of their memoirs.

Activities

What is a Memoir?

Standards Addressed:

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- What is a Memory? Anchor Chart (see Appendix 2)
- Memoir Writing Topics Anchor Chart (see Appendix 2)
- *When I was Little: A Four-Year-Old's Memoir of Her Youth* by: Jamie Lee Curtis
- Small Moment Planning Sheet Example- glue in students' Writing Journals (see Appendix 3)
- Small Moment Planning Sheet (see Appendix 3)
- Writing Journal
- Memoir Self-Assessment Rubric (see Appendix 4)

I Do

The teacher will create an anchor chart before the lesson titled “What is a memory?” Ask the students to give you their definition of what a memory is along with examples and record them on the chart. Discuss the book that is about to be read is a memoir or a story written about a memory of the author/narrator of the story (add this to the anchor chart). It is important at this time to discuss that memoirs are truthful and are not make-believe stories written from the author’s imagination.

The teacher will read *When I Was Little* by Jamie Lee Curtis to the students.

Ask the students:

1. How is what the little girl does now the same as what she did when she was little?
2. How is what the little girl does now different from what she did when she was little?

We Do

Teacher and students will create an anchor chart describing the Characteristics of a Memoir. This anchor chart is a growing chart that can be added to in future lessons.

1. Uses “I” a lot.
2. About normal everyday things.
3. Very descriptive (uses senses).
4. Not whole life story- small moment.
5. Don’t include dates.
6. Focus on: family, important places.

Create an anchor chart with the students of possible writing topics for this unit of study. Teacher and students should discuss the Small Moment Planning Sheet.

You Do

Small Moment Planning Sheets should be used when students begin a new writing piece. Students will create their own memoir patterned after the mentor text: “When I was little ... Now I ...”. After writing, students should be given the opportunity to share their writing if they choose to do so. The teacher should remind the audience of appropriate responses to give the author by reviewing the norms previously decided upon by the class. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

*Drawing a Memory:
Feelings and Feeling Words*

Standards Addressed:

RL.1.3 Describe characters, settings, and major events in a story using key details.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- What is a Memory? Anchor Chart (see Appendix 2)
- Memoir Anchor Chart (see Appendix 2)
- Memoir Topics Anchor Chart (see Appendix 2)
- Feeling Words Anchor Chart (see Appendix 2)
- Writing Journal
- Crayons, Markers, Colored Pencils
- Memoir Self-Assessment Rubric (see Appendix 4)

I Do

The teacher will draw a picture of a memory (birthday party, getting favorite pet, etc.). After drawing the picture, the teacher will then write about that moment.

We Do

Create a Feeling Words anchor chart with the students. Remind the students that in our own writing, we should try to use words with more feeling to better describe the emotion of the moment or situation. Go back to the teacher's writing to insert feeling words from the anchor chart.

You Do

Students will write about a topic of their choosing or may revisit a previous writing. Students should refer to the Feeling Words anchor chart to insert feeling words into their writing.

Students should be given the opportunity to share their writing at the end of the period and receive feedback from their peers. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

Experience: Sharing

Standards Addressed:

RL 1.3 Describe characters, settings, and major events in a story using key details.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- Memoir Anchor Chart (see Appendix 2)
- Feeling Words Anchor Chart (see Appendix 2)
- *Memoirs of a Goldfish* by: Devin Scillian
- Writing Journal
- Memoir Self-Assessment Rubric (See Appendix 4)

I Do

Ask the students if they have ever had to share their space and how they felt about it. Have students share their feelings on the situation with a partner then call on a few students to share with the class. Add feeling words to the anchor chart as needed.

We Do

Read the book *Memoirs of a Goldfish* to the students. Stop periodically to have students share how they think the goldfish is feeling. Remind students to use feeling words from the anchor chart.

You Do

Students will write about a time that they had to share (a bedroom, toy, etc.). Remind students to focus on one moment and to refer to the Feeling Words anchor chart for words to include in their writing.

Students should be given the opportunity to share their writing at the end of the period and receive feedback from their peers. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

Experience: A Time Having to Do an Undesirable Activity/Task

Standards Addressed:

RL 1.3 Describe characters, settings, and major events in a story using key details.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- Memoir Anchor Chart (see Appendix 2)
- *Memoirs of a Parrot* by: Devin Scillian
- Feeling Words Anchor Chart (see Appendix 2)
- Writing Journal
- Memoir Self-Assessment Rubric (see Appendix 4)

I Do

Ask the students if they have ever had to do something that they did not want to do. Have students describe their feelings about the situation with a partner then call on a few students to share as with the class. Add feeling words to the anchor chart as needed.

We Do

Read the book *Memoirs of a Parrot* to the students. Stop periodically to have students share how they think the parrot is feeling. Remind students to use feeling words from the anchor chart.

You Do

Students will write about a time they had to complete an undesired task. Remind students to focus on one moment and to refer to the Feeling Words anchor chart for words to include in their writing.

Students should be given the opportunity to share their writing at the end of the period and receive feedback from their peers. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

Experience: Receiving a Gift

Standards Addressed:

- RL 1.3 Describe characters, settings, and major events in a story using key details.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- Memoir Anchor Chart (see Appendix 2)
- *The Keeping Quilt* by: Patricia Pallaco
- Writing Journal
- Memoir Self-Assessment Rubric (see Appendix 4)

I Do

Ask students if they have ever received a gift from someone special. Students should share with a partner about the gift, the person who gave the gift, and how the gift made them feel. Have a few students share with the class and add feeling words to the anchor chart as needed.

We Do

The teacher will read *The Keeping Quilt* to the students. Stop periodically to discuss how the characters are feeling and why this moment is so special.

You Do

Students will write about a time they were given a gift. Students should be encouraged to choose to write about their most precious gift as this will hopefully yield the most memories and feelings. Remind students to focus on one moment and to refer to the Feeling Words anchor chart for words to include in their writing.

Students should be given the opportunity to share their writing at the end of the period and receive feedback from their peers. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

Memoirs from Objects

Standards Addressed:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences.

Resources and Materials:

- Memoir Anchor Chart (see Appendix 2)
- Feeling Words Anchor Chart (see Appendix 2)
- Objects (brought in by the students from home)
- Writing Journal
- Memoir Self-Assessment Rubric (See Appendix 4)

I Do

The teacher should bring in an object from home that holds a lot of meaning. The teacher should model talking and writing about the object (where it came from, from whom, the feelings that come to mind, etc.).

We Do

Students will share with a partner about their object they brought from home. Students should share where they got the object, from whom, the feelings that come to mind when they see the object, etc.

You Do

Students will write about the memory that comes to mind when they look at their object that they brought in from home. Remind students to focus on one moment and to refer to the Feeling Words anchor chart for words to include in their writing.

Students should be given the opportunity to share their writing at the end of the period and receive feedback from their peers. Students should complete the Memoir-Self Assessment Rubric when completing a writing piece.

Appendix 1: Implementing Teaching Standards

CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

This standard addresses the need of all well told stories in that they must go in order to make sense to the reader. Students will write their memoirs in sequential order. Students will self-assess their writing to ensure it is written in order.

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CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing.

Students will be able to publish their writing using a variety of available media (paper and pencil, artwork, computers).

CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, focus on a topic, recall information from experiences or gather information from provided resources to answer a question.

This standard requires students to stay on topic and recall details to help support the topic. Additional information can be gathered from additional resources when necessary (example: parents).

CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Students will add artwork to their memoirs when necessary to help convey their message or feelings during the publication.

CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story using key details.

Students will describe important parts in stories read aloud. This description will then translate into their writing as students will need to remember to add these important elements for the readers of their own memoirs.

CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

This standard will help students identify feeling words that they don't typically use in their daily life and allow students to begin using these words in their writing.

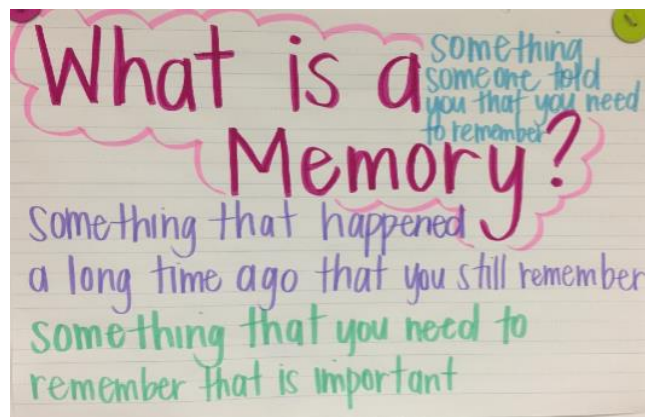
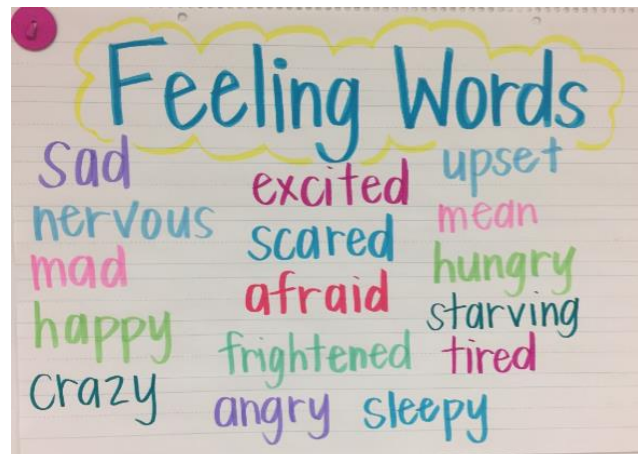
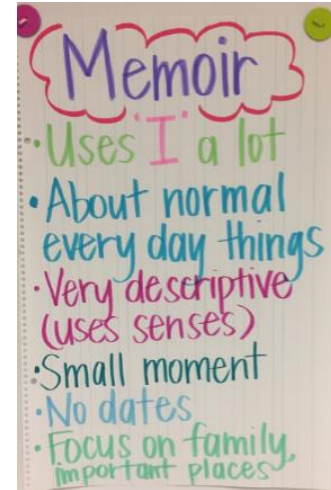
CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Students will use the illustrations to help identify and describe elements in a story. Having a mentor text to reference will enable the students to better understand how to implement illustrations and details into their own writing.

CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.




Students will compare and contrast experiences of character in stories and their own lives. Students will also make connections to other students through the sharing of their memoirs.

Appendix 2: Anchor Charts






Appendix 3: Worksheets

Memoir: Small Moment Planning Sheet Example

<p>Big Idea</p> 	<p>One day I went into the desert.</p>
<p>Small Idea</p> 	<p>I saw a camel.</p>
<p>Small Moment</p> 	<p>When I went into the desert, I rode on the camel.</p>

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Memoir: Small Moment Planning Sheet Example

<p>Big Idea</p> 	<p>One day I went into the desert.</p>
<p>Small Idea</p> 	<p>I saw a camel.</p>
<p>Small Moment</p> 	<p>When I went into the desert, I rode on the camel.</p>






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Name: _____ Date: _____

Memoir: Small Moment Planning Sheet

<p>Big Idea</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Small Idea</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Small Moment</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Appendix 4: Rubrics

Memoir Self-ASSESSment Rubric	
Name: _____ Date: _____	
I uSed capital letters.	
I uSed end marks.	
I stayed on topic.	
I uSed details to help tell my story.	
The order of my writing make SenSe.	

Memoir Self-ASSESSment Rubric	
Name: _____ Date: _____	
I uSed capital letters.	
I uSed end marks.	
I stayed on topic.	
I uSed details to help tell my story.	
The order of my writing make SenSe.	

Resources

List of Materials for Classroom Use:

Writing Journals

This book is used for students' daily writing (example: composition notebook).

Writing Paper

This paper can be used for publishing purposes.

Pictures

Pictures from home or magazines can be used to help elicit memories from the students.

Chart Paper and Markers

Chart paper and markers are used to create anchor charts.

Computer/Chrome book

Students can type their memoirs during publishing.

Memoir: Small Moment Planning Sheet

This sheet can be used for student planning purposes for each of the different lessons.

Resources for Students:

Writing Journals

This book is used for students' daily writing (example: composition notebook).

Writing Paper

This paper can be used for publishing purposes.

Pictures

Pictures from home or magazines can be used to help elicit memories from the students.

Memoir: Small Moment Planning Sheet Example (to glue into Writing Journals)

This sheet can be cut in half and glued into student writing journals for reference.

Memoir: Small Moment Planning Sheet

This sheet can be used for student planning purposes for each of the different lessons.

Memoir: Student Self-Assessment

Resources for Teachers:

Teacher memoir examples

These are written by the teacher about moments from his/her life.

Chart Paper and Markers

Chart paper and markers are used to create anchor charts.

Memoirs of a Goldfish by Devin Scillian

This book is written from the perspective of a goldfish that is forced to share his fishbowl with unwanted intruders. He is forced to rethink his single life and look at the possibilities to sharing his space with others.

Memoirs of a Hamster by Devin Scillian

This book is a reminder to be content with what one has. It is written from the perspective of a hamster who is persuaded by a cat to think about everything that he is missing out on.

Memoirs of a Parrot by Devin Scillian

This is written from the perspective of a stubborn parrot. Taken from his home at the pet shop to his new home with his new owner things don't start great, but come around in the end.

Memoirs of an Elf by Devin Scillian

Written from the perspective of one of Santa's elves, this book tells of what goes wrong one Christmas Eve.

When I was Little: A Four-Year-Old's Memoir of Her Youth by Jamie Lee Curtis

This book is written from the perspective of a five year old looking back on her life when she was much younger in her eyes.

A Moment in Time by Jennifer Butenas

This book is about a little girl taking pictures of her daily life.

The Keeping Quilt by: Patricia Pallaco

This book is about a little girl who receives a gift from her grandmother.

When I was Five by Arthur Howard

This book is written from the perspective of a five year old looking back on his life and what he used to do.

Year of the Jungle by Suzanne Collins

This book is a memoir based on a child's perception and reality of her father going to fight in the Vietnam War. This book should not be used in its fullness with some age groups.

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