

Week 1 Lesson Plans – Sarah Swenson

Note: While Sarah’s summer class was 2 hours long, we’ve included below only the elements of her lesson plans directly related to sharing stories so as to keep things simple and not overburden readers. If you’d like additional details about Sarah’s Week 1 plans, please email kendall.surfus@teachforamerica.org.

Monday	
	<p>Day’s Objective(s): Textual analysis: SWBAT read a teacher-written memory (written in style of “Eleven”) and make inferences about what the teacher values & is motivated by (50)</p>
	<p>(10 min)</p> <p>Do Now: Students fill out personal information on a “Facebook” page that will become part of our classroom on an “All About Us” poster.</p> <p>Framing:</p> <p>Students will be given these instructions once they’re lined up outside the door: <i>Take this number and go silently to the seat that has a matching number. Take out a pencil to write with and hang your backpack on the back of your chair. On your desk you will find one of these “Facebook” pages—work silently to fill it out with information about yourself. If you do not have a pencil, sit silently in your seat, wait for everyone to get inside, and then raise your hand to get my attention. I will teach you how to get materials from me. Let’s make sure we know what to do: What’s this number for? What do you do with your backpack? What do you do once you’ve found your seat? What if you don’t have a pencil?</i></p> <p>Once inside, I’ll make sure everyone has a pencil and tell students they have 5 minutes to fill out as much as they can.</p> <p>After 5 minutes, have students stop. <i>Welcome to your summer Reading class! This summer, we are going to read, write, and listen to a lot of stories—and we’re going to think about a special power that stories have. To start thinking about this special power, I want to ask you a question. (Hold up a book in one hand and a sandwich in the other) What do these things have in common?</i></p> <p>Make a list of things the kids say—things like, “They both have a top and bottom; they have things in the middle; etc.” If no student suggests that both books and stories can “feed” us, make this suggestion myself—and ask students what do they think I mean by that? After listening and responding to some of their ideas, ask them: What happens after you eat a sandwich? What happens after you eat a book? Does the sandwich ever really leave you? It becomes a part of your body. Does a book ever really leave you? It becomes a part of your mind. Establish that this summer, we’ll be reading and writing every day—we’ll be reading stories together in class, we’ll be reading independently, and we’ll be writing the stories of ourselves and our families, and we’ll read those together, too. There are stories all around us that “feed” us, and this summer, we’ll be thinking a lot about how the various stories in our lives that give us strength, and why.</p> <p>Return to the Facebook pages. Ask them why they think we’re filling these out. Ask students why</p>
Textual Analysis	

would I have them do this? Give them 30 seconds to think about it and share ideas with their neighbor and take some suggestions whole-group, responding to students' ideas and asking questions to extend their thinking. (It should be easy for students to share with neighbors because I plan to arrange desks the same way I did last summer, in four rows with an aisle in the middle. This is an easy configuration to move desks into multiple types of groups.)

Tell students we're going to be doing a lot of work together this summer: I want to get to know them, I want them to get to know each other, and I want all of them to get to know me. We're going to start by sharing some of the things we've put on our Facebook pages.

(7 min)

Getting to Know One Another

Framing:

Show my own Facebook page on the projector/smartboard. Share the information I included. Ask, "Do you have any comments, connections, or questions?" and take some whole-group.

Students will get to share their Facebook information with their neighbor. Tell students they must pay close attention—in a few minutes they will introduce their neighbor to the class!

When we introduce one another, we will share our neighbor's name and our favorite thing or the most interesting thing we learned about them. Let them know to be listening for these things.

Invite students to share how they'll show their partner that they're really listening and interested in what they have to say. Take a few student suggestions, establishing that the pairs should turn towards each other, look at the person who is talking, and look at their Facebook page if they point anything out. They should speak loud enough for their partner to hear what they are saying, but quiet enough that they won't distract the other groups around them. (I've found it beneficial to have a pair of students demonstrate this quickly for the class) Allow students about 1 min. each to share Facebook information with each other, with a quick attention-getter to tell them to transition after 1 minute.

Give students 30 seconds to practice what they will say about their neighbor TO their neighbor. Tell them, "This is your chance to make sure you've got your classmate's name and one fact about them."

Have students introduce one another using this stem, which will be on the board: "Class, this is _____." (We all say, "Hello, _____!") "My favorite thing/The most interesting thing I learned about _____ is _____."

(8 minutes)

Have students introduce one another.

After introductions, have students take seats. Make sure they know it's OK to ask someone's name this week—no shame, ask a name policy is in effect while we get to know each other.

Explain how excited I am to be in class with them this summer! We are going to do a lot of things together in class every day—we will read with each other, we will write about ourselves or what we read, and we will read by ourselves books that we have picked out. Some of these things might

seem hard at first, but they will get easier the more we practice them.

Explain how excited I am to be in class with them this summer! We are going to do a lot of things together in class every day—we will read with each other, we will write about ourselves or what we read, and we will read by ourselves books that we have picked out. Some of these things are going to seem hard to you at first, but they will get easier the more we practice them.

You have already done some fantastic work with each other. (List a few positive behaviors I've already noticed.) In order for us to do the best and learn the most every day, I have some guidelines for what needs to be true in our classroom. I want everybody to feel like they are safe, they are respected, and they can learn new things while they are in our class, so we will all be expected to follow these guidelines, no exceptions.

(7 Minutes)

Teach and discuss classroom rules and expectations.

Coming into class:

- 1) Collect materials at the door
- 2) Go directly to your assigned seat
- 3) Get out a pencil, put your backpack on the back of your chair, and silently begin the Do Now

Make connections to the way students entered class already that morning—point out what they've already done excellently. Ask them if they notice anything different about how they will come in every other day (take answers by raised hands)—they won't have to find the right seat number, and they'll be responsible for collecting their own materials for the day.

Getting a pencil:

- 1) Bring your own from home
- 2) If you don't have one, trade me something (a shoe, a sweater, something you won't forget) to use one of mine for the day
- 3) You can trade a dull pencil for one of my nice sharp pencil—there are two rules. Your pencil must have an eraser, and your pencil cannot be a tiny nub. If either of these is not true, trade something to use one of my pencils. (*I might need to explain this last point to kids—I don't expect we'll have done this yet*)

If any students got pencils from me at the beginning of class (I anticipate there will be several), ask a volunteer to explain this procedure to the rest of the class, pushing them to extend their thinking and explain the rationale behind it (they get something to write with, I get my pencils back so other kids who need them can use them).

Class rules:

- 1) Follow directions fast, the first time they are given
- 2) Raise your hand for permission to speak or to leave your seat
- 3) Keep your hands, feet, and other objects to yourself
- 4) Keep speech positive—no cursing, put downs, or negative language

Have students read these four classroom rules—possibly teach hand motions for the rules, a good strategy for developing readers who can make connections to the kinesthetic movement. Plus it's

just fun. ;)

Ask Students to Consider: Why are these rules important? What could happen if we didn't have them? Questions will be on the board. Allow 1-2 minutes for students to share thoughts with neighbors; walk around the room and listen in on responses. Bring the class together and tell them what I heard.

Post these questions on the board: How will they help us learn the best this summer? Are any of these rules new or different from classrooms you've been in before? Are any of these rules the same as classrooms you've been in before? Allow 2-3 minutes for students to share thoughts with neighbors; again, I will walk around and listen in. Bring the class together and tell them what I heard, asking students to share whole-group if I heard them bring up a good point.

(20 min)

Read teacher-written memory with students.

Framing:

Now, we get to read something together for the first time in this class. You already know a little bit about me, but now I have some pictures to share with you about my life and my family.

Post a PowerPoint slide with a few key personal pictures—ask students what things they can infer about me based on these images. What other things do they want to know? Answer some questions for them.

Tell students that today we also get to read something about me from when I was a bit older than you. I wrote this story to show you some things that are important to me and about me. This week you are going to have the chance to write your own story to share with the class to show your classmates some things that are important to you and about you.

We are going to share a lot of writing with each other in our class this summer. It can be really scary to share something that you've written! If you were going to share something personal with a group of people you didn't know very well, what would you want them to do as listeners? How would you want them to talk about it?

(Generate list with students)

Content:

Post a PowerPoint slide with background information for students that we'll review before we begin reading my story—namely, what ballet is, what pointe is, and what modern dance is. (I'll demonstrate if necessary, too. 😊)

Then, read aloud. Explain before I begin that I want them to pay close attention to how my voice sounds as I'm reading the words—that this summer we will practice reading with expression to make the story “come to life.” They should also be thinking about what they learn about me as a kid.

Stop twice throughout the story, allowing students an opportunity to stop and jot answers to two questions:

	<ul style="list-style-type: none"> • How would you feel if you were me? • What would you do next if you were in my shoes?
Writing	<p>Day's Objective(s): SWBAT respond to the teacher's vignette by writing a letter in which they select a piece of evidence that 1) was their favorite part, and explain why, 2) made them wonder about something else, and ask a question, or 3) helped them make a personal connection, and explain what it is.</p> <p>(15 minutes)</p>
	<p>(5 minutes)</p> <p>Explain the activity and walk through the prompt.</p> <p>Framing:</p> <p>So, just like we will be reading together every day, we will also be writing about what we read every day. Today you get to write about the memories that I shared with you. I'm especially interested to know what you thought about my story, AND learn more about you, so our writing prompt today has three different options. It's like a "choose your own adventure" kind of thing.</p> <p>You are going to write me a letter. Your letter will look something like this:</p> <p>Dear Ms. Swenson,</p> <p style="padding-left: 40px;">As we were reading your story in class today, I was thinking...</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In the middle, you will choose a sentence from the story. You may choose any of the following in your letter:</p> <ol style="list-style-type: none"> 1) Your favorite part and why you loved it. 2) A part that made you curious about something else, and ask me a question. 3) A part that you made a personal connection to, and explain how you connected to it. </div>
	<p>Your student,</p> <p style="padding-left: 40px;">(Your Name)</p> <p>(10 minutes)</p> <p>Allow students ample time to write. If they finish early, invite them to add a picture to their FB page or to their letter to me.</p>

Tuesday	
Shared Reading	<p>Day's Objective(s): "Eleven" Day 1: SWBAT characterize the narrator by using details from the text that describe how she thinks, acts & feels</p> <p>(40 minutes)</p>

(5 min)

Do Now

Write your name and today's date on top of your notecard.

Begin class right away this morning as students enter. Tell them that today we're going to begin reading a new story about a new character—her name is Rachel. I'm going to give them a preview of the story by reading part of it for them right away. They just need to listen to what happens and think, "How does this make me feel? Why? What is Rachel going through? What do I think will happen in the rest of this story?"

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

"Not mine," says everybody. "Not mine."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

"That's not, I don't, you're not...Not mine," I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's old and the teacher, she's right and I'm not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four.

Give students 3 minutes to fill up their notecards with their thoughts and feelings about this story.

(5 minutes)

Students share thoughts and feelings

Explain the rules to the "Texas Two-Step": Students share thoughts and feelings with a partner; there is an inner circle and an outer circle. Once both partners have had time to share, the outer circle will rotate clockwise one place, and students will have the chance to share with a new classmate. (Kids LOVE this!) Let kids share with 3-4 partners; if there is an odd number of students, I will sit in one of the circles.

(35 min)

Reading/analyzing "Eleven"

Framing:

So, wow! We already know this story is going to impact us emotionally. Yesterday we got to learn more about Ms. Swenson by reading some of her memories, and later this week you'll get to share a story of your own. You can learn some things about yourself by reading a story about someone else and then thinking about how it relates to you. That's something that we're going to practice all summer together—how can we learn about our own lives from the stories that we read? Today we get to learn about Rachel by reading about this experience she has.

(5 minutes)

Paragraphs 1-4 (Teacher read-aloud, students underline details that tell us what this story-teller thinks about growing older)

Questions:

1) What does this narrator think about growing older?

She thinks you don't always feel like you're getting older; getting older doesn't always mean you know what to do; you're every age, not just your oldest one. Feeling grown-up is not automatic. (Direct students back to paragraphs 1 and 4 if they struggle to answer this question.)

2) What day is it? How is she feeling about that?

Today is Rachel's 11th birthday. Rachel doesn't feel like eleven is old enough. (Direct students to paragraph 1 if they can't figure out what day it is; direct students to paragraph 4 if they can't figure out how she feels about this.)

(15 minutes)

Paragraphs 5-17 (Here's the part we read aloud at the beginning of class! Teacher reads narration, one student plays Mrs. Price, one student plays Rachel, one student plays Sylvia; as students answer the questions, locate textual evidence together and underline things Rachel thinks about the sweater, says to Mrs. Price, and does about the sweater)

Questions:

3) What is the problem Rachel encounters?

Her teacher gives her a sweater that's not hers, and Rachel doesn't know how to tell her she made a mistake. Direct students to paragraphs

4) What does she do about this problem? Why do you think she does these things?

Rachel tries to ignore the sweater. She plans on throwing it away outside. She pushes it far away from her on her desk and tries to move as far away from it as possible. She does all of this because she is angry Mrs. Price put the sweater on her desk, but she doesn't know how to explain that it isn't hers, so she just plans on dealing with the problem by herself.

5) What do these details show you about the sort of person Rachel is?

She might be shy; she might not be very confident; she might get her feelings hurt easily; she might worry about what other people think of her (she said she wouldn't claim the sweater, even if it WAS hers, because it was so ugly).

(10 minutes)

Paragraphs 18-22 (Depending on reading levels, students read silently OR with partners, underlining details about what Rachel thinks and does)

6) What else does Rachel do in this section? Why do you think this happens?

Rachel puts the sweater on because Mrs. Price makes her, and then she cries in front of the whole class. I think this happens because Rachel is so frustrated about not being able to explain herself, and she's embarrassed that people think the ugly sweater is hers.

7) At the end of the story, what does Rachel wish? Why do you think she wishes this?

Rachel wishes she was older. She also wishes this day was far, far away from her. She probably wishes these things because she thinks if she were older she would have known how to make her teacher understand, and today was so humiliating that she just wants it to be a far-away memory.

8) What does this last section show you about the sort of person Rachel is?

Rachel is the kind of person who wants to avoid problems. Rachel is the kind of person who wants to know how to handle difficult situations.

9) Have you ever felt some of the same feelings as Rachel? When? Why?

After each chunk of text, I will ask for students to share the answers they came up with for each

	<p>question. Like yesterday, emphasize the importance of using details from the text to support and expand upon our answers.</p> <p>Ultimately, we want students to characterize Rachel as a thoughtful, shy, sensitive girl who wishes she were older, wiser, and more capable of dealing with conflicts in her life.</p>
Writing	<p>Day's Objective(s): SWBAT characterize Rachel using evidence from the text AND respond to "Eleven" in a personal way. (20 minutes)</p>
	<p>Put up "Characterization" on our literary terms anchor poster. Have students repeat it to me several times. Ask students, "Has anyone heard this word before—characterization?" If so, ask them to share what they already know about this term. What does it mean? What is it for? Why would we use this?</p> <p>Affirm students' responses, and tell students that we have been practicing characterization all throughout class—we've been getting ready to characterize Rachel. I'm going to give them a chance to practice characterizing Rachel from the text "Eleven," and then I need their help deciding on a definition of "Characterization" to put on our anchor poster of literary terms.</p> <p>(10 minutes)</p> <p>An activity for revisiting the text, practicing characterization, and extending our thinking</p> <p>Even though we finished reading the whole story once, that doesn't mean we're done looking at it. Good readers go back and look at different bits of the story again in order to learn more things and understand the whole story better. Today we're going to go back and look at details that will help us explain what kind of person Rachel is, and tomorrow we'll go back and look at details that help us figure out her thoughts about getting older and growing up.</p> <p>Have pre-made pieces of paper with many different characteristics (i.e., bold, shy, confident, friendly, uncertain, sensitive). Explain to students that characteristics are words that can describe something about what kind of person you are. Tell the class we will work together to sort these into two categories—one category of characteristics that DO describe Rachel, and one category of characteristics that DO NOT describe Rachel, requiring them to use details from the story to justify their logic.</p> <p>For each word, hold it up and read it aloud. Ask students, "Which category does characteristic this belong in? You have 1 minute to work with your partner to decide and to find at least one piece of textual evidence that supports your decision. Go!" Place words in two columns on the board, writing in the textual evidence that students provide beside each word. NOTE: It's definitely possible for students to have divergent answers here—the strength of the exercise is not in putting a characteristic in the "right" bucket, but rather in having strong text evidence and rationale.</p> <p>After all words are done, congratulate students on their first successful characterization this summer—now I need their help to write a good definition for "Characterization" on our anchor chart. Talk about what we did to characterize Rachel in this exercise. What were these words for? What were we trying to do? What did this help us understand about Rachel? What sort of evidence did we use to guide our thinking? Prompt students until we reach a conclusion similar to "Characterization: Using details from the text, including what characters think, say, and do, to</p>

explain what a character is like, or what sort of personality they have.”

(10 minutes)

Exit ticket; give students ample time to write

Questions:

1) What sort of person is Rachel? Use a detail from the text to support your answer, and explain what you learn about her from this example.

2) If you were a friend of Rachel’s in her class, what advice would you give her about dealing with a similar problem in the future? Have you had an experience in your own life that makes you say this?

Wednesday

Day’s Objective(s): “Eleven” Day 2: **SWBAT interpret & discuss key similes from the text and explain how they convey the text’s theme**

(45 minutes)

(5 min)

Do Now

“Think of a time when you realized you were getting older or growing up—maybe you had an important birthday, or you got a new responsibility. In your experience, what does it feel like to get older and grow up? Write about your experience and your answer to this question on your notes.”

As students enter, point out the question on the board and show the class the space to record their thoughts on guided notes. Let them know they have 5 minutes to write as much as they can.

(5 min)

Share reflections with classmates:

Give students time to share stories from their Do Now assignment with classmates, specifically focusing on this question: Is my experience of getting older similar to or different from Rachel’s? How?

Time permitting, select a few students to share thoughts and ideas whole-group.

(5 minutes)

Framing:

Today we’re going to look back at details in “Eleven” that will help us see Rachel’s thoughts about growing up and getting older, because we really want to understand what we can learn about our own lives from this story. In this story, we’ll be looking at similes that the author uses. Ask students what they already know about similes. I suspect that someone in the class will remember, “It’s a comparison using ‘like’ or ‘as,’” so we’ll start there.

Ask *why* authors use similes in their writing. Why do they make these comparisons for us? Why would the author of “Eleven” include them in this story?

Tell students that authors use similes to help us understand something important about what they have to say. Today we're going to look back at similes in "Eleven" to understand something new about what the author wants to tell us. Let's look at one together as a class before we begin in small groups.

"Read the following simile from "Eleven:" ("Only today I wish I didn't have only eleven years rattling around inside me like pennies in a tin Band-Aid box.")

- 1) What two things are being compared?
- 2) What do you think this line means?
- 3) How does this help us understand Rachel's experience?"

(20 min)

Re-reading similes in small groups and answering questions about each simile.

(5 min)

Create little cards that each have a simile on them. We'll start by looking at our simile from the "Do Now" as a class: "Only today I wish I didn't have only eleven years rattling around inside me like pennies in a tin Band-Aid box." We'll practice this format:

1) Identify the two things being compared—ask students what they said in their Do Nows—in this case, years of her life = pennies, Rachel = tin Band-Aid box.

2) Jot down a few things you know about the "unusual" things you are comparing to—in this case, pennies are not worth much, they are metal, they are small, they are round. What about a tin Band-Aid box? Well, if it is rattling with pennies, it's probably mostly empty.

3) Ask, Which things could help me understand how Rachel feels about her eleven years? Well, she doesn't feel like her eleven years are worth very much to her in this situation, because they don't help her know how to deal with her problem. Rachel must be feeling like the Band-Aid box right now—mostly empty. No ideas. No way to explain to the teacher. Just full of those "useless" eleven years.

(15 min)

Have students repeat this process in small groups (4) with three more similes (from paragraphs 13, 14, and 22 in the text).

(13) But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain.

- 1) What two things are being compared? (*sweater = mountain*)
- 2) What do you know about the second thing? (*mountains are big, they are made of rock, they are tall over you, they are hard to get over, hard to get past, hard to get through*)
- 3) What does this help you understand about the first thing? (*the red sweater feels to Rachel like she can't get past it, it is looming over her*)

(14) Except when math period ends Mrs. Price says loud and in front of everybody, "Now, Rachel, that's enough," because she sees that I've shoved the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't care.

- 1) What two things are being compared? (*sweater = waterfall*)

2) What do you know about the second thing? (*waterfalls crash off of cliffs; they can carry you away with them; they can be dangerous; part of rivers; fast-moving water*)

3) What does this help you understand about the first thing? (*the sweater is hanging like a waterfall rushing away from Rachel; it helps me visualize how it is hanging off the desk, and it also makes me think Rachel wants it to be carried away from her; the rushing, pounding water also makes me think about the tears forming behind Rachel's eyes*)

(22) I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it.

1) What two things are being compared? (*today = balloon that got free*)

2) What do you know about the second thing? (*when you let a helium balloon go it floats up in the sky; it keeps slipping away from you until it disappears; you can't get it back if you're outside; they pop when they get really high*)

3) What does this help you understand about the first thing? (*Rachel wants this day to get away from her; she wants it to escape and slip farther and farther away until she can't even see it anymore and it pops and disappears*)

(10 min)

Class discusses together the simile in paragraph 3

(3) Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

1) What two things are being compared? *New age = onion layers, tree rings, stacking dolls.*

2) What do you know about the second thing? *What do onion layers, tree rings, and stacking dolls have in common? The parts underneath don't disappear—you just keep on adding. All those things have parts that fit inside the other.*

3) What does this help you understand about the first thing? (*How does this help us understand Rachel's perception of what growing older is like? All the things that came before in your life are still in there, you just keep adding to them.*) (*Might be interesting to ask this question: What are our "layers" made of? Relationships with people, experiences we have, problems we solve, new things we learn, etc.*)

Class reflects on the very first line and discusses its significance. (Why does Rachel want us to know she's "ten, nine, eight, seven, six, five, four, three, two, and one" before we find out the rest of her story? Maybe it gives us some explanation for why she is so upset, doesn't know how to talk with her teacher, and cries about the sweater.)

Ask students, "Based on all this stuff we've talked about in class today, how does the author use this story to show us that growing up is hard? How could we use the simile in paragraph 3 to think about how even bad experiences can help us?" *Note: Be really direct in questioning here; students can verbally provide a CFQ-like response, even though they are not writing one today.*

Make comparisons, if appropriate, to our initial discussion about growing up/getting older this morning. Remind students they should be asking family members about this so we can share our stories tomorrow—have students check their partner's status with this.

Day's Objective(s): **SWBAT brainstorm ideas for a personal vignette/ snapshot memory of themselves at a particular age in style of "Eleven" that reveals what matters to them, values, motivations**

(20 minutes)

(2 minutes)

Framing:

So far this week we've seen in a couple of different ways how we can learn things about people through stories. We want to use this knowledge to get to know each other, too! Today and tomorrow while we work on writing you get the chance to share a story about yourself that the rest of the class can learn from. Today we're going to take some time to think of what we want to share. Before I wrote the memories that I shared with you, I thought of about five different ideas that I could use before I picked that one out! It can be HARD to find the right story to share, so I want to help you as much as I can.

To help you think of ideas, I wrote a whole bunch of questions for you to pick from and find your story. Today, I need you to read these questions and answer three of them. Let's take a minute to look at these questions together. Remember, too: there are no "right" or "wrong" stories or topics. What you want to write about is entirely up to you—whatever you think will help us get to know one another better!

(3 minutes)

Teacher modeling

Share my own examples of brainstorming with the class—talk through how I answered three different questions, thought of stories I could tell about each, and picked out the story I thought would be the most fun to share.

You will have ten minutes to pick three questions and write out your answers. After ten minutes, you will get a chance to share your answers with a partner, who can help you figure out which story might be the best one to write about tomorrow.

(10 minutes)

Students select and answer three questions from this list:

About our own lives:

- 1-What is something that makes you who you are? How?
- 2-What is something that you do or something that you own that is very important to you? Why?
- 3-What relationship in your life (past or present) is most important to you? Why?
- 4-Who has taught you something important about yourself, your life, or the world around you? What did they teach you?
- 5-What is one experience in your past that changed you? How did it change you?
- 6-What is a challenge you have faced and learned from? What did you learn from it?
- 7-What is a challenge you wish you had done a better job of facing? How do you wish you had responded to the challenge?
- 8-How could a challenge you've overcome in the past (or one you are currently overcoming) give you more control over your life and your future?

(5 minutes)

Students share ideas with a partner

	<p>Now you have the chance to share your story ideas with your partner. When you share, tell your partner which questions you chose and what stories you could tell about your life. While you listen to your partner, be thinking, “Which of these stories sounds the most interesting? Which one could help me learn the most about this person?” After your partner shares with you, tell them which story you would like to hear more about and why. (Note: Make sure students know they don’t HAVE to pick the story their partner identifies; it can just be helpful to hear someone else’s opinion.)</p> <p>Close out by having a few students share their ideas for their stories, emphasizing that the differences in the stories will really help us learn what is most important to each person.</p>
--	---

Thursday

	<p>Day’s Objective(s): SWBAT compose a first person narrative of a story from their lives that reveals something significant about them as a person. (45 minutes)</p>
	<p>(5 min) Framing: Now that we’ve discussed what these big questions have to do with “Eleven” and with our families, we’re going to look at these big summer school questions again and ask ourselves what they have to do with our own lives. We started doing this yesterday with the questions that we answered to find a story to share about ourselves. Today, we get to turn these ideas into real stories just like “Eleven” or Ms. Swenson’s memories! To do this, you’re going to tell the story like it is happening right now—make it come to life. Let’s look at some of the details in the stories we read in class that made them seem like they were happening right that second. (Prepare a PPT slide with details pre-selected; prompt students to notice that there is a lot of description of how things look, feel, sound, etc., using the senses) As you write your own story today, think of places where you can include details like these.</p>
Writing	<p>(40 min) Students will work on the story they selected yesterday and will work on turning it into a story like “Eleven,” or Ms. Swenson’s text. I’ll support students individually during this time, as well as build in opportunities for partner sharing/ revision.</p>

Friday

	<p>Day’s Objective(s): SWBAT read and respond to classmates’ stories of self. (30 minutes)</p>
	<p>(5 minutes) Framing and preparing to leave comments: We spent a lot of time this week working on writing our own memories to share a little bit about ourselves. Because I want us all to continue getting to know one another, I want you to have time</p>
Writing	

to read each other's stories during our writing time today. We're going to do what is called a Gallery Walk. This means I'm going to hang up your texts like pictures in an art gallery, and you're going to have the chance to walk around, read the stories, and think about what you learn from them. As you walk and read and think, you also get to do something super cool—you get to leave notes and comments for your fellow classmates.

I want you to think about the kind of notes you would like someone else to leave for you. What kinds of notes and comments do you think we should leave for each other? (Have Ss generate guidelines for these notes; ultimately, we want to leave notes of things we liked/enjoyed and cool things we learn from these stories. Color code these so Ss leave at least 2 things they loved and 2 things they learned. Have sticky note pads in a place they can easily access them if they want more.)

You probably won't have time to read all of the stories, but you will have 20 minutes to walk from station to station. This will be a silent activity, because you get to leave your comments and notes in writing on your sticky notes. There should only be 3 or fewer people in front of each story. When you finish reading and leaving a comment for that author, you may silently choose a new station. If no new stations are open for you at that time, you will walk to the middle of the room and silently wait for someone else to finish up at a station you have not visited yet.

(20 minutes)

Have students repeat directions; allow 20 minutes for reading/leaving notes.

(5 minutes) Direct students back to their seats, and spend 5 minutes sharing highlights of the stories we read/celebrating one another!