

Unit Title: Memoirs within an Author Study

Grade Level: 4-5

Subject Area: *English Language Arts Course*

Duration/Length/Number of class periods: 1-2 weeks

Description:

In a 4th and 5th Grade Advanced Language Arts course, the students will read a memoir and one to two other novels from the same author and analyze the text.

Established Goals (Mn State Standards) ([iste.org/standards](https://www.iste.org/standards))

Key ideas and details: Quote and paraphrase evidence to support analysis of the text (4.1.1.1, 5.1.1.1, 6.4.1.1) when:

- Answering literal and inferential questions
- Identifying the author's purpose and point of view
- Identifying the author's tone and how it is used to create mood
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.2.9.9)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of resources. (5.6.8.8)
- Craft and structure: Describe how a narrator's point of view influences how events are described. (5.1.6.6, 6.4.6.6)
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (5.1.7.7)

What [Enduring Understandings](#) are desired?

- 1.) Reading is thinking.
- 2.) Authors' words in a memoir or autobiography reveal their true identity.

What Essential Questions are desired?

How does an author's text reveal tone and mood?

How does the author's text reveal their perspective and point of view?

How does the author's text reveal their characteristics?

Students will know/be able to:

Create a definition of memoir using their own words.

Explore the life and works of a self-selected author by reading their memoir as well as one other novel by this author.

Quote and paraphrase evidence to support analysis of the text.

Identify the author's tone and mood in their memoir or novel.

Choose a digital platform to present their learning. (PowerPoint, Google Slides or Flipgrid)

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Build on prior knowledge of students: (See lesson plan day 1)			x				
Post it notes/ note.ly (see lesson plan day 1)	x		x	x	x		x
Quizzizz (see lesson plan day 4)	x						
Summative assessment: Media and Tech (flipgrid, google slides, powerpoint) (see lesson plan day 5)		x			x		6A, 6B, 6D
teacher uses Seesaw if distance learning						x	6D

Materials, tools and resources:

Book options for grades 4 and 5:

Knots in my Yo-yo Strings by Jerry Spinelli (1998)

My Life in Dog Years by Gary Paulsen (1997)

My Journey to the Stars: Scott Kelly (2017)

Mo'ne Davis: Remember My Name-My story from first Pitch to Game Changer by Mo'ne Davis (2015)

Real Friends (comic memoir) by Shannon Hale (2017)

El Deafo by CeCe Bell (2014)

This is your Time by Ruby Bridges (2020)

tech links:

padlet.com

edji.it

note.ly

[flipgrid](https://flipgrid.com)

Other notes:

“Memoir” Definition

A memoir is a narrative, written from the perspective of the author, about an important part of their life. ... To define a memoir, we loosen the constraints of an autobiography. Memoir authors choose a pivotal moment in their lives and try to recreate the event through storytelling.

Day-to-day lesson plan (approximately 45 min.lessons)
Characteristics of autobiographies and memoirs.

Day 1: Immerse students in content to help create background knowledge:

- Put the students in small groups and give them examples of memoirs and autobiographies. (make sure to label the books if it is not clearly known.)
- Using <https://note.ly/> or [Edji](https://edji.it)
- <https://edji.it> students share their noticings of memoirs by starting the sentence with, "Memoirs have, Some memoirs, memoirs might..."
- Appoint one spokesperson to share out. Teacher records all info on board so kids can see overlaps, etc.
- Repeat this process with autobiographies. The teacher records info. Discuss findings. Now have students come up with a definition of a memoir as a small group. (share day 2 after spending time reading a memoir) they can continue to tweak their definition as they continue reading throughout the week.
- Give students 20-30 minutes to choose their author and begin reading the author's memoir.
- Closing of day 1: Gather students and (explain the plan for this unit.) :

Day 2

- Begin with sharing a video of Gary Paulsen's interview. <https://www.youtube.com/watch?v=Q7ADtOjxmRs> or this recent 45-minute video (2020) <https://www.youtube.com/watch?v=TXio0YvnXZc>
- Ask, "What can you tell me about Gary Paulsen after watching this video? What assumptions or generalizations do you have about him as a person?" Example answers: outdoorsmen, hunter, dog-lover, protector, loyal, strong work ethics, introvert, etc.
target/objective: Finding evidence to support the author's characteristics.
- Teacher Model's with Gary Paulsen's My Life in Dog Years.
- As I read aloud todotoday,d you follow in your novel (multiple copies available if possible or share the first chapter from _____)
- I will look for evidence that supports what we have learned about Gary's character from the interview.
- Example: Evidence: Goes Dog Sledding with Cookie. (outdoorsmen)
- Evidence: Cookie saves Gary's life. Gary says he owes the following years of his life to cookie and dedicates this book to the dog. (loyal)
- Students continue reading their chosen memoirs and mark evidence with post it notes. Teacher checks on each student individually to make sure they grasp the concept of finding evidence. Students continue reading for homework.

Day 3 Tone and Mood

- I'm sure you all heard, "Don't take that tone with me young lady or young man." From your parents or guardians some time in your life. If you haven't you will most likely hear it when you are a teenager.
- Tone: the words that the author uses in the text. Mood: the feeling or emotion the reader gets from the words used in the text. (atmosphere)
- Teacher shares video: <https://www.google.com/search?q=mood+and+tone+lesson#kpvalbx= qtUCYaysEoqrTQb5tJOwBQ40>
- (upper elementary only) Students share Big Ideas from the Video in small groups.
- Teacher gives lists of words to describe tone and mood to put into reading notebooks.
- Students continue to read looking for evidence or words (tone) that create the mood of the story. This can be confusing to kids so continue to practice this throughout this unit. Students: continue reading on their own.

Day 4

- Begin the lesson with this quizizz to check understanding from yesterday's lesson.
- Formative assessment <https://quizizz.com/admin/quiz/5661170402c703820ec4fc5b/mood-and-tone>
- Today's target or objective: perspective and point of view (review for 5th, new to 4th graders)
- <http://ftelementarycoaches.weebly.com/pov-vs-perspective.html>
- Use the videos on point of view the "in my shoes"
- Check for understanding with a 4-finger rating: 1= do not understand 2=I am confused 3: I understand 4: I am all-star and can teach it to others
- Students continue reading...and work on final presentations.
- Closing of Day 4: students return to small groups and share evidence from their chosen memoirs of the author's perspective or opinion.
- Monitor and adjust to student needs if more class time is needed to complete the final product.

Day 5 Celebration of Learning

- Summative Assessment: Students will share their learning using one of the three platforms: google slides, Flipgrid, or PowerPoint slides