Family Stories – Personal Narratives
Deb Powell (10/30 - 10:30 – 11:15 and 10/31 – 11:00 – 11:45)

Goals: To build home/school connections
       To integrate writing into the social studies curriculum

Objectives: Students will make text-to-text connections among family story literature books.
            Students will create a personal timeline of important events/memories.
            Students will pose questions regarding the teachers’ timelines and artifacts.
            Students will compose a shared writing about one of the adult’s artifacts/stories.
            Students will bring in an artifact and write about it.
            Teachers will assess students writing for the 6-Traits as a diagnostic tool.

Core Curriculum:
Language Arts
Writing
Students effectively use written language for a variety of purposes and with a variety of audiences.

Six Traits of Writing
✓ idea development, focus, details (Ideas)
✓ organizational structure (Organization)
✓ author's voice, purpose, consideration of audience, tone and style (Voice)
✓ precise language and phrasing (Word Choice)
✓ correctness, rhythm and cadence of sentences (Sentence Fluency)
✓ mechanical correctness (Conventions)

Social Studies
Students analyze the human experience through time, recognize the relationships of events and people,
and interpret significant patterns, themes, ideas, beliefs and turning points.

• Demonstrate the ability to place events in chronological sequence. (SS1-F1)
  PO 1. use a timeline to place in order important events in a student’s life and relate to other events
  PO 2. sequence a series of events

• Describe everyday life in the past and recognize that some aspects change and others stay the same.
  (SS1-F2)
  PO 1. use primary source materials, including photographs, artifacts, interviews and documents to
  trace the history of a family from long ago

October 30, 2001
1. In the classroom, students will have heard some of the selections from the family stories (stories
   within stories) text set and will be keeping a class chart of their readings. Students will have heard
   The Memory Box (Mary Bahr) before Ms. M. comes to share her own memory box.
2. Ms. M. will share her timeline – birth to age 9. Ask the students to predict the contents of the
   memory box based on each event on the timeline.
3. Tell a brief story sketch about each artifact.
4. Vote on one artifact about which Ms. M. will tell a longer story.
5. Sequence the story on a story map – characters, setting, problem, beginning, middle, and end.
6. Do a shared writing based on this story.
7. Brainstorm possible artifacts for students to bring from home.

October 31, 2001 – November ?
8. Students will bring their own artifacts and tell a partner the story that goes along with the artifact.
9. Students will use a story map to outline their stories. Students will write their stories using the 6-
   Traits of Writing – particularly organization, ideas and content, and VOICE.