

Lap 1 (Weeks 1 &2)

	Day 1-2	Day 3-4	Day 5 & 10	Day 6-7	Day 8-9
Read (2)	Book Talk	Book Talk	Book Talk	Book Talk	Book Talk
Read (10)	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice	Independent reading from book of choice
Write (10)	<p>Places</p> <p>Day 1: Students list places they have lived Label key events and jot down some memories.</p> <p>Day 2: List places other than your home that are meaningful to you and explain why.</p>	<p>Objects</p> <p>Day 3: Trace the outline of your hand on the page and fill it in with things you've touched/mattered to you</p> <p>Day 4: Choose one thing from the hand and write a short paragraph explaining why it mattered.</p>	<p>Events</p> <p>Day 5: Top 5 list of mistakes you have made. Rank from worst to best.</p> <p>Day 10: Write a response to "When do you feel happiest in your skin?"</p>	<p>Ourselves</p> <p>Day 6: Write a brief paragraph about how you got your name.</p> <p>Day 7: Think about your own name as well as the other nicknames or pet names that people call you. Write down memories for each of the above</p>	<p>Ourselves</p> <p>Day 8: Label scars on drawing of body with brief description of how you got it.</p> <p>Day 9: Make a list of bad memories or fears.</p>
Study (8)	<p>Read, <u>The Mark on the Wall</u> by Virginia Wolf. Students pair and share interesting or notable marks, details, or features of their home</p> <p>Day 1: Focus on description of mark</p> <p>Day 2: Focus on significance</p>	<p>Day 3: Watch Sarah Kay perform the spoken word poem "Hands." How does the author use sensory details to show not tell?</p> <p>Day 4: John Keats "This Living Hand" or excerpt from <u>The Winter's Curse Book 3</u> (part about scar on her hand as an identifying mark)</p>	<p>RADar- Replace, Add, Delete, and Rearrange.</p> <p>Model and create anchor chart- "Making Writing Better Means..."</p>	<p>Modeling "A well of ideas... People, places, objects, people, events"</p> <p>Day 6: Read excerpt from <i>Life of Pi</i> "How I Got My Name"</p> <p>Day 7: Read, <u>What's in a Name</u> speech from <i>Romeo and Juliet</i> (Act II Scene ii)</p>	<p>Day 8: Read/show excerpts from <i>Harry Potter and the Sorcerer's Stone</i> about scars (Book 1 p. 15;; Movie 1, clip in Leaky Cauldron with Hagrid explaining Voldemort/scar)</p> <p>Day 9: Read Excerpt from <i>Order of the Phoenix</i> about Ron's scars. Show the following</p>

					video about fear: https://www.youtube.com/watch?v=qOvQksx1Ogk
Create (20)	Write a short piece like The Mark on the Wall about an interesting or notable detail in your home Day 1: Describe the detail from memory Day 2: Add details from picture and explain significance	Day 3: Display 7 different images of people's hands. Each of the 5 groups will choose a hand to create a backstory. Day 4: Each student will write a bio poem based on their group's hand	Students use RADaR to edit a piece their own writing from previous week.	Day 6: Re-write response to "How I Got My Name" modeling it after <i>Life of Pi</i> excerpt. Day 7: Choose one of your nicknames and write a paragraph explaining how you got it, who calls you that, why, etc.?	Day 8: Scars and 100 word memoirs Students choose one scar; jot down their own scar draft; 100 word memoirs Day 9: Choose one fear or bad memory to write about. What happened or caused it? When does it affect you? How do you overcome it?
Share (3)	Students share what they think to be their most beautiful word or line	Share a bio with the class	Share a revision that was not beautiful, but now is	Share most beautiful memory	Students share what they think to be their most beautiful word or line from the memoir