

Sequence:	Possible Activities complete at least 4 for each using resources from class :	Activity Description and Reasoning behind your choices:	Time needed
<p>Before Reading</p> <p>Purpose:</p> <p><i>frontloading knowledge</i></p> <p><i>pooling knowledge</i></p> <p><i>focusing readers</i></p>	<p>1. Anticipation Guide: Posed questions to engage students</p>	<p>1. Lattimer suggests posing questions to engage students' curiosity (p.29). To set up this lesson, we'd like to ask students: can a memoir be fiction? What formats are acceptable for a memoir? What might a memoir writer have to keep in mind to write one? This activation of prior knowledge will refer to the other examples of memoir formats.</p>	<p>5 minutes</p>
	<p>2. Text Graffiti</p>		<p>5 minutes</p>
	<p>3. Frontloading Vocabulary using Word Wall</p>		<p>5-10 minutes</p>
	<p>4. Read-aloud selections from Nayeri</p>	<p>2. The Text Graffiti activity works very nicely for these two texts, as both Zinsser's article and Nayeri's selections have meaty brief pieces for students to discuss and anticipate what might be important to reflect on the previous questions. Some good prompts might include "Remember: Your biggest stories will often have less to do with their subject than with their significance—not what you did in a certain situation, but how that situation affected you and shaped the person you became." (Zinsser, 2015) or "Every story is the sound of a storyteller begging to stay alive." or "All Persians are liars and lying is a sin. That's what the kids in Mrs. Miller's class think, but I'm the only Persian they've ever met, so I don't know where they got that idea." (Nayeri, 2020)</p> <p>3. This 10th grade class already uses Word Wall activities as a main vocabulary strategy. As students will be asked to use vocabulary on that wall to develop a word bank for their RAFT writing, pre-reading Word Wall activities will help prepare them to actively employ this vocabulary in their</p>	<p>5 minutes</p>

		<p>own work later. The instructor will highlight some such choices and encourage students to add others as they work through the lesson.</p> <p>4. Not enough high school classes employ the read-aloud. Selections from Nayeri will be made available for the During Reading portion, but one of the reasons we selected the Nayeri memoir is that it is a positive powerhouse as a read-aloud choice and inspires student interest in the text. The section where Nayeri and his family escape Iran and he's forced to abandon his favorite childhood toy will probably be this selection, with some discussion of what stands out as fictional (its discussion of gods and how they mattered to his escape; the personification of Mr. Sheep Sheep).</p>	
<p>During Reading</p> <p>Purpose:</p> <p><i>Previewing text</i></p> <p><i>Monitoring comprehension</i></p> <p><i>Summarizing parts</i></p> <p><i>Rereading</i></p> <p><i>Making connections</i></p>	<p>1. Reading Zinsser with Post-Its/annotations</p> <p>2. Reading Nayeri with post-its/annotations</p> <p>3. Re-reading and Say Something of Zinsser</p> <p>4. Re-reading: Nayeri Read-Aloud with Think-Pair-Share activity</p>	<p>1. When reading Zinsser's article, students will be asked to use post-its or annotated notes to flag what Zinsser's advice for memoir writers is, and why he believes that form is important, and mark any questions they have.</p> <p>2. Likewise, these annotations should ask students to mark elements that seem nonfiction vs. fiction, and their reaction to the narrative.</p> <p>3. In doing a closer re-reading together, we hope to have students discuss the value of memory and of specific voice, as well as the advice to "think small".</p> <p>4. Students given the print version of the read-aloud at start of lesson, and are asked to</p>	<p>These reading activities may vary. Estimate 15 minutes for initial readings and an additional 15 for the re-reading to find specific information and closer re-reading together.</p>

		<p>Think-Pair-Share the questions: Where does Nayeri “Think Small”? How does his voice make this particularly a story that belongs to him?” as well as “Select one vocabulary word from these readings on Word Wall for activity”.</p>	
<p>After Reading</p> <p>Purpose:</p> <p><i>Consolidation of understanding</i></p> <p><i>Synthesis of knowledge</i></p> <p><i>Application of information</i></p>	<ol style="list-style-type: none"> 1. Deeper Vocabulary Work 2. Whole-class discussion with guided prompts 3. RAFT Writing 	<ol style="list-style-type: none"> 1. ID any other words to add to Word Wall, and introduce that the RAFT writing activity will incorporate a Word Bank. Instructor will select three “starter” words and each group from Think-Pair-Share will select one to add to possible vocabulary list. 2. We bring the whole class together to discuss whether they think Zinsser’s take on memoir would include Nayeri, and ask them to use their flagged notes as evidence. 3. Because ultimately we want students to use what they have learned about voice, the vocabulary employed, and different forms of memoir, students will be completing a RAFT writing and selecting a Role, an Audience, a Form and a Topic based on what has been explored in memoir reading to this point for their own short piece as Zinsser suggests. 	<p>This section together should run roughly 15-20 minutes; that said, if reading time runs over, as classes are taught on the block, some of this material can be assigned (word wall choices, RAFT introduction) with focus on the whole-class discussion.</p>