

SAMPLE  
LESSON

GRADE  
**3**



# TEACHER GUIDE

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## MATERIALS

- **Sample Text 4a, 4b, pp. 92–94**
- Large white paper, crayons, markers, colored pencils
- **Writer's Notebooks**

# PREPARE

- Prepare your own heart map example.
- Prepare art supplies for easy distribution.
- Smartphone or digital camera (optional; see Teacher Tip)

## BACKGROUND

Writers identify people, places, events, and things that are important to them. One way they can do this is by creating a map of their heart. Once they've completed their heart map, they can keep a small version of it in their **Writer's Notebook** to help them come up with something to write about whenever they are stuck or struggling to come up with ideas.

# Creating a Heart Map

**Objective:** Students will create a list of things they can write about by identifying people, places, ideas, events, or things that are important to them.

## Minilesson (10 min.)

# Hook

**Use prior knowledge to help students connect to creating a heart map.**

- Encourage students to think about people, places, ideas, events, or things that are in their heart.
- Explain that writers keep lists about things that are important to them in case they feel like they don't have something to write about. Sometimes those lists take the shape of something else.
- Tell students that today they will be creating a visual representation, or map, of what's inside their heart.



## Teach/Model

Display your completed heart map and talk through some of what you included and why.

- Share an anecdote about three different items in your heart map (i.e., talk about how you placed the most important person/people, place, or thing in the center of your heart).
- Show students how you wrote out just a word or a short phrase for each entry in your heart map. For example, instead of writing, "My grandparents visited our home for two weeks every June once school was out," write "June vacations with Grandma and Grandpa."
- If you color-coded your heart map, explain what the different colors mean.

## Active Engagement

Have students generate ideas for their heart maps.

- Have students turn and talk with a partner about what some of the most important people, places, events, ideas, and/or things are to them.
- Listen in to students' conversations and share out commonalities.

### ★ EL SUPPORT ★

Simplify the questions for students as needed: What did you add? Why? What did you choose to not add to your heart map? Why? Then provide sentence starters for students to use in their discussions:  
I added \_\_\_\_ because ... I didn't add \_\_\_\_ because ...



Start Here



## Prepare ... Students to Write



Explain that students will be creating their own heart map.

- Remind students that their heart map will be a visual list to help them if they ever get stuck and need something to write about.
- Suggest that students color in sections of their heart (i.e., different colors for ideas, people, places, events, and things).
- Answer students' questions, and ask them to create their own heart maps in their **Writer's Notebooks** or on a large sheet of white paper.

# Independent Writing (30–40 min.)

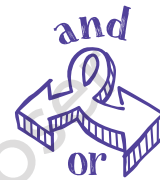
## Writing Time



Have students move to their focus spots and begin working on their heart maps.

### Conferring

- Ask students to share their heart maps with you. Some students may need encouragement to help them find ordinary things to list in their heart map, while others might need your approval to modify the assignment if they don't have enough pleasant items with which to fill in their heart map.
- Take time to meet one-to-one with any student who has a complicated home life. Students who have had rough beginnings or trauma might not initially feel joyful when engaging in this activity.



### Small Groups

Gather a small group of students who are rapidly creating their heart map. Have them make a plan of what they are going to write about first—using their heart map as inspiration—in their **Writer's Notebook**.

optional



## Differentiated Instruction

### Intervention

- Some students might benefit from sketching, in addition to writing words, for each item in their heart. Explain this strategy and wait to see if it helps the students make progress on their heart map.
- For students who need more support understanding the idea of a small moment story, read **Sample Text 4b**. Identify the elements of the small moment story in this piece of writing.

### Enrichment

Have students begin writing about one person, place, or memory from their heart map and try out some of the techniques they noticed in the mentor texts they've read.

## Reflect and Share (5–10 min.)

Ask students to stop and think about the following questions with a partner before having a short class discussion:

- What did you find challenging about creating a heart map?
- How did you decide what to put on your map and what to leave off?

Have students bring their finished heart maps to the meeting area where they'll share one item they're excited to write about the next day in writing workshop.



### TEACHER TIP

If you have access to a digital camera or smartphone, photograph all of the heart maps so you can keep a digital copy for students, as well as a copy you can keep along with each student's conferring notes. (You might provide them with a digital image of their heart map to keep at home.)





## First Memory: Writing with Your Senses

I am standing on the beach and curling my toes into the warm, grainy sand. My grandparents stand on either side of me like sturdy bookends, and I am the precious book they hold. Each one clasps a tiny hand tightly. They know I want to run toward the water. I close my eyes and breathe the salty air into my lungs. When I open my eyes, I gaze out onto the blue-meets-blue horizon and catch a glimpse of a gull floating high above me.

The gulls almost sound like they are laughing at us: "Ha-ha-ha-ha-ha." They circle the water, floating on cushions of warm air. I think to myself, "I wish I could be that gull and never leave here." The waves roll in and out, in and out, a pulsating rhythm that beats like my heart. It reminds me of life itself. I watch the water stain the sand a dark beige color. The foamy-fingered waves waltz out again to continue their dance from the sea to the shore. My grandparents smile at me, and I sing out to them and the whole world, "It's so beautiful...it's so very beautiful!" I catch my breath as the wonder of it all wraps around me like a warm blanket.

"Should we wade in and jump the waves?" Grandpa asks. I nod and we leave Grandma with a picnic basket, her magazines, and wide-striped beach blanket to race to



the ocean. The water is cool on our sun-kissed skin and we take our time. Deeper and deeper and deeper... I am in the Atlantic. I am in the ocean up to my waist!

As a big wave rolls toward us I scream, "Lift me up, Grandpa!" My grandpa's strong brown hands hold me high above the wave that races for the shore. Up and down I go for almost an hour. We turn to wave to Grandma, and it is too late for Grandpa to save me. The wave catches me and tosses me like a beach ball. I go under but remember to hold my breath. I struggle to find the ocean floor to plant my feet and stand up. Suddenly, Grandpa's hands have found me and pull me to my feet. I surface and start to giggle. Then Grandpa and I have a good laugh. "The ocean sure can be sneaky," I say.

Even though my hands are wrinkled and the breeze has made goosebumps pop out on my arms and legs, I am ready to jump more waves. "Lift me up, Grandpa!" This time, we are ready for the next wave. I am grinning from ear to ear. Grandpa and I are making a memory. Now and forever.