

“Memory Jars” Lesson Plan

Content Area

English Language Arts

Grade Level

2nd Grade

Duration of lesson

1 hour

Materials Needed (including title of book*)

“Memory Jars” book

- white paper
- markers
- pencils

Example of the wrap up activity:



Content Area Standard (Goal)

RL.2.3: Describe how characters in a story respond to major events and challenges.

Literacy Standard (Goal)

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Hook/Anticipatory Set

Before I start my lesson, I want to get their attention by asking an engaging question. This question will be “What is the first memory you remember?” I think this question would get them thinking about their personal memories and what our lesson will be based on this question.

Sequence of Events (Process)

1. To start off the lesson, I will ask students “What is the first memory you remember?”
2. I will have the students think about this question on their own for a couple of minutes and then I will ask them to talk about this question in their assigned table groups.
3. Then as a class, we would move into a discussion to answer the question. (I’ll ask for a few volunteers to share their answers).
4. After this, I will introduce the book we will be reading as a class. (“Memory Jars”)
5. I will read the book for the first time for a general read.
6. Next I will review some of the literary elements and terms within the book.

Review of Literary Elements and Terms

- **Theme/Moral** - the lesson taught in the story
 - **Challenge** - the conflicts and barriers the characters faced in the story
 - **Imagery** - vivid description of settings and plots in a story
7. After reviewing the literary elements and terms, I will dive into a second reading of the book.
 8. During the second reading of the book, I’ll pause and have the students identify the theme of the book, where there is a challenge, and where there are descriptive words/imagery.
 9. After the second read through, I’ll have the students talk in their table groups about what they liked about the book and if they had any questions.
 10. We will come back together and discuss what the students liked about the book and answer any questions they may have had.
 11. At the end of the lesson, I will explain what their activity will be to wrap up the lesson. For this wrap up activity, we will be making our own drawing of memory jars. I will instruct the students to draw and label whatever makes them happy in their own memory jar. I will be giving every student a piece of paper (they should already have a pencil). I will show them how to draw a mason jar on the projector and provide them with some examples of what I would put in my memory jar.
 12. I’ll pass out some markers so the students can get started on theirs.

13. I'll walk around and see if any of the students need more guidance.
14. At the end, I'll have a few students come up to the projector and explain their drawing to the class.

Product/Assessment

After this lesson, the students should be able to talk about the moral/theme of the story, the challenge within the story, and key imagery in the story. The students should also be able to accurately describe the overall structure of “Memory Jars” by describing how the beginning introduces the story and the ending concludes the action.

Funds of Knowledge Inclusion

A student’s funds of knowledge can be used throughout this lesson by having conversations about the book and the discussion when reading the book for the second time (talking about the theme, challenge, and places of imagery). We will also be reviewing why memories are important and can connect people.

Differentiated Instruction: Second Language Acquisition

For this, I can provide “Memory Jars” in the student’s first language so that they are given another resource to better understand the book and its meaning. I will also have a sheet of paper that can define the literary elements and terms. I’ll give them this before we do the second read through so the student is prepared. The students will also have the opportunity to have group and partner discussions before the book begins, and after the first read, so that way students can have a broader understanding of what is being talked about through peer collaboration.

Differentiated Instruction: Support for Students with Learning Disabilities

If a student had a learning disability, I could provide the student with a personal audio and visual aid when reading the book. The student could wear a pair of headphones and listen along when we are all reading the book, if that helps them focus better.