

# FIVE-DAY CURRICULUM

GRADE 3 • 45–60 MINUTES DAILY

Presented by The Hartage Foundation Inc. • Orlando, Florida

## REVISED OVERVIEW

This structured, teacher-ready plan supports literacy (B.E.S.T. ELA strand modeled) and social-emotional learning. It is designed as a repeatable tool for classrooms, counseling, or small groups, focusing on empathy, reassurance, and safe emotional expression.

### Emotional Safety Norms

- **Optional Participation:** Personal sharing is always a choice.
- **Story-Based Focus:** Use Charlotte's experience as the primary anchor.
- **Reassurance:** Maintain the steady message: *"You did nothing wrong. Love stays."*
- **Non-Verbal Options:** Use drawing or private writing for sensitive topics.

### Supplies Checklist

- Book read-aloud copy
- Emotion cards & Chart paper
- **The Box:** Shoeboxes, cigar boxes, or plastic containers
- Decoration: Markers, paint, glue, collage items
- Memory Folder (temporary if box is delayed)

### The Memory Box Construct

An instructional tool supporting connection and reassurance. Each student maintains a private box for literacy and SEL evidence.

**Privacy:** Students may keep boxes private. No disclosure required.

**Choices:** Use real, imagined, or story-based memories.

**Labels:** "My Memory Box" & "Little reminders of big love."

### Core Sentence Frames

*Charlotte feels \_\_\_ because \_\_\_.* • *A memory helps us \_\_\_.* • *Love stays even when \_\_\_.*

## DAY 1: Meet Charlotte – Feelings & Change

Target: I can describe Charlotte's feelings with story details.

• **Warm-up:** Record: "What is a memory?"

**Support Response:**

- **Read-aloud:** Pause at travel/visit sections.
- **Feelings Check:** Match emotion cards to story events.
- **Evidence:** Paragraph (3–5 sentences) explaining Charlotte's feelings using 1 story detail.

*"Will he remember again?"*

Some days are easier than others. The important thing is love stays.

## DAY 2: What is Alzheimer's?

**Target:** I can explain Alzheimer's in safe words.

**Mini-Lesson:** Clear vs. Cloudy (plaque) brain pathways. Role-play reassurance lines.

**Evidence:** Reassurance Script Card (2 sentences for a child question + 1 example question).

**Support Response:**

*"Is Grandpa mad?"*

No. It means remembering is harder. Grandpa can still feel love.

## DAY 3: Build the Memory Box (Item #1)

**Target:** I can choose one memory and explain its importance.

**Activity:** Create Memory Item #1 (drawing of a happy moment). Add a feeling label.

**Evidence:** Item #1 + a 2–3 sentence explanation using "because."

**Support Response:**

*"What if they live far away?"*

You can choose any important person—family, neighbor, or a helper in your life.

## DAY 4: Stories, Photos, and Songs (Item #2)

**Target:** I can use story/song memories to help connection.

**Read-aloud:** Revisit the Memory Box scene in text. Create Item #2: Song/Story Card.

**Rule:** Tape "We can return to this anytime" inside the lid.

**Support Response:**

*"Do I have to sing?"*

No. You can draw a song, write a title, or hum quietly. Choice is yours.

## DAY 5: Reflection & The Message

**Target:** I can explain the message: Love stays.

**Closing:** Build a "Love Stays" anchor chart. Add a **Comfort Card** with a sentence for the student to reread later.

**Evidence:** Final reflection paragraph + optional sharing.

**Support Response:**

*"What if I feel worried?"*

Tell a safe grown-up. You can also use your Memory Box to feel steady.