

FIVE-DAY CURRICULUM

GRADE 4 • REVISED EDUCATOR GUIDE

Presented by The Hartage Foundation Inc. • Orlando, Florida

CURRICULUM OVERVIEW

This repeatable, teacher-ready plan bridges literacy and social-emotional learning (SEL). Modeled on Florida's B.E.S.T. ELA standards, it guides Grade 4 students through character analysis, complex emotional vocabulary, and therapeutic creative expression.

Emotional Safety Norms

- **Optional Sharing:** Participation is always voluntary.
- **Story-Anchored:** Keep prompts text-based to protect student privacy.
- **Reassurance:** "You did nothing wrong. Love stays."
- **Support Options:** Offer non-verbal or quiet choices if distress arises.

Supplies Needed

- Book read-aloud copy
- Emotion cards & Chart paper
- **The Box:** Shoeboxes, cigar boxes, or containers
- Decoration: Paints, markers, collage media
- Student journals and writing materials

The Memory Box Construct (Required)

An instructional tool for literacy and connection. Each student creates one box.

Privacy: Sharing is optional. No disclosure of family info required.

Content: Use real, imagined, or story-based memories.

Decoration: Student choice: paint, markers, or collage.

Core Sentence Frames (Set A)

- *Charlotte feels ___ because ___.*
- *A memory helps us ___.*
- *Love stays even when ___.*

Core Sentence Frames (Set B)

- *The story teaches ___.*
- *Charlotte's actions show ___.*
- *Text detail support: ___.*

DAY 1: Meet Charlotte – Feelings & Change

Target: I can explain how Charlotte's feelings change with causes.

- **Warm-up:** Define "Memory."
- **Read-aloud:** Pause to track emotional shifts.
- **Activity:** Draw Charlotte + identify shifts.
- **Evidence:** Describe 2 feeling changes + 2 supporting text details.

Support Response:

"Why doesn't he know her name?"
Alzheimer's makes it hard for a brain to find memories. It isn't a lack of love.

DAY 2: What is Alzheimer's?

Target: I can explain Alzheimer's safely and provide reassurance.

Mini-Lesson: "Cloudy Pathways" vs. Clear Brain.
Partner role-play reassurance scripts.

Evidence: "Teacher Talk Card": 4–6 sentences explaining Alzheimer's safely for the box.

Support Response:

"Can I catch it?"

No. Alzheimer's is not like a cold; it is not contagious.

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

Target: I can choose a memory and explain its significance.

Activity: Create Item #1 (Happy moment). Add feeling label.

Evidence: Completed Item #1 + a full paragraph explaining its meaning and the associated feeling.

Support Response:

"What if my memory is sad?"
Sad memories are allowed. We keep them safely and can add comfort items later.

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

Target: I can use multi-sensory memories for connection.

Read-aloud: Analyze the "Memory Box" moment in the text. Create Item #2: Song or Story Card.

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

Evidence:

Item #2 + a short explanation of why music/stories are helpful for memory connection.

DAY 5: Reflection & Theme Analysis

Target: I can explain the theme: Love remains when remembering changes.

Closing: Collaborative "Love Stays" chart. Final Memory Box reflection.

Evidence: Theme paragraph with 2 text-based supports.

Support Response:

"Will she always be okay?"
Charlotte will have hard days, but she has support and tools to stay connected.