

ONE-DAY CURRICULUM PLAN

GRADE 4 • HANDOUTS & HANDS-ON LEARNING

Presented by The Hartage Foundation Inc. • Orlando, Florida

INSTRUCTIONAL FRAMEWORK

Modeled on Florida's B.E.S.T. ELA standards structure, this plan is intentionally **standards-agnostic**. Learning targets focus on core literacy skills applicable in public, private, charter, and international school contexts [cite: 10].

Emotional Safety & Norms

- **Optional Sharing:** Participation is always voluntary [cite: 10].
- **Story-Based:** Keep prompts focused on Charlotte's journey [cite: 10].
- **Steady Reassurance:** "You did nothing wrong. Love stays" [cite: 10].
- **Support:** Provide quiet choices if a student becomes distressed [cite: 10].

Supplies Needed

- *The Memory Box and Charlotte's Big Surprise* [cite: 10]
- Emotion cards & Chart paper [cite: 10]
- Small box per student (shoebox/cigar box) [cite: 10]
- Decoration: Paints, markers, collage media [cite: 10]
- Student journals and pencils [cite: 10]

The Memory Box Construct (Required)

An instructional tool—not a craft add-on. The box belongs to the student; sharing is optional [cite: 10].

Acceptable: Shoebox, cleaned cigar boxes, gift boxes, or plastic containers [cite: 10].

Decoration: Paint, markers, paper, or collage. Real photos not required [cite: 10].

Teacher Tip: "Your box belongs to you. You decide what goes in it" [cite: 10].

Target: I can describe a character's feelings and explain why [cite: 10].

Lesson Flow (45–60 min)

- **Activate Knowledge (5 min):** "Why are memories important?" [cite: 10]
- **Read-Aloud (15 min):** Model: "Charlotte feels ___ because ___" [cite: 10].
- **Partner Talk (10 min):** Turn and talk using sentence frames [cite: 10].
- **Box Build (15 min):** Decorate + add Reassurance Script Card [cite: 10].

"Can people forget on purpose?"

No. Forgetting from Alzheimer's is not a choice; it happens inside the brain [cite: 10].

"Will Grandpa remember her next time?"

Maybe. The box helps connection either way [cite: 10].

• **Response (10–15 min):** Write a paragraph using “because” [cite: 10].

"Is it okay to feel mad or sad?"

Yes. Feelings are allowed. We name them and stay kind [cite: 10].

EVIDENCE OF LEARNING CHECKLIST

- Participated in read-aloud discussion [cite: 10]
- Identified character feelings or story message [cite: 10]
- Created an individual Memory Box with at least one item [cite: 10]
- Completed grade-appropriate reflection [cite: 10]

Appendix A: Family Supply Letter

Dear Families,

Students will participate in a one-day lesson using *The Memory Box and Charlotte's Big Surprise*. Each student will create an individual Memory Box. If possible, please send one small box (shoebox, cigar box, etc.). Plain boxes are welcome. If sending a box is not possible, the school will provide one.

Thank you for your support, [Teacher / School Name]

Appendix B: Safety & Boundaries

- **Allowed:** drawings, cards, symbolic paper items only [cite: 10].
- **Not allowed:** food/liquid, glass, sharp objects, medications, valuables [cite: 10].
- **Privacy:** Sharing is optional; no student is required to disclose personal info [cite: 10].
- **Assessment:** Assess learning, not craftsmanship [cite: 10].