



Critical Thinking Approach: Memoir Writing in Grade 5



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Presentation timeline:

- Brief Introduction of Project/critical thinking approach
- Activity - Biography or Memoir?
- Lesson overview
- Criteria/rubric creation
- Student work
- Questions/book draw



Welcome & Introduction

- Teacher at Ormstown Elementary - NFSB for 12 years
- Cycle 2 teacher for 6 years
- Grade 5 ELA, Math and CCQ



Project Introduction & Critical Thinking Approach:

- Using critical thinking methods to find the criteria of a memoir.
- Sorting activity
- How did it inform their writing?
- Student work & Rubric creation

- Pilot school for the Critical Thinking Project 2024-2025 school year
- John Killingbeck Grant - Calgary, AB

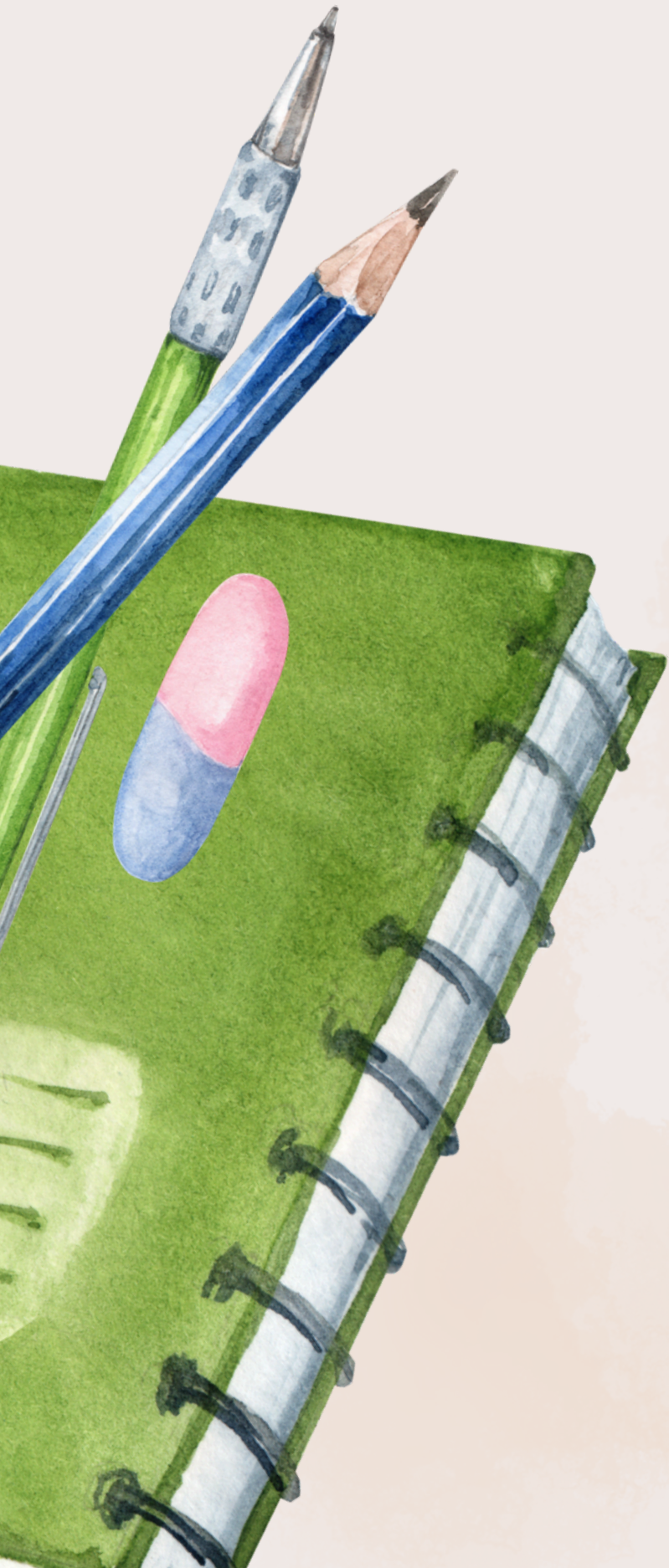


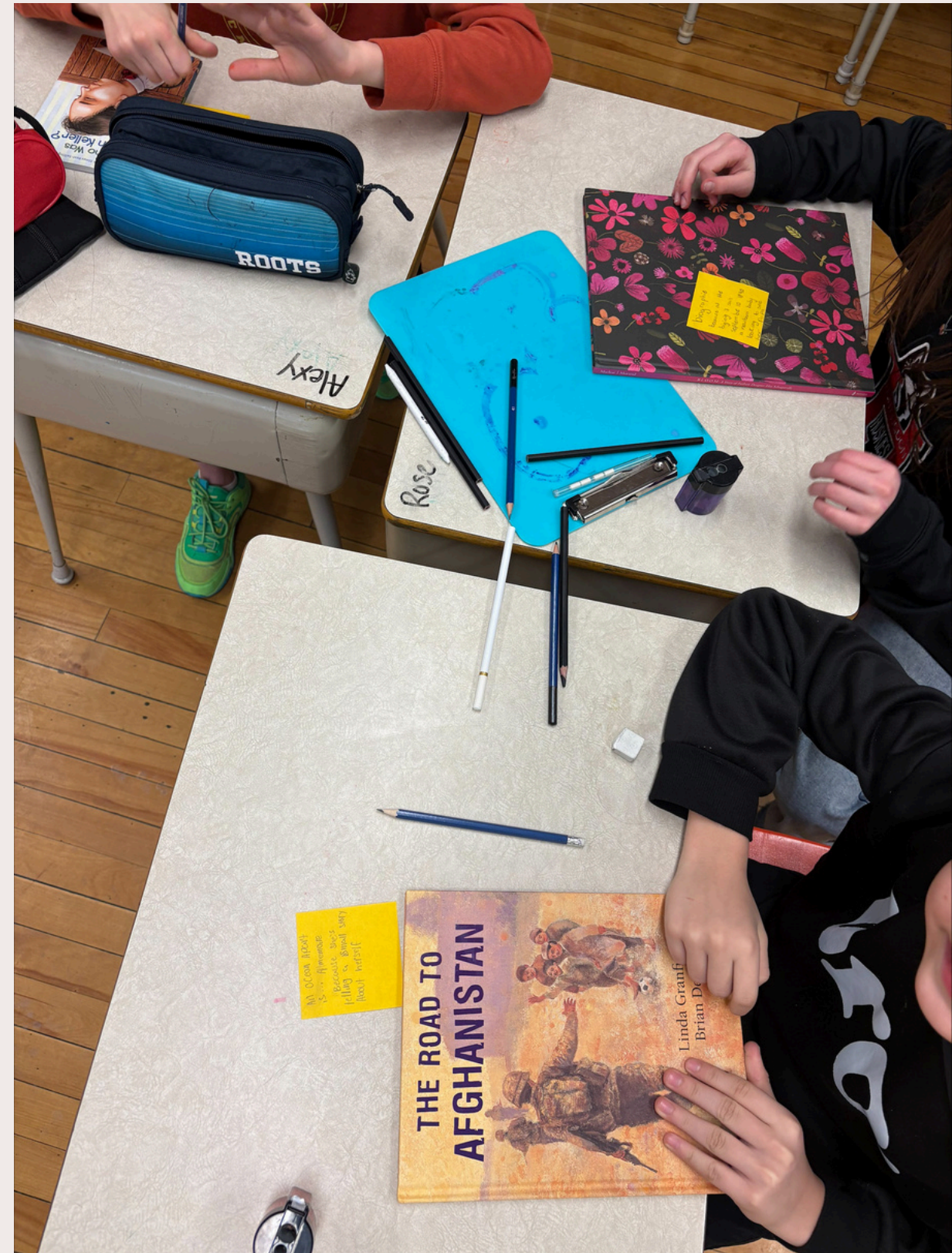
Hands on Activity: Is it a biography or a memoir?

Big question: What are the differences between a memoir and a biography? What makes a story a memoir?

Purpose: Have students come up with the criteria of a memoir by comparing it to a biography.

Activity: Have the students look and read a variety of biography and memoir picture books. They will then discuss what they found in a small group and a whole group. (Compare and contrast, specific elements, etc)





Biography or Memoir

What did they find after the sorting activity?

Biography:

- Timeline of events
- Starts when younger until the present or until the year of death

Memoir:

- Reflection of a moment/memory that has happened
- Significant to the author, changed their lives



Criteria/Rubric:



	Excelling +4
Information/ Organization	Context of writing is based on a memory that has helped shape us into who we are or is of significance to us.
	The events are a climbing story that is told in order and makes sense. Build up to memory using background information. A clear B, M, E
Voice/ Audience	Can use voice and similes to portray feelings and thoughts.
Content/ Ideas	Uses descriptive details to capture the action and convey the events and story to life.

Beginning +1
Does not follow the context of a memory and has no significance.
Events of the story are not in order. Does not have any background information to build up to the memory. B, M and <u>E</u> are not clear.
No use of voice in writing.
Few descriptive details to capture the action and convey the events and story to life.

Lesson Overview/Reflections

- After the sorting activity, the students had a more clear idea as to what the criteria was for a memoir.
- With that information the students started adding more to their criteria to make a rubric. (This was something we had already discussed and did in the past)
- Used the rubric to inform their writing - looked back at the rubric and used it during writing conferences.



What worked and what didn't work?

- All of the students were engaged, despite learning difficulties or challenges.
- Creating the criteria/rubric allowed the students to meet the expectations for the learning activity at their learning.
- Sorting activity had to be re-done with one of the groups (classroom management, overall understanding of the task.)
- Some students had to rethink their memoir, as it was similar to a personal narrative. (Which we had written in term 1)



Questions?

Thank you!

