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| **Grade: Six** | **Session Eight** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the text, “Vampire bat debate: to kill or not to kill” for each scholar and mentor, mentor toolbox. | **Focus: Author’s Claim--Informational Text** |

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| **Lesson Title: It’s Time to Take a Position and Defend It!** |

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| **Before the Lesson:**  **Step One**: **Write Into the Lesson**: *To start each session together, we are going to engage in a quickwrite. This means that I will set the timer for 3 minutes and you will write whatever comes to mind about the topic (***which will also be a quote connected to our SHINING star theme***)for the entire three minutes. It is important that you challenge yourself to write for the entire time! I will write along with you! Here’s today’s quote:*  ***“Make a wish upon a star.”***  **(It might be necessary for you to explain the quote to the scholar. It is important that you make sure that he/she knows what the quote is about. By doing so, it will allow scholar to write about the quote with ease.) Set the timer for 3 minutes and allow the scholar time to talk. It might be a challenge for the scholar to write for the entire time. Gently encourage him or her to “keep thinking and keep writing”. It is highly recommended that you write along with the scholar. He/she needs to see you engage in this process as well.)**  *O.k, scholar. Let’s hear what you have to say about today’s quote.* **(Allow scholar time to read his/her response.)**  **Step Two:** *When you hear the word vampire, what comes to mind*? **(Allow scholar(s) time to respond.)** *Do you know anything about the Twilight series or perhaps the TV show True Blood? How are the vampires in these works of fiction depicted? Mythological vampires seem to possess a wide range of character traits--just like people in general. However, real vampire bats do exist. What do you know about them?*  **Step Three:**  *Today we are going to read an article about vampire bats in Panama, the Central American country that connects directly with South America. It is located very close to the equator and has a tropical climate. So, when we read a text together, there are a couple of things we’ve been doing so that we don’t “get lost” while reading. Before we begin reading we must first number the paragraphs and we need to decide how we would like to chunk the text.* **(Number the paragraphs with the scholar.)**  *Great. There are 9 paragraphs. I think that I will divide the text into two chunks: paragraphs 1-4 is chunk one; paragraphs 5-8 is chunk two. As you read, I want you to underline or highlight the main points or arguments the author is trying to make.* **(Our purpose for reading is different from the previous times we’ve read with a purpose. You might have to explain that we are focusing on a specific skill today which is why we are changing it up a bit.)**  *After we read a chunk of the text, we will stop in order to write in the margins. Let’s write the most important detail from the chunk, and also a thought I had while reading the chunk.* **( Allow the scholar to read the text aloud. Support him/her during the oral reading of the text.It is highly recommended that you mark the text and annotate the text as well. Please be sure that the scholar is marking the text as he/she reads and that he/she stops after each chunk to write in the margins.)**  **Step Four:**  *Drawing Conclusions: In a minute, you’re going to jot down three or four conclusion this text leads you to make. Then, you’re going to pick one you think is important and work together to find at least two pieces of evidence that supports your conclusion. Let me give you an example. From this article, I’m going to take the position that most bats are harmless. But for my conclusion to be valid, I’ve got to prove it. To convince you, I need to use evidence that I can point to, right in the article. And I’ll also have to do some inferring--combining my own background knowledge about bats with details in the article--to make my argument. OK?*  *So, I believe that most bats are harmless. First, the article states that out of the 1,100 known bat species, only three are blood sucking. The zoologist in the article hand-feeds bats and describes them as peaceful. I’ve been to a cageless bat exhibit at the zoo. the bats did not fly out and attack me or other visitors. So, did I convince you?*  **Step Five***: Now, I want you to jot down three conclusions this text lead you to make. Then, I want you to get ready to defend your position with at least two pieces of evidence that we can all see or infer from the article.*  **(Give scholar(s) time to complete this task. Support him/her, if needed. You will probably hear yourself saying over and over again:  *Exactly what part of the article supports that opinion? OK, now what else backs up your idea?* A few sample positions that he/she could take are: vampire bats are dangerous to cattle, vampire bats are important to research, people don’t know much about vampire bats, killing vampire bats is cruel, the natural habitat of vampire bats is being destroyed.)** |
| **Closure**:  *I’ve enjoyed our time together and I’m already looking forward to next week! You did an amazing job today*. **(Please give specific feedback at this point.) Possible feedback starters: I liked the way you\_\_\_\_\_\_\_\_\_. or I was impressed when you\_\_\_\_\_\_\_\_\_\_\_.** *What comments or questions do you have for me?* **Answer the questions, if you are able and/or willing to do so. End the session with a handshake and the comment, “*continue to be a SHINING star today*!”**  **(Scholars should keep all handouts referenced today in their two pocket folder.)** |
| **After Session:** Before you leave please fill out the Teacher/Mentor Communication Log, check the school calendar for potential conflicting and upcoming events, check your personal calendar to make sure you will be able to return when you told the scholar you would as the scholar will be looking forward to seeing you, and share any questions or concerns with a school employee—teacher, counselor, principal, etc.—before leaving the building. Thank you for sharing your time and talent.! |