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| **Grade: Six** | **Session Eleven (This lesson continues the previous lesson)** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the text, “The Father” for each scholar and mentor, mentor toolbox | **Focus: Setting, Character, Plot** |

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| **Lesson Title: Rereading Prose** |

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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:*    ***“Reach for the stars. If you don’t touch them you won’t end up with a fist full of mud either..”***  **(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: Reading Like a Detective**: *“The Father” is a story about some mysterious family secrets. But like a lot of literature you’ll read this year, it’s pretty subtle. You’ve got to really pay attention to all the details in order to out the clues together. If you read the story through once or even twice but don’t know what to look for, you might say, “What was the point? “Nothing happened?’ However, if you find the clues, you’ll realize that something pretty big is happening.*  *When you read stories like this, you’ve got to put yourself in the shoes of a detective. A detective gathers clues and then puts them together like a puzzle. He keeps looking for evidence and even returns to the scene of a crime numerous times in the hopes of noticing something he’s missed. That’s what you’re going to do today*.  **(Pass out the story and the chart.)**  **Step Three: Notetaking:** *Instead of trying to read this story looking for everything, I want you to examine the “crime scene,” looking for only one kind of evidence at a time. Take your chart and fold it in thirds so that just the column that says “Setting” is visible. The first time you read this story, all I want you to do is look for setting clues and underline/highlight them. The clues might be directly stated or just hints that will help you make an inference. After we read the story, we will record our ideas about setting on our chart. I’ll model the first paragraph for you. (***Read the first paragraph aloud and then stop. As you read, highlight/underline the details about setting.)** *Ok., I learned a lot about the setting from the first paragraph.*  ***(Continue to share what you noticed.* (Please be sure scholars are writing details in the setting column of the chart.)** *Do you understand how i figured that stuff out even though the story never directly mentions any of the details I wrote down? I had to be a detective, look for clues, and then fill in the blanks. When a story makes you fill in the blanks from clues, it’s asking you to make inferences. Any questions? Now I want you to read the rest of the story and look for more setting details. Remember, they might be directly stated or you might have to read between the lines. If you notice other stuff in the story, that’s fine, but for right now I only want you to underline/highlight details on setting.* **(Give students time to read the rest of the story and underline/highlight and record notes on setting. Then, discuss what scholar noted about the setting.)**  *Now, we are going to re-read the story but this time we will underline/highlight details about the characters of the story. After we read the story, we will record our ideas about characters on our chart. If you notice other stuff in the story, that’s fine, but for right now I only want you to underline/highlight details about characters.* **(Give students time to read the rest of the story and underline/highlight and record notes on characters.. Then, discuss what scholar noted about the setting.)**  ***Ok,*** *we are going to re-read the story for the last time but this time we will underline/highlight details about the plot of the story. After we read the story, we will record our ideas about plot on our chart. If you notice other stuff in the story, that’s fine, but for right now I only want you to underline/highlight details about plot.* **(Give students time to read the rest of the story and underline/highlight and record notes on characters.. Then, discuss what scholar noted about the setting.)**  **Step Four: (After they’ve reread the story for the third time, invite scholars to discuss the following questions:**   * **Why did the author choose this particular setting?** * **How does the setting of the story impact the characters and the plot events of the story?** |
| **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.! |