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| **Grade: Six** | **Session Five** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, mentor will need several examples of six word memoirs he/she will share with scholar, mentor toolbox | **Focus: Inferring Meaning** |

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| **Lesson Title: The Text Didn’t Tell Me; I Figured It Out!** |

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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:*  ***“Sometimes we are like stars. We fall so that someone else’s dream can come true.”***  **(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**: **Review inferring**. *We are always talking about how smart readers think. And one thing they do is make inferences. That’s a fancy word or something we do all the time. If we smell pizza in the school hall that pizza this morning, we might infer that the cooks are making pizza for lunch today. Without walking down there to check, or looking it up in the lunch menu, we can infer from the clue--the smell--that pizza will be served for lunch. When we are reading, we do the same thing. We are always combining our background knowledge with what the author offers in the text. It’s never just the author telling us--when we read, we make the story together with the writer.*  **Step Three:**  **Mentor Models Inferring with short text:**  *So I thought it would be fun to practice inferring today with some really weird super-short texts. I’ve brought some six-word stories with me today. Here’s a famous one by Ernest Hemingway.* ***(Read aloud: For sale: baby shoes, never worn.)*** *Now watch me try to infer what it means. (****Of course, do this in your own words, but maybe you’ll say something like this****:* ***When I read this, I think someone was expecting a baby, but for some reason the baby never wore the shoes. Maybe the baby was never born, or died, or there was a miscarriage. Or maybe the father bought the shoes but the mother ran away or divorced him so he never saw the baby shower and the mother thought they were ugly and put them up for sale (and the baby was fine). But mostly, this just sounds sad, whatever happened.****) See how simple? Let’s do several more, one at a time. I’ll stop and give you time to try to blend the clues in the text with your own background knowledge and make sense of each “story”.*  ***Step 3: Scholars infer from memoirs.*** **(Here are a few samples you may use. I highly suggest that you start with memoirs that you’ve written!! How fun! You can choose to use as many of these as you would like.)**   * **Homework: odd-numbered problems. 97. Zzzzzzzz.** * **Moving again. Goodbye, strangers. Hello strangers.** * **Leap! Catch football. Crunch. Goodbye scholarship.** * **I seem shy to some, apparently.** * **Bleached blonde. Everyone knew. Never cared.** * **Actually, I never had a mother.** * **Cleaning my room, stomping,stomping, stomping.** * **(Mentor six word memoir examples) :)**   **(It is important that you proble scholars to identify the textual evidence along with their background knowledge they used to support inferences made.)**  **Step 4: Scholars write Six-Word Memoirs: (Have students write their own mini-memoir, summing up their life (so far) or depicting a major event.)** *Now that you’ve had a lot of practice with making inferences based on mini stories, you will now have a chance to write a six word memoir. We are going to use your work to continue practice with this skill. Your six word memoir should sum up your life so far or be about a major event that have happened in your life. So, open to the next available page in your Reader’s/Writer’s notebook and title it Six Word Memoirs. Push yourself to write at least three mini-stories.* **(Allow scholar(s) time to write their mini stories. After allotted time, use their work in order to make inferences. If you are working with one scholar, you would make the inferences from the work.)**  *Great job with making inferences today. As I said before, it is something that smart readers do and something that we do all the time! We will continue to practice this skill next week!* |
| **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! |