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| **Grade: Six** | **Session Four** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, **copy** of”School’s Lesson Plan: No More Homework” for each scholar, copy of “Teens Are in No Rush to Drive” for mentor and each scholar, copies of the Thinking Charts for each scholar, pen/pencil. | **Focus/Objective: Annotating NONFICTION text.** |

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| **Lesson Title: Don’t Get Lost in an Article!** |

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| **Before the Lesson: Mentor should be familiar with the two texts that will be used during the session. The mentor will use “Teens Are in No Rush to Drive” by Donna St. George to model text annotations with the scholars.**  **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:*  ***“Keep your eyes on the stars and your feet on the ground.” -Theodore Roosevelt***  **(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**: **Annotation Review:***. Last week, I talked to you about annotating a text so that you don’t “get lost” while reading it. What do you remember about this?*  **(Allow scholar time to share with you what he/she remembers.)** *Awesome job. Yes, like you said, it is important that we are tracking our thinking WHILE we are reading a text so that we don’t “get lost” while reading which means that we will have a strong understanding of the text when we finish reading. We are going to practice more with text annotating, but this time with a different genre of text. Today, we will read nonfiction text. What’s the difference between nonfiction and fiction text? Which do you prefer? Great! Just like last week, I will model the process for you and then you will get a chance to practice text annotations with a different text. Let’s get started.*  **Step Three:** **Mentor Models**:  *Like last week, I am going to read a short text to you. So that I don’t “get lost” while reading, I am going to underline details that seem important, details that I have a questions about, and/or details that make me say, “Yes, I knew that” or “I saw that coming.” After I read a chunk of the text, I will stop in order to write in the margins. I will write what is the most important detail from the chunk, and I will also write a thought I had while reading the chunk. Let’s get started. Pay attention to what I am doing while I am reading.* **(Mentor reads the first chunk of the text. As you read, underline important details, details that you have questions about, and details that you already were familiar with. After your read a chunk, STOP and write in the margins. Write the most important information from the chunk and one thought that you have**.  **Step Four: Thinking Chart: (Next, show scholars the thinking chart. If copies are available, have scholars to paste the thinking chart onto the next available page in their Reader’s/Writer’s notebooks.)** *So, when I stopped today after reading a chunk, I wrote down one thought I had while reading. After I read the first chunk, I stopped to write\_\_\_(share your most important detail)\_\_\_\_ and \_\_\_(share your thought)\_\_\_. Look at this thinking chart. Here are some of the things that I could have also written in the margin. So, my thought could have been about what I am understanding in the text, or I could have drawn a visual or image I am experiencing as I read, or I could’ve even made a prediction about what might happen next. Good readers THINK while they are reading so that they don’t ‘get lost”!*  **Step Five: Scholar(s) Try:** *Now, you will try annotating the text so that you don’t “get lost” while reading. Let’s take a look at the text. The title is, “School’s Lesson Plan: No More Homework”. The first thing we should do is number the paragraphs. Let’s do that together. Now, we should decide on how we would like to chunk the text. Do you remember why chunking the text is important?* **(Solicit a response from the scholar.)** *Yes, we chunk the text to allow us time to stop and think about what we are reading so that we don’t “get lost” while reading. How many chunks do you think we should divide this article?* **(Since there are two columns, you could suggest that there be two chunks--column one is the first chunk; column two is the second chunk.)** *Great. Let’s start. Remember, as you are reading today, you will underline details that seem important, details that you have a questions about, and/or details that make you say, “Yes, I knew that” or “I saw that coming.” After you read a chunk of the text, you will stop in order to write in the margins. You will write what is the most important detail from the chunk, and write a thought you 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.)** *Great job with reading the article. Let’s talk about what we underlined as we were reading and what we wrote in the margins.***(Have a brief discussion about the annotations and writing in the margins both you and the scholar did while reading the text.)**  **Step Five: Moving toward analysis: Let’s discuss a few questions together to analyze the text more.(Choose as many of the following questions to discuss with the scholar.)** What was the author’s purpose for writing the text? What are your thoughts about eliminating homework? Why do you feel this way? Is there textual evidence to support your thoughts? Do you think homework is helpful? Why do you think this? Is there textual evidence to support your opinion? Explain a homework assignment that you thinks helps you better understand what the teacher is teaching? Why is this homework assignment helpful? Do you think is is possible to remain a SHINING star without doing homework? Explain. **(Talk freely with your scholar about the questions. Feel free to ask follow up questions to solicit more details from the scholars.)** |
| **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! |