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| **Grade: Six** | **Session Seven** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the text, “Accident” for each scholar and mentor, mentor toolbox | **Focus: Point of View** |

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| **Lesson Title: “What Had Happened Was…..”** |

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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:*  ***“Shoot for the moon. Even if you miss it, you will land among the stars.”*****(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**: **First Reading.**  *I brought an interesting story by Dave Eggers today. Just read the story through one time. Enjoy!***Step Three: Making Inferences review:** *For the past two weeks, we’ve talked about inferences. What inferences can you make from this text****?* (Allow scholar(s) opportunity to discuss inferences he/she made from information read in text. Please encourage scholar to use textual evidence to support his/her inference.)** **Step Four: Point of View note-taking:** *So this was a story told from an outside narrator’s point of view, right? This narrator allows us to hear all about what’s going on in the older driver’s head, but not the kids in the Camaro. Now we are going to read the story a second time. After each chunk, I want you to jot down some things that the kids in their car might think, say, or do at different points in the story. You will write it down, word for word, in the margin. Ready?* (**Allow scholars to read the chunks out loud. Assist him or him, if needed. When you get to the end of each chunk, allow scholar time to jot down what the kids in the car might think, say, or do at that point in the story. It is strongly recommended that you do the same on your copy of the text. Allow time to share the ideas of your scholar(s) as well as your ideas before you continue reading.)****Step Five: Narrator’s point of view:** *Now that we have explored the kids’ point of view, let’s try to dig deeper into the older driver’s perspective. We see everything he says and does, and we hear what he is thinking, right on the surface. What’s up with him anyway? Here are some questions we can discuss to attempt to understand the narrator better. You’ll have to do some serious inferring here, adding your own background knowledge to the clues in the text.* * **When he drives away from the accident, what kind of life will the narrator be going back to? Family, home, job, problems? How do you know?**
* **Some readers think that the narrator actually caused the accident on purpose. Why would he do that, and what evidence is there in the story to support that idea? Or maybe the accident was actually the teenagers’ fault, but for some reason he blames himself?**

**Step Six: Which Point of View?:** *What if the story was written from the driver’s point of view? What would we most likely find out that we don’t know now? What if the story was written from the kids’ point of view? How would it be different?* |
| **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!  |