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| **Grade: Six** | **Session Six** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of “Deportation at Breakfast” for mentor and each 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:*  ***“Shine on. Let nothing dim the light that shines from within.” -Maya Angelou*****(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**.  *Last week, we talked about a fancy word for something that smart readers do to make meaning from a text. Do you remember what that fancy word is? That’s right--inferences. What can you tell me about inferences? How do readers make inferences?* **(Allow time for the scholar(s) to share his/her knowledge.)** *That’s right. When we are reading, we are always combining our background knowledge with what the author offers in the text. That’s how we make inferences!* **Step Three:**  **Mentor models inferring with longer text:**  *Last week, we used super short texts to make inferences. Today, we will continue to practice with the skill, but with a longer text. I will model using a fiction piece titled, “Deportation at Breakfast” . I will only read ½ of the text. You will continue to practice making inferences using the other half of the text. Ok., let’s get started.*  **(Pass out a copy of the text that you will use to model for the scholar. It is important the scholar emulates you as you work through the text.)** *The title of the text that I will use today is* ***Deportation at Breakfast.*** *Do you have any idea what the word deportation means?* ***(Give scholar a chance to respond.)***  *Deportation means to expelled from a country or throwing a foreigner out the country. From the title, I can infer that\_\_****(share your inference)\_\_****\_. Were you able to make a different inferences based on what you know about the title?* **(Allow scholar(s) time to share his/her inference. Be sure to ask the scholar for the textual evidence he/she used in order to make the inference.)** *Before I begin reading I must first number the paragraphs and I need to decide how I would like to chunk the text.* **(Number the paragraphs with the scholar.)**  *Great. There are 12 paragraphs. I think that I will divide the text into four chunks: paragraphs 1-3 is chunk one; paragraphs 4-7 is chunk two; paragraphs 8-9 is chunk three; and paragraphs 10-12 is chunk four. 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**. **Today, the thought MUST be an inference that can be made from the information read)** **Step Four: Discuss inferences made:** *So, when I stopped today after reading a chunk, I wrote down one thought I had while reading. My thoughts today were all inferences as we are practicing in order to get better with this skill. After I read the first chunk, I stopped to write\_\_\_(share your inference as well as the textual evidence used to support inference made)\_\_\_\_ and \_\_\_(share your inference as well as textual evidence to support inference made)\_\_\_. Let’s keep reading. (Read the next chunk of 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**. **Today, the thought MUST be an inference that can be made from the information read.)** *So, when I stopped today after reading the second chunk, I wrote down one thought I had while reading. After I read the second chunk, I stopped to write\_\_\_(share your inference as well as the textual evidence used to support inference made)\_\_\_\_ and \_\_\_(share your inference as well as textual evidence to support inference made)\_\_\_.***Step Five: Scholar(s) Try:** *Now, you will continue reading the text. 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. Your thought must be an inference that you make from the information read.* **( 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 inferences both you and the scholar made while reading the text.)****Step Six: More Practice, more practice: (If you have time left, feel free to use the following image to give your scholar additional practice with inferences. To do so, simply ask him/her to follow these steps:**1. **What do you SEE/NOTICE in the picture?**
2. **Now, based on what you saw/observed, what INFERENCES can you make? What textual evidence and background knowledge did you use to support the inference you made?**

*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!  |