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| **Grade: Six** | **Session Sixteen** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folders for each scholar, copies of the painting, “Untitled” for each scholar and mentor, copies of a venn diagram for each scholar and mentor, mentor toolbox | **Focus: Characterization** |

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| **Lesson Title: Seeing a Character** |

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| **Before the Lesson: Mentor needs to select a few personal photos (from phone) that he/she doesn’t mind sharing with the scholar. Since the lesson focuses on characterization and how photos characterize us, I thought it would be an interesting way to start the session by discussing photos.**  **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:*    ***“Turn your scars into 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 the 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:**  *Today, we are going to talk about a skill known as characterization. Do you have a Facebook page, Instagram, or SnapChat? Did you know that because you have facebook, instagram, or snapchat, you are the protagonist in your own personal never-ending drama and your characterization (what you say or do as well as what others say or think about you) constantly changes with the latest postings? Here are a few pictures from my social media sites. Let’s take a look at them.* **(Show first picture.)**  *What am I doing in this picture? What do you learn about me just by looking at the picture?* **(Show or talk about comments made about picture.)** *Sometimes***,** *people comment on your pictures. What others say about you also helps others to get a better sense of who you are as a person. Here are some comments that were made about this picture.* **(Read comments.)** *So, now I want you to try to figure something out: What am I like? What kind of person am I? What can you tell about my personality?*  **(Share a different picture and repeat process, if you wish.)**  **Step Three: Venn diagram: (Pass out the Venn diagram and have scholars label it.)**  *Please mark the left-hand circle “child 1” and the right-hand “child 2.” For the moment, just leave the intersecting part unlabeled.*  **Step Four: The painting:**  *I want you to look carefully at the two children in this painting. What can you tell about them? Don’t just think about what they look like physically. Look carefully at their facial expressions, their body language, and what they’re doing. Jot down as many details as you can about each child. Use the left-hand circle labeled “Child 1” for the subject on the left and use the right-hand circle for the subject on the right. Leave the center part of the diagram blank for the time being.* **(Give students a couple of minutes to observe and jot details. Move on to the next step as you see the note taking begin to stall.)**  **Step Five: Share out.** *Looks like you have a lot of good observations. Let’s compare what you noticed with your partner. See if you missed anything. If you did, add it*.  **(If you are working with one scholar during this session, have him/her discuss his/her observations with you.)**  **Step Six: Adding inferences**.  *For this next part, you’ll keep working with your partner. Using the painting and all your notes, I want the two of you to figure something out: What are these kids like? What kind of people are they? What can you tell about their personalities? Talk together and jot down some ideas about each child in the circles you’ve been using. For the time being I still want you to keep the center area blank.* **(Give scholar(s) time to discuss inferences with you.)**  **Step Seven: Discuss relationships:** *Now it’s time to use the middle area. Once again, using the painting and all of your notes, I want you to figure out what kind of relationship these two kids have. Talk it over with your partner. Try to create a bit of a story versus just a word or two. It doesn’t count if you just write down “friends.” You need to go way deeper and be able to logically defend your inferences with details from the painting.*  **(Scholars might need assistance with this part of the lesson.)**  **Step Eight: Share out. (Ask scholars to share their inferences about each child as well as the relationship between them.) Finish in this way**: *You really noticed a lot of details and created some pretty good stories about why these two children are together and how they related to one another. In every story, authors do the same thing, but they use words instead of paint to get their characterization across. They depend on you--the readers--to paint a picture of each character in your mind.* |
| **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! |