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| **Grade: Six** | **Session Twenty-Three** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, “On Making Him a Good Man by Calling Him a Good Man””,mentor toolbox | **Focus: One Topic; Different Texts: Reviewing skills using a variety of genres connected to the same text.** |

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| **Lesson Title: Labels, Labels, Labels--Continued** |

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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:*    ***“Happy people shine brighter.”***  **(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:**  *Last week, we continued our discussion on the topic of LABELS by reading a speech by Mandeep Chahal. Today we will continue the lesson using a different genre of text--a story--fictional piece. We will use this piece to continue to talk about labels, but it is also a good piece to review elements of plot. Do you remember what the five elements of plot are? (exposition, rising Action, climax, falling action, resolution). Great. I will read the text aloud for you. I have chunked the text in two parts. During the first chunk, I want you to highlight details that are a part of exposition and rising action part of the plot.*  **(Read the first chunk. Stop after the sentence (As they were talking about sport-fishing, which at least means Phillipe will not talk about the ineffectiveness of the U.N., Phillipe noticed, at the corner of the building, a young boy being taunted by three others***) (Discuss the first chunk of the story by asking:*  *.*   * *What did we find out in the exposition part of the plot?* * *What were some details that were a part of the rising action?* * *Did you notice anyone having labels or stereotypes about another character?* * *How might this impact or effect what might happen later in the story?*   *Great. Let’s finish the story. As I read, I want you to be on the lookout for the climax, details that are part of the falling action and the resolution of the story.*  **(Read the second chunk.)** Discuss the first chunk of the story by asking:   * **What might be considered the turning point or climax of the story? Why?** * **What are some events that are a part of the falling action?** * **Is there a resolution to the story? Explain.** * **Let’s revisit the labels and stereotypes topic. What did you notice in this chunk of the text? (I want students to see that “label” that Stuart put on Phillipe changed as a result of his action one night.)** * **Re-read the last part of the story starting with “But the change”. Stuart has an opinion about Phillipe earlier in the story that changed by the end of the story. So, the label that Stuart had of Phillipe at the end of the story was totally different. How do you think people are able to change their opinions about others?** |
| **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! |