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| **Grade: Six** | **Session Two** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, **copy** of the preface from ***The Winter Room,*** by Gary Paulsen, **mentor will need a copy of his/her favorite book, preferred, but not required.,** pen/pencil | **Focus: Why We Read** |

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| **Lesson Title: If Books Could...** |

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| **Before the Lesson:**  Mentor should carefully rehearse reading the preface from The Winter Room by Gary Paulsen. Before the mentor “go live”, he/she should read the text aloud to him/herself several times to develop an interpretation that both highlights the author’s words as he/she understand them and to also bring his/her own distinctive thinking, feeling, and voice to the text.**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:*  ***“Everyone is a star and deserves a chance to shine.” -Marilyn Monroe*****(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.***Step Two**: **Mentor Booktalk.** **Show scholars a copy of your favorite book and TALK IT UP. The purpose of the book talk is to create interest in the book. It might be that your favorite book is one that is too challenging for scholars to read. That’s o.k. Please use this book and bring lots of energy, excitement, and passion to your book talk resulting in scholars being eager and willing to read, read, read ANY book! After your book talk, invite scholars to talk about their favorite book(s). It is o.k. if a scholar wants to talk about picture books that he/she enjoyed as a younger child! The purpose is for him/her to talk positively about books!****After both mentor and scholar booktalks, discuss the following questions together:*** *If books could have smells, what would they smell like?*
* *If books could have sound, what would they sound like?*
* *If books could have light, describe the type of light they would have.*

**Step Three: Have scholars clear their desks and decide who will be their pair-share partner, if there are more than one scholar in the session. (If there is only one scholar in the session, the mentor will serve as the scholars pair-share partner.)***In a minute, I am going to read you a short excerpt from a book you may know,* The Winter Room *by Gary Paulsen. Everyone be sure you know who your partner is so you two can talk afterwards. Ready? Now, just settle back, stay quiet, let these words wash over you, and try to go wherever the author takes you. OK?***Step Four:** **Read aloud**. Read the selection, using your well-rehearsed dramatic interpretation.**Step Five:** **Pair share**. *OK, turn and talk with your partner. What did you notice? How did you feel? What do you wonder? Go ahead…* **(If you are working with only one scholar during this session, you will serve as his/her partner during the pair share.)****Step Six::** **Open Discussion:** (Invite the scholars to share their reactions. If you are working with only one scholar, skip this step.)**Step Seven**: **Deeper Discussion**: Now, invite scholars to dig deeper into their response to talk about which specific images, what chunks of language, worked to create a response.(**It is strongly suggested that you guide the scholars through this type of thinking.** **To do so, first share your idea and thinking/thought process using the guiding questions below BEFORE you ask the scholars to do so.)** *Let’s identify a word or line that created a strong impression. I’ll go first.* *A word or line that created a strong impression on me was\_\_\_\_\_\_\_\_\_. I felt this way because\_\_\_\_\_\_\_\_\_\_\_\_\_\_.) Let’s identify another word or line that created a strong impression. Were you able to create mental images in your mind as I was reading? When I read, I saw the image of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When Paulsen used the words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they helped me to create this mental image. What mental image were you able to create and what words did Paulsen use to help create the image? Let’s talk about the last line of the text. It reads, “The book needs you.” What do you think this means? How do books need us?* (Help scholars to realize that books need us, the readers, to bring them to life.)**Step Eight**: **Quickwrite**: **Scholars will open to the next available page in their Reader’s/Writer’s Notebook in order to respond to one of the following quotes. Please make sure that the scholars understand the quotes. It might be necessary to help scholars interpret what the quote is actually saying so that they can write about it. Please encourage scholars to write whatever comes to mind and to challenge oneself to write for the entire three minutes allotted.***Please turn to the next available page of your Reader’s/Writer’s notebook. We will end our session together by engaging in a quickwrite. I am going to give you three minutes to write whatever you would like to say in response to a quote about books. I want you to challenge yourself to think and write for the entire three minutes. Don’t worry about spelling, grammar, etc. The most important thing is that you are writing your thoughts out on paper. I will write my thoughts about one of the quotes as well! Here are the quotes you may choose from:** *“We lose ourselves in books, we find ourselves there too.”*
* *“Reading gives us someplace to go when we have to stay where we are.”*
* *“There are worse crimes than burning books. One of them is not reading them.”*
* *“The more you read, the more things you’ll know. The more you know, the more places you’ll go.”*
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| **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 words, “*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!  |