|  |  |
| --- | --- |
| **Grade: Six** | **Session Eighteen** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of Forwarding Order Expired and topic vs theme handout for each scholar and mentor, mentor toolbox | **Focus: Theme** |

|  |
| --- |
| **Lesson Title: Topic vs Theme** |

|  |
| --- |
| **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:*  ***“Dream big, sparkle more, shine bright!”*****(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:**  *Two Column Notes: In a few minutes, we’ll be reading a really short story that is packed with meaning. To figure it out, you first need to do some thinking about yourselves by making some lists in response to the prompts in the left-hand column. The sheet asks you to think about being ages you haven’t reached yet. To put yourself in the place of someone older, you might try imagining how your parents or other adults in your life might answer. (***Model your own reflection and advice for elementary school so that everyone knows how to fill out the chart.)** *Any questions? Go ahead and fill out the chart right now so we can talk about it in a couple of minutes.*  **(As students fill in their notes, encourage them to give answers with specific rather than vague word choices.)****Step Three: Share and compare:**  *Now, get together with your partner and compare your notes. Be sure to discuss the advice you gave to each age. Talk about how you came up with it and why you felt that was the most important thing to say.* **(Give pairs a couple of minutes to discuss and have a few kids share what they talked about, particularly the advice.)** **Step Four: The story and directions:**  *When I told you this story was short, I wasn’t kidding. As you read, compare the character’s feelings with your own feelings about being different ages. When you finish, think about what point the author is trying to make. What’s the theme? Mark the lines that led you to the theme.* **(It will take only a minute or so for the scholars to read the story.)** **Step Five: Share and report out:**  *Now get back with your partner to discuss the story. How did your own thoughts on aging compare with that of the character’s? What point was the author trying to make with regard to human nature?* **(Give students a minute or two for discussion and then end with them sharing ideas about the theme and author’s point about human nature.)** **Step Six: Theme vs Topic:**  (Pass out theme vs. topic handout) *So, our focus today was on theme. Theme is the message or a story. It is the point that the author is trying to make. The theme of a story is connected to the topic of the story. What was the topic of our short story today? That’s right--aging. What was the theme or point the author was trying to make about the topic? The theme of a story should always be expressed in a complete sentence; the topic of a story is usually a word or phrase.* **(Give scholars an opportunity to share out.)** *Let’s end our session today coming up with some possible themes that are connected to the topics.* **(Assist scholars while working on this and allow time for discussion.)** |
| **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.!  |