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| **Grade: Six** | **Session Nine** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the text, “The Wallet” for each scholar and mentor, mentor toolbox | **Focus: Arguing Both Sides--Fiction** |

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| **Lesson Title: Should I or Shouldn’t I? That is the Question!** |

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| **Before the Lesson: “The Wallet” might be a challenging text for the scholars to read alone. There are a few vocabulary words that they may not know. Mentor needs to be familiar with the text as well as with the meaning of the vocabulary words in the text. Please prepare to read the text out loud TO the scholars.**  **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:*  ***“The sight of stars make me dream.”***  **(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: Read and annotate***: Last week, we read an article about vampire bats, made some conclusions the text lead us to make, and defending our conclusions, or positions, with textual evidence. Today, we will continue working with this skill but we will do so by reading a fiction piece. The title of the story is “The Wallet”. So, when we read a text together, there are a couple of things we’ve been doing so that we don’t “get lost” while reading. Before we begin reading we must first number the paragraphs and we need to decide how we would like to chunk the text.* **(Number the paragraphs with the scholar.)**  *Great. There are 8 paragraphs. I think that I will divide the text into two chunks: paragraphs 1-4 is chunk one; paragraphs 5-9 is chunk two. As you read, I want you to underline or highlight details of the plot, setting, and character.* **(Our purpose for reading is different from the previous times we’ve read with a purpose. You might have to explain that we are focusing on a specific skill today which is why we are changing it up a bit.)**  *After we read a chunk of the text, we will stop in order to write in the margins. .* **(Read the text aloud to the scholar(s). It is not a text that the scholars can read independently. .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 along and that he/she stops after each chunk to write in the margins.)**  **Step Three: *Let’s*** *discuss a couple of questions to begin to get to know the characters better***. (Choose as many you would like to discuss but be sure to discuss the last question.)**   * **How does Elaine feel about Troy?** * **Why does Elaine keep the job if it’s boring and she dislikes her coworkers?** * **What do you think went through Elaine’s mind when the woman in the yellow Chevette said, “No, I mean I need money?”** * **What conclusions does Elaine draw when she sees the kids in the backseat?** * **why did Elaine give the woman Troy’s money instead of her own?**   **Step Four: Introduce argument:** *Let’s talk about the last question a little more. But first, I want you to turn to the next available page in your Reader’s/Writer’s notebook. Draw a line down the middle of the page. On the left side write: Elaine did the right thing with Troy’s money. On the left side write: Elaine should not have given Troy’s money away. Now, we are going to come up with a list of reasons that support both sides of the argument. Let’s go back through the story and comb it for details that support the first argument: Elaine did the right thing with Troy’s money. Remember that all of the support will not be stated in the story in black and white; you’ll need to make some inferences using text details as clues.* **(Give scholars 5-7 minutes to complete task.)** *Great! Let’s now go back through the story and comb it for details that support the second argument: Elaine should not have given Troy’s money away. Remember that all of the support will not be state in the story in black and white; you’ll need to make some inferences using text details as clues.* **(Give scholars 5-7 minutes to complete task.)** *Let’s discuss what you came up with.*    **Example charts:**   |  |  | | --- | --- | | **Position One: Elaine did the right thing giving Troy’s money to that woman** | **Text Details** | | Elaine is bored and feels disconnected from others | * She thinks Jose is a lecher as well. * She counts the cars to fight the boredom. * It seems like a lonely job. | | The woman in the yellow Chevette looks like someone is chasing her, going to kill her. | * Brakes screech like she was speeding away * Suitcase looks like it was thrown together in seconds | | She looks like she needs to see a doctor. | * She is physically injured--gash below one eye, face swollen and purple, dried blood at corner of mouth. |  |  |  | | --- | --- | | **Position Two; Elaine should not have given Troy’s money to that woman** | **Text Details** | | Troy trusts her. If she steals money, she could lose her job, since her job is working with cash. | * He’s left his wallet before and it’s always been intact. | | $92 isn’t going to get that woman very far. | * That money might just be encouraging the woman in the Chevette to jeopardize her children’s safety. Where are they going? Temporary solution. | | Elaine knows she should have given Troy’s money away. She’s stealing. | * She “surreptitiously reached for Troy’s wallet.” If she thought she was doing the right thing, she wouldn’t have been so sneaky. | |
| **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! |