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| **Grade: Six** | **Session Seventeen** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the excerpts for each scholar and mentor, mentor toolbox | **Focus: Characterization** |

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| **Lesson Title: Bringing Characters to LIFE!** |

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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:*    ***“Each day I thank my lucky stars for you.”***  **(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 continue our discussion on characterization. Last week, authors depend on you--the readers--to paint a picture of each character in your mind. So, let me show you what I mean by this.*    **Step Three: The Texts: (Pass out the texts.)**  *Let’s begin by reading the excerpt from The Fable of the Three Princes. Sometimes, authors uses details in their stories to help us paint a picture of the characters. In this fable, three princes compete for the love of a princess named Meliversa. As you read, look for descriptions of Meliversa’s appearance and highlight them.* **(Allow scholar(s) time to read text.)**  *So, what are three details that describe Meliversa’s beauty.* **(Allow scholar(s) time to share.)**  *Now, reread line 8. What do you learn about Meliversa from this description? Great. So, one way authors help us to paint a picture of a character in our mind is by using details that describe the character’s physical appearance.*  *Let’s look at the next excerpt from Jeremiah’s song. Writers may use dialect to convey information about the community in which the character lives. Dialect is a form of language spoken in a particular place by a particular group of people. I am going to read the excerpt aloud so that you can hear the dialect. As I am reading, highlight examples of the use of dialect.* **(Read excerpt.)**  *Ok, let’s re-read the second sentence of the excerpt. What do you learn about the characters from the writer’s use of dialect? Why do you think Ellie doesn’t want to hear Grandpa Jeremiah’s stories any more? How might college have changed her? So, another way authors help us to paint a picture of a character in our own mind is a character’s speech and his/her actions.*  *In the next excerpt Cammy is listening to her cousin Patty Ann play the piano As you read, notice how Cammy reacts to Patty Ann and highlight her reactions.* **(Allow scholars time to read the excerpt.)** *Now, does Cammy like Patty Ann? How can you tell? What impression of Patty Ann do you get from Cammy’s reactions to her? So, the third way authors help us paint a picture of a character in our own mind is other character’s--what they say, think, and do.*  *The last excerpt we will read today is from The King’s Dragon. Sometimes, the narrator directly tells readers what a character is like. As you read this excerpt, highlight the information that we learn from the narrator.* **(Allow scholars time to read the excerpt.)** *Now, let’s look at the narrator’s comments. Which word would you say does not describe the soldier: a. loyal, b. lazy, c. proud? Explain. Does the narrator seem to respect the soldier? Explain. So, the last way author’s help us paint a picture of a character in our own mind is through the narrator’s comments.* |
| **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! |