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| **Grade: Six** | **Session Three** |
| **Materials Needed: composition notebook** for each scholar and mentor, **copy** of”The Limited” for each scholar, copies of the Thinking Charts for each scholar, pen/pencil. | **Focus/Objective: Annotating a FICTION text.** |

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| **Lesson Title: Don’t Get Lost in a Text!!** |

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| **Before the Lesson: Mentor should be familiar with the two texts that will be used during the session.**  **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:*  ***“To be a star you must shine your own light, follow your own path ,and don’t worry about the darkness for that is when the stars shine brightest.”***  **(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**: **Annotation explanation:.** *Have you ever heard the expression “getting lost in a book”? What does that mean? “Has that ever happened to you?”* **(Scholars will probably volunteer that this happens when they are reading a favorite young adult author or series.)** *So sometimes, we can read a work of literature straight through understand it fine, first time. If the story is easy enough and interesting enough, we can kind of fall into it, like you get lost in a good novel. But other times, when we want to read harder texts, we can’t just magically “get lost” in it--we need to be very active and intentional to make sure we understand what we read. Or we might get lost in a whole other way!”*  *One way skillful readers enhance their understanding is by annotating the text, which just means jotting notes in the margin that help them think about the story. You can use a journal, or a bookmark, or Post-it notes for this, and when you have your own copy, you can write right on the text.*  **Step Three:** **Mentor Models**:  *Let me show you what I mean*.  *I am going to read a short text to you. So that I don’t “get lost” while reading, I am going to underline details that seem important, details that I have a questions about, and/or details that make me say, “Yes, I knew that” or “I saw that coming.” After I read a chunk of the text, I will stop in order to write in the margins. I will write what is the most important detail from the chunk, and I will also write a thought I had while reading the chunk. Let’s get started. Pay attention to what I am doing while I am reading.* **(Mentor reads the first chunk of the text. As you read, underline important details, details that you have questions about, and details that you already were familiar with. After your read a chunk, STOP and write in the margins. Write the most important information from the chunk and one thought that you have**.  **Step Four: Thinking Chart: (Next, show scholars the thinking chart. If copies are available, have scholars to paste the thinking chart onto the next available page in their Reader’s/Writer’s notebooks.)** *So, when I stopped today after reading a chunk, I wrote down one thought I had while reading. After I read the first chunk, I stopped to write\_\_\_(share your most important detail)\_\_\_\_ and \_\_\_(share your thought)\_\_\_. Look at this thinking chart. Here are some of the things that I could have also written in the margin. So, my thought could have been about what I am understanding in the text, or I could have drawn a visual or image I am experiencing as I read, or I could’ve even made a prediction about what might happen next. Good readers THINK while they are reading so that they don’t ‘get lost”!*  **Step Five: Scholar(s) Try:** *Now, you will try annotating the text so that you don’t “get lost” while reading. Let’s take a look at the text. The title is, “The Limited”. Which genre is the text that you’ll read today? Yes, it is a poem. What do you know about poetry?* **(Allow scholar time to talk to you about what he/she knows about poetry. Feel free to share your knowledge about this genre with your scholar.)***The first thing we should do is number the paragraphs. When we are discussing poetry, we don’t use the word paragraphs. Do you know the word that means a group of lines in a poem?* **(The answer is stanza.)** *That’s right! Stanzas. So, let’s number the stanzas of the poem together. Now, we should decide on how we would like to chunk the text. Do you remember why chunking the text is important?* **(Solicit a response from the scholar.)** *Yes, we chunk the text to allow us time to stop and think about what we are reading so that we don’t “get lost” while reading. How many chunks do you think we should divide this article?* **(Since there are eight stanzas, you could suggest that there be two chunks--stanzas 1-4 is chunk one; stanzas 5-8 is chunk two.)** *Great. Let’s start. Remember, as you are reading today, you will underline details that seem important, details that you have a questions about, and/or details that make you say, “Yes, I knew that” or “I saw that coming.” After you read a chunk of the text, you will stop in order to write in the margins. You will write what is the most important detail from the chunk, and write a thought you had while reading the chunk.* **(Allow the scholar to read the text aloud. Support him/her during the oral reading of the text.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 and that he/she stops after each chunk to write in the margins.)** *Great job with reading the poem. Let’s talk about what we underlined as we were reading and what we wrote in the margins.***(Have a brief discussion about the annotations and writing in the margins both you and the scholar did while reading the poem.)**  **Step Five: Moving toward analysis.** *I am going to read the poem aloud a second time. As I am reading, I want you to ask yourself, Why did Alexie write the poem? What is his message or theme? (After reading, ask scholar to share his/her thoughts to the questions.* **(Be sure to probe for elaboration by asking the scholar to explain WHY.)** *Thanks for sharing your ideas. They were wonderful. “The Limited” makes me wonder: Am I an upstander or a bystander? (It might be necessary to define/explain the terms to the scholar.) Though we don’t necessarily see someone purposely attempt to kill a dog on a regular basis, we all witness incidents of bullying, discrimination, intimidation. And we all struggle with what we should do when we witness this. Do we stand by and do nothing, or risk my own safety in order to take a stand---be a STAR and shine light on situations? Let’s talk about this for a moment. Why do you think the speaker didn’t do anything? He did go home and wrote the poem. Could this small act count as taking a stand against the situation? Explain. The speaker asked, “why do poets think/They can change the world?” How can poets change the world? How can you, SHINING star, change the world?*  **(Talk freely with your scholar about the questions. Feel free to ask follow up questions to solicit more details from the scholars.)** |
| **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! |