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| **Grade: Six** | **Session Twenty-One** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of, Aunt Jemima images--then and now, copies of the poem, “Labels”,mentor toolbox | **Focus: One Topic; Different Texts: Reviewing skills using a variety of genres connected to the same topic.** |

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| **Lesson Title: Labels, Labels, Labels** |

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| **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:*    ***“No beauty shines brighter than that of a good heart.”***  **(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 will begin a series of lessons centered around the topic LABELS. During these lessons, we will review some of the skills that we’ve worked on in previous sessions. I want you to turn to the next available page in your Reader’s/Writer’s notebook. Today we’re going to “read” two images for thirty seconds. As you concentrate on the image, I want you to try to memorize as many details as possible. When the time is up, I will remove the image and give you a quiz.*   |  |  | | --- | --- | | Image One | Image Two |   **(Show ONLY image one first. Project/show for thirty seconds. After time is up, remove the image.)**  **Step Three: Memory note taking** Now I want you to write down everything you remember related to the prompts I give you. (**Give these prompts one at a time. Allow them time to write ideas about each prompt in their notebook.**   * **How many people are in the image?** * **How would you describe them?** * **How is each one dressed?** * **What does the person do for a living?** * **What kind of setting is depicted? Where do these people live?** * **What colors do you remember in the setting?** * **What is the image about?** * **What’s the overall feeling you got looking at this piece?**   **(Have an discussion about these prompts with the scholars. Then, repeat the Steps 2 and 3 using image two.)**  *So, what did this activity have to do with the topic LABELS? What message or lesson did you discover today as you were completing this activity?*  **Step Four**: **Vocabulary Concept Map::**  *Do you have any idea what this word LABELS means? Let’s take a deeper look at this word by completing a vocabulary concept map. (Pass out vocabulary concept map.) I am going to share the definition of LABELS with you.*  **(Definition: a word or phrase that describes or names something or someone.)** *Now, let’s brainstorm some synonyms and antonyms of the word.* ***(*Help scholar(s) brainstorm synonyms and antonyms.)** *Great! Now, let’s think of some real life examples of the word and a picture that we could draw to represent the word.* (**Help scholar(s) brainstorms examples and a picture he/she could draw.)** *Hopefully you now have a better understanding of the word LABEL. Understanding this word will help you as we read the different texts about this topic..*  **Step Five: Read and discuss “Labels”:** *Now, we are going to take a look at this poem. I am going to read this aloud first, and then you will read it again independently and annotate it. O.k? So, follow along as I read the poem to you.*  **(Read poem aloud.)** *O.k., now it’s your turn. You’ll take some time to reread the poem, and annotate it. This means in the margins you can comment, react, compare, ask questions, etc.*  **(Allow scholars time to read and annotate. Then, allow scholar(s) the opportunity to discuss the poem. You can open up the discussion with a simple question: *Thoughts? During the conversation the line “Grouping folks together is an individual waste/You can’t know me by just a look, you have to take a taste.” is important to mention. These lines helps one to discover the poet’s message to the reader.***  **Step Six: The Image and the Poem: (After the discussion of the poem, help guide students in a discussion of the poem and the images.** ***Ask what feelings or messages the art and the poem share. Are there any differences between what the poem suggests versus the image?)***  *Next week, we will continue talking about this topic of LABELS as we read a speech of a college student in fear of being deported.* |
| **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! |