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| **Grade: Six** | **Session Twenty** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of “Gombei and the Wild Ducks” and the Determining Theme handout, mentor toolbox | **Focus: Understanding Theme** |

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| **Lesson Title: And the Lesson of the Story is….** |

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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:*    ***“Choose to shine.”***  **(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 theme. Last week, we ended our session reading “Ant and Grasshopper” and using the clues in order to determine the theme of the text. This week, we will read a longer text in order to determine the theme. Let’s get started.*    **Step Three: The Text: (Pass out the text.)**  *Since this is a longer text, we need to do a couple of things so that we don’t get lost while reading. First, let’s number the paragraphs. (There are 22 of them.) Now, let’s decide how we want to chunk the text.* **(Suggestion: Each chunk is 4 paragraphs)**. *Now, we need to decide on a focus for reading so that we know what to highlight/underline. Since we are looking for the clues to help us determine theme, let’s underline details about the setting, characters, and important events of the story. We should also highlight the title and talk about it for a minute. Now, we are ready to read. Remember that when we get to the end of a chunk, we will stop to jot down what the text says that we find important and one thought we have.*  *Let’s begin! (* **Allow scholar(s) time to read. You can let the scholar decide if he/she wants to read it out loud or silently. Be sure that he/she is underlining/highlighting while reading and that he/she stops after each chunk.**  **Step Four: Discussing the Clues:** *Let’s discuss some of the clues we discovered while reading.*   * *Which character does the title suggest is important to the story? What were some details that show what this character is like and how he changes?* * *Let’s look back at paragraphs 3 and 5. Reread the words that Gombei’s father says as well as what Gombei says. What impression do you have of Gombei? Explain whether you see any problems with his plan.* * *What were some of Gombei’s actions? What happens to Gombei as a result of his actions?* * *In lines 69-70, Gombei returns to a familiar setting--a marsh--but there is nothing familiar about the situation he’s in. What conflict did he have?* * *Re-read paragraphs 16 and 17. What does Gombei realize about himself and his plan? Explain what has caused the change in attitude.* * *Think about the lesson that Gombei has learned. For each topic from the list below and write a statement that expresses a theme of the story. Explain whether the theme is directly stated or implied.*   + *freedom*   + *treatment of others*   + *understanding others’ problems*   *(***Possible answers: Freedom is a great and joyous gift. (directly stated) People should treat others in the same way they would want to be treated. (implied) Being in someone else’s shoes can give people a new perspective on life. (implied)** |
| **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! |