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| **Grade: Six** | **Session Twelve** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar, copies of the text, “Salvador Late or Early” for each scholar and mentor, mentor toolbox | **Focus: Analyzing Poetry** |

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| **Lesson Title: Poetry Discussions** |

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| **Before the Lesson: Mentor needs to be comfortable reading the poem “Salvador Late or Early” by Sandra Cisneros as this poem will be read aloud to the scholars by the mentor.**  **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 brightest stars are those that shine for the benefit of others..”***  **(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:**  *Lately we’ve been working on becoming more skillful in reading fiction and nonfiction texts and I’ve seen you grow quite a bit. I’m feeling confident that you are ready to take on another genre--poetry!*  **Step Three**: *To get started, I’m going to read this poem aloud to you just to introduce it. I want you to follow along and see what you notice*. **(Read poem with drama!)**  **Step Four: Poetry Discussion Notes:** *The sheet I just passed out lists several different ways you can dig into a poem in a discussion. When you combine all of those different items, you’ve really looked at it from several different angles. Many of the main headings are literary elements and discussion skills you’ve probably talked about before, so no big surprises here. Instead of me reading all of this to you, I want you to take a couple minutes to read it silently and mark any instructions that confuse you.* **(Monitor silent reading.)**  **Step Five: Let’s Discuss:** *You’ve probably noticed that there’s quite a bit to do on that sheet. No worries. We are going to work through the tasks together.*  **Discussion Questions:**   * *As you read the poem, what did you feel, think, notice, or wonder?* * *What parts do you understand? What parts are confusing?* * *What feelings or emotions does the poem evoke?*   **Important Lines:** *Choose lines that catch your attention, that seem especially important, interesting, beautiful, strange, etc. Be ready to read these aloud and explain why they “jumped out.”*  **Words (at least three):**  *Find words in the poem that are puzzling, unusual, create a picture, or are unfamiliar. If you don’t know the meaning of the word, let’s try to determine a meaning based on the way it is used in the text.*  **Poet’s Craft:** *What are some examples of figurative language that you noticed in the poem? Be ready to explain the examples you find.*  **Connection**: *What does this poem remind you of? Does it make you think of another poem or novel you’ve read? An incident from your own life? Something in the news?*  ***Drawing*** *(if time allows) On the back of the poem, sketch a full page picture related to the poem. Be ready to show your drawing and talk about it.* |
| **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! |