***Session 27***

**Focus**: Readers understand the structure of a poem

**Genre**: Poetry (use attached poems OR ask the classroom teacher for poetry books)

**Materials**: student’s books, pencils, journal/stickies, example poems attached

**Before Reading Mentor says**:

Last week, we looked at similes and metaphors in your books, we noticed how they are different, and we wrote some of our own. Today, we might find some of them in a poem. Do you like poetry?

Let’s jot down some things we already know about poetry. How do you know when you are reading a poem?

(Have the student write on a sticky or in their journal what they know about a poem. Examples below)

We know that most poems:

- Have words that rhyme

- Are not as long as books

- Can be about: seasons, animals, places, or people

Today, we are going to be learning about the structure of a poem. We are going to read some poems together and notice what they have in common about their structure)

**During Reading**: Let’s look at some poems together

|  |  |
| --- | --- |
| Prompting Questions | Writing Activity |
| How do you know that this is a poem?Do you notice anything about how the lines are separated?Let’s circle any words that rhyme. Now say them out loud.Does this poem make you feel a certain way? Can you tell how the author feels in this poem?Do you notice any similes? Any metaphors? What words really help you get a mental movie of the topic? | In the student’s journal, have them write:

|  |
| --- |
| Poems can have: |
| - Title- Words that rhyme- Stanzas that separate the lines of a poem- Repeated words- Figurative language like similes and metaphors |

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**After Reading**: Great job reading poems out loud today! Remember, poems have a structure to them. There is usually a title, the author breaks up the groups of lines into stanzas, and you might see words that rhyme. What is 1 thing that you like a poetry? If you were going write a poem, what would you write a poem about?

**Closing**: Thank you for working with me today. I enjoyed our time together and I am so proud of the work you are sharing with me. I will return next (day of the week) to work with you. Please remember the following:

1. Fill out the teacher/mentor communication log
2. Check the school calendar for upcoming events
3. Check your personal calendar to determine scheduling conflicts. Remember, students are eager await your arrival and their mentoring time with you.
4. If you have any questions or concern, please share them with a school employee (teacher, counselor, assistant principal or principal, etc.) before leaving the building.