Session # 16

Focus: Students will interpret information found in charts, graphs, diagrams, timelines and pictures.
Materials: student's book bag, pencil, journal
Genre: NonFiction
Goal Setting: (2-4 minutes) Review school and life goals from the last week and set new goals. Compliment the student if they met their goal and encourage the student to keep working on it if they did not. It's so good to see you again! Do you remember what we worked on last time? That's right, we worked on understanding procedural text. Since the last time we met did you encounter any procedural text in your everyday life or in school? I used a procedural text last week when I was putting together a bookshelf in my house. It was neat to see how what we're learning about here can be applied to real life!
Before reading:
Today we are going to talk about how nonfiction text features like charts, graphs, diagrams, timelines and pictures help us better understand what we're reading. These are found in non-fiction text and the author includes them in order to tell us more information about the topic we are reading about. Sometimes these features go into more detail about the information we read in the regular print on each page. Let's look in your book to see if it has any charts, graphs, diagrams, time lines and pictures. (point out any examples you see and talk about how it helps give you more information)
During reading:
Today as you read your nonfiction book pay close attention to those extra text features like charts, graphs, diagrams, time lines and pictures. Think about what additional information these features are giving you.

<table>
<tr><th>Prompting Questions:</th><th>Writing Activity:</th></tr>
<tr><td>As the student reads, ask:

Why does the author include the chart/graph/diagram/timeline or picture?

What additional information does it give you?

Could that information be shared in a different way?</td><td>Students should write this is in their journal.
<table><tr><td>Text feature</td><td>What does it tell you?</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table></td></tr>
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After reading:

Awesome work today! I could tell you were really paying attention to everything that was included on each page. What text feature gave you the most additional information? Remember, as you read nonfiction, authors include features such as charts, graphs, diagrams, timelines and pictures in order to give you additional information about a topic.

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.