*Session 10*

**Focus**: Good readers find the meaning of tricky words by re-reading the sentences around it and looking at the illustrations for clues.

**Materials**: Student’s books, pencil, journal/stickies

**Genre**: Fiction

**Before reading**:

Even grown ups can have a difficult time with tricky words when they read. Here is what good readers do:

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| --- | --- |
| 1)STOP! Notice that you were stuck on the word.2)Re-read the sentence before and look for clues.3)Read the sentence after and look for clues.4)Replace the unknown word with a “guess” word and see if it makes sense. | Example:I played outside with my sister for 2 hours in the sun. When we came inside, I was very parched. I drank an entire glass of water in one gulp.Think out loud. “I’m not sure what parched means. I’m going to re-read the sentence before. When it is hot outside, your body usually gets hot too. Now I’m going to read the sentence after the word parched. You usually drink a lot of water really fast when you are thirsty. I’m going to replace “parched” with “thirsty” and see if that makes sense. It does! |

**During reading**:

|  |  |
| --- | --- |
| Prompting Questions: | Writing Activities: |
| * Did you come across a tricky word? Point to it.
* Let’s practice the steps I talked about. What should you do first? Where should you go back and re-read?
* If you could replace that tricky word with another word that has the same meaning, what word do you think would fit there?
 | Journal writing:

|  |  |  |
| --- | --- | --- |
| Tricky word: | What I think it means: | What it really means: |
| Parched | dry | thirsty |

Context Clues worksheet practice (in Google Drive folder) |

**After reading**: Remember, it is okay to come across tricky words. But it is not okay to just keep reading and forget about them. Good readers realize when they don’t understand a word and use strategies to figure it out.

**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.