*Session 15*

**Focus**: Good readers can identify the sequence of events in a nonfiction book by using a timeline

**Materials**: student’s books (find a nonfiction history book if possible), pencils, journal or stickies

**Genre**: Non-fiction (preferably a book that has an order of events or steps, OR biography)

**Before Reading Mentor says**: We have been reading a lot of nonfiction together! What are some things you like about nonfiction books? I like that I can learn something new every time I open up a non-fiction book.

So far, we have learned how to ask and answer questions while we read, and how to find the main idea by asking ourselves “so what?” about the topic. Today, we are going to think about the sequence of events. Do you know what the word sequence means? We know that fiction stories have a beginning, middle, and end. Some nonfiction books also have an order to them. These can be biographies that go in order of a person’s life, or historical events that go in order of what happened first, next, and then.

Today, we are going to keep track of the order of events as we read. Why do you think it could be important to do this?

**During Reading**:

(If it is a shorter book, have the student read the book all the way through once. Then re-read and complete the timeline together)

|  |  |
| --- | --- |
| Prompting Questions | Writing Activities |
| What’s the first part?  Can you use the chapters to help you figure out the order of events?  Thinking about just this part of the person’s life, what seems to be the main idea?  Do you think this is an important event that should go on the timeline? Or is it a small detail we can leave out?  What should come last on our timeline? | Let’s draw a timeline with five points on it. We can fill in important events in order as we read. (example below):  Title: George Washington’s Life  ---I---------------------I----------------------I------------------------I  Born Started Joined the Led U.S.  in VA surveying army in the war  1732 land 1748 1753 1775 |

**After Reading**:  
Can you re-read your timeline? I’m going to stop you at each point and ask you to give more details about this event.

It’s important to think about the order of events in nonfiction books because it helps you think about how the events are connected.

**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.