***Session 18***

**Focus**: Good readers can find the author’s point of view on a topic

**Materials**: student’s books, pencils, journal/stickies, Google Drive

**Genre**: Nonfiction

**Before reading mentor says**: Last week, we looked closely at text features and thought about why the author chose to put them in the book. Today we are going to continue thinking about the author. Instead of thinking about why they chose to put certain information in the book, we are going to think about the author’s opinion about the topic.

Even though an author of a nonfiction book is giving us facts and information, they often have a point of view about this information. For example, an author of a book about spiders might have a point of view that they are not scary, and that people should think they are helpful to the world. Another author might be writing a nonfiction book about rainforest frogs, and the information they give about them might tell us that the author thinks they are fantastic and beautiful.

When we read today, you should be thinking “How does the author feel? What do they think about this?”

**During reading**:

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| --- | --- |
| Prompting questions | Writing activities |
| Think about the facts in the book. Why do you think the author included those facts?What do you think the author’s opinion on the topic is? How do you know? Can you find any words in your book that hint at how the author thinks about the topic? | In journal:Write down 2 sentences that tell what the author’s point of view about (topic) is. Support your answer with evidence from the book.Do you agree with the author’s point of view?What could another point of view about this topic be? |

**After Reading**: You did a great job putting yourself in the author’s shoes today and thinking about how they think about a topic. Writing about the author’s point of view can be tricky, but you worked hard.

Remember, after you recognize the author’s point of view, you can ask yourself, “Do I agree with them? Do I think about it differently?” It’s amazing that sometimes an author can even change your own point of view.

**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.