***Session 24***

**Focus**: Good readers understand the plot of a story by using a story mountain to retell it

**Materials**: Student’s books, pencils, journal/stickies, story mountain graphic organizer

**Genre**: Fiction (a story that has a problem and solution works best)

**Before Reading**: We have been reading fiction books for the past few of our sessions together. What is 1 thing that you like about fiction books? One thing that I like is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Let’s review some things we look for in fiction books (wait for student to respond). We have learned how to notice character feelings, the lesson of a story, and who is telling the story.

Today we are going to think about the structure of a fiction story. Most books that have characters in them have a plot. Have you heard the word plot? The plot of a story is made up of the problem, important events, and the resolution. Can you think of the plot of your favorite movie? What is the big problem in the movie? (Describe a children’s movie if you know one)

When you think of the plot, you think of the problem at the beginning of the story (uh oh!), how the problem gets worse (Uh oh!!!), and how the problem gets solved (Phew). We are going to practice telling the plot of a story and writing the plot of a story. Take out a fiction book from your book bin that you know has a problem and solution.

**During Reading**:

|  |  |
| --- | --- |
| Prompting Questions  | Writing Activities |
| Let’s retell. Start with the problem. What is a part that made you say “Uh oh”?How does the problem get worse?How is the problem solved? IS there a moment in your book where you reacted by thinking “phew” | -Complete plot story mountain on Google Drive- Write the plot of the story in 6 sentences. Use “First” for the beginning introduction of the problem, “Next, Then, and later” for the important events where characters are trying to solve the problem, “suddenly” for the climax, and “Finally” for the resolution. |

**After Reading**: Great job re-telling the plot of the story and pushing yourself to write about it. The next time you watch an episode of your favorite TV show, I want you to think about the “uh oh” moments and the “phew” moments.

**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.