*Session 3*

**Focus**: The student will be able to make predictions about a book before reading and during reading

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

**Genre**: Fiction

**Before reading- Mentor says**:

* The last time we met, we set goals for our time together and talked about some habits that good readers have. Can we review our goals and good reading habits quickly?
* Today we are going to make predictions about fiction books before we read them and while we read them. Take out a book from your book baggie that you haven’t read yet.
  + Have you ever seen the preview for a movie? Did you then make a guess about what that movie was about? When you book shop in your classroom, do you pick up books and make a guess about what the author is going to write about?
* When you make predictions, you are getting your brain ready to read and understand a story. Making predictions is both fun and important!

**During reading prompting questions**:

* What is the illustration on the cover showing you?
* What words in the title are giving you a hint about the story?
* Can you tell what the setting or problem in the story will be from just the title and the cover page?
* (student reads the first few pages) What do you think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will do next? Why? (jot down predictions in journal after discussing them)

|  |  |
| --- | --- |
| My predictions | Correct? |
| I think Henry and Mudge are going to get lost in the woods  I think Henry is going to be angry at Mudge for leaving him alone | Yes  No, he wasn’t mad at him |

* Writing: Can you think of a time you made a prediction and it became true? If so, can you write 5 sentences about your story?

**After reading**:

* + Were all of your predictions correct?
  + Why do you think it matters to make a prediction before you read? Why do you think it is important to keep predicting while you read?

**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.