*Session 9*

**Focus**: Good readers stop and notice how illustrations can add detail to the retell of a story

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

**Genre**: Fiction

**Before reading**: Last week, we practiced writing a good retell by using words such as, “First, Next, Then, and Finally.” This week, we are going to stop and notice the illustrations while we read, and think of how the details can help us add to our retell.

Let’s use a fiction book you haven’t read yet and take a “picture walk.” We are not going to read the words on the page. But we are going to start thinking out loud about what’s happening on each page.

Do you notice how the pictures help us? What do they show us? (Point out how you can often determine the setting, character feelings, problem, and solution using the details from illustrations)

**During Reading**:

|  |  |
| --- | --- |
| Prompting Questions | Writing Activities: |
| Let’s stop and look closely at this picture. What do you notice?  Can you determine how the main character is feeling by looking at their facial expression?  Can you determine how the other characters think of the main character?  What is the picture showing you that the words on the page do not tell you?  Let’s retell the story across our fingers. I want you to include what we noticed in the illustrations as you retell. | In your journal or on a sticky use the following sentence starters:  This picture shows me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  It made me think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Example: This picture shows me how Henry’s eyes got big and his arms were waving when Mudge ate the flower. It makes me think that Henry is probably mad at Mudge and surprised that he ate the flower so quickly. |

**After reading**: I hope you remember that looking closely at illustrations can really help you with retelling a story. Turning the pages too quickly and focusing only on the words can cause you to miss important details.

Treat every page like it’s gold!

**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.