**Second Grade - Session 2**

**Introduction**

Engage with the student. **Ask:** How are you doing today? Can you tell me about something new that you have learned in class?

**Warm Up**

Identifying the parts of words (syllabication).

**Mentor says:** I am going to say a word. I would like for you to repeat the word and clap as you say the word to determine how many parts (syllables) are in the word. Let me show you an example.

**Mentor says:** “market” clap and say the word mar/ket (2 syllables or parts).

**Mentor says:** Now you try.

Allow students to say and clap to determine the syllables in the following words.

afternoon - af/ter/noon (3) discover - dis/cov/er (3) ladder - lad/der (2)

play - play (1) giant - gi/ant (2) captain - cap/tain (2)

supermarket - su/per/mar/ket (4) teacher - tea/cher (2) money - mo/ney (2)

**Leveled Reading Lesson**

**Focus:** Goal Setting

**Materials:** students reading books (usually in a baggie or bin), journal, pencil, sticky notes, glue stick and reading log

**Genre:** Fiction or Nonfiction

**Before Reading:**

* **Mentor says:** Today, we are going to set some goals for our year together. What does it mean to have a goal? Has your teacher set any goals for your classroom? What are they?
  + Many people set goals for themselves so they can work hard to achieve them. It is important to talk about your goals so that you can set steps and to get encouragement from others in order to reach your goal. *For example, when I was younger, I set a goal to make the middle school soccer team. I needed to learn how to achieve and reach my goal. I needed to practice, learn the rules of the game, build up my running stamina and practice my footwork in order to achieve my goal of being on the team. After all of my hard work and determination, I achieved my goal and made the team! (You may create your own goal, if you’d like)*
* **Mentor says:** Let’s start brainstorming some goals! I know one goal that I have as your reading buddy is to make sure that you feel comfortable reading out loud to me. Another goal I have is \_\_\_\_\_\_\_.
  + Example of possible goals:

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| --- | --- |
| **Student’s goals** | **Reading Buddy goals** |
| * Grow reading levels “Right now I am a level \_\_\_. By the end of the year I want to be a level \_\_\_.” * Increase my reading stamina so I can read stronger and longer. * Read \_\_\_ books every week. | * Come to our sessions on time and prepared. * Have meaningful discussions about books. * Instill a love for reading. * Help you learn what tricky words mean. |

**\*Record these goals in your notebook or journal.**

**During Reading**

* Have the student choose a book from their book baggie to read out loud. Compliment students on the things they are doing well. (such as: sounding out unknown words, studying the pictures etc.)

**After Reading**

* **Mentor says:** I will work hard this year to help you reach the goals that were set today. We will keep them in your journal so they are available for us to revisit throughout the year.

**Active Reading Lesson**

The volunteer will read to the student during this portion of the session. The student will choose and bring a book to the session which will be read several times. Each reading has a specific focus. Refer to your active

reading lesson note cards or lessons to guide you through each read. Today, you will start with: 1st read and focus on that specific goal.

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| **1st Read - Goal: Understanding the Gist of the Story** |
| 2nd Read - Goal: Studying the Events in the Story |
| 3rd Read - Goal: Getting to Know the Characters in the Story |
| 4th Read - Goal: Connecting with the Story |

**Wrap Up**

**Mentor says:** “Thank you for working with me today! I enjoyed our time together and I am proud of your work. I will return to work with you 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 eagerly awaiting 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.