Second Grade - Session 3

**Introduction**

Engage with the student. **Mentor says:** How is your day going? Can you tell me about something new that you have learned in class over the last few days?

**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. Now clap as you say the word to determine how many syllables or parts are in the word. Let me show you an example. **Mentor says**: “market” clap and say the word mar/ket (2 syllables or parts). *(Feel free to use a different example, such as your names)*

**Mentor says:** Now you try.

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

Letters - let/ters (2) Kicking - kick/ing (2) Misbehaving - mis/be/hav/ing (4) Object - ob/ject (2) Pottery - pot/ter/y (3) Apple - ap/ple (2)

Forgetful - for/get/ful (3) Tickle - tick/le (2) Alligator - all/i/ga/tor (4)

**Leveled Reading Lesson**

**Focus:** Becoming a Stronger Reader

**Materials:** students reading books (usually in a book baggie or book bin), journal, pencil, a reading log (if the student has one)

Note: Sample reading log attached. You may consider having the student make one in their journal or print and glue the attached reading log in their journal.

**Genre:** Fiction or Nonfiction

**Before Reading:**

* **Mentor says:** One way to become a stronger reader is to read a lot! The more you read the stronger your reading skills become. It is important for young readers to read everyday, both at home and at school. If you were to guess, how much time do you spend reading every day? (discuss)
* (If the child has a reading log, they may show it to you as they answer the question. Take a look at it and compliment them on the reading they are currently doing. If the student does not have a reading log consider adding one to their journal.)
* **Mentor says:** Let’s set a reading goal! Do you think you could read just five minutes more each day? (If the child has read about 20 minutes each day, encourage them to read for 25 minutes each day. When they are consistently reading 25 minutes each day, it’s time to increase the reading goal.) Reading more and more each day will help you become a stronger reader.
* **Complete the goal setting sheet. (see attached)**

**During Reading:**

* **Mentor says**: Get out your bag/bin of books and let’s read. What would you like to read first today? Have the students read out loud to you and assist them with unknown words as needed. (Continue reading as long as time allows and then have the student write down how many minutes they read.)
* As you are reading you may stop and ask questions. (See questioning bookmark)

**After Reading:**

* Provide time for the student to record what they have read on their class reading log or the reading log in their journal.
* **Mentor says:** As you read at school and at home this week, be sure to write down how many minutes you read. I will check in with you next week!

**Text-Dependent Questions:**

1. Ask one or both of the following questions.
2. Align the question to the book you just read.
3. Discuss the answer and if possible, ask student to show the place where they found the answer in the text.

**Fiction:** *Where does the story take place? How do you know?*

**Nonfiction:** *What is the text mostly about? How do you know?*

**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 continue with: 2nd 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

\_\_\_\_\_\_\_\_\_’s Reading Log

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| Date | Book Title | Read at School or Home | Number of Minutes  |
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Reading Time - Goal Setting

October: My goal is to read \_\_\_\_\_\_ minutes per day.

January: My goal is to read \_\_\_\_\_\_ minutes per day.

April: My goal is to read \_\_\_\_\_\_ minutes per day.

The way to become a better reader is to READ!

