Second Grade - Session 4

**Introduction**

Engage with the student.

**Mentor says:** How is your day going? What have you done today that was exciting?

**Warm Up**

Identifying 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 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.

Pilgrim - pil/grim (2) Ladybug - la/dy/bug (3) Rumble - rum/ble (2)

Helicopter - he/li/cop/ter (4) Frozen - fro/zen (2) Play - play (1)

Berry - ber/ry (2) Telephone - te/le/phone (3) Mother - Moth/er (2)

**Leveled Reading Lesson**

**Focus:** Reading Fluently (smoothly)

**Materials:** students reading books (usually in a book baggie or book bin), journal, pencil, Post It notes, glue sticks, reading log

**Genre:** Fiction or Nonfiction

**Before Reading:**

* **Mentor says:** Last week when we met, we learned that the way to become a stronger reader is to read a lot. I asked you to record the reading that you did at home and at school each day. Let’s take a look at your reading log. (Complement the student on the reading they have done and encourage them to keep reading more and working hard to become a stronger reader.)
* **Mentor says:** Today, I want to teach you something else that good readers do. Good readers read with fluency. This means, when they read it sounds like they are talking. They don’t read too fast or too slow, they read with expression (like they are talking) and they don’t read *one. word. at. a. time*. They read in phrases where they “scoop up” several words at a time. When you read in longer phrases, it makes the reading feel faster and smoother.
* Read the following example. 1) mentor reads it in a way that is short and choppy, one word at a time. 2) mentor reads it smoothly and expressively. (Be sure to demonstrate how you “scoop up” several words at time to read in phrases.)
* **Example:** “I feel hot,” Katie moaned.

 Her mom took her temperature.

 “You have a fever,” she said.

 “That’s why you feel so hot. No school today! You are going back to bed.”

* **Mentor says:** Now, I would like for you to choose a book from your baggie/bin to read today. Remember as you are reading, you are “scooping up” several words at a time so that you are reading in phrases. Read in a way that sounds like you are talking.
* Allow the students time to read. If they finish a book, have them choose another book to read aloud.

**During Reading:**

* As you listen to the student read, be sure they are reading smoothly and with expression.
* If the student is not reading smoothly you can prompt the student by saying:
	+ Read that part again, smoothly.
	+ Read that part again and “scoop up” more words together.
	+ Read it again and make it sound like you are talking.
* Compliment them when they read smoothly.

**After Reading:**

* Mentor says: Remember, as you read be sure to “scoop up” several words at a time. This makes your reading sound smooth.
* Have students add the “Scoop up” words handout to their journal. This will help remind them of their learning throughout the week.
* Remind the student to complete their reading log.

**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:** *How does the character solve his or her problem?*

**Nonfiction:** *What is the author trying to teach you?*

**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: 3rd 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.**

When you scoop up words into phrases, it makes your reading sound smooth!

