Second Grade - Session 5

**Introduction**

Engage with the student. **Ask:** How is your day going? What is the best book you have read since I saw you last? Tell me about it?

**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 other examples such as “basketball”)*

**Mentor says:** Now you try! Allow students to say and clap to determine the syllables in the following words.

River - riv/er (2) Family - fa/mi/ly (3) Watermelon - wa/ter/me/lon (4)

Baby - ba/by (2) House - house (1) Harmonica - Har/mo/ni/ca (4)

Autumn - au/tumn (2) Gardener - gar/de/ner (3) Project - Pro/ject (2)

**Leveled Reading Lesson**

**Focus:** Recall what you read

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

**Genre:** Fiction

**Before Reading:**

* **Mentor says:** Over the past few weeks, we have been talking about specific things that good readers do as they read. Can you tell me some of those things? (Examples: set goals for themselves, read a lot, read like you are talking, don’t read too fast or too slow) Today, I want to teach you that good readers remember what they have read. They are careful not to get going so fast that they forget to think about the story.
* Mentor says: One way readers do this is by retelling what they have read. (Use the following sequencing/transition words)
  + First..
  + Then…
  + Next…
  + Last...

**During Reading**:

* **Mentor says**: Now, I would like you to take out your books and decide which one you would like to read first today. When you are finished with the book, I am going to ask you to retell the story using the sequence/transition words we learned today: First, Then, Next, Last. (If the student is reading a chapter book, they can retell what happened in the chapter they finished.)
* Listen to the student read aloud.

**After Reading:**

* **Mentor says:** Retell the story using the sequencing/transition words we talked about today. (First, Next, Then, Last)
  + You may have the student read all the way to the end of the book and then do the retelling, or you may just ask them to retell what happened on a specific page or in a specific chapter.

**Mentor says:** Remember, that reading is thinking. You must think about what you are reading **as** you are reading the words so that you will be able to remember what the book was about.

* Have students glue the “Reading is Thinking” sheet into their journal. Tell them that this chart can be used to remind them of today’s learning.
* Take a look at the student’s reading log. Compliment them on the reading they have been doing. **Ask:** Are you meeting your reading goal? Do you think it is time to increase your reading goal?

**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:**

1. *What time of the day does the story take place? How do you know?*
2. *What challenges/events occur in this story?*

**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: 4th 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.



**Reading is Thinking!**

If you can retell the story, you have read the text in a way that you will remember it!