Second Grade - Session 6

**Introduction**

Engage with the student. **Ask:** How is your day going? Do you feel like you are becoming a stronger reader? Tell me about that.

**Warm Up**

**Note:** If a letter is written between the backslash symbol it means to say the sound.

**Example:** /s/ means to make the sound sssss as in snake.

**Mentor says:** Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the first sound you hear in the word.

Let’s try one together. The word is “sun”. What is the first sound you hear in the word “sun”?

**Student says:** /s/ M**entor says:** That’s correct, /s/ is the first sound you hear in the word “sun”! (If the student says the incorrect sound, gently correct him or her. **Say:** Let’s try that one again, listen carefully for the first or beginning sound in the word.) Let’s try a few more!

make - /m/ part - /p/ fish - /f/ lamp - /l/

cat - /c/ money - /m/ pool - /p/ gift - /g/

note - /n/ tip - /t/ zebra - /z/ hand - /h/

**Leveled Reading Lesson**

**Focus:** Dealing with Tricky Words

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

**Genre:** Fiction or Nonfiction

**Before Reading**

**Mentor says:** Sometimes, when we are reading we come to a “tricky” word. When we come to these “tricky words” we don’t just ask for help, we use everything we know to try to figure out these words. **Ask:** “What are are some strategies you use to figure out tricky words?” (Have students name some word attack strategies. Add these ideas to their list if they don’t say them.)

Word Attack Strategies:

* Check the pictures
* Think about what is happening in the story
* Look through the whole word
* Look for a word inside a word
* Say the sounds in the word

**During Reading**

* M**entor says:** “Get your bag/bin of books and let’s read. Today, I would like for you to start with the book in your bag that you think is the hardest. I would like for you to read the book aloud and when you come to a tricky word, be sure to try out some of the strategies we talked about today.”
* As the student reads, the mentor will use the attached chart to “coach” the student through the tricky words by saying things like, “look for a word inside that word”, “read through the whole word” etc.
* Be sure to reference the attached chart.

**After reading**

* **Ask:** “What are some things you can try to help you figure out a tricky word?”
* Share the chart (attached) with the student and have them glue it into their journal.
* Take a look at the student’s reading log and compliment them on all of the reading they have been doing.
* Give the student a moment 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 would you describe the characters in this story? What makes you say that?

**Non-fiction:** *What parts of this word do you know? How can that help you figure out the meaning of this word?*

**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.

When Words are Tricky!

* Check the pictures 
* Think about what is happening in the story 
* Look through the whole word  welcome
* Look for a word inside a word wel**come**
* Say the sounds in the word 