Second Grade - Session 8

**Introduction**

Engage with the student. **Ask:** How is your day going? What is the best book you have read in the past week? Can you tell me about it?

**Warm Up**

Note: If a letter is written between the backslash symbols it means to say the sound

Example: /s/ means to make the sound ssss 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 last sound you hear in the word.

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

**Mentee says:** /n/ Mentor says: That’s correct, /n/ is the last sound you hear in the word “man”! (If the mentee says the incorrect sound, gently correct him or her. **Say:** Listen carefully for the last sound or the ending sound in the word) Let’s try a few more!

roof - /f/ moon - /n/ feet - /t/ girl - /l/

mark - /k/ grass - /s/ cup - /p/ dog - /g/

bear - /r/ mad - /d/ trim - /m/ mast - /t/

**Leveled Reading Lesson**

**Focus:** Reading Beginning and Ending of Words

**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:** As you have probably noticed, many of the words we use and read, have the same beginnings and endings (prefixes such as un- , re-, mis- and suffixes such -ed, -s, -ing). As we use these beginnings and endings more and more, you will be able to read them quickly and easily. Let me show you an example: (see attached document)
* Have the student read the example aloud. Be sure to point out how many words, in just this short paragraph, have prefixes and suffixes.
	+ *Last night as I began preparing dinner, I preheated the oven and then, placed the uncooked chicken inside. Then, I quickly diced the tomatoes and put them in the salad bowl. I asked my daughter to set the table and pour the drinks.*
	+ **Say:** Reading these prefixes and suffixes quickly and easily, will help your reading become more smooth.

**During Reading:**

* **Mentor says:** Today as we are reading together, let’s look for the word beginnings and endings that may help us read word more easily.
* **Mentor says:** Take out your books and choose which one you would like to read first. Let’s begin.

**After Reading:**

* Review today’s lesson and have students glue their beginnings and endings document into their journal. Have students take 2-3 minutes to jot down as many beginnings and ending sounds as they can and reinforce that they can read these word parts quickly and easily.
* You can help add to their list (pre, re, un, ly, ing, s, ed, dis)

**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 change due to the events in the text?*

**Nonfiction:** *What other words in the text (context clues) helped you determine the meaning of a tricky 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: 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.

Often times you can read the beginnings and endings of words quickly and easily!

Example: *Last night as I began preparing dinner, I preheated the oven and then placed the uncooked chicken inside. Then I quickly diced the tomatoes and put them in the salad bowl. I asked my daughter to set the table and pour the drinks.*

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| **BEGINNINGS (Prefixes)** | **ENDINGS (Suffixes)** | **ENTIRE WORD** |
| pre | ing | preparing |
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