Second Grade - Session 10

**Introduction**

Engage with the student. **Ask:** How is your day going? What’s your favorite part of the school day?

**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 sound you hear in the middle of the word.

Let’s try one together. The word is “cap”. What is the sound you hear in the middle of the word “cap”?

**Mentee says:** /a/ **Mentor says**: That’s correct, /a/ is the sound you hear in the middle of the word “cap”! (If the mentee says the incorrect sound, gently correct him or her. **Say:** Let’s try that one again, listen carefully for the middle sound in the word.) Let’s try a few more!

pop - /o/ man - /a/ tip - /i/ mop - /o/

pet - /e/ tag - /a/ tug - /u/ rug - /u/

pin - /i/ let - /e/ mom - /m/ leg - /e/

**Leveled Reading Lesson**

**Focus:** Readers keep Questions in Mind as they Read

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

**Genre:** Nonfiction

**Before Reading:**

* **Mentor says:** Remember our lesson last week? (give student a chance to respond) We talked about paying close attention to the details in our books.We used the pictures and words to help us grow our knowledge of the topic. Today, I want to teach you that when you are reading in this way, questions often come to mind. Readers keep those questions in mind as they continue to read. They look for the answers in the text.
* **Mentor says:** Let’s take a look at our pirate ship diagram from last week and take a minute to reread it. Let’s look closely and see if any questions come to mind. Think about some of the things we came up with last week as we looked at the diagram. What do you remember? The student may say:
	+ “The ship provides protection for those on board”
	+ “The ship has many sails which are used for many purposes.”
* **Mentor says:** Now let’s think about some of the questions that may have come to mind when you were studying the diagram. (see attached question words to help guide the student’s questioning)
* Have students jot down some of their questions on the diagram.
* They may come up with questions like:
* Who or what do the pirates need protection from?
* How do they know which direction to move the sails to steer the ship in the desired direction?
* Why are the captain's quarters in the back of the ship?

**During Reading:**

* **Mentor says:** As we read today, remember the questions that come to mind as you are reading and paying close attention to the details in the text.
* **Mentor says:** Jot the questions down on a sticky note as you are reading so that you can remember your thinking. They can place the sticky note in their book.

**After Reading:**

* **Mentor says:** Out of all the questions you wrote today, was there one that you wrote and then found the answer to later in the book? Can you show me?
* **Mentor says:** Remember when you are reading nonfiction text, be sure to notice the details in the text, think about how you can put that information together to grow your knowledge on the topic and ask questions. Let’s glue our question words chart into our journal to help us think of questions as we read.

**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.

**Nonfiction:**

1. *What additional information does the diagram/image provide? How does that support your understanding of the content/topic?*
2. *What features in this text help you find important information about what you are reading?*

**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.

