Second Grade - Session 11

**Introduction**

**Mentor says:** Engage with the student. **Ask:** “How is your day going?” “What’s your favorite weekend activity?”

**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 sound in the middle of the word.) “Let’s try a few more!”

pig - /i/ mat - /a/ lip - /i/ bag - /a/

sap - /a/ peg - /e/ cot - /o/ can - /a/

mud - /u/ tub - /u/ Meg - /e/ top - /o/

**Leveled Reading Lesson**

**Focus:** Understanding what the book is Teaching

**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:** Over the past few weeks, we have been studying about how to become better readers of nonfiction books. Remember, we pay attention to details, we put the information together to grow our ideas and we also ask questions about the text. Today, I want to teach you that good readers use all of this information to ask themselves: *What is the book teaching me?*
* **Mentor Says:** It is important not to only ask yourself this question at the end of the book, but also to ask yourself this question throughout the book. We can think about what is being taught within a specific chapter, page or paragraph.
* **Mentor says:** This strategy also helps you, as a reader, to be sure you are understanding what you are reading.

**During Reading:**

* **Mentor says:** Let’s pull out your books. If you have a book in your bag that you have not read yet, let’s read it! If you don’t have a book that you haven’t read yet, choose one that you think is difficult to understand.
* **Mentor says:** As you read today, I am going to stop you in several places and ask, “What is the book teaching you in this part?” Remember, to not only read and study the words, but also the *text features*, such as: photographs, diagrams, captions, maps etc.
* Choose a few places in the text to discuss what the book is teaching.

**After Reading:**

* **Mentor says:** Remember, as you are reading your nonfiction books, be sure to think: “What is the book teaching me?”
* **Mentor says:** Glue the “*What is the book teaching me*?” chart into your journal.

**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. *Think about what you read and create your own questions about an important idea in this text. Remember the WH questions: who, what, where, when, why and how.*
2. *What is the author trying to teaching you about \_\_\_\_\_\_\_\_\_\_\_?*

**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: 2nd read and focus on that specific goal.

|  |
| --- |
| 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**

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.

As you are reading ask yourself,

“What is the book teaching me?”



It is teaching me:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_