Second Grade - Session 12

**Introduction**

Engage with the student: **Ask:** How is your day going? What is your favorite sport?

**Warm Up**

Identifying the *short* “a” and *long* “a” sound

A few notes for this lesson.

* If you see a letter written this way /a/ it means to say the sound of the letter
* /ă/ means the short a sound as in **a**pple
* /ā/ means the long a sound as in **a**pe

**Mentor says:** I am going to read some words aloud. I would like for you to listen for the short “a” sound (sound you hear at the beginning of the word **a**pple) and the long a sound (sound you hear at the beginning of the word **a**pe). (Reference chart below)

**Mentor says:** You are going to point to the long a and say /ā/ or point to the short a and say /ă/. (see attached document)

ant /ă/ able /ā/ play /ā/ pat /ă/

say /ā/ catch /ă/ plastic /ă/ trap /ă/

taste /ā/ race /ā/ match /ā/ brake /ā/

**Leveled Reading Lesson**

**Focus:** Review

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

**Genre:** Fiction/Nonfiction

**Before Reading:**

* **Mentor says:** We have been working hard over the past several weeks to learn how to become an even stronger reader. I am so proud of the work that you have been doing and I think today would be a great time to look back at all we have done!
* **Mentor says**: Let’s begin by looking at your reading log. It looks like you have been reading a lot! Remember, the way to become a better reader, is to READ! “Do you think we could change your reading goal?” Do you think you could commit to reading just five minutes more every day? (Discuss this idea with the student and set a new reading goal, if appropriate.)
* **Mentor says:** Have you met any of the other reading goals that we set? Do we need to change any of them? (Examine and discuss the student’s reading goals as set forth in session 2. Make changes as necessary.)
* M**entor says:** Let’s take a few minutes to look back at your reading journal.
* Take a few minutes to reread and discuss the work in the journal. Mentor says: “Do you have any questions or are there any parts that you do not understand?” (Answer questions)
* **Mentor says:** Looking back through this work is a great reminder of all that we have learned in our time together.

**During Reading:**

* **Mentor says:** Take out your books and choose the book you would like to read first. Today as you are reading, remember all of these lessons and use what you know to show me your best reading.
* Assist the student, as needed. Ask questions based on the past lessons.

**After Reading:**

* Compliment the student on something they did well! Specifically, look for strategies that you have taught over the past several weeks and compliment them on the use of those strategies.

**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. *How are the paragraphs connected?*
2. *What are the major points or facts of this text?*

**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: 3rd 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.

