Second Grade - Session 13

**Introduction**

Engage with the student. **Ask**: How is your day going? What special area class do you have today? Why is it your favorite?

**Warm Up**

Identifying the short “e” and long “e” sound

A few notes for this lesson.

* If you see a letter written this way /e/ it means to say the sound of the letter
* /ĕ/ means the short a sound as in **e**gg
* /ē/ means the long a sound as in **e**agle

**Mentor says:** I am going to read some words aloud. I would like for you to listen for the short “e”
 sound (sound you hear at the beginning of the word **e**gg) and the long “e” sound (sound you hear at the beginning of the word **e**agle).

**Mentor says:** You are going to point to the long e and say /ē/ or point to the short e and say /ĕ/. (see attached document)

extend -/ĕ/ enormous - /ē/ test - /ĕ/ tent - /ĕ/

teeth - /ē/ ten - /ĕ/ bend - /ĕ/ please - /ē/

example - /ĕ/ teach - /ē/ tennis - /ĕ/ bee - /ē/

**Leveled Reading Lesson**

**Focus:** Determining how the Text is Organized

**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:** So, over the past few weeks we have been studying nonfiction text. Today, I want to teach you something else that readers do as they prepare to learn from the nonfiction books they read. Good readers work to figure out how the text is organized by asking themselves, “How does this book go?” One way to do this is to study all the different parts of the book. For example: When you read a book about animals you often find a chapter on where the animal lives, what the animal eats, baby animals etc.
* **Mentor says**: Let’s choose one of the books from you bag/bin and try it together.
* Using a book from the student's bag/bin and:
1. Study the front and back cover of the book - Think: “How does this book go?”
2. Look inside the book for a table of contents - study it together -Think: “How does this book go?” “What is this book going to teach me?”
3. Flip through the pages in the book to preview the text - Think: “How does this book go?”

**Mentor says:** Now that we have studied the book, how do you think this book will go? What do you think you might learn from this book? (Discuss)

**During Reading:**

* **Mentor says:** Now, as we read today, be sure to try out what we just learned.The mentor will lead the student through this process before the student reads their books (see attachment).

**After Reading:**

* **Mentor says:** Did your book confirm what you thought it would teach you? Did it teach you something new? Tell me about it.
* Remember anytime you are reading a new nonfiction book, be sure to look through the book and ask yourself, “How does this book go?”
* Have the student glue the attachment into their 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. *How does the glossary help you?*
2. *How does the bold print help you?*

**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: 4th 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 eager await 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.



Readers study how a nonfiction book is organized!

Study the front and back cover of the book

* + - Think:
* “How does this book go?”
* “What might this book teach me?”

Look inside the book for a table of contents - study it

* + - Think:
* “How does this book go?”
* “What is this book going to teach me?”

Flip through the pages in the book to preview the text

* + - Think:
* “How does this book go?”
* “What might this book teach me?”

 