Second Grade - Session 16

**Introduction**

Engage with the student. **Ask:** “How is your day going?” “What’s your favorite movie?” “Can you tell me about it?

**Warm Up**

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

A few notes for this lesson.

* If you see a letter written this way /u/ it means to say the sound of the letter
* /ŭ/ means the short u sound as in **u**mbrella
* /ū/ means the long u sound as in **u**nited

**Mentor says:** I am going to read some words aloud. I would like for you to listen for the short u sound (sound you hear at the beginning of the word **u**mbrella) and the long u sound (sound you hear at the beginning of the word **u**nited).

**Mentor says:** You are going to point to the long u and say /ū/ or point to the short u and say /ŭ/. (see attached document)

under - /ŭ/ tub - /ŭ/ up - /ŭ/ unite - /ū/

plug - /ŭ/ music - /ū/ uncle - /ŭ/ mug - /ŭ/

unicorn - /ū/ slug - /ŭ/ shut -/ŭ/ due - /ū/

**Leveled Reading Lesson**

**Focus:** Using the Whole Page to Figure out a Keyword

**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 ways to become stronger readers of nonfiction books. Last week, we talked about using bold print, text boxes, labels and glossaries to help you figure out keywords. Today, I want to teach you to use the whole page and everything you know about the topic to figure out what a keyword word *probably* means.
* **Mentor says:** Let’s look back at the article we read two weeks ago called “Life in the Ocean.” In the second paragraph it says, “whales live here because they need to swim to the surface to breathe air”. (underline the word surface in your article) Let’s think about what the word surface *really* means in this sentence. I know that air is found above the water so the surface must mean the top of the water. Let’s take a look at the picture on the top of the page. What do you see? Read the caption. What does it teach you? What does it make you think? (student describes what they see, a whale jumping or breaching…. ) **Say:** Oh... the whale must be getting air since it is out of the water; it’s above the surface.
* **Mentor says:** Using everything on the page, along with what you already know about the topic, will help you figure out what a word means.

**During Reading**

* **Mentor says:** As you are reading today, and you come to keywords, be sure to use everything on the page along with all you know to help you figure out the meaning of the word.
* As the student reads aloud, find several keywords in their book and **Ask**, “What does that word mean? How do you know? What on the page helped you understand the meaning of the keyword?” (if the student does not know the meaning of a word, lead them through this process to help them figure it out.)

**After Reading**

* **Mentor says:** Let’s review. Describe some ways you can determine the meaning of keywords as you are reading your nonfiction books.
	+ Bold print, text boxes, glossaries, use everything on the page and what you know

\*Be sure to save the article for lesson 17.

**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. *Choose a paragraph that you have read today. How does the punctuation in this part help you read like you teaching something?*
2. *What is the main idea of this paragraph? How does it connect with what you have read?*

**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.

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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**

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.

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.

