Second Grade - Session 17

**Introduction**

Engage with the student. **Ask:** How is your day going? What’s your favorite kind of music? Do you have a favorite song or a favorite singer?

**Warm Up**

**Note:** Today, the student will need five note cards (post it notes, cut paper etc.) Write each of the five vowels on the the cards: A,E,I,O,U. (keep the cards to use during the next few lessons)

**Mentor says:** Today we will play a game to review the vowel sounds. I will say a word and I would like for you to listen for the vowel sound. When you hear the vowel sound, show me the card with the letter that matches the sound.

ox (o) in (i) up (u) get (e)

fell (e) peck (e) dot (o) fang (a)

itch (i) odd (o) us (u) past (a)

big (i) bug (u) smash (s) lunch (u)

**Leveled Reading Lesson**

**Focus:** Using Keywords to Talk about the Topic

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

**Genre:** Nonfiction

**Before Reading:**

* **Mentor says:** Over the past few weeks, we have been learning how to read nonfiction texts and how to determine the meaning of new and keywords. Today, I want to teach you that when readers read nonfiction, they don’t only read the keywords and learn the information, but they start to *use* keywords to think and talk about the topic.

**During Reading:**

* **Mentor says:** Today, I am going to read “Life in the Ocean” to you. As I am reading, I want you to jot down at least four keywords from the text on sticky notes (one word per sticky note).
* **Mentor says:** Now, let’s talk about life in the ocean. Each time we use one of the keywords as we are talking, we will point to that word on the sticky note.

**After Reading:**

* **Mentor says:** Wow! Did you see how many times we used those keywords that we learned from the text as we were talking? That was fantastic! We sound like experts!

\*If time allows, choose another book or section of a book from the student’s book bag/bin and work through this process again. This time you could allow the student to read and the mentor could choose the keywords.

**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 is this text mostly about? What four keywords helped you identify the main idea? How do you know?*
2. *\*The volunteer needs to choose a word from the student’s text in order to identify a synonym (a word that means the same) of that word\**

*Do you know a word like “that one” that means the same thing?*

**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.

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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.

**\*Mentor says:** Next week, please select several books on the same topic from your classroom library.

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.