Second Grade - Session 18

**Introduction**

Engage with the student. **Ask**: “How is your day going?” What have you learned about recently that was exciting?”

**Warm Up**

**Note:** Today, the student will need the five note cards with the vowels on them. (post it notes, cut paper etc.)

**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.

mop (o) stop (o) pack (a) spin (i)

met (e) lick (i) sat (a) mud (u)

run (u) smack (a) stuck (u) trick (i)

**Leveled Reading Lesson**

**Focus:** Learning from Many Books/Texts

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

**Genre:** Nonfiction

**Before Reading:**

* **Mentor says:** We have learned many ways to study our nonfiction books over the past few weeks. Today, I want to to teach you that readers often read a bunch of books/texts on the same topic and then they think: “How do all of these books/texts go together?”

**During Reading:**

* **Mentor says:** Let’s give it a try! Lay the attached articles, “Who wants a Spiney Snack”, “Super Survival Skills”, and “Life in the Ocean” in front of the student.
* **Mentor says:** Take a few minutes to skim over the articles and take a brief look at the pictures to see if you notice any ways that the articles go together? (2 minutes, do not give the student time to actually read the articles)
* **Mentor says:** What did you notice?
  + Student may say something like:
    - Several of the same animals were mentioned in these articles. (porcupine fish, jellyfish, puffer fish)
    - The words predator and prey were found in two of the articles.
    - Two of the articles mention that animals use camouflage or they hide/blend in with their surroundings.
    - Several of the articles had the same keywords.
* **Mentor says:** It is helpful to notice how texts go together. Noticing their similarities and differences helps the reader to understand the information in different ways.

**After Reading:**

* **Mentor says:** Remember, when you are reading several books on one topic, it is helpful to look over all of the books/texts and think about how they go together.

**Notes:**

\* Take a look in the student’s book bag/bin to see if there are any books you could use to try out this process. If not, challenge the student to find several books on the same topic to bring next week.

\* Allow the student to read a book aloud to you, if time permits. Be sure to practice the strategies previously taught.

\* Be sure to keep the three articles as they will be used in next week’s lesson.

**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 do are these texts alike and connect with one another?*
2. *What does the author teach you in the text that helps you know about the main idea?*

**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 start with: 1st 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.
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.





