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## 2nd Grade North Star Lessons

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*These lessons are meant to be completed in a series and ideally with the same text. The classroom teacher should have a basket of high quality picture books available for the students. This series of lessons is best used with narrative text (stories). Additionally, books can be accessed through the following online resources.
- Tumblebooks (through the Charlotte Mecklenburg Library) Students will need their student ID number to login.
- Epic Books - This is a free app which has many fiction and nonfiction books.
Second Grade - Session 1

Introduction
Engage with your student to get to know him/her a little better.

Mentor says: “How old are you?” “When is your birthday?” “Have you ever had a reading buddy before?” “What do you like to do for fun?”

Lesson
Focus: Get to know your student’s interests and set rules/norms for each session
Materials: reading interest survey, pencils, Post-It notes, or journal, Skittles/M&M’s (optional for an ice breaker game. NO PEANUTS)

Mentor says:
- “Hello! My name is ________________________ and I am very excited to be your reading buddy this year. I know we are going to have lots of fun getting to know each other and working together.”
- “Before we get started, I want you to know that I will be seeing you once a week at the same time every (day of the week).”
- (At this time, you and your student can take the Reading Interest Survey (attached), share your favorite children’s book)

Prompting questions:
- In order for us to efficiently use our time together this year, we should probably set some rules for our sessions. What are some rules in your classroom that you have to follow?
- Do you think we should follow those same rules in our meetings together?
- Let’s talk about reading. Reading is very important in my life because ____________________.
- Why is reading important to you?

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<tr>
<th>Interest Questions (M&amp;Ms or skittles)</th>
<th>Writing Activities</th>
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<tbody>
<tr>
<td>red = What is 1 thing you like to do after school? Why?</td>
<td>● Write down agreed-upon rules in student’s composition book.</td>
</tr>
<tr>
<td>Brown = Talk about 1 of your friends at school. Orange = Say 1 good choice you made today. Yellow = What is 1 of your favorite foods? Blue = What is a book that you or your teacher has read to you that you really liked? Green = Where is your favorite place to read?</td>
<td>● Make a Venn Diagram to compare and contrast the interests between the mentor and mentee referencing the Reading Interest Survey.</td>
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</table>

Wrap Up
Mentor says: “Thank you for working with me today. I enjoyed our time together and I am so proud of the work you are sharing with me. I will return 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.
Second Grade - Session 2

Introduction
Engage with the student. Ask: How are you doing today? Can you tell me about something new that you have learned in class?

Warm Up
Identifying the parts of words (syllabication).
Mentor says: I am going to say a word. I would like for you to repeat the word and clap as you say the word to determine how many parts (syllables) are in the word. Let me show you an example.
Mentor says: “market” clap and say the word mar/ket (2 syllables or parts).

Mentor says: Now you try.
Allow students to say and clap to determine the syllables in the following words.
- afternoon - af/ter/noon (3)
- discover - dis/cov/er (3)
- ladder - lad/der (2)
- play - play (1)
- giant - gi/ant (2)
- captain - cap/tain (2)
- supermarket - su/per/mar/ket (4)
- teacher - tea/cher (2)
- money - mo/ney (2)

Leveled Reading Lesson

Focus: Goal Setting

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

Genre: Fiction or Nonfiction

Before Reading:
- Mentor says: Today, we are going to set some goals for our year together. What does it mean to have a goal? Has your teacher set any goals for your classroom? What are they?
  - Many people set goals for themselves so they can work hard to achieve them. It is important to talk about your goals so that you can set steps and to get encouragement from others in order to reach your goal. For example, when I was younger, I set a goal to make the middle school soccer team. I needed to learn how to achieve and reach my goal. I needed to practice, learn the rules of the game, build up my running stamina and practice my footwork in order to achieve my goal of being on the team. After all of my hard work and determination, I achieved my goal and made the team! (You may create your own goal, if you'd like.)
  - Mentor says: Let’s start brainstorming some goals! I know one goal that I have as your reading buddy is to make sure that you feel comfortable reading out loud to me. Another goal I have is _______.
  - Example of possible goals:

<table>
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<th>Student’s goals</th>
<th>Reading Buddy goals</th>
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<tr>
<td>• Grow reading levels “Right now I am a level _____. By the end of the year I want to be a level ____.”</td>
<td>• Come to our sessions on time and prepared.</td>
</tr>
</tbody>
</table>
• Increase my reading stamina so I can read stronger and longer.
• Read ____ books every week.

• Have meaningful discussions about books.
• Instill a love for reading.
• Help you learn what tricky words mean.

*Record these goals in your notebook or journal.

During Reading
• Have the student choose a book from their book baggie to read out loud. Compliment students on the things they are doing well. (such as: sounding out unknown words, studying the pictures etc.)

After Reading
• Mentor says: I will work hard this year to help you reach the goals that were set today. We will keep them in your journal so they are available for us to revisit throughout the year.

**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.

| 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**

Mentor says: “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.
Second Grade - Session 3

Introduction
Engage with the student. **Mentor says:** How is your day going? Can you tell me about something new that you have learned in class over the last few days?

Warm Up
Identifying the parts of words (syllabication).
**Mentor says:** I am going to say a word. I would like for you to repeat the word. Now clap as you say the word to determine how many syllables or parts are in the word. Let me show you an example. **Mentor says:** “market” clap and say the word mar/ket (2 syllables or parts). *(Feel free to use a different example, such as your names.)*

**Mentor says:** Now you try.
Allow students to say and clap to determine the syllables in the following words.

Letters - let/ters (2)  Kicking - kick/ing (2)  Misbehaving - mis/be/hav/ing (4)  Object - ob/ject (2)  Pottery - pot/ter/y (3)  Apple - ap/ple (2)
Forgetful - for/get/ful (3)  Tickle - tick/le (2)  Alligator - all/i/ga/tor (4)

Leveled Reading Lesson

Focus: Becoming a Stronger Reader

Materials: students reading books (usually in a book baggie or book bin), journal, pencil, a reading log (if the student has one)
Note: Sample reading log attached. You may consider having the student make one in their journal or print and glue the attached reading log in their journal.

Genre: Fiction or Nonfiction

Before Reading:
- **Mentor says:** One way to become a stronger reader is to read a lot! The more you read the stronger your reading skills become. It is important for young readers to read every day, both at home and at school. If you were to guess, how much time do you spend reading every day? *(discuss)*
- *(If the child has a reading log, they may show it to you as they answer the question. Take a look at it and compliment them on the reading they are currently doing. If the student does not have a reading log consider adding one to their journal.)*
- **Mentor says:** Let’s set a reading goal! Do you think you could read just five minutes more each day? *(If the child has read about 20 minutes each day, encourage them to read for 25 minutes each day. When they are consistently reading 25 minutes each day, it’s time to increase the reading goal.)* Reading more and more each day will help you become a stronger reader.
- **Complete the goal setting sheet. (see attached)**
During Reading:
- **Mentor says:** Get out your bag/bin of books and let’s read. What would you like to read first today? Have the students read out loud to you and assist them with unknown words as needed. (Continue reading as long as time allows and then have the student write down how many minutes they read.)
- As you are reading you may stop and ask questions. (See questioning bookmark)

After Reading:
- Provide time for the student to record what they have read on their class reading log or the reading log in their journal.
- **Mentor says:** As you read at school and at home this week, be sure to write down how many minutes you read. I will check in with you next week!

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.

**Fiction:** Where does the story take place? How do you know?
**Nonfiction:** What is the text mostly about? How do you know?

### 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: 2nd read and focus on that specific goal.

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<tr>
<th>1st Read - Goal: Understanding the Gist of the Story</th>
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<td>3rd Read - Goal: Getting to Know the Characters in the Story</td>
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<td>4th Read - Goal: Connecting with the Story</td>
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**Wrap Up**

**Mentor says:** 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

Created by: Jaly Stanley
Based on TC Units of Study for 2nd grade
’s Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th>Read at School or Home</th>
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Reading Time - Goal Setting

October: My goal is to read ______ minutes per day.
January: My goal is to read ______ minutes per day.
April: My goal is to read ______ minutes per day.

The way to become a better reader is to READ!
**Second Grade - Session 4**

**Introduction**

Engage with the student.

**Mentor says:** How is your day going? What have you done today that was exciting?

**Warm Up**

Identifying parts of words (syllabication).

**Mentor says:** I am going to say a word. I would like for you to repeat the word. Now clap as you say the word to determine how many syllables or parts are in the word. Let me show you an example. **Mentor says:** “market” clap and say the word mar/ket (2 syllables or parts) *(Feel free to use a different example, such as your names.)*

**Mentor says:** Now you try. Allow students to say and clap to determine the syllables in the following words.

- Pilgrim - pil/grim (2)
- Ladybug - la/dy/bug (3)
- Rumble - rum/ble (2)
- Helicopter - he/li/cop/ter (4)
- Frozen - fro/zen (2)
- Play - play (1)
- Berry - ber/ry (2)
- Telephone - te/le/phone (3)
- Mother - Moth/er (2)

**Leveled Reading Lesson**

**Focus:** Reading Fluently (smoothly)

**Materials:** students reading books (usually in a book baggie or book bin), journal, pencil, Post It notes, glue sticks, reading log

**Genre:** Fiction or Nonfiction

**Before Reading:**

- **Mentor says:** Last week when we met, we learned that the way to become a stronger reader is to read a lot. I asked you to record the reading that you did at home and at school each day. Let’s take a look at your reading log. (Compliment your student on the reading they have done and encourage them to keep reading more and working hard to become a stronger reader.)

- **Mentor says:** Today, I want to teach you something else that good readers do. Good readers read with fluency. This means, when they read it sounds like they are talking. They don’t read too fast or too slow, they read with expression (like they are talking) and they don’t read *one word at a time*. They read in phrases where they “scoop up” several words at a time. When you read in longer phrases, it makes the reading feel faster and smoother.

- Read the following example. 1) mentor reads it in a way that is short and choppy, one word at a time. 2) mentor reads it smoothly and expressively. (Be sure to demonstrate how you “scoop up” several words at time to read in phrases.)

- **Example:** “I feel hot,” Katie moaned.
  
  Her mom took her temperature.
  
  “You have a fever,” she said.
  
  “That’s why you feel so hot. No school today! You are going back to bed.”
- **Mentor says:** Now, I would like for you to choose a book from your baggie/bin to read today. Remember as you are reading, you are “scooping up” several words at a time so that you are reading in phrases. Read in a way that sounds like you are talking.
- Allow your student time to read. If they finish a book, have them choose another book to read aloud.

**During Reading:**
- As you listen to the student read, be sure they are reading smoothly and with expression.
- If the student is not reading smoothly you can prompt the student by saying:
  - Read that part again, smoothly.
  - Read that part again and “scoop up” more words together.
  - Read it again and make it sound like you are talking.
- Compliment them when they read smoothly.

**After Reading:**
- Mentor says: Remember, as you read be sure to “scoop up” several words at a time. This makes your reading sound smooth.
- Have students add the “Scoop up” words handout to their journal. This will help remind them of their learning throughout the week.
- Remind the student to complete their reading log.

**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.

**Fiction:** How does the character solve his or her problem?
**Nonfiction:** What is the author trying to teach 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: 3rd read and focus on that specific goal.

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</table>
Wrap Up

**Mentor says:** 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.
Second Grade - Session 5

Introduction
Engage with the student. Ask: How is your day going? What is the best book you have read since I saw you last? Tell me about it?

Warm Up
Identifying Parts of Words (syllabication).
Mentor says: I am going to say a word. I would like for you to repeat the word. Now clap as you say the word to determine how many syllables or parts are in the word. Let me show you an example. Mentor says: “market” clap and say the word mar/ket (2 syllables or parts) (Feel free to use other examples such as “basketball”).

Mentor says: Now you try! Allow students to say and clap to determine the syllables in the following words.

River - riv/er (2) Family - fa/mi/ly (3) Watermelon - wa/ter/me/lon (4)
Baby - ba/by (2) House - house (1) Harmonica - Har/mo/ni/ca (4)
Autumn - au/tumn (2) Gardener - gar/de/ner (3) Project - Pro/ject (2)

Leveled Reading Lesson
Focus: Recall what you read

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

Genre: Fiction

Before Reading:
- Mentor says: Over the past few weeks, we have been talking about specific things that good readers do as they read. Can you tell me some of those things? (Examples: set goals for themselves, read a lot, read like you are talking, don’t read too fast or too slow) Today, I want to teach you that good readers remember what they have read. They are careful not to get going so fast that they forget to think about the story.
- Mentor says: One way readers do this is by retelling what they have read. (Use the following sequencing/transition words.)
  o First...
  o Then...
  o Next...
  o Last...

During Reading:
- Mentor says: Now, I would like you to take out your books and decide which one you would like to read first today. When you are finished with the book, I am going to ask you to retell the story using the sequence/transition words we learned today: First, Then, Next, Last. (If the student is reading a chapter book, they can retell what happened in the chapter they finished.)
- Listen to the student read aloud.

After Reading:
- Mentor says: Retell the story using the sequencing/transition words we talked about today. (First, Next, Then, Last)
You may have the student read all the way to the end of the book and then do the retelling, or you may just ask them to retell what happened on a specific page or in a specific chapter.

**Mentor says:** Remember, that reading is thinking. You must think about what you are reading as you are reading the words so that you will be able to remember what the book was about.

- Have students glue the “Reading is Thinking” sheet into their journal. Tell them that this chart can be used to remind them of today’s learning.
- Take a look at the student’s reading log. Compliment them on the reading they have been doing. **Ask:** Are you meeting your reading goal? Do you think it is time to increase your reading goal?

**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.

**Fiction:**
1. *What time of the day does the story take place? How do you know?*
2. *What challenges/events occur in this story?*

---

**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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**Wrap Up**

**Mentor says:** 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.
Reading is Thinking!
If you can retell the story, you have read the text in a way that you will remember it!

Name:

TITLE

First

Next

Then

Last

Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
Second Grade - Session 6

**Introduction**
Engage with the student. **Ask:** How is your day going? Do you feel like you are becoming a stronger reader? Tell me about that.

**Warm Up**
**Note:** If a letter is written between the backslash symbol it means to say the sound.
**Example:** /s/ means to make the sound sssss as in snake.

**Mentor says:** Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the first sound you hear in the word. Let’s try one together. The word is “sun”. What is the first sound you hear in the word “sun”?

**Student says:** /s/ **Mentor says:** That’s correct, /s/ is the first sound you hear in the word “sun”!

If the student says the incorrect sound, gently correct him or her. **Say:** Let’s try that one again, listen carefully for the first or beginning sound in the word. Let’s try a few more!

- make - /m/
- part - /p/
- fish - /f/
- lamp - /l/
- cat - /c/
- money - /m/
- pool - /p/
- gift - /g/
- note - /n/
- tip - /t/
- zebra - /z/
- hand - /h/

**Leveled Reading Lesson**

**Focus:** Dealing with Tricky Words

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

**Genre:** Fiction or Nonfiction

**Before Reading**
**Mentor says:** Sometimes, when we are reading we come to a “tricky” word. When we come to these “tricky words” we don’t just ask for help, we use everything we know to try to figure out these words. **Ask:** “What are some strategies you use to figure out tricky words?” (Have students name some word attack strategies. Add these ideas to their list if they don’t say them.)

**Word Attack Strategies:**
- Check the pictures
- Think about what is happening in the story
- Look through the whole word
- Look for a word inside a word
- Say the sounds in the word

**During Reading**
- **Mentor says:** “Get your bag/bin of books and let’s read. Today, I would like for you to start with the book in your bag that you think is the hardest. I would like for you to read the book aloud and when you come to a tricky word, be sure to try out some of the strategies we talked about today.”
As the student reads, the mentor will use the attached chart to “coach” the student through the tricky words by saying things like, “look for a word inside that word”, “read through the whole word” etc.

Be sure to reference the attached chart.

After reading

Ask: “What are some things you can try to help you figure out a tricky word?”

Share the chart (attached) with the student and have them glue it into their journal.

Take a look at the student’s reading log and compliment them on all of the reading they have been doing.

Give the student a moment to complete their reading log.

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.

Fiction: How would you describe the characters in this story? What makes you say that?

Non-fiction: What parts of this word do you know? How can that help you figure out the meaning of this word?

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.

| 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

Mentor says: “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.
Second Grade - Session 7

Introduction
Engage with the student. Ask: How is your day going? Have you been on any field trips this year? Where did you go? Does your class have any scheduled? Where are you going?

Warm Up
Note: If a letter is written between the backslash symbol it means to say the sound
Example: /s/ means to make the sound sssss as in snake.

Mentor says: Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the first sound you hear in the word.
Let’s try one together. The word is “sun”. What is the first sound you hear in the word “sun”?
Mentee says: /s/  Mentor says: That’s correct, /s/ is the first sound you hear in the word “sun”!
(If the mentee says the incorrect sound, gently correct him or her. Say: Let’s try that one again, listen carefully for the first or beginning sound in the word.) Let’s try a few more!

log - /l/  teacher - /t/  gate - /g/  sand - /s/
popcorn - /p/  key - /k/  monkey - /m/  van - /v/
find - /f/  harp - /h/  water - /w/  lion - /l/

Leveled Reading Lesson

Focus: Using More than One Reading Strategy at a Time

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

Genre: Fiction or Nonfiction

Before Reading

- Mentor says: Last time we met, we talked about strategies to use when you come to a tricky word in your book. Today, I want to teach you that readers may use TWO strategies at the same time when they are trying to figure out a tricky word. Often times, it helps to read the sentence and think about what word would go in that spot. Then, say the first part of the word to check yourself.
- Mentor says: Let’s try one!
- (See attached document for this demonstration activity) Mentor says: Watch how I solve this tricky word. I need to do two things at once. First, I’ll reread the sentence and think about what would make sense. Second, I’ll double check my guess by saying the first part of the word and then, I’ll put the two things together. Ready? Here is the word “atmosphere” and here is the sentence. Earth’s atmosphere is made up of four layers. (show the student the sentence)
- Mentor says: First, I am rereading and thinking about what might make sense, Earth’s….. something or other…. is made up of four layers. Hmmm, It’s got to be something that is a part of the earth, maybe the earth’s crust or the earth’s air. Now, I am going to say the beginning part of the word and check it. (Point to the first part of the word and say “at”.) Now, I’ll read the whole thing and see if the word will just pop right out of my mouth. Earth’s atmosphere! Yes! That’s it, atmosphere! Let’s read the entire sentence again with the tricky word in it: Earth’s atmosphere is made up of four layers!
During Reading
- **Mentor says:** So as we are reading today, I would like for you to try this strategy when you come to a tricky word. Let's get out our books and I would like for you to start with the book that you think is the most difficult to read.
- Help the student try out this new strategy when they come to an tricky word.

After Reading
- **Mentor says:** Remember, when you are reading and you come to a tricky word, you can try using two strategies at the same time.
- Have student glue the "Using Two Strategies" sheet 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.

**Fiction:** What effect do the events in the story have on the characters?

**Nonfiction:** How can you help yourself understand what _______ (tricky words in the book) means?

---

**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: 2nd read and focus on that specific goal.

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**Wrap Up**

**Mentor says:** “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.
Sometimes we have to use two strategies at the same time!

Think about what would make sense in the sentence!

**AND**

Say the first part of the word!

Example: Earth’s *atmosphere* is made up of four layers.
Second Grade - Session 8

**Introduction**
Engage with the student. **Ask:** How is your day going? What is the best book you have read in the past week? Can you tell me about it?

**Warm Up**
Note: If a letter is written between the backslash symbols it means to say the sound
Example: /s/ means to make the sound ssss as in snake.

**Mentor says:** Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the last sound you hear in the word.
Let’s try one together. The word is “man”. What is the last sound you hear in the word “man”?

**Mentee says:** /n/  **Mentor says:** That’s correct, /n/ is the last sound you hear in the word “man”!
(If the mentee says the incorrect sound, gently correct him or her.  **Say:** Listen carefully for the last sound or the ending sound in the word)

Let’s try a few more!

- roof - /f/
- moon - /n/
- feet - /t/
- girl - /l/
- mark - /k/
- grass - /s/
- cup - /p/
- dog - /g/
- bear - /r/
- mad - /d/
- trim - /m/
- mast - /t/

**Leveled Reading Lesson**

**Focus:** Reading Beginning and Ending of Words

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

**Genre:** Fiction or nonfiction

**Before Reading:**
- **Mentor says:** As you have probably noticed, many of the words we use and read, have the same beginnings and endings (prefixes such as un-, re-, mis- and suffixes such - ed, -s, -ing). As we use these beginnings and endings more and more, you will be able to read them quickly and easily. Let me show you an example: (see attached document)
- Have the student read the example aloud. Be sure to point out how many words, in just this short paragraph, have prefixes and suffixes.
  - **Last night as I began preparing dinner, I preheated the oven and then, placed the uncooked chicken inside. Then, I quickly diced the tomatoes and put them in the salad bowl. I asked my daughter to set the table and pour the drinks.**
  - **Say:** Reading these prefixes and suffixes quickly and easily, will help your reading become smoother.

**During Reading:**
- **Mentor says:** Today as we are reading together, let’s look for the word beginnings and endings that may help us read word more easily.
- **Mentor says:** Take out your books and choose which one you would like to read first. Let’s begin.
After Reading:

- Review today’s lesson and have students glue their beginnings and endings document into their journal. Have students take 2-3 minutes to jot down as many beginnings and ending sounds as they can and reinforce that they can read these word parts quickly and easily.
- You can help add to their list (pre, re, un, ly, ing, s, ed, dis).

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.

Fiction: How does the character change due to the events in the text?
Nonfiction: What other words in the text (context clues) helped you determine the meaning of a tricky word?

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: 3rd read and focus on that specific goal.

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Wrap Up

Mentor says: “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.
Often times you can read the beginnings and endings of words quickly and easily!

Example: Last night as I began preparing dinner, I preheated the oven and then placed the uncooked chicken inside. Then I quickly diced the tomatoes and put them in the salad bowl. I asked my daughter to set the table and pour the drinks.

<table>
<thead>
<tr>
<th>BEGINNINGS (Prefixes)</th>
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<th>ENTIRE WORD</th>
</tr>
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<tbody>
<tr>
<td>pre</td>
<td>ing</td>
<td>preparing</td>
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Second Grade - Session 9

**Introduction**
Engage with the student. **Ask:** How is your day going? What have you been learning about in science class lately?

**Warm Up**
*Note:* If a letter is written between the backslash symbols it means to say the sound
**Example:** /s/ means to make the sound ssss as in snake.

**Mentor says:**
Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the last sound you hear in the word.
Let’s try one together. The word is “man”. What is the last sound you hear in the word “man”? **Mentee says:** /n/ **Mentor says:** That’s correct, /n/ is the last sound you hear in the word “man”! (If the mentee says the incorrect sound, gently correct him or her. **Say:** Let’s try that one again, listen carefully for the last or ending sound in the word.) Let’s try a few more!

river - /r/  trip - /p/  flag - /g/  goat - /t/
spoon - /n/  yell - /l/  mom - /m/  storm - /m/
friend - /d/  book - /k/  lemon - /n/  past - /t/

**Leveled Reading Lesson**

**Focus:** Readers Pay Close Attention to Details

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

**Genre:** Nonfiction

**Note:** Make sure your student has nonfiction books in their bin/baggie.

**Before Reading:**
- **Mentor Says:** So, as you begin reading nonfiction books, I want to teach you that good readers pay close attention to the details and they think, How can I put together what I am seeing in the book, to grow my knowledge of this topic?
- **Mentor says:** Paying close attention to the details doesn’t only mean the details in the words but also the details in the pictures.
- **Mentor says:** Let’s try one! Take a look at this image of a pirate ship. (see attached) What do you already know about pirate ships? (Have the student share what they know.)
- **Mentor says:** Pay close attention to the picture and labels of the pirate ship. What do you notice?
- The student may say things like: “I notice there are many sails.” or “Some sails look like they are used to help steer the ship and others are used to catch the wind.” or “I noticed the walls of the ship are tall and the spaces where the cannons come out of the side of the ship are small.
- **Mentor says:** So after looking at the details of the diagram, how can I put together what I am seeing, with what I know, to grow my knowledge of the topic?” Allow the student to answer: They may say something like, “the ship provides protection for those on board” or “the ship has many sails which are used for many purposes.”
- Have students write a sentence to describe their new knowledge of the topic. (see attached document)
  *Be sure to keep the diagram of the pirate ship as it will also be used in the next lesson.

**During Reading**
- **Mentor says:** Today as we read together, let’s pay close attention to the details in the book and think about how they help us grow our knowledge.
- **Mentor says:** Take out your books and decide which one you want to read first today.
- As the student reads aloud to you, stop to look closely at the pictures and pay close attention to the details. Discuss how this information can help grow your knowledge on the topic.

**After Reading**
- Have the student write in their journal one example of how they studied the details in the text and grew their knowledge of the topic.
- Have students glue the pirate ship diagram into their journal to help them remember today’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. What is the main idea of this paragraph? How does it connect with what you just read?
2. How does the diagram/image (picture/photograph) help you understand what you are reading?

---

**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: 4th read and focus on that specific goal.

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**Wrap Up**

**Mentor Says:** 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.

Pay close attention to the details and think about how the information can help grow your knowledge of the topic.

My new knowledge

_____________________________________

_____________________________________

Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
Second Grade - Session 10

**Introduction**
Engage with the student. Ask: How is your day going? What’s your favorite part of the school day?

**Warm Up**
*Note:* If a letter is written between the backslash symbols, it means to say the sound
Example: /s/ means to make the sound ssss as in snake.

Mentor says: Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the sound you hear in the middle of the word.
Let’s try one together. The word is “cap.” What is the sound you hear in the middle of the word “cap”?

Mentee says: /a/
Mentor says: That’s correct, /a/ is the sound you hear in the middle of the word “cap”!
(If the mentee says the incorrect sound, gently correct him or her. Say: Let’s try that one again, listen carefully for the middle sound in the word.) Let’s try a few more!

- pop - /o/
- man - /a/
- tip - /i/
- mop - /o/
- pet - /e/
- tag - /a/
- tug - /u/
- rug - /u/
- pin - /i/
- let - /e/
- mom - /m/
- leg - /e/

**Leveled Reading Lesson**

**Focus:** Readers keep Questions in Mind as they Read

**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:** Remember our lesson last week? (give student a chance to respond) We talked about paying close attention to the details in our books. We used the pictures and words to help us grow our knowledge of the topic. Today, I want to teach you that when you are reading in this way, questions often come to mind. Readers keep those questions in mind as they continue to read. They look for the answers in the text.
- **Mentor says:** Let’s take a look at our pirate ship diagram from last week and take a minute to reread it. Let’s look closely and see if any questions come to mind. Think about some of the things we came up with last week as we looked at the diagram. What do you remember? The student may say:
  - “The ship provides protection for those on board.”
  - “The ship has many sails which are used for many purposes.”
- **Mentor says:** Now let’s think about some of the questions that may have come to mind when you were studying the diagram. (see attached question words to help guide the student’s questioning)
- Have students jot down some of their questions on the diagram.
- They may come up with questions like:
  - Who or what do the pirates need protection from?
- How do they know which direction to move the sails to steer the ship in the desired direction?
- Why are the captain's quarters in the back of the ship?

**During Reading:**
- **Mentor says:** As we read today, remember the questions that come to mind as you are reading and paying close attention to the details in the text.
- **Mentor says:** Jot the questions down on a sticky note as you are reading so that you can remember your thinking. They can place the sticky note in their book.

**After Reading:**
- **Mentor says:** Out of all the questions you wrote today, was there one that you wrote and then found the answer to later in the book? Can you show me?
- **Mentor says:** Remember when you are reading nonfiction text, be sure to notice the details in the text, think about how you can put that information together to grow your knowledge on the topic and ask questions. Let's glue our question words chart into our journal to help us think of questions as we read.

**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 additional information does the diagram/image provide? How does that support your understanding of the content/topic?*
2. *What features in this text help you find important information about what you are reading?*

**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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**Wrap Up**

Mentor says: 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.
Second Grade - Session 11

Introduction
Mentor says: Engage with the student. Ask: “How is your day going?” “What’s your favorite weekend activity?”

Warm Up
Note: if a letter is written between the backslash symbols it means to say the sound
Example: /s/ means to make the sound ssss as in snake.
Mentor says: “Let’s play a word game. Today, I am going to say some words and I would like for you to tell me the sound you hear in the middle of the word.”
Let's try one together. The word is “cap”. What is the sound you hear in the middle of the word “cap”?
Mentee says: /a/
Mentor says: “That’s correct, /a/ is the sound you hear in the middle of the word “cap”! (If the mentee says the incorrect sound, gently correct him or her. Say: Let’s try that one again, listen carefully for the sound in the middle of the word.) “Let’s try a few more!”

pig - /i/
mat - /a/
lip - /i/ 
bag - /a/
sap - /a/
peg - /e/
cot - /o/
can - /a/
mud - /u/
tub - /u/
Meg - /e/
top - /o/

Leveled Reading Lesson

Focus: Understanding what the book is teaching

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 about how to become better readers of nonfiction books. Remember, we pay attention to details, we put the information together to grow our ideas and we also ask questions about the text. Today, I want to teach you that good readers use all of this information to ask themselves: What is the book teaching me?
- Mentor Says: It is important not to only ask yourself this question at the end of the book, but also to ask yourself this question throughout the book. We can think about what is being taught within a specific chapter, page or paragraph.
- Mentor says: This strategy also helps you, as a reader, to be sure you are understanding what you are reading.

During Reading:
- Mentor says: Let’s pull out your books. If you have a book in your bag that you have not read yet, let’s read it! If you don’t have a book that you haven’t read yet, choose one that you think is difficult to understand.
- Mentor says: As you read today, I am going to stop you in several places and ask, “What is the book teaching you in this part?” Remember, to not only read and study the words, but also the text features, such as: photographs, diagrams, captions, maps etc.
- Choose a few places in the text to discuss what the book is teaching.
**After Reading:**
- **Mentor says:** Remember, as you are reading your nonfiction books, be sure to think: “What is the book teaching me?”
- **Mentor says:** Glue the “What is the book teaching me?” chart into your 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. *Think about what you read and create your own questions about an important idea in this text. Remember the WH questions: who, what, where, when, why and how.*
2. *What is the author trying to teaching you about __________?*

**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: 2nd read and focus on that specific goal.

<table>
<thead>
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<td>Goal: Studying the Events in the Story</td>
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<td>Goal: Getting to Know the Characters in the Story</td>
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<td>4th Read</td>
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**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.
As you are reading ask yourself, “What is the book teaching me?”

It is teaching me:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________
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 apple
- /ā/ means the long a sound as in ape

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 apple) and the long a sound (sound you hear at the beginning of the word ape). (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 /ă/ catch /ā/ plastic /ă/ trap /ă/
taste /ā/ race /ă/ match /ā/ brake /ă/

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.)
- Mentor 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 your 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.

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**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
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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.
Long
A

Short
A
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 egg.
- /ē/ means the long a sound as in eagle.

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 egg) and the long “e” sound (sound you hear at the beginning of the word eagle).
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 - /ē/  tent - /ē/
teeth - /ĕ/  ten - /ē/  bend - /ē/  please - /ē/
example - /ē/  teach - /ē/  tennis - /ē/  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.

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**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
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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.

Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
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?”
Second Grade - Session 14

Introduction
Engage with the student. Ask: “How is your day going?” “Do you have any brothers or sisters?” “Can you tell me about them?”

Warm Up
Identifying the short “i” and long “i” sound
A few notes for this lesson.
- If you see a letter written this way /i/ it means to say the sound of the letter.
- /ĭ/ means the short i sound as in igloo.
- /ī/ means the long i sound as in ice.

Mentor says: I am going to read some words aloud. I would like for you to listen for the short i sound (sound you hear at the beginning of the word igloo) and the long i sound (sound you hear at the beginning of the word ice).
Mentor says: You are going to point to the long i and say /ī/ or point to the short i and say /ĭ/.
(see attached document)

pike - /ī/
pine - /ī/ 
pin - /ĭ/ 
trip - /ī/ 

pit - /ĭ/
sit - /ī/ 
trick - /ĭ/ 
tricycle - /ī/ 
mice - /ĭ/ 
pie - /ĭ/ 
spin - /ĭ/ 
rice - /ĭ/ 

Leveled Reading Lesson

Focus: Topic Specific Vocabulary - Keywords

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: Last week, we studied how to look at a nonfiction book and think about how it is organized and what you will learn from it. Today, I want to teach you that good readers also think about vocabulary words they might find in a book. These vocabulary words are often called “keywords”.
- Mentor says: For example, if you were reading a book about airplanes, you may see words such as: wing, flap, headwind, tailwind, thrusters, and descent. These are all words that have to do with flying airplanes.
- Mentor says: It is helpful to generate a list of these words before you begin reading a nonfiction book, then if you see a vocabulary word or keyword that was on your list you don’t get stuck. Instead you think, “I thought I might see that word!”
- Mentor says: Today, I have an article for you to read! (see attached documents) The title of the article is “Life in the Ocean”. It is about each of the zones, or layers within the ocean and the animals that live in each. (Do not let the student see the article yet.) Now, that you know what the article is about, let’s make a list of words that you may see as you read the article in a few minutes. (Help the student create a list of words in their
journal. Try to be sure they have listed at least two or three words that they think they will see in the article.)

- Give the student the article.
- Mentor says: Now read this article to see if any of the words on your list were in the article.
- Mentor says: Can you see how this exercise can be helpful as you begin to read a new nonfiction book?

During Reading:
- Mentor says: Let’s try it with one of your books. If you have a book in your bag/bin that you have not read yet, let’s use it to try out what we just learned. (If the student does not have a book they have not read before, try to have them choose one that they haven’t read recently.)
- Have the student generate a list of words they may see in their book.
- Mentor says: Now, read the book aloud.

After Reading:
- Mentor says: Did you find any of the words on your list in the book that you just read? Was it helpful to think about the vocabulary words or keywords that you thought you would see before you read the book? Did it make the reading any easier?
- Mentor says: Remember, it is helpful to think about and write down words that may appear in your nonfiction books.

*Be sure to keep this article on hand for lesson 16 and 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. How do the headings help you understand what you are reading?
2. How are the paragraphs connected?

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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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
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4. If you have any questions or concerns, please share them with a school employee (teacher, counselor, assistant principal or principal, etc.) before leaving the building.
Life in the Ocean

The ocean is filled with many different kinds of animals.

In the Zone

An ocean is a large body of salt water. It can be divided into three zones, or layers. The deeper the water, the colder it gets. Why? Sunlight reaches only the water near the ocean's surface. Take a look in each zone to see some of the animals that live there.

Sunlit Zone (surface to 650 feet)

The top layer of the ocean is called the sunlit zone. It is lit by enough sunlight for plants to grow. All plants and most marine animals live in this zone. Whales live here because they need to swim to the surface to breathe air.

Some fish here have special shapes to protect them from predators. A predator is an animal that eats another animal for food. The porcupine fish puffs up and raises its spines when danger is near.

Twilight Zone (650 feet to 3,300 feet)

The ocean is colder in the twilight zone. Only dim light reaches this area. There is not enough light for plants to grow. Fewer sea creatures are found here than in the sunlit zone. Jellyfish and octopuses are often found here.
Many jellyfish have stinging tentacles that they use to defend themselves and to capture **prey**. Prey is an animal that is caught and eaten by a predator. Octopuses use the suction cups on their tentacles to hold on to prey.

**Midnight Zone (3,300 feet to 19,800 feet)**

It is pitch-dark and very cold in the midnight zone. No plants grow here. Many of the animals have sharp teeth and big jaws. Other creatures, such as the ratfish, have large eyes to see in the dark. Ratfish swim along the bottom of the ocean and eat smaller sea animals, such as shrimp and sea stars.

Some animals, like the hatchetfish, have body parts that glow in the dark. That helps them to attract prey.
Second Grade - Session 15

Introduction
Engage with the student. Ask: How is your day going? What’s your favorite TV show? Can you tell me about it?

Warm Up
Identifying the short “o” and long “o” sound
A few notes for this lesson.
- If you see a letter written this way /o/ it means to say the sound of the letter.
- /ŏ/ means the short o sound as in ox.
- /ō/ means the long o sound as in oatmeal.

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

Mentor says: You are going to point to the long o and say /ō/ or point to the short o and say /ŏ/.
(see attached document)

octopus - /ŏ/
stop - /ŏ/
moat - /ŏ/
oak - /ŏ/
oxen - /ŏ/
ocean - /ŏ/
throat - /ŏ/
open - /ŏ/
mop - /ŏ/
woke - /ŏ/
smoke - /ŏ/
top - /ŏ/

Leveled Reading Lesson

Focus: Using Text Features to Learn more about our Books

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: Last week, we talked about the importance of thinking about keywords (content specific vocabulary) as you begin reading a new nonfiction book. Today, I want to teach you that besides being able to read the keywords, you must also be able to figure out what those keywords mean. Sometimes you can figure out what the keywords mean by reading the bold print, the text boxes, the labels, and by using the glossary.

During Reading:
- Mentor says: Let’s take a look at the attached examples.
- Discuss each of the four ways to learn the meanings of keywords (bold print, textboxes, labels and glossaries) Ask: Have you ever seen anything like this in your books? Have you ever used bold print, text boxes, labels and glossaries to determine the meaning of words?
- Mentor says: Let’s take a look at the books in your book bag/bin and see if we can find any of these features in your books.
- As you discover these features in the books, discuss how they can help the readers learn the meanings of keywords.

After Reading:
- Mentor says: Remember, as you read nonfiction books, be sure to read and study the bold print, textboxes, labels, and glossaries to learn more about the keywords in the text.
• Have the student glue the attached examples 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. Identify three text features. Explain the information you learned from each text feature.
2. What additional information does the diagram/image provide? How does that support your understanding of the content/topic?

**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: 2nd read and focus on that specific goal.

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**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
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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.
Long O

Short O
Learning about keywords from:

**Boldface words**

**Text Boxes**
**What is a forest?**

A forest is a natural area where many trees grow. Forests are not just made up of trees, however. They include smaller plants, such as shrubs, mosses, and ferns. Some forests surround lakes, and some have rivers or streams running through them. Many kinds of animals live in forests.

**Types of trees**

There are two main types of trees—broadleaf trees or broadleaves, and coniferous trees or conifers. Broadleaves, such as maple trees, have flat, wide leaves with veins. Conifers, such as pine trees, have cones and needle-shaped leaves. Some forests have only conifers, whereas others have only broadleaves. **Mixed forests**, such as the one on page 3, have both types of trees.

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**Glossary**

- **bacteria**: Tiny single-celled living things
- **energy**: The power living things get from food that helps them move, grow, and stay healthy
- **equator**: An imaginary line around the center of the Earth
- **hibernate**: To be in a sleeplike state during which the heart rate and breathing rate slow down
- **oxygen**: A colorless, odorless gas in the air that animals need to breathe
- **pigment**: A natural color found in plants and animals
- **population**: The total number of one type of plant or animal in a certain area
- **recycle**: To turn waste products into new products that can be used again
- **reptile**: An animal that has a small body and front teeth that never stop growing
- **tall**: A claw of a bird that is a carnivore
- **veins**: Tiny tubes that form the framework of a leaf and carry nutrients to the leaf

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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 umbrella.
- /ū/ means the long u sound as in united.

**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 umbrella) and the long u sound (sound you hear at the beginning of the word united).

**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 - /ū/
- music - /ū/
- uncle - /ū/
- mug - /ū/
- unicorn - /ū/
- slug - /ū/
- shut - /ū/
- 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? (The student describes what he/she sees, 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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**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.
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Long

Short

u
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 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.

<table>
<thead>
<tr>
<th>ox (o)</th>
<th>in (i)</th>
<th>up (u)</th>
<th>get (e)</th>
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<td>big (i)</td>
<td>bug (u)</td>
<td>smash (s)</td>
<td>lunch (u)</td>
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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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**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:
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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.
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:**

Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
* 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 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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Who Wants a Spiny Snack?
Not many animals! How the spiny puffer stays safe in the ocean

This article is provided courtesy of the American Museum of Natural History.

A hungry shark looks for its next meal. It spots a small fish.

But as the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it’s covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.

For a small fish, the ocean is full of danger. Bigger fish, sharks, and even birds eat small fish. Animals that hunt other animals are called predators. Pufferfish have their own way to stay safe from predators.

All animals have special ways to stay alive. These are called adaptations. An adaptation is a body part or action that helps an animal live. Predators have adaptations that help them hunt. Imagine a shark’s sharp teeth. This adaptation helps a shark catch and eat fish.
Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor.

But some animals don’t run or hide. They have bodies that are hard to eat. Porcupines have long sharp spines. So do sea urchins in the ocean. Spines protect these animals. Predators don’t like spiny food!

Some toads and snakes have another way to prevent a predator from trying to eat them. They puff up to look bigger. Pufferfish do both of these things. They puff up AND they have spines.

Swimming along, a pufferfish looks like any other fish. When a predator gets close, the puffer swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. These spines usually lie flat on the side of the fish. When the fish puffs up, the spines stick out in all directions.
Super Survival Skills

A porcupine fish is one type of sea creature that lives in the oceans. When the porcupine fish is in danger, it swallows water and swells like a balloon. It then becomes too large and prickly for an enemy to eat. How do other sea creatures protect themselves?

Wonders of the Sea

Oceans are home to some of the most colorful animals in the world. Each sea creature uses a different skill to survive.

Jellyfish

Jellyfish are soft, clear sea creatures. Some jellyfish have long arms called tentacles that are poisonous. The tentacles sting enemies that attack.

Clown Fish

Clown fish live in sea anemones (uh-NEH-muh-neez). Some people think sea anemones look like plants, but they are actually animals with poisonous tentacles. Clown fish have a slimy coating on their bodies that protects them from the poison.

Sea Horse

Sea horses use camouflage to hide from enemies. Animals that use camouflage change color or shape to blend in with their surroundings.

Mimic Octopus

Mimic octopuses take on the color, shape, and behavior of other, more dangerous animals. The amazing task can be done in just seconds. To stay safe, this mimic octopus pretends to be a starfish.
Second Grade - Session 19

Introduction
Engage with the student. Ask: “How is your day going?” What new books have you read recently?”

Warm Up
Note: Today, the student will need five vowel note cards made a few lessons ago.
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.

bake (a)  tube (u)  moat (o)  pine (i)
teeth (e)  loan (o)  ice (i)  apron (a)
might (i)  eagle (e)  oval (o)  rope (o)

Leveled Reading Lesson

Focus: Readers add Information Across Books

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

Genre: Nonfiction

Before Reading:
• Mentor says: When we met last week we talked about looking at a group of books on the same topic to see how they go together. Today, I want to teach you that when readers have a few books on the same topic, after they read the second book, they can think…. “Oh! That adds to what I already know.” Readers know that the information from one book can add to the information from another book.

During Reading:
• Mentor says: Let’s try it out! Let’s take a minute to reread the three passages that we have been working with over the last several weeks. Then, I am going to read another passage and I want you to see if you can add anything that you learned from this text to what you already know about ocean life.
• Read “Whale Watch” (attached) Ask: What did you learn from this text that adds to what you already know about whales?
• Students may pick up on the idea of whales breaching or why whales breach. They may add to the information they learned about breaching whales in the first article….. Breaching just means that the whale is jumping….. Then they add on from the last article….. No one’s sure why whales breach. Some people think they do it just for fun.
• Discuss any facts that the student may add to their knowledge. Have the student write down the new facts in their journal.
• Remind students that we have done the work of adding on with articles but this strategy can be done with any type of text.
• Mentor says: Let’s look at your books. Do you have any new books that you have not read that are on the same topic as some of the others you have in you bag/bin? If so, read the book and think is there something that I learned that adds on to what I already know? (If the student does not have a new book, just have him/her read aloud and discuss what they have learned about the topic from the books they have read.)
After Reading:
- Mentor says: Remember, as you are reading you may read something new and think, “Oh! That adds to what I already know!”

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. Think about what you read and create your own questions about an important idea in this text.
2. What do you think the author wants us to think/believe/feel about the topic?

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: 2nd read and focus on that specific goal.

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Wrap Up
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Whale Watch!

Whales are big ocean mammals. Mammals are animals that drink milk from their mothers. Whales live in oceans. There are many kinds of whales. Whales are some of the biggest animals alive.

**Whales Eat**

Some whales, like a humpback, eat tiny animals that look like shrimp, also known as krill. The humpback opens its mouth and takes in water and krill. *Grooves*\(^1\) in the whale's throat stretch to help it hold a lot of water and food. Then it pushes the water out and eats the krill.

**Whales Breathe**

All whales, like blue whales, breathe air through *blowholes*\(^2\), which are openings on top of a whale's head. The blowhole is closed when the whale is under the water. When the whale comes to the top, its blowhole opens. The whale breathes out, making water spray into the air. Then the whale breathes in and goes under the water again.
**Whales Breach**

Most whales, like killer whales, **breach**³. A breaching whale jumps up out of the water. Then it comes down and makes a huge splash!

No one is sure why whales breach. Some people say that they do it just for fun!

**Whales Communicate**

Some whales, like belugas, communicate. Scientists think that a whale talks to other whales by making sounds from its blowhole and from its mouth. Some whales can communicate with one another over hundreds of miles of ocean water!
Second Grade - Session 20

Introduction
Engage with the student. Ask: “How is your day going?” Have you seen any new movies lately?”

Warm Up
Note: Today, the student will use their five vowel note cards made in a previous lesson.
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.

play (a)  eat (e)  true (u)  throat (o)  
pie (i)  day (a)  feet (e)  bright (i)  
meat (e)  smoke (o)  united (u)  please (e)

Leveled Reading Lesson

Focus: Rethinking about how texts are connected

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 learning about how we grow our knowledge as we read books on the same topic. Today, I would like to teach you that sometimes we read books, articles or paragraphs on the same topic and we may not immediately realize how they go together. Often times, we have to think hard about how the texts are related.

During Reading
- Mentor says: Today we are going to read two short articles.
- Give the student the article, “What Sound Looks Like”
- Mentor says: Read the article aloud. I will help if you get stuck on a word. As you are reading think, “What is this article about?”
- Discuss the article
- Give the student the article, “Sound Busters”
- Mentor says: Read the article aloud. I will help if you get stuck on a word. As you are reading think, “What is the article about?”
- Discuss the article
- Mentor says: At first, we quickly realize that both articles are about sound. But now, let’s really think about how these articles are alike and how the information from the first article can help us better understand the second article.
- Discuss
- Student may respond with something like: The first article helps you know what sound waves would look like if you could actually see them. In the second article, you could imagine what the sound waves would look like moving both in front and behind the slow moving plane and “piled up” behind the fast moving plane.
• If time allows, have the student select two books on the same topic from his/her book bag to read. Look for places in the books that initially may not appear to be connected, but in fact have a connection when studied deeply.

After reading
• Remind the student to always look for ways texts on the same topic are connected.
• Have students glue the articles 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 are the paragraphs connected in the text?
2. How do the text features help you in the 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.

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**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:

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What Sound Looks Like

People use special equipment that turns sound waves into a graph of wavy lines called a waveform. This allows us to see the shape of sound waves. The top point of the wave is called the crest and the bottom point is called the trough (rhymes with “off”). A waveform has many crests and troughs.

Sounds can be quiet, like a fluttering leaf, or loud, like a clanging bell. They can be low, like a growling bear, or high, like a squeaking mouse. Since sounds are different, each waveform looks different. We look at the waveform to see different sounds.

HOW SOUND BECOMES A SOUND WAVE

Air molecules are compressed at the crest of a sound wave. What are they like at the trough?
I magine seeing a plane flying far overhead. It's moving fast, but you can't hear it. Suddenly you hear a loud sound. Was it an explosion? No. What you heard was a sonic boom. A sonic boom is a sound that's made when an object moves faster than the speed of sound.

Airplanes cause sounds to be created as they fly through the air. They do this by making tiny air particles vibrate. The sounds travel through the air in waves. The waves move in every direction. When an airplane flies slowly, some of the sound waves travel in front of the plane. This means you can hear the airplane as it's coming toward you. But when an airplane moves faster than sound, the sound waves can't keep up. Instead, they pile up behind the plane.

If you watch a plane going this fast, you'll hear nothing at first. After the plane passes overhead, you'll hear all the piled-up sound waves at once... BOOM!

In 1947, Chuck Yeager became the first person to fly a plane faster than the speed of sound.

The loud noise of a cracking whip occurs because the tip is moving so fast that it creates a tiny sonic boom! The whip was most likely the first human invention to break the sound barrier.
Second Grade - Session 21

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

**Warm Up**

**Note:** If you see a letter or letters written between backslashes it means to say the sound.

**Example:** /sh/ means to say the sound shhh

**Mentor says:** Today, we are going to play a new word game. I will ask you some riddles and you can give the answers.

What begins with /pl/ and rhymes with gate? (plate)
What begins with /gr/ and rhymes with band? (grand)
What begins with /st/ and rhymes with bump? (stump)
What begins with /pr/ and rhymes with hint? (print)
What begins with /gl/ and rhymes with dance? (glance)
What begins with /sm/ and rhymes with art? (smart)
What begins with /cl/ and rhymes with ring? (cling)

**Leveled Reading Lesson**

**Focus:** Preparing to Talk about the Topic

**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 learning about how to study nonfiction books and specific topics. Good readers talk about or discuss what they have learned about a specific topic. Today, I want to teach you that oftentimes readers jot down the big ideas they would like to talk about with their friends and classmates as they are reading their books/articles. They may also jot down a few details that support those ideas. We are going to practice some of that work today.

**During Reading**
- **Mentor says:** Read the attached article “What is Sound?” If you come to a word you don’t know, I will help you. As you read, think about what information you can add to what you already know about sound.
- **Read article**
- **Mentor says:** What are the big ideas of this article? Did you add any new knowledge to what you already knew about sound? Let’s jot down some of those ideas. Are there any details you can jot down to support your big ideas? We will use them for next week’s lesson.
- **Be sure to have the student glue the article into their journal.**
- **If time permits:** **Mentor says:** Let’s try it with one of your books!
- **Have the student choose a book from his/her bag to read aloud.** Encourage the student to jot down notes about the main topic of the book. Encourage the student to share the information with a classmate or family member.
After Reading
- **Mentor says:** Remember as you are reading your books, jot down the main topic of the book or article. Jot down any new learning so that you will have it available to share when having conversations with others.

**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. *Why is it important to identify the main idea or topic of a text?*
2. *How do you think the major ideas connect or go together?*

**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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**Wrap Up**

**Mentor says:** 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.
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What Is Sound?

An alarm clock rings, a dog barks, a voice calls, “Time to get up!” Every day is full of familiar sounds, but what exactly is sound?

Sound is caused by a back and forth movement called vibration. Try this. Close your lips and hum. While you are humming, feel your throat under your chin. Do you feel something buzzing or vibrating? What you feel is caused by something moving back and forth very fast. When you hum, the vocal cords in your throat vibrate back and forth. This makes the air around them vibrate, which then creates the sound you hear.

![Image: Close-up of a child's face.](image)

*When you hum, your vocal chords vibrate to make sounds.*

Sound, like light, is a form of energy. Also like light, sound moves in waves. Sound waves move out from a vibrating object, making the air move back and forth in a way that we can’t see.

Two things must happen to create a sound. First, something needs to vibrate and create sound waves. Then, something like air or another medium needs to carry the sound waves. You hear sounds more clearly if you are close to whatever is vibrating and making the sound waves. The farther away that the sound waves spread out, the weaker they get. That is why you can hear a friend standing right next to you better than if they are calling to you from across the street.
This is what a sound wave might look like if we could see it.

The next time you turn on your radio or TV, lightly put your fingers on the speakers. Do you feel the sound vibrations?

Sound travels not only through air, which is a gas, but through other mediums. In fact, sound can travel through solids, liquids, and gases.

Think about sound traveling through solids, like a window or even a closed door. If you are close enough, you can still hear sounds on the other side of a window or door.

How about liquids? Have you ever been underwater in a swimming pool when you have heard someone’s voice or another sound? It probably sounded different than it would if you were not under water, but you were still able to hear it. This is an example of sound traveling through a liquid—the water in the pool.

One place that sound cannot travel is in outer space. Sound cannot travel through the emptiness, or vacuum, of space. There is no sound in outer space because there is no medium to carry it.
Second Grade - Session 22

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “Tell me about something that you have learned today?”

**Warm Up**

**Note:** If you see a letter or letters written between backslashes it means to say the sound.

**Example:** /sh/ means to say the sound shhh

**Mentor says:** Today we are going to play a word game. I will ask you some riddles and you can give the answers.

What begins with /ch/ and rhymes with deck? (check)
What begins with /sh/ and rhymes with care? (chair)
What begins with /ph/ and rhymes with bone? (phone)
What begins with /thr/ and rhymes with crow? (throw)
What begins with /br/ and rhymes with might? (bright)
What begins with /fl/ and rhymes with pinch? (flinch)

**Leveled Reading Lesson**

**Focus:** Readers don’t just Retell Books- they Retell Topics

**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 improve how we read nonfiction text. Today, I want to teach you that readers not only retell books, but they retell topics. They take all of the information they have learned on a topic and retell the big things they have learned.

**During Reading**
- Reread/review the articles on sound: “What Sound Looks Like”, “Sound Busters” and “What is Sound”. Review the notes taken during last week’s session.
- **Mentor says:** Today, we are going to discuss what we know about sound. You may reference your articles and notes. You may also know other things about sound that you have learned in class. Be sure to share those things too! Remember you are retelling the topic, not just the book or article.
- **Mentor says:** Would you like to start the conversation?
- **Discuss** - Both the mentor and mentee should take part in the conversation about sound.
- **Reference** the “Ways to Say More” example chart (attached) as you are discussing the topic.

**After Reading**
- As you are discussing nonfiction texts, don’t just retell the book or article, but be sure to reference all of your knowledge on the topic.
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 are the important points or facts from this text?
2. In your words, write a paragraph explaining what you learned from 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 start with: 1st read and focus on that specific goal.

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**Wrap Up**

Mentor says: 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.
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Ways to say More

- This is the same because…
- Another example is…
- Do you have more to add?
- This book shows the same thing a little differently…
- I also found…
- This makes me realize…
- Why is that important?
Second Grade - Session 23

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “Have you read any books recently that you really love?” “Can you tell me about it?”

**Warm Up**
**Note:** If you see a letter or letters written between backslashes, it means to say the sound.
**Example:** /sh/ means to say the sound shhh
**Mentor says:** Today, we are going to play a word game. I will ask you some riddles and you can give the answers.

- What begins with /ch/ and rhymes with pair? (chair)
- What begins with /sw/ and rhymes with meet? (sweet)
- What begins with /cl/ and rhymes with mean? (clean)
- What begins with /th/ and rhymes with bin? (thin)
- What begins with /tr/ and rhymes with main? (train)

**Leveled Reading Lesson**

**Note:** This lesson is focused on getting students to find the “voice inside their mind”. It may be helpful for you, as the mentor, to try this out before you teach the lesson. We, as fluent readers, do this without even realizing it! It is an abstract concept which must be taught to young readers. You may want to try it out with the attached passages.

**Focus:** Rehearsing Reading Voices

**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:** As you get older and you read more and more, you will need to learn to read in your mind. You will soon discover that when you do this the voice you hear in your head will need to match what you are reading. Did you know that all readers have a voice inside their heads? (discuss)
- **Mentor says:** So, if you are reading a nonfiction book, your internal voice (or the voice you hear in your head as you read) should sound like an expert or a reporter. Hearing this voice is very important because when you hear this voice, that’s when you are most likely to learn from and remember what you are reading. One way to change the voice inside your head or discover the voice inside your head is to reread text. When you read and reread a piece, you will soon change the voice to match the text you are reading.

**During Reading**
- **Mentor says:** Let’s try it out. Look at the passage. (attached) Now, I’d like for you to read the passage aloud three times.
- When you think he/she is ready, have the student read silently (in their head) and listen for the voice inside their head.
After Reading

- **Mentor says:**
  - Were you able to hear the voice inside your head?
  - Did the voice sound like a reporter or an expert?
- Have the student glue the passage inside their journal.
- Mentor says: Remember when you are reading in your mind, be sure to listen for the voice in your head. Be sure the voice matches the text you are reading.

**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 punctuation in this paragraph help you to read like an expert?*
2. *What is the main idea of this text? Use details from the text to support your answer.*

**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: 2nd read and focus on that specific goal.

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**Wrap Up**

**Mentor says:** 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.

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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

Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
Grizzly bears in Yellowstone Park won't be protected anymore

Long ago, the United States had many grizzly bears. Hunters killed many of them. Their environments were also destroyed. Then, the government put them on a list to protect them. It is an endangered species list. The list meant people were not allowed to hunt the bears. Now, there are more grizzly bears. The government says certain grizzly bears do not need as much protection now. It is not worried about grizzlies in Yellowstone National Park.

Yellowstone Grizzlies Will Be Taken Off The List

The decision was made by Ryan Zinke. He is in charge of the national parks. He wants grizzly bears taken off of the endangered species list within Yellowstone. They would still be protected outside of Yellowstone. Several groups do not want the bears taken off of the endangered list. Some are Native American tribes. They feared states would allow bear hunting in the Yellowstone area. The growing Yellowstone bear population shows that we can help, he said. He is worried, though. Taking bears off the list could change things. States might change their laws. “We can’t let the work of saving these bears go down the drain,” Proctor said.
Second Grade - Session 24

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “What do you like to write about in school?” “Do you ever write about your life?”

**Warm Up**
**Note:** If you see a letter or letters written between backslashes it means to say the sound. **Example:** /sh/ means to say the sound shhh
**Mentor says:** Today we are going to play a word game. I will ask you some riddles and you can give the answers.

- What begins with /sh/ and rhymes with boot? (shoot)
- What begins with /t/ and rhymes with look? (took)
- What begins with /cr/ and rhymes with stew? (crew)
- What begins with /b/ and rhymes with loot? (boot)
- What begins with /st/ and rhymes with mop? (stop)
- What begins with /ch/ and rhymes with hair? (chair)

**Leveled Reading Lesson**
**Note:** This lesson is focused on getting students to find the “voice inside their mind”. It may be helpful for you, as the mentor, to try this out before you teach the lesson. We, as fluent readers, do this without even realizing it! It is an abstract concept which must be taught to young readers. You may want to try it out with the attached passages.
You will also need to know that dialogue tags are small phrases found before, after, or between dialogues.
Ex. Kate said, “The kitten is cute!” / “How old is the kitten?” Kate asked. / “Ouch!” yelled Kate, “That hurt!”

**Focus:** Noticing dialogue tags to adjust your reading voice

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

**Genre:** Fiction

**Before Reading**
- **Mentor says:** As you get older and read more and more, you will need to learn to read in your mind. Last week we talked about how when you read a nonfiction book, the voice in your head should sound like a reporter or an expert. Today, I want to teach you that as you read fiction, the voice in your head should match how you think the characters would sound. Dialogue tags can help you with this work. Dialogue tag is a fancy word to show how/what the characters are saying. You have seen them in your fiction books. Things like “said mom” or “dad asked” or “yelled Tim”. Have you seen things like that in your books before? (discuss)
- **Mentor says:** When you are reading fiction and you hear the voices of the characters in your head, this is the time you will connect most deeply with the characters.
- Take a look at the passage. (attached)
Mentor says: This is a passage about a little boy who takes his first ride in an airplane. Now, let’s read it together and highlight/underline the dialogue tags.

During Reading
- Mentor says: Let’s try it out. Look at the passage. (attached) Now, I’d like for you to read the passage aloud several times and be sure you are using the dialogue tags to help you match your voice to the character.
- Be sure to have the student read it aloud several times and pay close attention to the dialogue tags to be sure the student’s voice sounds like the characters. When you think he/she is ready, have the student read silently (in their head) and listen for the voice inside their head. Ask: When you read the story in your head, could you hear your own voice, just like you did when you read aloud?

After Reading
- Mentor says:
  o Were you able to hear the voices of the characters inside your head?
  o Did it feel kind of like you were watching a movie and the characters were talking as you were reading?
- Mentor says: Remember when you are reading in your mind, be sure to listen for the voice in your head. Be sure the voice matches the text you are reading.
- Have the student glue the passage inside 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.

Fiction:
1. How are the characters feeling about this event? What contrast can you make between characters? Be sure to pay attention to the dialogue.
2. What do the other characters in the book think about (a character from the book)?

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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Created by: Jalyn Stanley
Based on TC Units of Study for 2nd grade
Wrap Up

**Mentor says:** 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:

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First Airplane Trip
by Sara Matson

Jake is going on a trip. He and Mom take a taxi to the airport.

“It’s my first plane trip,” he tells the taxi driver.

“That’s great!” the taxi driver says.

Jake rolls his suitcase onto the plane.

“It’s my first plane trip,” he tells the pilot.

“Welcome aboard,” the pilot says.

Jake finds his seat and buckles his seatbelt. The plane’s engines rumble and roar. Jake opens his backpack and pulls out Panda.

“It’s my first plane trip,” he whispers. He holds Panda’s paw.

The plane moves faster and faster. Then—Whoosh! On the ground, cars and houses look like toys.

Jake smiles. “Guess what, Panda?” he says. “Flying is fun!”
Second Grade - Session 25

**Introduction**

Engage with the student. **Ask**: “How is your day going?” “What is your favorite thing to play when you go outside?”

**Warm Up**

**Note**: If you see a letter or letters written between backslashes it means to say the sound. 

**Example**: /sh/ means to say the sound shhh

**Mentor says**: Today we are going to play a word game. I will ask you some riddles and you can give the answers.

- What begins with /wh/ and rhymes with file? (while)
- What begins with /th/ and rhymes with grow? (throw)
- What begins with /th/ and rhymes with stick? (thick)
- What begins with /sh/ and rhymes with mow? (show)
- What begins with /wh/ and rhymes with night? (white)
- What begins with /sh/ and rhymes with trip? (ship)

**Leveled Reading Lesson**

**Focus**: Using meaning to read fluently

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

**Genre**: Fiction

**Before Reading**

- **Mentor says**: Last week, we studied how we can use the dialogue tags written by the author to help us understand the voices of the characters and how those voices should sound when we are reading in our heads. Today, I want to teach you another way we can read a book so it sounds right - *even in our heads* - is to understand what the text is about. When you were younger, reading meant figuring out the words on the page. Now that you are older, it means you must also figure out the actions and moods of the characters.

- **Mentor says**: Let me give you an example. Your voice would sound different if you were telling your best friend that you were going to have the same teacher next year or if you were telling your best friend that you were not going to have the same teacher next year.

**During Reading**

- **Mentor says**: Let’s try one! Read this word. (See attached examples: Show only the word *loved*)

- **Mentor says**: Now, I will show you the word in a sentence. (attached) Read the sentence to show the mood of the character. Now, read the second sentence (attached) to show the mood of the character.

**After Reading**

- **Mentor says**:
  - How did your voice change as you read the two sentences?
  - Why did you make your voice change?
• Mentor says: Remember, as you are reading out loud or in your head you must think about what is happening in the story, the mood and actions of your characters to make your voice match.
• Have the student glue the attached document into their journal.
• Have the student choose a book from their bag of books to read aloud to you. Be sure their voice matches the character’s mood and actions.

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.

Fiction:

1. What do you know about (a character)? Use details from the text to support your answer.
2. What are the details from the text that describe the differences between the two characters’ points of view?

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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Wrap Up

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Please remember the following:

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5.
Example:

Loved

I loved riding the roller coaster! It was amazing!

I am so sad that I lost my stuffed bear. I loved him so much.

Can you make your voice match the tone of the sentence?

Remember: You must not only figure out the words on the page, but also the actions and moods of the characters you are reading about. This will bring the characters to life.
Second Grade - Session 26

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “What is your favorite thing to do when it is raining?”

**Warm Up**
**Note:** If you see a letter or letters written between backslashes it means to say the sound.
**Example:** /sh/ means to say the sound shhh
**Mentor says:** Today we are going to play a word game. I will ask you some riddles and you can give the answers.

- What begins with /ch/ and rhymes with range? (change)
- What begins with /th/ and rhymes with bank? (thank)
- What begins with /wh/ and rhymes with bite? (white)
- What begins with /sh/ and rhymes with bake? (shake)
- What begins with /wh/ and rhymes with sale? (whale)
- What begins with /sh/ and rhymes with dirt? (shirt)
- What begins with /th/ and rhymes with sink? (think)

**Leveled Reading Lesson**

**Focus:** Reading at a “just right” pace

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

**Genre:** Fiction

**Before Reading**
- **Mentor says:** Over the past few weeks, we have been studying ways to use our voices to make our reading match what is happening in the book. Today, I want to teach you that you must read at the appropriate speed. If you go too fast, all/the/words/blur/together. If... you...go...too...slow... it is hard to make sense of the text. Readers learn to adjust their speed so it is just right.
- **Mentor says:** When readers read too slowly, they have trouble remembering the whole story and they forget what happened at the beginning by the time they get to the end. If readers read too fast, they often miss important parts of the story.
- **Mentor says:** Oftentimes, readers will have to slow down when they are reading about a topic that they have never read about before.

**During Reading**
- **Mentor says:** Now, I would like for you to choose a book from your bag to read aloud. Let’s listen to see if you are reading at a “just right” pace.
- If the student is reading too slowly you can say, “Push your eyes across the words faster”.
- If the student is reading too fast you can say, “Slow down a bit to be sure you are not missing any important parts.”

**After Reading**
- **Mentor says:** Compliment the student for reading at a “just right” pace.
• Remind the student that they may need to adjust their reading pace depending on the text at hand.

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.

Fiction:

1. What does the author want us to feel about a character in the story? How do you know?
2. How does the character change due to the events in the 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 start with: 1st read and focus on that specific goal.

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Wrap Up

Mentor says: 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.

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Second Grade - Session 27

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “What is your favorite type of candy?” “Why do you like it?”

**Warm Up**

**Note:** If you see a letter or letters written between backslashes it means to say the sound.

**Example:** /sh/ means to say the sound shhh

**Mentor says:** Today, we are going to play a new word game. I will ask you some riddles and you can give the answers.

- What begins with /ch/ and rhymes with best? (chest)
- What begins with /wh/ and rhymes with care? (where)
- What begins with /ch/ and rhymes with mild? (child)
- What begins with /th/ and rhymes with grow? (throw)
- What begins with /sh/ and rhymes with mine? (shine)
- What begins with /sh/ and rhymes with trail? (shell)
- What begins with /ch/ and rhymes with stalk? (chalk)

**Leveled Reading Lesson**

**Focus:** Understanding Comparisons

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

**Genre:** Fiction

**Before Reading**
- **Mentor says:** Over the past few weeks, we have been studying how to read fiction texts to learn more about the mood of the story, actions of our characters and the interactions they have with one another. Today, I want to teach you that when an author describes something by suggesting it is “like” something else - something that is quite different - the author expects readers to bring those two distinct things together in ways to create a brand new meaning. Often, an author compares things that seem to be very different and expects the reader to find the connections between those things.

**During Reading**
- **Mentor says:** Let’s take a look. Read the first sentence (attached) which compares a hospital and a refrigerator. Let’s think about how these two things are alike. (Give your student time to respond/jot their thinking on the attached page.) **Say:** Often, hospitals are kept at a cool temperature to keep those that work there cool and we know that refrigerators are cool inside. Even though the author doesn’t actually say it, you can guess that the hospital is cold inside. He doesn’t mean a hospital is really a refrigerator!
- **Continue with the next two examples.** (Use the procedure described above, but give the student the opportunity to explain their thinking before you read the explanations.)
  - Life is a rollercoaster. - Life is full of ups and downs: good times and bad times.
  - Her voice was music to his ears. - Her voice sounded good to him because he was waiting to see her and talk with her.
• **Mentor says:** Choose the book you would like to read first today. As we read, let’s look for examples of where the author compares things that are not alike. Let’s work to think hard about what the author is really trying to tell us.

**After Reading**

• **Mentor says:** Remember as you are reading at home and at school, be sure to look for ways that the author compares things that seem very different.
• Have the student glue the attached document in 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.

**Fiction:** What did you learn about the setting from the words that the author used?
**Non-fiction:** How do the images support the words in the 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: 2nd read and focus on that specific goal.

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<td>4th Read - Goal: Connecting with the Story</td>
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**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.
Examples of Comparisons

The hospital was a refrigerator.
What it actually means:

______________________________________________

______________________________________________

Life is a rollercoaster.
What it actually means:

______________________________________________

______________________________________________

Her voice was music to his ears.
What it actually means:

______________________________________________

______________________________________________
Second Grade - Session 28

Introduction
Engage with the student. Ask: “How is your day going?” “What’s your favorite food?” “Why is it your favorite food?”

Warm Up
Note: If you see a letter or letters written between backslashes it means to say the sound.
Example: /sh/ means to say “shhh”

Mentor says: Let’s play a word game today! This game is called “Quick Change.” I will say a word and you will change the word to another word by taking out some sounds in the word to make a new word. Let’s try one! Mentor says: send - without the /s/. What’s the new word? Mentee says: end
Mentor says: That’s correct! (if the student does not provide the correct word, gently correct them) Let’s try a few more!

- trap without the /t/ (rap)
- slip without the /l/ (sip)
- wind without the /d/ (win)
- blend without the /l/ (bend)
- stripe without the /st/ (ripe)
- chair without the /ch/ (air)

Leveled Reading Lesson

Focus: Remembering longer stories

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

Genre: Fiction

Before Reading
- Mentor says: Over the past several weeks, we have been studying ways to improve our reading of fiction books. As the year has progressed, you reading levels have gone up and you are now reading longer books. Today, I want to teach you that as the books become longer, you will need to stop at the end of each chapter to think, “What’s the main event that has happened in this chapter?” It is often helpful to jot the main events on a sticky note and place it at the end of the chapter. When you finish reading the book, you can go back and look at your sticky notes to remember what has happened in the story.

During Reading
- Mentor says: Today, I would like for you to choose a chapter book from your bag/bin of books. Show me where you left off and tell me about what has happened to this point.
- Mentor says: Now we will continue reading. (try to read an entire chapter)

After Reading
- Mentor says: I would like for you to write a sentence or two on a sticky note telling what the main event was in this chapter.
- Assist the student as they write on the sticky note.
• If time allows, have the student read another chapter and write the main event on another sticky note.
• Mentor says: Remember, that readers often write a sticky note to remind them of the main event that happened in the chapter they just read. Try this out as you are reading independently this week.

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.

Fiction:
1. How do the characters change due to the events in the book?
2. Describe the beginning, middle and end of the story.

**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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**Wrap Up**

Mentor says: 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.
Second Grade - Session 29

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “What exciting things are you doing at school this week?”

**Warm Up**

**Note:** If you see a letter or letters written between backslashes it means to say the sound.

**Example:** /sh/ means to say “shhh"

**Mentor says:** Let’s play a word game today! This game is called “Quick Change.” I will say a word and you will change the word to another word by changing the **beginning or ending sound** in the word. Let’s try one! Mentor says: shop - change the /sh/ to /ch/. What’s the new word?

**Mentee says:** chop **Mentor says:** That’s correct! (If the student does not provide the correct word, gently correct him/her.) Let’s try a few more!

- ship - change /sh/ to /ch/ (ship)
- wash - change /sh/ to /ch/ (watch)
- with - change /th/ to /sh/ (wish)
- chin - change /ch/ to /th/ (thin)
- thick - change /th/ to /ch/ (chick)
- stop - change /st/ to /sh/ (shop)

**Leveled Reading Lesson**

**Focus:** Staying “on track” when books get tricky.

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

**Genre:** Fiction

**Before Reading**
- **Mentor says:** Over the past few weeks, we have been working to improve our reading and understanding of longer fiction texts (stories). Sometimes when we are reading these long books, we get “off track”. Our eyes are reading and our mouths are reading, but we don’t really understand what we read. It’s like we are daydreaming and our minds don’t actually understand what the words say. Have you ever had this happen to you? (discuss)
- **Mentor says:** When we get “off track”, we must stop, reread and ask questions.
- **Mentor says:** Sometimes, we must reread at a slower pace or retell the beginning, middle and ending of the story to be sure we know what is happening.
- **Mentor says:** It is up to us, as readers, to realize we are “off track” and then stop. That’s the hard part! Then, we reread that part again and ask ourselves, “What was that part about?” If we can answer that question, then it is okay to move on with our reading.

**During Reading**
- **Mentor says:** Now, I would like for you to choose one of the books from your bag to read aloud. Remember, if you get “off track” and realize that you do not understand what you are reading, you must stop, reread and ask questions to help you understand.
**After Reading**

- **Mentor says:** Was there any time in your reading today where you got off track? If so, how did you help yourself get back on track?
- Remember to try and notice when you get off track with your reading, then **stop, reread** and **ask questions**.

**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.

**Fiction:**

1. What does the character’s problem? How does the character solve the problem?
2. What is the big message/moral the author is trying to teach you in the story?

**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. Next week will be our last session together.

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.
Second Grade - Session 30

**Introduction**
Engage with the student. **Ask:** “How is your day going?” “What do you want to be when you grow up? Why?”

**Warm Up**
**Note:** If you see a letter or letters written between backslashes it means to say the sound.
**Example:** /sh/ means to say “shhh”
**Mentor says:** Let’s play a word game today! This game is called “Quick Change.” I will say a word and you will change the word to another word by changing the **beginning or ending sound** in the word. Let’s try one! **Mentor says:** shop - change the /sh/ to /ch/. What’s the new word? 
**Mentee says:** chop (If the student does not provide the correct word, gently correct him/her.)

Let’s try a few more!

- match - change /ch/ to /th/ (math)
- chair - change /ch/ to /f/ (fair)
- night - change /n/ to /wh/ (white)
- sell - change /s/ to /sh/ (shell)
- port - change /t/ to /ch/ (porch)
- path - change /th/ to /ch/ (patch)

**Leveled Reading Lesson**

**Focus:** Review / Celebrate your work
**Materials:** students reading books (usually in a baggie or bin), journal, pencil, sticky notes, and reading log

**Genre:** Fiction and Nonfiction

**Before Reading**
- **Mentor says:** Today, I would like to celebrate the work that we have done together this year! You have grown so much as a reader and I am proud of your accomplishments! Let’s look through your journal and admire all of the learning you have done.

**During Reading**
- **Mentor says:** Show me some of the things in your journal that you thought were interesting or helpful. (discuss)
- Take some time to read through the student’s journal. Reread some of the charts you studied, reread some of the passages you worked with, and reread some of the writing responses.
- **Mentor says:** Choose a book from your bag that you would like to read today. Is there any particular thing you would like to work on as you read this book?

**After Reading**
- Read and discuss the book.

**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.

Fiction and Nonfiction

1. **What are some strategies that you learned and use to improve your reading of fiction and nonfiction books?**
2. **How did you improve your reading this school year?**

**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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<table>
<thead>
<tr>
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</table>

**Wrap Up**

Thank you for working with me this year! I have had a wonderful time getting to know you and reading with you! Remember to read every day over the summer and look back at your journal to remember all the learning we have done this year!

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
Second Grade - Active Reading Lesson

1st Read

Notes:
- The Active Reading portion of the session should last approximately **15 minutes**.
- The classroom teacher should have a bin of books set aside for the student to choose books for this part of the lesson or you may borrow a book from your local library.
- The books chosen for an active reading lesson should be stories (narrative/fiction texts).
- This is a book the mentor reads aloud to the mentee.
- Remember, the goal for all active reading lessons is to hold conversations with the student as you move through each reading of the book.
- During the first read the mentor reads the book to the student. The mentor may stop occasionally to discuss unknown words or explain specific elements of the text.

Each time the book is read aloud, remember to include the ABC's of active reading. In the chart below, you will find prompting questions to use as you read and discuss the book. You may use as many or as few of these questions as you need and please feel free to adapt these questions as needed.

### Goal: Understanding the Gist of the Story

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<tbody>
<tr>
<td>What was the story about?</td>
<td>Were there any words we read, that you did not know what the word meant? Can you show me in the book?</td>
<td>Have you ever read any books like this one before?</td>
</tr>
<tr>
<td>Who are the characters?</td>
<td>What do you think the word ____ means in this part of the story? (If the child does not know the meaning of a word, provide a child friendly definition.)</td>
<td>Have you ever done anything like this before?</td>
</tr>
<tr>
<td>Where is the story set?</td>
<td></td>
<td>What was your favorite part of the story? Why?</td>
</tr>
<tr>
<td>What was the problem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the solution?</td>
<td>According to the story, what is a ____?</td>
<td></td>
</tr>
<tr>
<td>How did the character's name solve the problem?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the book has been read the first time, have students retell the story.
Be sure they include:
- the characters
- the setting (where the story takes place)
- beginning, middle and end

Optional Writing Response:
Write in your journal to retell or summarize the story. Be sure to include the characters, setting, beginning, middle and end.

*Remind the student to keep the book so it can be used again with the next three active reading lessons.*
Second Grade - Active Reading Lesson

2nd Read

Notes:
- The Active Reading portion of the session should last approximately **15 minutes**.
- The student will bring the same book they used in the previous lesson.
- Read this book out loud to the student.
- This time the mentor and mentee will focus their attention on learning about the events in the story.
- Remember, the goal for all active reading lessons is to hold conversations with the student as you move through each read.

Each time the book is read aloud, remember to include the ABCs of active reading. In the chart below, you will find prompting questions to use as you read and discuss the book. You may use as many or as few of these questions as you need and please feel free to adapt these questions as needed.

### Goal: Studying the Events in the Story

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<tbody>
<tr>
<td>What is the problem in the story?</td>
<td>What does the word _____ mean?</td>
<td></td>
</tr>
<tr>
<td>What is the solution?</td>
<td>Why did the author choose to use the word _____ here?</td>
<td></td>
</tr>
<tr>
<td>What did character’s name try before finding a solution?</td>
<td>What do you think _____ means? What clues did the author give you to help you figure out what the word means? (If the child does not know the word, provide a child friendly definition.)</td>
<td></td>
</tr>
<tr>
<td>What clues do the illustrations in the story provide to help you understand the setting/character/problem/solution?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Optional Writing Response:

In your writing journal, list the events that happened in the story and tell how they helped character’s name solve the problem.

*Encourage the student to keep the book so it can be used again with the next two Active Reading Lessons.*
Second Grade - Active Reading Lesson

3rd Read

Notes:
- The Active Reading portion of the session should last approximately **15 minutes**.
- The student will bring the same book they used in the previous lesson.
- This is a book the mentor reads aloud to the mentee.
- This time the mentor and mentee will focus their attention on learning about the characters in the story.
- Remember, the goal for all active reading lessons is to hold conversations with the student as you move through each read.

Each time the book is read aloud, remember to include the **ABC's** of active reading. In the chart below, you will find prompting questions to use as you read and discuss the book. You may use as many or as few of these questions as you need and please feel free to adapt these questions as needed.

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<tr>
<td>How does the character feel at the beginning of the story? How did the character's feelings change at the end of the story?</td>
<td>Why did the author use the word ____ to describe character's name?</td>
<td>Do you know anyone like character's name?</td>
</tr>
<tr>
<td>What else could the character have done?</td>
<td>What other words could you use to describe character's name?</td>
<td>Have you ever read about any other characters that were like character's name?</td>
</tr>
<tr>
<td>What effect does the events have on character's name in this story?</td>
<td>Describe character's name, use details from the story to support your answer.</td>
<td>Do you like character's name?</td>
</tr>
<tr>
<td></td>
<td>Why did the author choose to use the word ____ here?</td>
<td>Why or why not?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you think what character's name did was a good idea or a bad idea? Why do you think that?</td>
</tr>
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</table>

Optional Writing Response:
In your journal, write to tell about your character. Describe your character at the beginning of the book and tell how he/she changed throughout the story. Use details from the story in your answer.

*Remind the student to keep the book so it can be used again with the last active reading lesson.*
Second Grade - Active Reading Lesson

4th Read

Notes:
- The Active Reading portion of the session should last approximately 15 minutes.
- The student will bring the same book they used in the previous lesson.
- This is a book the mentor reads aloud to the mentee.
- This time the mentor and mentee will focus their attention on learning about the characters in the story.
- Remember, the goal for all active reading lessons is to hold conversations with the student as you move through each read.

Each time the book is read aloud, remember to include the ABCs of active reading. In the chart below, you will find prompting questions to use as you read and discuss the book. You may use as many or as few of these questions as you need and please feel free to adapt these questions as needed.

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<tbody>
<tr>
<td>What did the author want you to learn from this story?</td>
<td>Have you ever heard or read the word _____ before? Where? How was it used?</td>
<td>Have you ever experienced something like character’s name experienced?</td>
</tr>
<tr>
<td>What lesson did the story teach?</td>
<td>What does the word _____ mean?</td>
<td>Have you read another book similar to this one? What was the book? How was it similar?</td>
</tr>
<tr>
<td>Why did you choose this book for us to read together?</td>
<td>What do you think _____ means?</td>
<td>Have you read a book where the main character had a similar problem to the one that character’s name had? What book was it and how was the problem similar?</td>
</tr>
<tr>
<td>Should we read another book by this author? Why/Why not?</td>
<td>What clues did the author give you to help you figure out want the word means?</td>
<td>Does _____ seem like a fun/exciting/boring thing to do? Why/why not?</td>
</tr>
<tr>
<td>How does the author want you to feel about topic of the story? How do you know?</td>
<td>(If the student does not know the meaning of the word, provide a child friendly definition.)</td>
<td></td>
</tr>
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Optional Writing Response:
Now that you have read and studied this book, write to tell why you would or would not recommend it to your classmates. Be sure to list at least two reasons why you would/would not recommend the book.

*Remind the student to choose a new book to use during the next session.*
During Reading Bookmark

As you are reading with students and encounter some of the common reading difficulties, use the provided questions and prompts to help students practice good reading habits. Only use one or two at a time.

If student is misreading words…
Then say:
- Does that make sense?
- Does that look right?
- Does that sound right?
- Does that sound like a book would sound?
- Check the pictures.
- Read through the whole word.
- Look for a word inside the word.

If the student is reading in short, choppy sentences…
Then say:
- Read that part again smoothly.
- Read it again like you are talking.
- Can you "scoop up" more words at a time?

If the student is reading too slow…
Then say:
- Try to push your eyes across the page a little faster.

If the student is reading too fast…
Then say:
- Slow down a bit so you don’t miss important parts of the text.

If the student doesn’t know what a word means…
Then say:
- Can you use the glossary?
- Can you read the labels and captions to help you?
- Can you read the words around the unknown words?
- Provide a student friendly definition of the word.

If the student doesn’t seem to understand what is happening in the text…
Then say:
- Can you retell what has happened so far?
- Can you retell what has happened on this page?
- Can you state the problem?
- How are the characters trying to solve the problem?
- What is the main idea of this part?
- What is the author trying to teach us?