Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Animal Eyes (G)**

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| **Lesson 1 Day 1**  Mentor initials \_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_  **Part 1**  \_\_Attendance and word bank  **Fluency**  **Step 1**  **\_\_Cold Read** (Blue pencil)  Student reads passage for one minute.  \_\_Count up words and graph results  \_\_Go over missed words and discuss  \_\_Read passage tostudent while student follows along by pointing to the words.  \_Read passage with student.  \_Student reads passage alone.  **\_Warm Read**  Time the student for one minute. Mark words with yellow pencil.  \_Score and graph results.  Cold Read \_\_\_\_\_\_\_\_\_\_\_\_\_\_wpm  Warm Read \_\_\_\_\_\_\_\_\_\_\_\_\_wpm  **Step 2**  **\_Introduce vocabulary words**  First go through all the words by saying the word to the student and have the student repeat each word. Then have your child try to read them back to you. If he/she can’t, say it and have them look at the word, point to the letters and repeat it.  **\_Vocabulary definitions**  Next place all of the words underneath each other. Place all of the definitions on top of each other. Pick up one definition and read it to your student.  This might be the first time your student ever hears this word or definition so it is a time to discuss the words and definitions and try to connect the words to their life or your life so your student understands the words and what they mean. This step is important so he/she understands the words when reading them in the story. | **Part 2**  **Comprehension**  **Step 1**  **\_Give your student a copy of the book**. Read the title. Look at the pictures on the front and back covers. **Ask:**  What does the picture on the front cover show?  Which word clues in the title helped you to know?  What do you think this book will be about?  **Step 2**  **\_Do a picture walk**. Have the student go through each page and look at the pictures.  **Step 3**  **\_Begin by reading pages 3-6 to the student** using proper pauses and expression. Ask your student the question after reading each page.  \_\_pg. 3 Why do they show a boy and dog on this page?  \_\_pg. 4 What did you learn about animal eyes?  \_\_pg. 6 How many eyes does the spider have? What’s one more thing you learned about spiders’ eyes?  **Step 4**  **\_Now have the student read pages. 7-12.** Encourage him or her to read with expression and proper pauses, paying attention to the punctuation. If necessary, explain what the punctuation means for example, a comma means pause, and a period means stop.  Ask the following questions after each page:  \_\_\_\_pg. 8 What did you learn about an owl’s eyes? Why does an owl have to turn its head to look around?  \_\_pg. 10 What did you learn about a lizard’s eyes?  \_\_pg.12 What are two things you learned about the eyes of a dragonfly?  **Step 5**  Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Comment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Circle one**: I think this level is:  Too hard Too easy Just right |