**Animal Eyes (G)**

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| **Lesson 2 Day 2**  \_\_Mentor initials \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_  \_\_Attendance  \_\_Word Bank  **Part 1 Fluency**  **Step 1**  \_\_Use the **vocabulary cards** to go over the words. Show your student each card and make a pile of the words he/she knows and doesn’t know. Go through unknown words a couple of times. Say word and have your student look at it and repeat it.  Lay the words down on the table underneath each other. **Now add the definitions**. Place the definitions in a pile. Read a definition to your student and have he/she place it by the correct word.  **Step 2**  **Fluency passage-** Choral read the passage  ( read together) Discuss any words he/she has difficulty reading. Do not time or graph. | **Part 2 Comprehension**  \_**Step 1**  \_\_**Have the student read the story Animal Eyes out loud to you.** Encourage the students to use good expression. He/she should pause at commas also. If there is an exclamation point at the end of the sentence, remind your student to show strong emotion.  **If your child has trouble reading a page,** don’t be afraid to have him/her read it again. If your student struggles, take time to model fluent reading. You may also try echo reading where you read a sentence and he/she reads it back. Make sure your student is pointing to the words as he/she reads.  **\*Make sure to look at Day 1 lesson plan to see if your student completed the Day 1 reading and questions. If not, start where he/she left off and ask the questions from the Day 1 plan.**  **If he/she did complete Day 1, think of a question to ask the student after each page. You can also ask a question about the illustration.**  **Step 2**  \_\_**Complete graphic organizer (Help your student look back into the book to complete the graphic organizer.**  **Step 3**  **\_\_ S-blend activity**  **Step 4 S- blend worksheet**  Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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