Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Arthur’s Bad News Day (M)**

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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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_wpmWarm 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. **Circle one**: I think this level of book is: Too hard Too easy Just right | **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:**How is the family spending time together on the back cover?Is the child having a good time? How can you tell?What do you think this story will be about?**\_Step 2****\_Do a picture walk**. Have the student go through each page and look at the pictures and discuss what he/she thinks is happening in the picture.**\_Step 3****\_Begin by reading pages 3-6 to the student** using proper pauses and expression. After reading, ask the student to summarize what you read. Ask the student what he or she thinks Arthur’s bad news will be about. **\_Step 4****\_Now have the student read pages. 3-9.** 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. 3 What is the boy’s name in this story? \_\_pg. 4How does Arthur’s mom help him start his day on a happy note? \_\_pg. 5 What kind of pancakes does his dad make him? \_\_pg. 6 Why does Arthur feel that the first eight years of his life have been perfect? \_\_pg.7 What is his favorite dessert? \_\_pg. 8 What was the bad news? \_\_pg. 9 Why is that news so bad for him? **\_Step 5** **\_Phonics Game\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_**Comment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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