Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Hermit Crabs (M)**

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| **Lesson 1 Day 1**  Mentor initials \_\_\_\_\_ Date \_\_\_\_\_**Part 1** * Attendance
* Word bank

**Fluency****Step 1**  **Cold Read** (Blue pencil)Student reads passage for one minute. Time the student and mark the words your student does not know with a blue pencil. * 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** (Yellow pencil)Time the student for one minute. Mark missed words with a yellow pencil. * Count up words 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.
* **Have your student look at the glossary at the back of the book. Pick up one definition and read it to your student. Have your student find that definition in the glossary and match it with the word.**
 | 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 .Your student will work on these every day so once you have discussed all of the words and definitions once, go on to part 2.**Part 2 Comprehension****Step 1****KWL Chart**Have your student **write down two things he/she knows about hermit crabs in the first column of the KWL chart.**Then have your student **write down one thing he/she would like to know/learn about hermit crabs.** **Then**  **Give your student a copy of the book**. * Read the title.
* Open the book up to the Table of Contents. Have your student read the titles and page numbers.

**Step 2*** **Begin by having your student reading pages 4-7.**
* Be sure to ask a lot of questions after each page to make sure he/she is comprehending what’s read.

**Be sure to have your student read the captions under each picture also**.* pg. 4What is happening in the picture at the top of the page?
* pg. 5 What is the exoskeleton?. How does the hermit crab protect the soft parts on its lower body?
* pg. 6 How many pairs of legs does it have? What are they used for?
* What are the antennae used for?
* pg. 7 Where are two places hermit crabs live?
* Hermit crabs are scavengers. What does that mean?

**Circle one**: I think this level is: Too hard Too easy Just rightComment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |