**Hermit Crabs (M)**

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| **Lesson 2 Day 2** Mentor initials \_\_\_\_\_ Date \_\_\_\_\_**Part 1** * Attendance
* Word Bank

**Fluency****Step 1*** Review **Vocabulary 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.
* **Spread Vocabulary Words out** face up on the table.
* Your student can look in the glossary of the book if he/she is unsure of the definition of the word.
* **Match definitions with vocabulary cards.** Place the definitions in a pile. Read a definition to your student and have he/she place it by the correct vocabulary 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****\_\_\_ 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.** | **Please check one:** * **We went back to Day 1 and completed the reading and questions.**
* **We started Day 2 Step 2 reading.**
* Please be sure to have your student read the captions under each picture and discuss.

**Step 2*** pg. 8 Hermit crabs are nocturnal. What does that mean?
* What are two things you learned about Baby Hermit crabs on page 8 and 9?
* pg. 9 What are 3 animals that will eat hermit crabs?
* What does the crab do if it senses danger?
* pg. 10 How did they get the name hermit crab? Why isn’t that a good name for them?
* Hermit crabs are not easy to care for. Tell 3 things they must have in order to keep them healthy and happy.
* pg. 11 What important job do hermit crabs have?

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. **Step 3*** **Complete the graphic organizer.** Please help your student look back into the book to complete the graphic organizer.

**Step 4** * **Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |