Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Keb (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. **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. 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**  **Give your student a copy of the book**.   * Read the title. * Look at the pictures on the front and back covers. * Look at the cover page. What do you think is happening in the illustration? Why are there two parts to the picture? What’s happening in the bottom picture?   **Step 2**   * **Do a picture walk**.   Just by looking at the pictures, you can tell the setting for this story.  **Step 3**   * **Begin by reading pages 3-7 to the student** using proper pauses and expression. * pg.3 What are two things hermit crabs like to do by the seashore? * pg.4 What did they say was spectacular to see? What does spectacular mean? * pg. 5 What does spectacular proportions mean? * pg. 7 Why was being big dangerous for Keb?   **Step 4**   * **Now have the student read pages 8-12.**   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 was even a bigger problem for Keb? * pg .9 What does it mean when it said it was a problem of great enormity? * pg. 10 Why did he walk up and down the shore? * pg. 11 Where did he live while he waited for a proper home? Why wasn’t it a proper home? * pg. 12 What did the other crabs do to Keb to hurt his feelings?   **Circle one**: I think this level is:  Too hard Too easy Just right  Comment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |