Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **All Kinds of Farms (E)**

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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.   **Picture Match**   * Next place all of the words underneath each other. Place all of the pictures on top of each other. **Pick up one picture and match it to the word.**   This might be the first time your student ever hears this word so it is a time to discuss the words and pictures 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 pictures 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. **Ask:**   + Have you ever been to a farm?   + What animals do you usually see on a farm?   **Look at the Table of Contents**   * Show your student that there are two chapters in this book. * Read the titles. * Explain what the number means after the name of the chapter.   **Step 2**   * **Do a picture walk**.   Just by looking at the pictures, you can tell the two settings for this story. What are two settings?  **Step 3**   * **Begin by reading the story to the student** using proper pauses and expression. * What two things did he/she learn from the story?   **Step 4**   * **Now have the student read the story.**   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. 5 What two things can be made from cow milk? * pg. 6 What comes from sheep? What can be made from it? * pg.7 What comes from chickens? * pg. 8/9 What fruits grow on farms? * pg. 10 What does sugar come from? * pg. 11 What are two things made from cotton?   **Circle one**: I think this level is:  Too hard Too easy Just right  Comment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |