Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Animal Eyes (G)**

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| Lesson 3 Day 3Mentor Initials \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_Part 1\_\_**Attendance** **\_\_Word bank****Fluency**  **Step 1** \_\_ **Vocabulary cards** **Place all of the vocabulary words in a pile.** Then have your student read each of the definitions and lay them down underneath each other. Then have your student pick up a card, read it, and place it with the correct definition. **Step 2**\_\_Have **student read the fluency passage**. Today we practice reading the passage with expression. If he/she doesn’t pause at a comma or raise their voice at a question, model how it should sound and have your student repeat it. **Do not time or graph**. **Step 3** ***Check understanding of the fluency passage by asking the student the following questions:******\_\_Why is it hard to find an owl?******\_\_Why are chameleons great at hiding?******\_\_ What animal is easy to see?*** | Part 2**Comprehension****Step1****Sticker page**Student will read story and earn a sticker for each page read correctly and with expression.  **Step 2** \_\_ **Graphic organizer** : Complete the graphic organizer**Step 3**  \_\_**Question cards**Spread the **question cards** face down on the table and have the student select a card. Read the card to the student. If he or she answers it correctly, the marker is moved the number of spaces indicated on the card. If the answer is wrong, place the card back onto the table and mix up the cards. Continue drawing cards until the student reaches the end of the game board. **Step 4****\_\_Activity-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |