**Arthur’s Bad News Day (M)**

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| **Lesson 2 Day 2**  Mentor initials\_\_\_\_\_\_\_ Date \_\_\_\_\_\_  **\_\_Attendance**  **\_\_Word Bank**  **Part 1 Fluency** 5-10 min.  Fluency passage  **Step 1**  \_\_Practice reading **fluency passage** by **echo** or **choral** reading. Discuss any words he/she has difficulty reading. Do not time or graph. Today we practice reading the passage with expression.  **Step 2**  \_\_Use the **vocabulary cards** to go over the 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.  Place the words underneath each other. **Now add the definitions**. Place the definitions in a pile. Read a definition to your student and have he/she place it by the correct word. | **Part 2 Comprehension**  **\_Step 1**  **Begin by reading pages 10 and 11 out loud to the student.** Then have the student tell you what happened on both pages.  **\_\_pg. 10** Ask: **What does overcrowded mean?**  **\_\_ pg. 11 What does peace mean? Does Arthur enjoy peace and quiet? How do you know?**  **Have student read pages 12-16**  **\_\_pg. 12 Why doesn’t Arthur want a little sister?**  **\_\_pg. 13 Why does Arthur say it is a ridiculous pink blanket?**  **\_\_pg. 14 Why didn’t Arthur want to run outside to see his sister?**  **\_\_pg. 15 What amazing thing happened to Arthur?**  **\_\_Why did his feelings about his sister change at the end of the story?**  **Step 2** Graphic organizer  **Step 3** Game: Contraction Cards  **Step 4** Activity-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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