Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Arthur’s Bad - News Day (M)**

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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 does the main character say his brother’s lungs are not small?******\_\_What is the tone or mood of the story?******\_\_Why do you think the baby cries at four in the morning?******\_\_In what ways is the main character surprised by the baby?******\_\_What words would you use to describe how he feels about his brother?*** | Part 2**Comprehension****Step1****\_\_Sticker page**Student will read story and earn a sticker for each page read correctly and with expression. **Step 2** **\_\_Contraction card game****Tell your student that a contraction is a word made up of two smaller words and a few letters are taken out of a word and an apostrophe is added.** **Go through the cards and just have your student say the contraction and use it in a sentence. Then match the contraction with the card that has two words on it. Then turn all of the cards upside down with the contractions on one side and the two words on the other. Then pick up two and see if they match. Continue until all pairs are found.** **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. Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |