**Hermit Crabs (M)**

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| **Lesson 2 Day 2**  Mentor initials \_\_\_\_\_ Date \_\_\_\_\_  **Part 1**   * Attendance * Word Bank   **Fluency**  **Step 1**   * Review **Vocabulary 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. * **Spread Vocabulary Words out** face up on the table. * Your student can look in the glossary of the book if he/she is unsure of the definition of the word. * **Match definitions with vocabulary cards.** Place the definitions in a pile. Read a definition to your student and have he/she place it by the correct vocabulary word.   **Step 2**  **\_\_\_ Fluency passage**   * Choral read the passage (read together.) * Discuss any words he/she has difficulty reading. * **Do not** time or graph.   **Part 2 Comprehension**  **Step 1**  **\_\_\_ Make sure to look at Day 1 lesson plan to see if your student completed the Day 1 reading and questions. If not, start where he/she left off and ask the questions from the Day 1 plan.** | **Please check one:**   * **We went back to Day 1 and completed the reading and questions.** * **We started Day 2 Step 2 reading.** * Please be sure to have your student read the captions under each picture and discuss.   **Step 2**   * pg. 8 Hermit crabs are nocturnal. What does that mean? * What are two things you learned about Baby Hermit crabs on page 8 and 9? * pg. 9 What are 3 animals that will eat hermit crabs? * What does the crab do if it senses danger? * pg. 10 How did they get the name hermit crab? Why isn’t that a good name for them? * Hermit crabs are not easy to care for. Tell 3 things they must have in order to keep them healthy and happy. * pg. 11 What important job do hermit crabs have?   If your child has trouble reading a page, don’t be afraid to have him/her read it again. If your student struggles, take time to model fluent reading. You may also try echo reading where you read a sentence and he/she reads it back. Make sure your student is pointing to the words as he/she reads.  **Step 3**   * **Complete the graphic organizer.** Please help your student look back into the book to complete the graphic organizer.   **Step 4**   * **Activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |