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| Phonics and Word Work  \*Have Isaac play a sight word game while I finish assessing McKayla. |
| Reading the Book  Title \_\_Seahorses\_\_\_\_\_\_\_\_\_\_ Level \_\_10\_\_\_   * Relate to the Reader * Last time we read the book Seahorses, we read the section called “What is a Seahorse?” What do you remember about Seahorses? * Summary   Today we’re going to read a new section of this non-fiction book. The header for this section is “Parts of a Seahorse’s Body”. What do you think this section is going to be about? Right in this section we’re going to learn about the different parts of the seahorse and how they help them.  What are some parts of the seahorse you think we might learn about? What do you think that part will help with?   * Book Orientation   -Let’s look through the book and see if we see any words that might be tricky for us…   * Page 12- snout * Page 13- sucks * Page 18- curls * Page 19- change * Strategy Review   -Make sure to read carefully to make sure what you read matches what’s on the page and makes sense.  -Also, do your best with tricky words. I know you both know lots of strategies. What are some strategies we can use if we get to a tricky word?  1. Break it down 2. Find words you know 3. Think of other words it looks like   * Read the text   - Let’s see what the parts of the seahorse’s body are.  -Prompt with strategies as needed. |
| Writing about Reading   * What are some of the parts we learned about? What did they help do? * In this story we learned about different parts that help a seahorse. How could we tell a friend about one of the things we learned about? * Prompt to get: The seahorse’s \_\_\_\_\_\_\_\_\_\_\_\_\_ helps it to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Or : The seahorse’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
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November 26, 2013