



Main Idea

Title: That's Why We Don't Eat Animals
Author: Ruby Roth
ISBN # 0009914118816

Objectives: Student will meet and make introduction to DC student. Student will become aware of self-skills in study habits to help them improve their ability to read better. Student will identify the best way to learn from the self-assessment. Student will work on improving reading level by reading out loud to the student or with the student. Student will increase vocabulary by learning new words from the readings. Student will develop a relationship with their mentor to get a sense of college life.

Class Competency for today's objective (See competencies at my website: http://cre101-evaluative reading.weebly.com/my-classes.html)	
(Your Class)	6 th Grade AIMS
Apply word meaning strategies to maximize comprehension	Use context clues to determine meaning of words and phrases.
Apply reading study strategies to text books	Distinguish between important and unimportant details. Identify correct sequences of events.
Explain main ideas and central points in paragraph, short readings and essays	Chs. 5-6 Bridging the Gap Identify the main idea in literary and informational text
Relate major and minor details to the main idea(s) they support	

Summary of story:

The story was about animals from the ocean, rain forest, pets, and farm. The author explained that animals also have feelings just like human. Animals in the ocean are ecosystem and they help the environment. Animals that were raised in a farm were abused by forced fed and kept in cages, those animals never see outside world all their lives and those animals that have wings would never fly and experience skies.

CRE101 (To identify issue, reasons, conclusion based on reading)

How can you decide whether the author's reasoning was correct?

Mentee: Andy Lamas, Camila Trevino, Cintya Ortiz

Time: 11:40 – 1:20

Set up your plan for a 30-minute lesson:

Review:

Vocabulary		
Word	Definition	Part of Speech (How was the word used?) Copy Sentence
ecosystem	A community of organisms together with their physical environment	noun
dexterity	Physical, esp manual, skill or nimbleness	noun
geometry	the branch of mathematics concerned with the properties, relationships, and measurement of points, lines, curves	noun
precision	The quality of being precise, accuracy	noun
intricate	Difficult to understand, obscure, complex	adj

Mindset for today: Introduction to lesson

- Meet and introduce myself to the students and get to know them.
- Have students complete Self-Assessment to determine their learning styles.
- Assure that they identify Topic, Main Idea, Supporting Details, 5 Vocabulary's definition and path of speech.

Lesson: THINK: How will you know if your mentee really understands the story? (Show me.)

After they read the story, I will ask them questions, they will be able to answer if they understand. Also I will have them tell me what did they learn from the story and give me summarize.

Wrapup: What do you want your mentee to remember from today's lesson? What do you want him/her to prepare for your next meeting?

I want mentees to learn more vocabularies and able to recognize Main idea. I want them to prepare their mind set that they will have a fun experience learning with their mentor.