

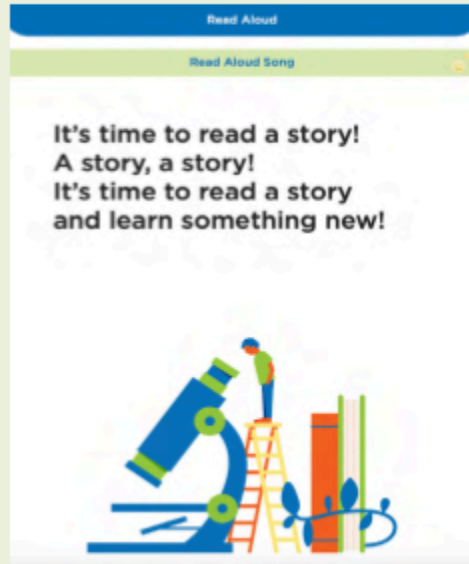
Lesson 5

Close reading



Remember that as critical readers, thinkers, and writers, we are going to read different stories to learn information to help us answer this guiding question: How do we know trees are alive? As we read the anchor texts in this unit, let's think of information or ideas we can learn from the text that will help us answer this guiding question. We are going to sing our read aloud song. "It's time to read a story! A story, a story! It's time to read a story and learn something new!" Let's get started! We are going to enjoy an exciting story today, ***The Very Hungry Caterpillar*** by Eric Carle. Let's listen to the story to find out what happens when tiny caterpillar grows into a butterfly.

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Complete the first step of the Close Reading process **1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).**

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Peer discussion



Now we are going to go back to a few pages and look closely at the pictures and words to help us understand the story.



Complete the second step of the Close Reading process **2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.**



In the story the tiny caterpillar grows into a beautiful butterfly. Look at the text (or words) on page 7 and say the word hungry. The tiny caterpillar was so hungry he kept eating and eating, and eating some more! A person might feel hungry when they feel like they need to eat. Turn to the person next to you and share a time when you felt hungry and eating the right things made you strong like the tiny caterpillar.



Listen as students share to assess student understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Text-dependent questions



Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**



Now let's think about the key details of the story. Think about this text-dependent question: What happened to the tiny seed? How did the tiny egg turn into a beautiful butterfly? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



Listen as students share to assess student understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



This was awesome information! Let's go back to the text and annotate the evidence we have to support our thinking.

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Model for students how to connect their retelling of the story to evidence from the text.

Open-ended response



Complete the fourth step of the Close Reading process **4**. Use **open-ended responses to check for student understanding of text and how information from this text supports their thoughts on the unit's big ideas/guiding question.**



Think about this text-dependent question: What happened to the tiny seed? How did the tiny seed turn into a beautiful butterfly? Use your **Non-Fiction Graphic Organizer** to draw pictures of the key details from the story.

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Rotate and support student thinking with probing questions like:

- What are you drawing about the tiny caterpillar?
- What did the text tell about how the egg turned into a beautiful caterpillar?



DO

Provide support to students as needed and allow students to dictate responses to the teacher (write student words below each of their drawings for the story)