

Lesson 1

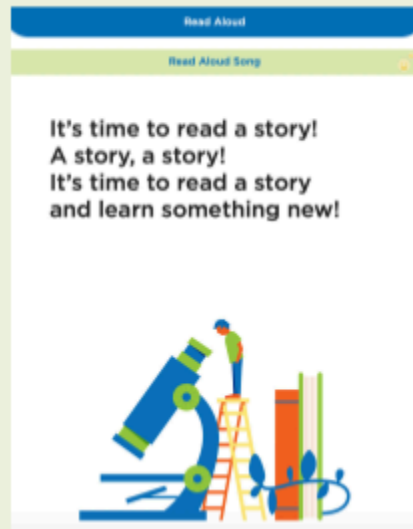
Close reading



SAY

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!” In Unit Three we are going to explore the topic, All About Animals. Critical readers and writers look closely at stories and use this information in their thinking, discussions, and writing. As critical readers, thinkers, and writers, we are going to read different stories to learn information about this topic to answer this guiding question: How do animals’ physical features help them survive? Survive means to continue to live. Physical features are parts of the animal like their eyes, ears, mouth, and other parts of their body that help them survive. 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. Let’s get started! We are going to continue enjoying an exciting story today, *What If You Had Animal Teeth?* by Sandra Markle (Read to the Vampire Bat and read the rest of the story during the next session). Let’s listen to the story to find out how some animals use their special physical features to survive.

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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).**

Peer discussion



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



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.**

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In the story we learn about the physical features of many animals. These physical features help animals survive or stay alive. Look at the text (or words) on page 1 and say the word chisel. In this sentence chisel means that the beaver's teeth are sharp enough to help them cut down trees. This helps beavers build a beaver lodge or home for their family to help them stay safe. Turn to the person next to you and share another animal in the story. How did the animal's physical features help them survive? Use story evidence to support your thinking.



DO

Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Text-dependent questions



DO

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

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Now let's think about the key details of the story. Think about this text-dependent question: Think about the animals and their physical features (like their teeth). How do these physical features help the animal survive? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. How do these physical features help the animal survive? Use key details from the story evidence to support your thinking. Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



DO

Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



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



DO

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: How do animals' physical features help them survive? Use key details from the story and evidence to support your thinking. Use your **Non-Fiction Organizer** to draw pictures of the key facts from the story.



Rotate and support student thinking with probing questions like:

- What are you drawing about the story?
- What did the text tell you?
- What are the physical features in the story and how do they help the animal survive?

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).