

Lesson 2

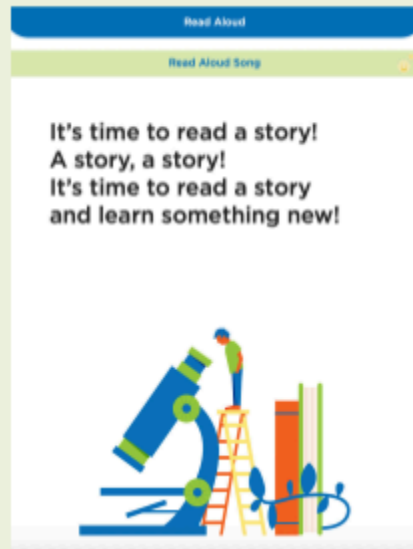
Close reading



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!” Remember that 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 enjoy an exciting story today, ***What If You Had Animal Teeth?*** by Sandra Markle. Let’s listen to the story to find out how some animals use their special physical features to survive. We are going to keep reading where we left off yesterday, the vampire bat.

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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 17 and say the word scraping. In this sentence scraping means the removing off with a sharp object. This helps the bengal tiger get food to stay alive. 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.



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



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 and 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 (or highlight) the evidence we have to support our thinking.



SAY

Read Aloud

Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).
2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.
3. Use annotations and text-dependent questions to collect information and check your own understanding.
4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.



DO

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