

Lesson 5

Close reading



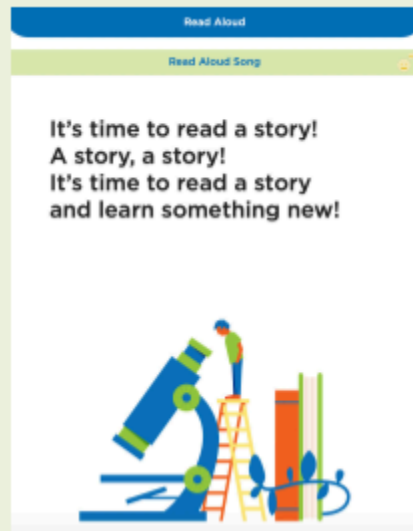
SAY

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, ***The Animal Book*** by David Burnie (Read the African elephant section and other sections based on student interest). 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.)

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DO



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



SAY

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.



DO

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 the “African Elephants” page and say the word intelligence. In this sentence intelligence means the elephants are smart enough to use their thinking to make safe choices. This helps elephants 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?



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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SAY

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 eyes). 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.



SAY

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



DO

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**.



SAY

Think about this text-dependent question: Pick one animal we've explored together. How does the animal's physical features help them survive? Use key details from the story evidence to support your thinking. Use your **Non-Fiction Organizer** to draw pictures of the key facts from the story.



DO

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).