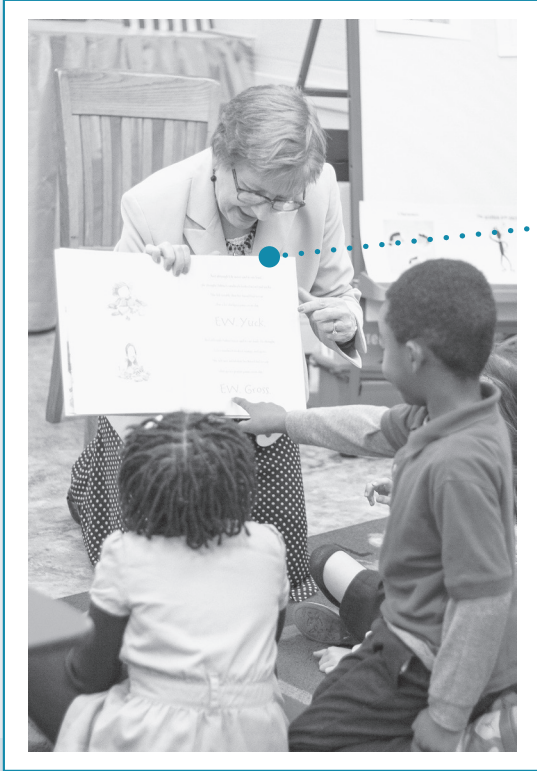


The Book at a Glance



Courtesy of Rick Harrington Photography

1

The Goal: Use high-quality picture books for your lessons.

The Goods: Each of the five units in this book features four amazing picture books from which your primary students will learn the essentials of close reading.

2

The Goal: Focus instruction on the comprehension skills that go the distance.

The Goods: Nancy researched the Common Core State Standards and the high-stakes assessments that begin in third grade, and she framed this book on the dozen foundational reading skills that are most essential to future academic success.

• Twelve Key Comprehension Skills and Concepts

1. Notice key details in a text
2. Summarize a story
3. Identify details that support a central idea
4. Identify character traits and feelings
5. Identify cause and effect
6. Identify important word meanings, including the word, phrase, or sentence that provides the clue to understanding the word
7. Identify the kind of information the author provides in this part of the text
8. Identify the information that the text features provide
9. Determine the author's purpose for writing
10. Interpret illustrations in a text
11. Determine supporting evidence
12. Make text-to-text connections



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The Wind and the Sun



The Wind and the Sun were arguing which was the stronger. Suddenly they saw a traveler coming down the road, and the Sun said, "I see a way to decide our argument. Whichever of us can cause that traveler to take off his coat shall be regarded as the stronger. You begin." So the Sun hid behind a cloud, and the Wind began to blow as hard as it could upon the traveler. But the harder he blew, the more closely did the traveler wrap his cloak round him, 'til at last the Wind had to give up in despair. Then the Sun came out and shone in all his glory upon the traveler, who soon found it too hot to walk with his coat on.

The Lesson

Kindness works better than force when you want someone to cooperate with you.

Source: Retrieved and adapted from "The Wind and the Sun," <http://www.gutenberg.org/files/29226.txt>

Questions to Discuss

1. What were Sun and Wind arguing about?
2. In your own words, explain how Sun thought they could solve their argument.
3. Why didn't the traveler take his coat off when Wind blew harder and harder?
4. Why did the traveler take his coat off when Sun shone brightly?
5. What lesson can we learn from this story?
6. What does this story have to do with kindness?

Available for download at <http://resources.corwin.com/for/teachers/k-2.htm>
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3

The Goal: Launch learning with a short, engaging text.

The Goods: At the start of each unit, students are treated to an illustrated, short fable that starts them thinking about the theme.

4

The Goal: Teach an initial close reading lesson to build content knowledge.

The Goods: On these pages in each unit, teachers have a ready-to-go lesson, complete with the details they need to address the text's complexities so students are primed to delve into the book's content.

Close Reading Lessons for *Melissa Parkinson's Beautiful, Beautiful Hair*

Initial Close Reading Lesson

Text: Melissa Parkinson's *Beautiful, Beautiful Hair*

Author: Pat Brisson

Purpose: Standard 1: Close reading for deep understanding of the text

Before Reading

Clues Based on Cover Illustration

- Notice the girl holding her long hair in her hand; notice that she has a pencil in her hand and is writing something.

Clues Based on Title, Author

- Notice that the word *Beautiful* is repeated (must be important); notice that *Hair* is in bigger letters (could also show importance).

Probable Text Type (Literary or Informational); Possible Genre

- This looks like it will be a story; look for story parts.

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Hair, special, museum, spectacular, kind, mall, beauty salon, wig

During Reading

Moving Toward Independent Close Reading

- Before you begin reading the text, give each student a "magic magnifying glass" (Active Reader Cards: Noticing Key Details on page 27), which motivates them to find key details on their own.
- After reading each chunk of text—but before you ask the text-dependent questions that follow—ask students what details in this part of the text they found.
- Remind them to use their magnifying glass to notice details that are surprising, confusing, or provide new understanding about some aspect of the text.
- Students can hold up their magnifying glass card when they want to share a key detail they have noticed.

8

The Goal: Teach close reading using units, so students can make connections between texts.

The Goods: All the close reading lessons are anchored in a research-based instructional context: units of study. Close reading lessons will make sense to students because each one will be a part of an exploration of an interesting inquiry.

Learning
Pathway

How to Study an Animal

Unit Focus: How Are Animals the Same?
How Are Animals Different?



The Rationale

Animals are the great equalizer in primary classrooms! Boys and girls alike love learning about animals, and beyond the wow factor of cute koalas and awe-inspiring Great Whites, studying animals and their habitats lays important groundwork for the animal studies in life science units students will encounter throughout the K-12 grades.

For this unit, I selected animals that aren't as commonly covered to better ensure the material brings fresh content to your classroom. So I scratched dinosaurs and ladybugs off the list and vetted snakes and spiders with my special veto pen for creatures that give too many kids (and teachers!) the willies. I chose gannets (mammal), penguins (bird), sharks (fish), and sea turtles (reptile). The books about these animals feature characteristics of these four vertebrate classes, and in some cases, messages about the importance of all of us doing our part to protect and care for wild animals. These are all considered informational texts—that is, their main purpose is to convey information—and they provide opportunities to teach nonfiction text features such as diagrams, captions, and maps. A few of the titles are considered literary nonfiction, and they give young learners exposure to texts that communicate factual information using a story or poetry.

What will be your students' favorite animal in this study?

126 Lessons and Units for Close Reading, Grades K-2 | Ready-to-Go Resources and Assessment Tools Gallery

**Reflecting on the Learning Pathway:
How to Study a Character Trait**

Character Trait: _____	Book Title: _____
In this unit we have been studying the character trait _____. Who needed _____ in this book? In what ways?	
In this unit we have been studying the character trait _____. Who was _____ in this book? How did you figure out that this person was _____? Give examples from the text.	
In this unit we have been studying the character trait _____. Is there anyone in this book who was <i>not</i> _____? Was anyone hurt because of this? How?	
In this unit we have been studying the character trait _____. What did you learn from this book about when and why it is important to show _____?	
In this unit we have been studying the character trait _____. Compare _____ in this book to _____ in another book that we read. How are the stories the same? How are they different?	

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9

The Goal: Teach close reading using learning pathways that show students *how* to learn.

The Goods: Each unit includes a set of learning pathway questions that help young learners take what they learn during the unit and apply it the next time they study a similar topic.

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