

Close Reading Strategy with: My Five Senses by Alik

1st Reading:

Sit on the carpet and introduce the book. Make a point of showing who the author and illustrator is. Read all the way through the book without too much discussion. At this point in the year, this is taking the place of the first independent reading.

Read again, this time, giving students a purpose for listening: “This time while I’m reading, I want you to make a Text-to-Self connection. As you hear each sense described, think of how you use those senses. (wait until page 14 to start sharing)

Chart one or two students’ Text-to-Self connections as the senses begin to be named, starting on page 14. Stress that not everyone can talk, but we will have some share time in a minute (the partner talk). This repeat reading and charting is taking the place of the annotation for kindergarten.

10 minutes

1st Discussion: Partner talk. (Model first and go over expectations). Let them turn and talk about the their senses and their Text-to-Self connections.

(Teacher listens in to conversations).

5 minutes

2nd Discussion: Share out. “What were you or your partner talking about?” Observe level of engagement, judge level of students’ understanding of the reading. Are there misconceptions? Can anyone retell? Can they do together—one group say what is first, one group second, etc.?

5 minutes.

2nd Reading: : Read one more time **if needed** to address anything that came up from the 1st or 2nd discussions. Or just read a section if needed.

10 minutes

3rd Discussion: Start with telling students that they will need to answer with text evidence (this is new!). Explain what text evidence is (proving it from the text).

1. **General Understandings** (overall view, sequence of information, story arc, main claim and evidence, gist of passage). **What is this book about? What is the main topic?**

2. **Key Details** (search for nuances in meaning, determine importance of ideas, find supporting details that support main ideas, answers who, what, when, where, why, how much, or how many). We decided the main topic of this book was the Five Senses. What are one of the senses? What do you do when you use that sense? Can you use more than one sense at a time?
3. **Vocabulary and Text Structure** (bridges literal and inferential meanings, denotation, connotation, shades of meaning, figurative language, how organization contributes to meaning). What part of your body do you use when you use the sense of hearing? What do you do when you use your sense of taste?
4. **Author's Purpose** (Genre—Entertain/Explain/Inform/Persuade, Point of View—1st person, 3rd person, limited, omniscient, unreliable narrator, Critical Literacy: Who's story is not represented?) Why do you think the author (Aiki) wrote this book?
5. **Inferences** (probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole). What do you think the author thinks about the five senses? Do you think the boy in the book enjoys using his senses? (page 25) What does the boy feel? What does he hear?
6. **Opinions, Arguments, and Intertextual Connections** (author's opinion, claims, evidence, counterclaims, ethos, pathos, logos, rhetoric, link to other texts throughout the grades). What sense do you like to use? Why?

15 minutes

Journal Writing: Ask a question here. Provide a sentence frame for students to copy. I am using my sense of _____. Provide a word bank underneath. Students can draw a picture to illustrate their sentence or just draw, if that is appropriate. 15 minutes