Close Reading

Grade: 5th

Time: 15 minutes

Numbers of students: 23

Learning Goal: Students will be able to read text dependent questions prior to reading a text to decipher what key information that they should look for (in this case, the main ideas). During reading, students will be able to annotate the text to find main idea of each paragraph and then the text as a whole.

Rationale: Through this activity, students will learn to plan ahead to better comprehend and locate valuable information. They can apply these annotation and planning skills to any text which will help them to be better able to understand and comprehend the material that they read.

Standards:

- CCSS.ELA-LITERACY.RI.5.2
  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Text: "Tornado Scientists" 940L, informational text

Text choice Reasoning: This text has a lexile level that is within the average range of stretch text for the whole class. In addition, it is an informational text that is very similar to the types of informational texts that children are tested on every marking period

Grouping: Whole Class. This allows students to work together when sharing answers as well as hear each other read to develop fluency. This will also help students who aren't as strong of readers not be held back in their development of annotating skills because they struggle to read a text as they will hear other students read it in addition to their silent own reading.

Preparation:

- Choose text dependent questions from those provided by readingworks.org
- Print copies of article and text questions for students and teacher
- Plan annotation with highlighting, underlining
- Prepare student guide to annotations

Instructional Plan:

Learning Target: I can annotate a text to find and organize the main ideas.

1. Introduce text to students by telling them that it is a scientific informational text about tornadoes. Tell students that we will be practicing the skill of annotating a text to find and organize the main ideas.
    a. Tell students that "annotating" means to take notes in a text as you read it. Give examples such as: highlighting, underlining, writing notes and questions, etc.
2. Have students silently read the text and underline anything that think is important or a main point in the text (something that the author wants to make sure that we know).

3. Read the two text dependent questions and answers that students are to answer at the end of the text:

What sequence of events is described in the passage?

1. the steps scientists take to get measurements from tornado probes
2. the steps involved in the formation of a tornado
3. the steps people take to build tornado probes
4. the steps people should take if their house is destroyed by a tornado

What is this passage mainly about?

A. wind speed, temperature, pressure, and direction
B. cars, trucks, and houses that have been picked up by tornadoes
C. tornadoes and people who study them
D. the formation of a tornado's funnel

   a. Underline "sequence of events" and "mainly about" and tell students that these are the main things being asked of us. We should look for what the sequence of events and main idea are.
5. Tell students that we need to find the sequence of events so we are going to find the main idea of each paragraph, underline it and write it down so that at the end we can see if by the end our notes tell a story of what happened in the passage. Tell students that by doing this, we will also be able to see if there is a theme in our notes that will help tell us what the whole passage is about.
   a. Highlight on the doc cam according to the sample article below.
   b. Inform students that notes do not need to be in complete sentences. They are just quick phrases that can remind you of a bigger picture.
6. Begin reading the text together by calling on students to read a paragraph at a time. Annotate each paragraph after it is read.
7. Allow students to do last two paragraphs alone.
8. Have students share with the person next to them.
9. Share a few answers as class.
10. Assess the written notes to answer the two text dependent questions.
    a. The first few paragraphs talk about tornadoes and the damage they cause. The rest of the text talks about (1) scientists who study tornadoes, (2) that they use probes, (3) that they have to get the probes very close to the tornadoes, (4) that their works saves lives. This is a lot about probes. Two answers talk about probes. One talks about building probes and the other talks about using probes. (*Go back to reference the text to see which is correct*).
    b. Four of the seven paragraphs are about the scientists and the tornado probes. The main idea will be something about the scientists and their probes.
11. Allow students to work on another scientific informational article independently using the technique used here to answer main idea questions.

Tornadoes form when strong winds spin. Wind is invisible, but we can see tornadoes because the spinning wind picks up water, dust, and debris. The spinning wind forms a funnel that connects thunderstorm clouds with the ground. *Notes: Tornadoes are made of strong wind.*

When a tornado is close, watch out. They can spin over 200 miles per hour and cause a lot of damage. As they move across the land, they can easily pick up cars, trucks, and even houses, and then throw them very far. It is important to find a safe place to take shelter if a tornado gets close. *Notes: Dangerous.*

A safe place could be a basement or the lowest floor, depending on where you are. If you are in a home without a basement, try to find a first-floor closet or bathroom without windows in the middle of your house. You should curl up into a ball and cover your head and neck with your hands. Stay in a safe place until the tornado passes. *Notes: Find a safe space!*

But there are some people who actually want to get close to tornadoes. They are scientists who want to learn more about tornadoes. One of the best ways to do this is to get as close as possible to these twisters. They use special equipment and instruments to measure what is happening in and around a tornado. *Notes: Scientists study tornadoes and get close*

One special instrument these scientists use is called a tornado probe. It is about six inches tall and looks like a short, orange construction cone. Inside the tornado probe, there are sensors to measure wind speed, temperature, pressure, and direction. Some probes even have cameras, so the scientists can see and understand what it's like to be in a tornado. *Notes: Scientists use tornado probes to learn about tornadoes*

To be able to get these measurements, the scientists have to get a tornado probe near or into a tornado. Scientists will try to guess where a tornado will go next. Then they drive to that location and put down the probe. If they do not guess correctly, they pick up their probe and try another spot. If they are right, the tornado will go near or even right over the probe. Then they take all of the measurements from the probe and use them to predict where future tornadoes may form and travel. *Notes: Probes have to be very close to tornados*

Tornadoes are extremely dangerous, and the scientists who study them up-close are bold and brave. Their work is very important and has saved lives by giving people some warning to get out of the way of a destructive tornado. *Notes: Studying tornadoes saves lives*