

Close Reading Strategy with: From Seed to Plant by Gail Gibbons

1st Reading:

Hand out text. Explain what we're doing and why. Even though this is short (just part of the book) and from a picture book, it is a complex/deep text. Your teacher is going to be doing this with you all year in all different kinds of text. What kind of text is this? (nonfiction/informational). Discuss that good readers re-read.

Read a few times. Underline things that confuse you or are unfamiliar or unclear to you. Afterwards, describe one thing you learned using this language frame. "I was amazed to learn that _____."

(Me: observe students. Are they underlining anything? What are they underlining? Are they finishing the language frame.)

5-7 minutes.

1st Discussion: Partner talk. Share your amazing facts with each other. Then compare what words or phrases you underlined that were unfamiliar or unclear to you. Do you have the same ones underlined? Can you help each other with what you underlined?

(Me: Walk around and listen in. On task? Misconceptions? Using text evidence?)

5 minutes

2nd Discussion: Share out. Observe level of engagement, judge level of students' understanding of the reading. Are there misconceptions?

5 minutes.

2nd Reading: I will read. Think aloud about seed coat, sprout, root taking in water and minerals, shoot, leaves making food (photosynthesis), buds.

5-7 minutes

3rd Discussion: Start with telling students that they will need to answer with text evidence.

1. What was this reading about? (prompt student to give text evidence in answer). **(General Understandings—Explicit).**
2. What are three parts of a seed? **(Key Details—Explicit).**
3. What does a seed need in order to sprout? **(Key Details—Explicit).**
4. Where do seeds come from? **(Key Details--Explicit).**
5. What is germination? **(Vocabulary & Text Structure—Explicit).**

6. What do you think was Gail Gibbons' purpose in writing this text? (**Author's Purpose—Implicit**).
7. What do you think Gail Gibbons wants you to think about plants? (**Author's Purpose—Implicit**).
8. What do you think would happen to a seed that landed in soil that didn't have many minerals and had too much or too little water? (**Inference—Implicit**).

10 minutes

Journal Writing: Describe at least four steps that happen as a seed becomes a full-grown plant. Use words and details from the text.

10 minutes