

## Close Reading

### Materials Needed

- Scholastic video
- *Weekly Reader* “Bug Bites” article
- “Bug Bites” audio tape
- Pen

### Common Core State Standard(s) Addressed:

- **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Objective:** The students will be able to identify author’s purpose and main ideas of the text through partner and whole-class conversation, after reading the article and watching a related video.

### Setting the Stage

Today, we will be watching a video and reading an article about edible bugs. Before we dive in, raise your hand if you would ever eat a bug that someone cooked for you. Raise your hand if you would never, ever eat a bug even if it was ok to eat. At the end of the video and article, we will see if anyone changed their minds.

### Lesson Design

#### 1. Play the video

1. Ask students to talk to each other and say what the point of the video was.
2. To persuade? To inform? To entertain? Who is the intended audience? etc.
3. Call on students at random to share their ideas.
4. Acceptable answer example: Purpose was to tell the audience about how more and more people are eating bugs around the world and how they have nutritious value.

#### 2. Have students open their weekly reader and follow along with the audio tape as it reads.

1. Don’t pause it, since this is just the first read.

#### 3. Once the tape is over, ask for a show of hands who would eat bugs now.

#### 4. Ask students what the main idea of the article is and what is the author’s purpose. Tell a partner.

1. To inform and persuade
2. The author is talking to kids, but also to anyone who isn’t already eating bugs.
3. Tells us all the benefits of adding bugs to our regular diet.

5. **Is the purpose the same as the video?**
  1. Yes, to inform, but the video didn't seem as persuasive.
6. **Read the article again with the students and make annotations: unknown words, main ideas, details that support main ideas, and powerful phrases.**
  1. Pause to define unknown vocabulary for the students
  2. Allow some students to read paragraphs.
  3. Call on students to help identify the main idea of each section.
  4. Let them talk to partners to pick the main ideas, then call on students at random to identify them.

### **Closure**

Assign a close read worksheet with comprehension questions for them to complete as homework. This will be due in two days.

### **Assessment (informal/formal and formative and summative)**

- Annotated articles
- Whole-class and partner discussion
- Close-read worksheets

### **Adaptation/Modifications for**

#### **Special Education Students**

- Monitor participation and attention

#### **504 Students**

- Make sure they are actively engaged in partner discussion, and on topic.

#### **Accelerated Students**

- Challenge the students to discuss how integrating bugs in our diet could affect our society as a whole (once they are done talking to partners about the supporting details).