

# Table of Contents

## Introduction

About Close Reading . . . . .	4
-------------------------------	---

## How to Use This Book

Lesson Plan Overview . . . . .	8
--------------------------------	---

## Language Arts Texts

Unit 1—Bakeries . . . . .	10
Unit 2—Baseball . . . . .	19
Unit 3—Turtles. . . . .	28

## Mathematics Texts

Unit 4—Time . . . . .	37
Unit 5—Collecting and Organizing Data . . . . .	46
Unit 6—Fractions. . . . .	55

## Science Texts

Unit 7—Plants . . . . .	64
Unit 8—Seasons. . . . .	73
Unit 9—The Giant Moon. . . . .	82

## Social Studies Texts

Unit 10—American Symbols . . . . .	91
Unit 11—Maps . . . . .	100
Unit 12—School . . . . .	109

## Appendices

Appendix A: References Cited . . . . .	118
Appendix B: Correlation to the Standards . . . . .	119
Appendix C: Tips for Implementing the Lessons . . . . .	122
Appendix D: Strategies . . . . .	123
Appendix E: Assessment Options . . . . .	125
Appendix F: Student Reproducibles . . . . .	126

## Bakeries

## Theme Summary

A baker rises before the sun to get his job done, and what a yummy job it is . . . baking cakes, cookies, breads, and muffins! Students will read and respond to a cute rhyme about muffins and a nonfiction text about the job of a baker. This pair of texts is sure to make everyone hungry!

## Answer Key

## “The Bakery” Response (page 13)

1. A. bakers
2. Bakers bake muffins, cakes, bread, and cookies. (Accept any two.)
3. Bakers get up early to bake, so have everything ready before the store opens.

## “Five Little Muffins” Response (page 16)

1. B. The muffins were all bought.
2. The muffins are the kind with the *honey and the nuts on the top*.
3. She *ran away*.

## Let’s Compare! In a Bakery (page 17)

Students should list the baked goods below in the charts. Check that the descriptions match the baked goods listed.

Five Little Muffins: muffins

The Bakery: cakes, bread, and cookies

## Standards

- Use illustrations and details in a story to describe its characters, setting, or events.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Read with sufficient accuracy and fluency to support comprehension.


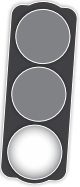



## Materials

- *The Bakery* (page 12)
- “*The Bakery*” Response (page 13)
- *Five Little Muffins* (page 15)
- “*Five Little Muffins*” Response (page 16)
- *Let’s Compare! In a Bakery* (page 17)
- *Thinking About Bakeries!* (page 18)
- pencils
- index cards

## Comparing the Texts

After students complete the lessons for each text, have them work in pairs or groups to reread both texts and complete the *Let’s Compare! In a Bakery* activity page (page 17). Finally, students can work to complete the *Thinking About Bakeries!* matrix (page 18). The matrix activities allow students to work on the important literacy skills of reading, writing, vocabulary, and fluency. **Note:** Be sure to read each activity prior to implementation to see if it’s intended for students to complete independently, in pairs, in small groups, or as a whole class for a shared experience. Make adjustments to the activities according to students’ abilities.

# The Bakery

	Lesson Steps	Teacher Think Alouds
 <p><b>Ready, Set, Predict!</b></p>	<ul style="list-style-type: none"> <li>Distribute the text to students and display a larger version. Have them do a quick and quiet text walk to preview the text. Tell them to predict what the text will be about.</li> </ul>	
 <p><b>Go!</b></p>	<ul style="list-style-type: none"> <li>Read the text aloud to students once through without stopping. Model fluent reading.</li> <li>Discuss reading fluency with students as you reread the text. Identify words that can be emphasized as they are read. Have students circle the words with pencils.</li> </ul>	<p>“Do you notice how I emphasize the word <i>must</i>? Emphasizing words keeps the reading interesting and helps with the meaning of the text, too.”</p>
 <p><b>Reread to Clarify</b></p>	<ul style="list-style-type: none"> <li>Have students work with partners to reread the text to clarify. Have them underline words or sentences that are long, tricky, or fun to read. Have students answer question stems such as <i>The word _____ is tricky, so I _____</i> or <i>The sentence _____ is really long, so I _____</i>.</li> <li>Tell students to discuss the tricky or confusing words or ideas and any strategies they used to clarify the words.</li> </ul>	<p>“The word <i>freshly</i> is tricky, so I look for parts I know. I figure out the word <i>fresh</i> and then add the <i>-ly</i> ending sound.”</p>
 <p><b>Reread to Question</b></p>	<ul style="list-style-type: none"> <li>Write question prompts, such as <i>What words in the story support _____?</i> or <i>What does the author mean by _____?</i> on index cards. Tell students to reread the text to question.</li> <li>Distribute an index card to each pair of students. Have pairs work together to reread the text and answer the questions. Have them switch cards with another pair and try to answer each others' questions.</li> <li>Have students respond to the question and prompts on page 13.</li> </ul>	
 <p><b>Reread to Summarize and Respond</b></p>	<ul style="list-style-type: none"> <li>Ask students to reread the text to summarize. Have them share aloud anything they learned about bakeries from reading it.</li> <li>Create a cause/effect graphic organizer to analyze the text with students. Provide causes for students if needed: <i>Bakers bake many treats</i> or <i>Bakers get up early to bake</i>.</li> </ul>	<p>“As I read, I think about what happens next. This connection is called <i>cause and effect</i>. I read that bakers bake many treats. I look for what happens next or after. This is the effect.”</p>

**\*Note:** For more tips, engagement strategies, and fluency options to include in this lesson, see pages 122–128.

# The Bakery

A bakery is filled with many yummy treats. Bakers make them for people to buy. They make bread and cakes. Many kinds of muffins are for sale, too. Bakers bake cookies in all shapes and sizes.

Bakers need many things to bake their goods. They need flour and sugar. They need salt and spices. Bakers use many eggs. They need butter and oil. Fruits and candies are often used in baking, too.

Bakers get up early to bake. They must have everything ready before the store opens. Shoppers rush in to buy the freshly baked treats.



# “The Bakery” Response

**Directions:** Reread the text on page 12 to answer each question.

1. Who works in a bakery?

- A bakers
- B shoppers
- C muffins
- D the author

2. What are two things bakers bake?

---

---

---

---

---

---

---

---

3. When do bakers usually do their work?

---

---

---

---

---

---

---

---



Let's Compare!  
**In a Bakery**

**Directions:** List the bakery item from "Five Little Muffins." Use the text to describe the item.

**Five Little Muffins**

Item	Description



**Directions:** List two items from "The Bakery." Use your own words to describe the items.

**The Bakery**

Item	Description