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| **Focus: Annotating Informational Texts**  **Materials:** copies of article, highlighters, pen/pencil, glue stick |
| **Before Reading:**  **Say to scholars:** When we read informational texts, what kinds of questions should we ask ourselves to make sure we understand the information? (sample responses)   * What is the paragraph or section mostly about? (central idea) * How does the author feel about the topic? (tone) * How did the author organize the information? (text structure) * Are there any effects or changes that happened because of something else in the article? (cause and effect relationships) * Where did the author get the information? Is the information believable or credible? * Why did the author write the text? (author’s purpose) * Did the author use any literary techniques to explain the information? (Imagery, figurative language, etc.)   **Say the scholars:**   1. We are going to complete a KWL chart, but with a twist. The title of today’s article is “Frozen Poop Pills Fight Life-Threatening Infections.” Write the title at the top of the chart. 2. What do you **know** about poop? (Some animal poop is used as fertilizer.) What comes to mind when you hear this title? Write your responses in the K column. 3. Let’s form questions that might be answered by the information in the article. Write the questions in the W column. (Sample questions)  * What type of poop is used to treat infections? * What form is the poop in to treat the infections? How is the poop used as a medicine? * What are the potential side effects of using poop as a medicine?  1. After we read the article, we will revisit the chart to write the central ideas from the chart in the L column. |
| **During Reading:**   1. Read the directions for the close read to scholars. 2. Read the article with scholars.  * Stop at the end of each section to allow scholars to write their questions, connections, and reactions. * Discuss the bold words and any challenging words. Use context clues to help determine the meanings. * Ask scholars to find and label two facts in the article. * Help scholars write two opinion statements based on the information. * Ask scholars to tell you the most important point (central idea) from each section. * Write the central idea in the margin beside the corresponding paragraph. |
| **After Reading:**  Assist scholars with answering the questions at the end of the article as time allows. Scholars have to go back to the text and point out the details that prove or support each answer**.** |
| **Wrapping Up:**   * Complete North Star forms. * Gather and store materials. * Read lesson #24 for the next session. |