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BOYLES
FOREWORD BY
TANNY MCGREGOR

LESSONS & UNITS
FOR
Closer
Reading

GRADES
K–2

12
FORMATIVE
ASSESSMENTS
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LITERACY

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Please enjoy this complimentary excerpt from *Lessons & Units for Closer Reading, Grades K-2,* by Nancy Boyles. This close reading lesson helps students better understand the text; includes Activity Cards.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

Close Reading Lessons for *Panda Kindergarten*

Initial Close Reading Lesson

Text: *Panda Kindergarten*   **Author:** Joanne Ryder

Purpose: Standard 1: Close reading for understanding of the text

Before Reading

Clues Based on Cover Illustration

- Notice there are two pandas; one looks like a mother and the other looks like a baby.
- Do these illustrations look like pictures someone took with a camera, or pictures someone painted?
- What does this tell us about the kind of book this will *probably* be: fiction or nonfiction? (probably nonfiction due to the photographs)

Clues Based on Title, Author

- Notice the two important words: *Panda, Kindergarten*. As we read, figure out why the author chose the word *kindergarten.*

Probable Text Type (Literary or Informational); Possible Genre

- This looks like it might be an informational book about pandas; we should look for main ideas and details.

Vocabulary That May Need Pre-Teaching for ELLs or Low Language Students

- Panda, kindergarten, cub, twins, playground

During Reading

Moving Toward Independent Close Reading

- Before you begin reading the text, give each student a "magic magnifying glass" (Active Reader Cards: Noticing Key Details on page 27), which motivates them to find key details on their own.
- After reading each chunk of text—but before you ask the text-dependent questions that follow—ask students what details in this part of the text they found.
- Remind them to use their magnifying glass to notice details that are *surprising, confusing*, or provide *new* understanding about some aspect of the text.
- Students can hold up their magnifying glass card when they want to share a key detail they have noticed.

Follow-Up Text-Dependent Questions for the Teacher to Ask About Each Chunk of Text

Pages 1–2

- What do we already know from this first page? (sixteen pandas in this "kindergarten class"; it is in China; people take good care of the pandas)
- What does *rare* mean? (doesn't happen very often)
- If seeing two pandas is rare, why would it be really rare to see sixteen? (This would almost never happen.)
- Why would it be important to protect these pandas? (They are babies.)

Pages 3–4

- What important detail is the author giving us here? (Baby pandas are pink when they are born, not black and white. They turn black and white in a few weeks.)
- What is a baby panda called? (cub)

Pages 5–6

- What does the author mean by *tenderly*? (carefully and lovingly)
- Why does the mother panda need to *guide* her baby? (panda cub can't see yet; needs to get milk from its mother)

Pages 7–8

- In your own words, explain why it is a problem when a mother panda has twins. (She can only care for one cub at a time, so a kind person needs to help.)

Pages 9–10

- What is a nursery? (a place where babies are kept)
- Look at the illustrations on these pages. What makes this nursery look like a baby's room? (Answers may include, there is a baby bottle, a pillow, a scale to weigh the cubs)

Pages 11–12

- What is the plan for making sure all the pandas get loved and cared for? (swap pandas back and forth between helpers and panda mother so each panda gets some mother's care)
- What does it mean to *swap* cubs? (trade them back and forth)
- How can we tell here that the pandas are getting bigger? (eyes are opening; also size of the panda in the illustration)

Pages 13–14

- Now can you figure out why the author named this book *Panda Kindergarten*? (They're going to school and they are young students.)
- What details does the author give to show that this kindergarten will be like "real" kindergarten? (new adventures; new friends; looks like they're having fun)
- What do you expect the author to talk about next? (what panda kindergarten is like)

Pages 15–16

- How is the panda's playground like a "real" playground? (places to climb, swing, and play with friends)
- Turn and talk with a partner: What does the author mean when she says, "Pandas that play together may learn to be comfortable with each other as cubs and as adults"? (Playing helps pandas learn to get along with each other, even when they're bigger.)

Pages 17–18

- How might the cubs have learned that the snow was cold and slippery? (accept all reasonable answers)
- Look at the illustrations on these pages: What else might the cubs be curious about? (accept all reasonable answers that relate to details in the illustrations)

Pages 19–20

- How are panda cubs like young human babies? (like to explore by finding new ways to play, tugging, touching their toes, turning anything into a toy)

- Look at this illustration: What did this cub turn into a toy? (a cardboard box)

Pages 21–22

- What does it mean to be *bold*? (brave)

- Why would a cub need to be *bold* in order to "climb high and dangle"? (could fall)

Pages 23–24

- Why do you think the little pandas are so tired? (They played so hard.)

- What words would you use to describe how these tired cubs look? (accept all reasonable responses—except *tired*)

Pages 25–26

- What important fact does the author give us on this page? (Pandas stay in kindergarten for one year.)

- What word does the author use to explain why some pandas stay in this place? (safe)

Pages 27–28

- Where might other pandas go to live? (bamboo forests)

- What is *bamboo*? (a kind of giant woody grass)

- Why would pandas want to live in the bamboo forests? (to roam free and wild; bamboo is their main diet)

Pages 29–30

- How is "panda kindergarten" like being on a special journey? (learn from each other and people who care for them; it shows a good way for other young pandas to grow up safely)

After Reading

Complete These Tasks on Day 2 of the Lesson Sequence

Important Words to Talk About the Text

- Panda, kindergarten, cub, grow, play, safe, protected, China

Theme, Lesson, Main Idea, or Message (if Appropriate)

- Something like "Panda cubs grow safely and happily in this panda kindergarten in China."

Summary or Gist Statement

- This would be a good text for students to summarize with main idea (Panda kindergarten helps to keep young pandas happy and safe) and supporting details. (See collaborative task below.)

Review of Text Type (Literary/Information) and Genre

- Literary nonfiction: The author tells a story to give us information.

Collaborative Oral Task

- With a partner, identify one detail or draw a picture that shows how panda kindergarten keeps young pandas happy and safe. Use these details to create a class summary (main idea and supporting details).

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Follow-Up Lessons: Digging Deeper Through Rereading

Day	Focus Standard	Lesson Procedures and Resources
2	Close Reading Follow-Up Discussion	With the whole class, identify the important words in the text and review the main idea (Panda kindergarten is a place where young pandas can grow up happy and safe). You may want to turn this into a summary by adding some details to support the main idea. (See collaborative task) To clarify the genre (literary nonfiction), point out that the author tells a *story* as she gives us *information*.
3	Interpret Illustrations R7	**The Lesson:** • The illustrations in this text are very rich, showing many details in each photograph. Explain or review that a good way to make sure you're getting as much information as you can about a picture (or anything) is to consider Who, What, When, Where, Why, and How. • Use the Active Reader Cards: Interpreting Illustrations to model this on a few pages at the beginning of the book. • Be sure to also discuss *how* the illustrations adds to meaning. • Then supply pairs of students with a set of these cards and ask them to choose another page from the text to interpret in this way. • Share responses orally. **Optional Independent Assessment Task:** If students are developmentally ready, ask them to complete the Reader Response Frame: Interpreting Illustrations. Score responses based on a 2, 1, 0 scale for accuracy, elaboration, fluency, and insight. **Resources Needed:** Active Reader Cards: Interpreting Illustrations; Reader Response Frame: Interpreting Illustrations
4	Make Text-to-Text Connections (Connecting to Additional Information: End Note) R9	**The Lesson:** • Explain or review the different kinds of connections that can be made between texts. (You may want to use the Active Reader Cards: Making Text-to-Text Connections for this purpose.) • Explain that today we will be focusing on making connections by adding information. (It would be helpful to display a large Making Text-to-Text Connections card showing the icon for "adding information.") • See the page at the end of this book, "Fast Facts About Giant Pandas." • Read a couple of these facts, discussing how each one adds to our understanding about pandas acquired from the text. (For example, "A newborn giant panda is the size of a stick of butter" shows that even though this animal grows to be very large, its small size at birth means it needs to be protected from predators.) • Now read a few other facts and ask students to talk with a partner about how this detail connects to information they learned from the book. **Optional Independent Assessment Task:** If students are developmentally ready, ask them to complete the Reader Response Frame: Making Text-to-Text Connections based on adding information. Score responses based on a 2, 1, 0 scale for accuracy, elaboration, fluency, and insight. **Resources Needed:** Active Reader Cards: Making Text-to-Text Connections; Reader Response Frame: Making Text-to-Text Connections

Day	Focus Standard	Lesson Procedures and Resources
5	Reflect on the Learning Pathway	**The Lesson:** • Return to the chart Reflecting on the Learning Pathway: How to Study an Animal. • Have students discuss a few of the questions that apply well to this book, encouraging them to identify evidence in the text to support each question. • Then select a different question from the chart and ask students to work with a partner to identify at least two details (textual evidence) that best support their responses to the question. • Discuss responses. **Optional Independent Assessment Task:** If students are developmentally ready, ask them to complete the Reader Response Frame: Reflecting on the Learning Pathway. **Resources Needed:** Reader Response Frame: Reflecting on the Learning Pathway; Reflecting on the Learning Pathway: How to Study an Animal

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