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DIVE INTO

STRATEGIES
FOR YOUR
K-2
CLASSROOM

Close Reading

Complexity
Chunk
Text-dependent
Guided
Scaffold
Tone
Assessment
Reread
Underline
Details
Vocabulary
Question
Partner
Discuss
Annotate
Structure
Connections
Point of View
Craft

Diane Lapp, Barbara Moss, Maria Grant, Kelly Johnson

Foreword by Lori Oczkus

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Bobbing Daisies

Purpose

WHAT: Comprehend story elements presented in a poem.

HOW: Illustrate and describe the events in a poem.

I CAN: I can show what happened in a poem.

Standards

- **Reading:** With guidance and support, recognize common types of text.
- **Writing:** With guidance and support, write/dictate ideas related to a text.
- **Language:** With guidance and support, determine new meanings for familiar words.

Performance Assessment

- Students will illustrate and use new words to describe what the character dreams about in the poem.

Text Selection

- “Bobbing Daisies”
- Text is a rhyming poem written in two stanzas.

Materials

- *Bobbing Daisies* passage, one copy per student (page 112; bobbingdaisies.pdf)
- *What Are They Doing?* activity (page 113)
- *Dreaming* activity (page 114)
- *Dreaming Reflection Page* (page 115)

Text-Dependent Questions (See pages 40–42 for more information.)

- What is the text about?
- What is special about the way the text is written?
- What happens in the text?
- Who are the characters?
- What is the setting?
- What words do you need to understand better? How can you learn more about the words?
- What is happening in each stanza?

Bobbing Daisies *(cont.)*

Areas of Complexity

	Measure	Explanation
Quantitative	Lexile Level	Non-prose
Qualitative	Meaning or Purpose	This poem describes a child's love for how daisies look in a field and how she will dream of them when she goes to bed.
	Structure	The text is a poem written in two four-lined stanzas. The second and fourth line of each stanza rhyme.
	Language Features	This is a rhyming poem. The flowers are personified. The narrator is unnamed and not described.
Reader/Task	Knowledge Demands	Students must understand the setting switch that takes place between stanzas from a field of daisies to a child dreaming about the daisies. Students must comprehend the story elements and understand new words to complete the performance assessment.

Text Synopsis

This short poem describes a field of daisies bobbing in the sun. The narrator says good night to the daisies and then dreams of them.

Differentiation

Additional Support—Bring in photographs of a single daisy or a real daisy if possible. Discuss the various parts of the daisy, including why the round part might be described as a head. Have students draw and label a picture of a daisy with the stem, center, and petals.

Extension—Have students write about something they love and dream about. Encourage them to write in the format of a poem.

Bobbing Daisies (cont.)

Phase 1—Hitting the Surface

Who Reads Annotations (See page 58.)

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> teacher | <input type="checkbox"/> highlight main points | <input type="checkbox"/> underline key details | <input type="checkbox"/> write questions |
| <input type="checkbox"/> students | <input checked="" type="checkbox"/> circle key vocabulary | <input checked="" type="checkbox"/> arrows for connections | <input type="checkbox"/> other: _____ |

Procedure

1. Tell students that they will listen to a poem several times. Each time will be for a different purpose, to gain a better understanding of the poem.
2. Display a copy of “Bobbing Daisies” (page 112). Have students listen as you read the passage to get an overall idea of the poem.
3. Ask students, “What is this text about?”
4. **Partners**—After students have listened to you read the poem once, ask partners to briefly retell key details.
5. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their responses to the initial question. Make annotations on your copy of the text.

Bobbing Daisies (cont.)

Phase 2—Digging Deeper

Who Reads Annotations (See page 58.)

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> teacher | <input checked="" type="checkbox"/> highlight main points | <input checked="" type="checkbox"/> underline key details | <input type="checkbox"/> write questions |
| <input type="checkbox"/> students | <input checked="" type="checkbox"/> circle key vocabulary | <input type="checkbox"/> arrows for connections | <input checked="" type="checkbox"/> other: <u>pronouns to show character</u> |

Procedure

1. Remind students that each time they read a text, they learn a little more about it. This time they will listen to how the text is written.
2. Display and read the poem aloud again. Ask students, “What is special about the way the text is written?”
3. If needed, ask additional layered/scaffolded questions such as:
 - Is it longer, shorter, or the same length as other stories you know?
 - What is special about the way the words sound?
 - What is the mood? Does it feel silly, serious, sad, or something else?
4. As you read it again, ask students to try to understand what is happening in the poem.
5. Ask students, “What happens in the text?”
6. If needed, ask additional layered/scaffolded questions such as:
 - Who are the characters?
 - Who is talking in the poem?
 - What is the setting?
 - Where are the daisies bobbing in the daytime?
 - Where are the daisies bobbing at night?
7. **Partners**—Have students work together to answer the 5Ws for the poem. Who? What? When? Where? Why?
8. If students are having difficulty identifying the two settings, provide them with sheets of paper that have been folded in half. Have students draw the setting from the first stanza on one half of the paper and the setting from the second stanza on the second half. Reread the poem so students have a better and more distinct representation of each setting while listening to each stanza.

Bobbing Daisies (cont.)

Phase 3—Going Even Deeper

Who Reads

- teacher
 students

Annotations (See page 58.)

- highlight main points underline key details write questions
 circle key vocabulary arrows for connections other: _____

Procedure

1. Explain that students will listen to the poem again. This time, they will listen for specific words that help them understand what the characters are doing in the poem.
2. Display the poem for students to see. Let the students know you will work together to circle all of the words you would like to better understand.
3. Read the first line of the poem and ask, “Is there a word you would like to better understand?”
4. Guide a student to circle any unfamiliar words on the displayed text.
5. Have students think about the question *How can you better understand the circled words?* Model or guide students to use nearby words to understand the unfamiliar words.
6. **Partners**—Have students work together to discuss the phrase *tucking in their heads*. Pairs can share their thinking as related to the initial question. Support students by asking layered/scaffolded questions, such as:
 - What part of a daisy would be the head?
 - How would a daisy get tucked in?
 - How does the word *gently* help you better understand the movement?
7. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their responses to the question regarding the phrase *tucking in their heads*.
8. Tell students that they will use their knowledge of the characters and setting as well as the vocabulary words that were discussed to show what the daisies are doing and what the narrator is doing in the poem. Provide students with the *What Are They Doing?* activity (page 113). Have students draw pictures of what the poem says the daisies are doing and what the character is doing.

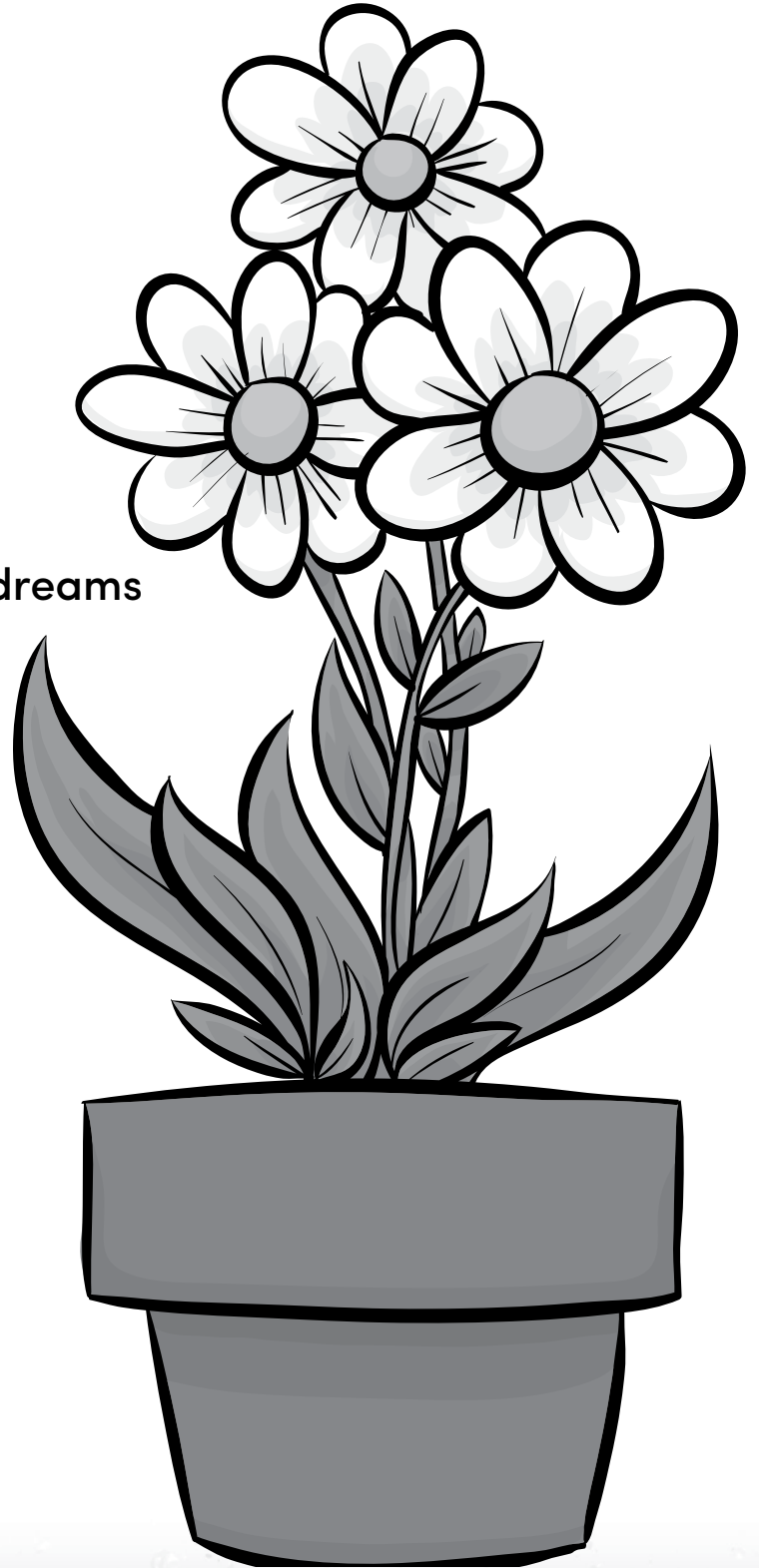
Performance Assessment

1. Assign the performance task *Dreaming* (page 114).
2. Guide students to think about their work and complete the *Dreaming Reflection Page* (page 115).

Bobbing Daisies

1 I love a field of daisies
Bobbing in the sun,
Gently tucking in their heads
When the day is done.

2 I say, "Good night, daisies!"
And "Good night, sun!"
Then bob with daisies in my dreams
When the day is done.



What Are They Doing?

Directions: Draw what the daisies do in part 1. Draw what the narrator does in part 2.

Part 1—Daisies

Part 2—Narrator

Dreaming

Directions: Draw a picture of the narrator's dream. Write a sentence about the dream. Use words you learned.









Note: Students may dictate their sentence to the teacher.

Dreaming Reflection Page

Directions: Think about your work. Did you follow directions? Circle the *thumbs up* or *thumbs down* picture for each part.

What I Think about My Work

	Yes	No
My drawing clearly shows what the narrator is dreaming about.		
My sentence matches my drawing.		
My sentence uses a word I learned during this lesson.		

Teacher comments: _____

Rubric based on work by Lapp, D., B. Moss, M. Grant, & K. Johnson (2015)

Bad Breath

Purpose

WHAT: Identify the main purpose of a text.

HOW: Create a poster with the same purpose as the text.

I CAN: I can identify the purpose of a text.

Standards

- **Reading:** Identify the main purpose of a text.
- **Writing:** Gather information from a source.
- **Language:** Determine word meaning using context.

Performance Assessment

- Students will create dental posters using information from the text.

Text Selection

- “Bad Breath”
- Text is informational and organized into paragraphs.

Materials

- *Bad Breath* passage, one copy per student (page 226; badbreath.pdf)
- *Knowledge Is Power!* activity (page 227)
- *Dental Poster* activity (page 228)
- *Dental Poster Reflection Page* (page 229)

Text-Dependent Questions (See pages 46–48 for more information.)

- What kind of text is this?
- What is this text about?
- What vocabulary tells about bad breath? What do those words mean?
- Why did the author write this text?
- What evidence is there for its purpose?

Bad Breath (cont.)

Areas of Complexity

	Measure	Explanation
Quantitative	Lexile Level	610L
Qualitative	Meaning or Purpose	The text purpose is to inform the reader of the causes and ways to prevent bad breath.
	Structure	The text is organized into paragraphs. Causes and prevention facts are grouped together within paragraphs. Readers must keep several causes and effects organized in the midst of many details.
	Language Features	The passage opens and closes with informal language. More academic and scientific terms are used in the body.
Reader/Task	Knowledge Demands	Students must organize and prioritize details to complete the performance task.

Text Synopsis

What is *halitosis*? It's just bad breath. The author tells the reasons for halitosis and how to prevent it. The text encourages readers to take good care of their mouth and teeth.

Differentiation

Additional Support—Read one paragraph at a time with students struggling to understand the text. Ask scaffolded questions until students demonstrate understanding of each paragraph before going on to the next paragraph.

Extension—Have students write about how to prevent stinky feet.

Bad Breath (cont.)

Phase 1—Hitting the Surface

Who Reads

 teacher students

Annotations (See page 59.)

 highlight main points circle key vocabulary underline key details arrows for connections write questions other: _____

Procedure

1. Tell students that they will read a text several times. Each time will be for a different purpose, to gain a better understanding of the information.
2. Have students read and annotate the passage to get an overall idea of the text to answer the question *What is this text about?*
3. After students have read and annotated the text once, let them know that you will read the text aloud. Have students follow along and mark the main idea and key details as you read.
4. **Partners**—After students have listened to you read the passage, ask partners to briefly retell the main idea and key details.
 - Does this text give information or tell a story?
 - What does the title say the text is about?
 - What words tell about bad breath?
5. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their responses to the question regarding what the text is about. Have them support their responses with their annotations. If possible, record student annotations on a displayed copy of the text.
6. Students should also bring any challenging words to your attention. Guide students to use context clues to clarify key words throughout subsequent readings.

Phase 2—Digging Deeper

Who Reads

 teacher students

Annotations (See page 59.)

 highlight main points circle key vocabulary underline key details arrows for connections write questions other: _____

Bad Breath (cont.)

Phase 2—Digging Deeper (cont.)

Procedure

- Review with students that rereading a text for a different purpose is one way to more fully understand the text. Tell students that they will reread the text to identify vocabulary that will help them comprehend the text better. They will read to answer the questions *What vocabulary tells about bad breath?* and *What do those words mean?*
- Have students reread the text in search of words that tell about bad breath. Have students circle key vocabulary and draw arrows to surrounding words that help them understand the key vocabulary. Ask students layered/scaffolded questions as needed, such as:
 - What part of speech is the word? How can you tell?
 - How does the text around the word help you understand the word?
 - Does what you think the word means make sense in the sentence?
- If needed, model clarifying words with the following example:
 - Reread the first paragraph to students. Annotate by circling the word *foul* and say, “I am going to circle the word *foul* because I am not sure what that word means.”
 - Tell students that the meaning of unknown words can be figured out by the context or words and ideas surrounding the text.
 - Tell students, “I read about stinky feet and passed gas right before the word *foul*. I read about an unpleasant smell in the sentence right after. I think the word means ‘stinky.’”
 - Test the word *stinky* in the sentence in place of the word *foul* to show students that it does make sense.
 - Annotate the text by drawing arrows from the word *foul* to context clues that helped you figure out the meaning of *foul*.
- Partners**—After students have read and annotated the text, have pairs share with each other the words they circled.
- Whole Class**—Regroup as a class, and display the text for all students. Ask students to share the words they circled. Annotate the words on a displayed copy of the text. Create a poster to list the words students identify as relating to bad breath.

Phase 3—Going Even Deeper

Who Reads

 teacher students

Annotations (See page 59.)

 highlight main points circle key vocabulary underline key details arrows for connections write questions other: _____

Bad Breath (cont.)

Phase 3—Going Even Deeper (cont.)

Procedure

1. Encourage students that each time they read a text for a different purpose, they are digging deeper and better understanding the text.
2. Review and identify the various reasons authors write texts. Create a poster or display with the three main purposes: entertain, persuade, and inform. Discuss each briefly, including providing examples for each that students will be familiar with.
3. Tell students that they will reread the text to answer the questions *Why did the author write this text?* and *What evidence is there for its purpose?* Have students annotate the text by underlining key details to show where there is evidence for the purpose of the text.
4. **Partners**—After students have read and annotated the text, have pairs share their thinking related to the question of the author’s purpose. If needed, ask layered/ scaffolded questions, such as:
 - Did the author convince you to do something? What parts of the text convinced you?
 - Did you learn something by reading this text? What parts of the text taught you?
 - Did the text move you emotionally—make you laugh/cry/happy/sad? What parts of the text moved you?
5. **Whole Class**—Regroup as a class, and display the text for all students. Ask students to share their responses to the question regarding the author’s purpose. Have them support their responses with their annotations. If possible, record student annotations on a displayed copy of the text.
6. Discuss with students that sometimes texts have multiple purposes. Help students identify the purpose of this text. Students may say it is to inform the reader about causes and prevention of halitosis. Students may say it is to persuade the reader to prevent halitosis. Or students may say that the purpose is to entertain because the first paragraph is funny. Guide students to identify sentences that support their responses. You may wish to highlight the sentences by color coding them according to their purposes. Have a discussion about which purpose the text had most sentences about.
7. Provide students with *Knowledge Is Power!* (page 227). Have students work individually or with partners to identify causes and preventions for halitosis.

Performance Assessment

1. Assign the performance task *Dental Poster* (page 228).
2. Guide students to think about their work and complete the *Dental Poster Reflection Page* (page 229).

Bad Breath

- ¹ Let's face it. People don't always smell so good. From stinky feet to passed gas, there are many ways that people project some foul body odors. Halitosis is one unpleasant way to smell! But the good news is that it is very easy to prevent.
- ² What is halitosis? It's just plain old bad breath, and it's mainly caused by not brushing your teeth very well. Bacteria that cause odors can grow in your mouth. They grow on bits of food left in your mouth or stuck between your teeth. There is a simple solution for that! Brush your teeth thoroughly.
- ³ Many people just brush for a few seconds. It is important to brush your teeth for at least two minutes twice a day. Use dental floss as well. And don't forget to brush your tongue! Food and bacteria can linger there, too.
- ⁴ Foods with intense odors, such as garlic and onions, are another cause of bad breath. They have strong-smelling oils that filter to your lungs and then come out your mouth. Those smells go away after a while, though.
- ⁵ One big cause of bad breath is very easy to prevent. It is smoking. If you don't smoke, you will never have smoker's breath!
- ⁶ Take good care of your mouth and teeth every day. Then, people will be able to see you coming before they smell you!



Knowledge Is Power!

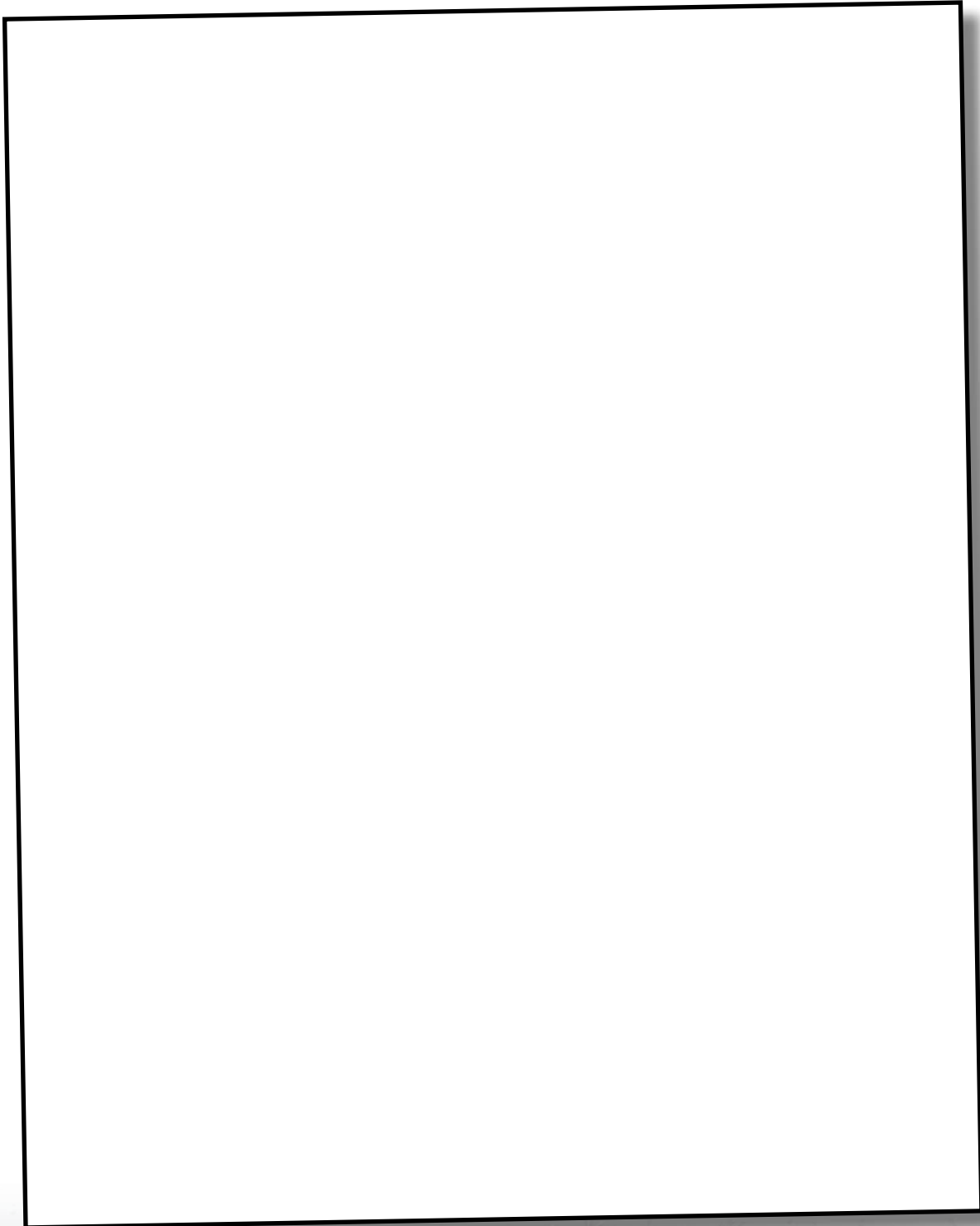
Directions: Read paragraphs 2–4. List the causes of halitosis in the top of the chart. List the ways to prevent halitosis in the bottom of the chart.

Causes of Halitosis

Prevention of Halitosis

Dental Poster

Directions: Make a poster for a dentist's office. Show how halitosis is caused. Show how halitosis can be prevented. Use details from the text.



Dental Poster Reflection Page

Directions: Think about your work. Write a check mark in the *Yes* or *No* column to show if you did all parts of the project.

What I Think about My Work

	Yes	No
My poster tells what halitosis is.		
My poster tells how to prevent halitosis.		
My poster includes information from "Bad Breath."		
My poster is neat and easy to understand.		

Teacher comments: _____

Rubric based on work by Lapp, D., B. Moss, M. Grant, & K. Johnson (2015)