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SHELL
EDUCATION

Close Reading with Paired Texts

Level K

Trains

Trains help move people and things.
Trains need tracks. There are
train tracks all over the United States.
Trains move people and things.

Trains have tracks to roll on. There are
tracks all over the United States.
Trains can go to many places on the tracks.

A train engineer drives the train in the engine.
The back of a train is called the caboose.

Children like to play with train sets. They
pretend they are driving real trains.
Choo!



Lori Oczkus and Timothy Rasinski

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Unit 1 Overview

Shining Stars

Theme Summary

Look up in the night sky. What do you see? You see one moon and millions of stars! Stars have always amazed people. Students will learn more about stars as they read a traditional poem and learn some factual information about them. You are sure to see a twinkle in your students' eyes as they work with this text pair!

Answer Key

"Stars" Response (page 13)

1. A. A star is a big ball of gas.
2. The sun gives light.

"Twinkle, Twinkle, Little Star" Response (page 16)

1. B. diamond
2. Students' answers will vary. They may circle the following: *star, above the world so high, sky, or dark.*

Let's Compare! In the Sky (page 17)

Students should circle the following: *little, spark, twinkle, gas, sun, light.*

Standards

- Ask and answer questions about unknown words in a text.
- With prompting and support, ask and answer questions about key details in a text.
- Follow words from left to right, top to bottom, and page by page.


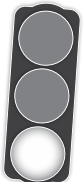



Materials

- *Stars* (page 12)
- "*Stars*" Response (page 13)
- *Twinkle, Twinkle, Little Star* (page 15)
- "*Twinkle, Twinkle, Little Star*" Response (page 16)
- *Let's Compare! In the Sky* (page 17)
- *Thinking About Stars!* (page 18)
- drawing paper
- pencils
- highlighters

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 the Sky* activity page (page 17). Finally, students can complete the *Thinking About Stars!* 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.

Stars

	Lesson Steps	Teacher Think Alouds
 <p>Ready, Set, Predict!</p>	<ul style="list-style-type: none"> • Provide the text to students and display a larger version. Read the title aloud. Have them skim the text walk to hunt for the words <i>moon</i> and <i>sun</i>. • Have students make predictions with partners using the following: <i>I think this text is _____ (e.g., a poem, a nonfiction text, a song).</i> 	<p>“Before I read a text, I try to figure out how it is organized. I think this text is nonfiction, or informational, because I see three paragraphs. I think it will give me information about stars.”</p>
 <p>Go!</p>	<ul style="list-style-type: none"> • Read the text aloud to students. Have them follow along by pointing to their copies of the text. Emphasize following from left to right and top to bottom. Then, discuss what the text is about. • Discuss strategies to read the text fluently such as rereading and punctuation. • Reread the text aloud as students echo read it with you. 	<p>“I notice the second sentence has a question mark at the end. When I read that sentence, I make my voice sound like I am asking a question.”</p>
 <p>Reread to Clarify</p>	<ul style="list-style-type: none"> • Tell students to reread the text to clarify information. Ask them to circle words or sentences that describe the sun. • As a class, discuss the words or sentences students circled. • Have partners discuss the following: <i>The word(s) _____ help(s) me visualize the sun in my head.</i> 	<p>“When I read the lines <i>A star is a big ball of gas</i> and <i>The sun is a star</i>, I pay close attention to the word <i>ball</i> and the sun being a star. Now I have a better picture of what a star looks like in my head.”</p>
 <p>Reread to Question</p>	<ul style="list-style-type: none"> • Tell students to reread the text to question. Reread the second paragraph with students. Have them turn to partners and ask questions about the sun such as <i>What does the sun give us?</i> Assist students as needed. • Reread the last paragraph to students. Have them turn to partners and discuss the following: <i>How did people use stars to travel long ago?</i> • Have students respond to the text by answering the questions on page 13. 	
 <p>Reread to Summarize and Respond</p>	<ul style="list-style-type: none"> • Provide students with drawing paper. Ask students to reread the text to summarize. Have them sketch their favorite facts from it. Invite students to share their sketches with partners. • Use the song on page 128 to review the close reading strategies. 	

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

Stars

Look up in the night sky. What do you see? You can see the moon. You can see stars.

A star is a big ball of gas. The sun is a star. It gives us light. It gives us heat. You can see the sun in the day.

At night, you can see many other stars. Long ago, people used stars to travel. Stars helped them know where they were going.



“Stars” Response

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

1. What is a star?
- (A) A star is a big ball of gas.
 - (B) You can see the sun in the day.
 - (C) You can see the moon.
 - (D) You can see stars in the day.

2. Choose a word. Complete the sentence. Then, draw the sentence in the box.

Word Bank			
rain	light	wind	cold

The sun gives _____ .

Let's Compare!
In the Sky

Directions: Think about the words from the texts. Circle the words that tell about stars.

