Close Reading with the Fab Four

With Lori Oczkus www.lorioczkus.com



Objectives

- -Lesson: Close Reading with Poetry! Poetry and the Fab Four
- -Trouble shoot
- Sharing what you've tried/ want to try next!
- -Share Top 5 Ideas!

Generic Close Reading Plan (Fisher &Frey, 2012)

- 1. Choose a short, rigorous text. (or a portion of text) **Predict' skim**
- 2. Students read silently first. Clarify/question
- 3. Teacher reads aloud.

More clarify/question

- **4.** Students *reread* to discuss.
 - **Summarize**
- **5.** Teacher poses text-dependent **questions**. Students *reread* to answer.

Generic Text Dependent Questions

Lori's Top Five						
What can you learn about	from this t	ext?				
What do you think means?	' Why	?				
What examples does the author i	nclude?					
What do you think the author meant by						



- 1.
- 2.
- 3.
- 4
- 5..

Fab Four Reading Plan

by Lori Oczkus 2013

Before Reading

Connect/Predict

•Students look over cover and flip through pages. Partners or group discuss.

"What do you know about....?"

"What does this remind you of?"

•Tell students you will be using the strategy (name it) today because (they need work on it.. fits book etc.) "What do you know about the strategy __?"

Show the dial and turn throughout the lesson to each strategy as you use it.



Predict

•Students preview illustrations, headings, text structure, and key vocabulary to form predictions.

"What do you think this is about?"

"What do you think you will learn?"

Option-Question

"What are you wondering?"
"What do you want to know?"



During Reading (choose 1-2)

Clarify/Monitor

• Pause to clarify confusing words/parts. Can you see a picture in your head? Are there any confusing words or parts? How can you figure them out? (Karate chop-parts) Does it sound right? Does it look right? Does it make sense?

Questions

Now what are you wondering?
Turn to a partner and ask a question.

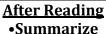


Summarize

What have you learned so far? What is important and interesting?

Predict

What do you think will happen next? Why? What do you think you will learn next?





Ask students to summarize. Model/partner.

•Fab Four Coverage

Make sure you've covered all Fab Four- **Predict**, **question**, **clarify**, **summarize**. Turn dial or check off.

•Wrap Up- Which strategy helped you the most? Why?

Predict



I think
I bet.....
I think I will learn...

Word Pop/Skim and Scan/Grab a Word Roll Your Prediction (Oczkus, 2009) Story Map Prediction (Oczkus, 2004)

Question



I wonder....
Who, what, where, when, why, how?

Wonders/Quiz/Thinking Questions Pick a Question Flip It (Oczkus, 2009) Pop the Question

Clarify



I didn't get the _____ (word, sentence, part, page, picture, chapter) where ____ so I_____.

Pause and Clarify It!
One Word, One Idea/ Underline
(Oczkus, 2009)

Clarify It: Picture It!

Summarize



This was about....

I learned.....

First, next, then, finally

Somebody, wanted, but, so..

Draw or Dramatize Summary
Think of Three/Snowball
5 Word Hand Motion (Oczkus, 2009)
Limited Word Summary
Challenge

Reciprocal Teaching Observation Form

Designed by Lori Oczkus, 2012

Lesson:	(fiction, nonfiction,)
Grade L	evel:
Type of	Lesson (whole class, guided reading group, literature circle)

Directions: Check off the following necessary elements of a Fab Four Lesson. Note the Fab Four may be taught in any order. Take notes on the lesson strategies.

Strategy	Notes on Lesson Activities
Activate Prior	
Knowledge	
I think I know	
This reminds me of	
Predict	
I think I will learn	
I think this is about	
Question	
I wonder	
What, when, where, why,	
how, who	
What do you think?	
Clarify	
I don't get the (word,	
part, sentence, picture,	
page, chapter) so I	
Summarize	
This is about	
First, Next, Then,	
Finally	

Note an interesting student to student interaction:

Note an interesting student/teacher interaction:

Directions: Keep track of the **Four Foundations** on the back of this paper.

Think Alouds Watch me as I think and do.	Scaffolding Watch me. Let's try together. Support with individual attention, materials, strategies.
Cooperative Learning	Metacognition
- 1 B	Wietacognition
Pairs, tables, table groups, teacher groups, literature circles.	How do you know? What are the steps? How does help you read?