

# Close Reading with the Fab Four

With Lori Oczkus  
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## 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

What do you think the author meant by\_\_\_\_\_?

What examples does the author include?

What do you think \_\_\_\_\_ means? Why\_\_\_\_\_?

What can you learn about \_\_\_\_\_ from this text?

## Lori's Top Five

- 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?*

## After Reading

### •Summarize

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 Level:** \_\_\_\_\_

**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
<b>___Activate Prior Knowledge</b> <i>I think I know..</i> <i>This reminds me of...</i>	
<b>___Predict</b> <i>I think I will learn..</i> <i>I think this is about...</i>	
<b>___Question</b> <i>I wonder...</i> <i>What, when, where, why, how, who</i> <i>What do you think?</i>	
<b>___Clarify</b> <i>I don't get the (word, part, sentence, picture, page, chapter) so I ...</i>	
<b>___Summarize</b> <i>This is about...</i> <i>First, Next, Then, Finally..</i>	

**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.

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

