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Grade Level: 1st grade through 3rd grade through 5th grade
Activity: CLOSE READ – La tartaruga

Fellow educators: I recommend watching this video and reading the text (by yourself) before designing your lesson plan. You will see I then recommend six phases for implementing the activity. Buon lavoro!   https://youtu.be/B7DcHk7l4To

La Tartaruga

TEXT

La tartaruga si muove lentamente sul terreno. E` un rettile.  Ha la pelle rugosa di color marrone e porta sulla schiena una specie di corazza dura gialla e marrone. A che cosa serve la corazza? E` la sua casa che serve a proteggere il suo corpo. Quando la tartaruga e` spaventata ritira le 4 zampe e la testa dentro lo scudo. Ha una graziosa testina. Quando la mette fuori fa vedere 2 occhietti vivaci, il naso scuro e la grande bocca che apre tutta. In inverno va in letargo. Si ripara sotto mucchi di foglie e aspetta che passi la brutta stagione al calduccio. Poi in primavera si sveglia e riprende a muoversi. Che cosa mangia la tartaruga? La tartaruga mangia insetti, vermi, molluschi, ma anche insalata, frutta e ortaggi. Non ha denti ma ha mascelle molto forti e taglienti. Per deporre le uova scava una buca nel terreno e le copre, cosi` protegge la nascita dei piccoli tartarughini molto, molto carini.

Recommendations for Session 1

Purpose of 1st read	Get the gist - Video then Read Aloud.
Success criteria	We are successful when we can explain the gist of the text.
Engagement strategy	Read aloud, highlight new vocabulary.
Oral processing activity	Talk about the information learned from the text. Use of new vocabulary in a sentence,
Accountability	Teacher records students' answers on an anchor chart.
Vocabulary activity	Highlight new vocabulary.

Partner Read	N/A
Vocabulary words to teach: **Corazza, mucchio, mascella, spaventata, mollusco, tagliare.**	
TDQs ---	Evidence-based answer: ---

Recommendations for Session 2

Purpose of 2nd read Standard 1 - 4	What does the text say about the turtle's characteristics? (È/Ha/Fa)
Success criteria	We are successful when we can describe a turtle and when we can tell the animals' behavior.
Engagement strategy	Read aloud/ Circle the characteristics/behavior in the text.
Oral processing activity	Pick and classify turtle's characteristics (in turn).
Accountability	Create an anchor chart about what "la tartaruga e`, ha, fa".
Vocabulary activity	Review the new words from highlighted new vocabulary.
Partner Read	N/A
Vocabulary words to be reviewed: **Corazza, mucchio, mascella, spaventata, mollusco, tagliare.**	
TDQs; What have we learned from the text?	Evidence-based answer: We have learned the turtle's characteristics/behavior.

La tartaruga ------------------------------- (copy)		
E`	HA	PUO`

Recommendations for Session 3

Purpose of 3rd read Standard 4 -7	What does the text say about what a turtle is?
Success criteria	We are successful when we can describe animals through illustrations and text.
Engagement strategy	Group reading and then discussion about what a turtle is.
Oral processing activity	Tell to the group what the text says about a turtle (E`).
Accountability	Record on the anchor chart.
Vocabulary activity	Reinforcements of new words.
Partner Read	N/A

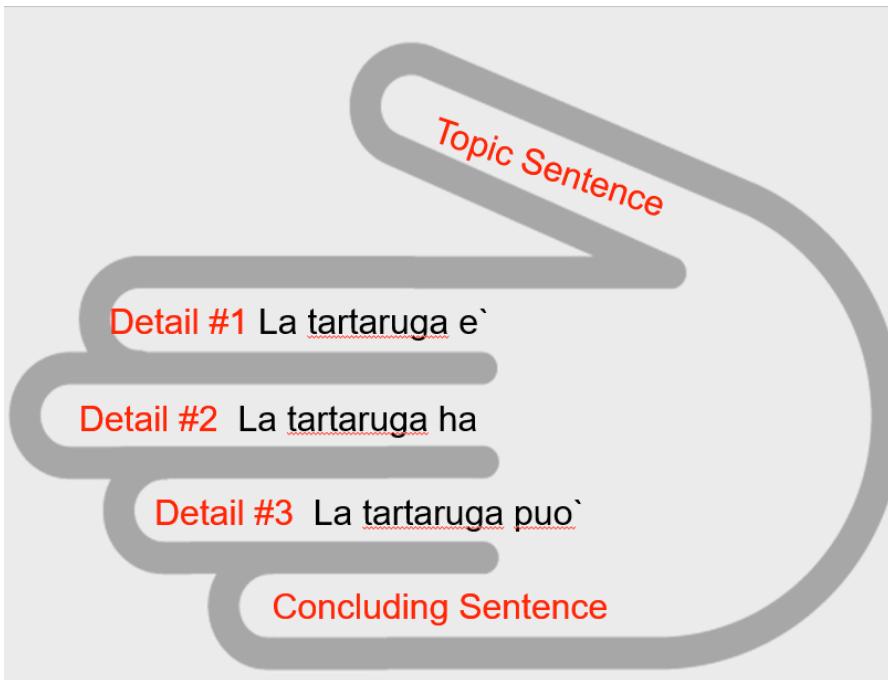| Vocabulary words to be taught: **Corazza, mucchio, mascella, spaventata, mollusco, tagliare.**	
TDQs Use illustrations and text to describe key ideas (E`)	Evidence-based answer: They can complete the portion of an anchor chart and write what a turtle is,

Example of illustrations and text:

il mucchio

Mi piace giocare con un mucchio di sabbia.

Recommendations for Session 4

Purpose of 4th read Standard 4 -7	What does the text say about what a turtle has?
Success criteria	We are successful when we can describe animals through illustrations and text.
Engagement strategy	Group reading and then discussion about what a turtle has.
Oral processing activity	Tell to the group what the text says about a turtle (Ha).
Accountability	Record on the anchor chart.
Vocabulary activity	Reinforcements of new words.

Partner Read	N/A
Vocabulary words to be reviewed: **Corazza, mucchio, mascella, spaventata, mollusco, tagliare.**	
TDQs Use illustrations and text to describe key ideas (Ha)	Evidence-based answer: They can complete the portion of an anchor chart and write what a turtle has,

Topic Sentence

Detail #1 La tartaruga e`

Detail #2 La tartaruga ha

Detail #3 La tartaruga puo`

Concluding Sentence

Recommendations for Session 5

Purpose of 5th read Standard 4 -7	What does the text say about what a turtle can?
Success criteria	We are successful when we can describe animals through

	illustrations and text.
Engagement strategy	Group reading and then discussion about what a turtle is.
Oral processing activity	Tell to the group what the text says about a turtle (Fa).
Accountability	Record on the anchor chart.
Vocabulary activity	Reinforcements of new words.
Partner Read	N/A

Vocabulary words to be reviewed: **Corazza, mucchio, mascella, spaventata, mollusco, tagliare.**	
TDQs Use illustrations and text to describe key ideas (Fa)	Evidence-based answer: They can complete the portion of an anchor chart and write what a turtle can,

Recommendations for Session 6

Purpose of 6th read Writing	What does the text say about what a turtle is/has/can?
Success criteria	We are successful when we can describe animals through illustrations and text.
Engagement strategy	Group reviewing what a turtle is/has/can.
Oral processing activity	Choral reading of the anchor chart
Accountability	Complete a hand paragraph about a turtle. Thumb as introductory sentence, then three details (one is, one has, one can), then conclusive sentence in the pinky finger (I like it because, I don't like it because). Then copy it without the hand and draw a turtle that shows one of details they wrote.
Vocabulary activity	---
Partner Read	N/A

Vocabulary words: ---	
TDQs Use illustrations and text to describe key ideas.	Evidence-based answer: They can complete a paragraph with an introductory sentence, three details and a conclusive sentence and use an illustration to describe their understanding.

La tartaruga e`:
un rettile
gialla e marrone.
La tartaruga ha:
una corazza
4 zampe
una testa
2 occhietti vivaci
il naso scuro
una bocca grande
le mascelle molto forti.
La tartaruga puo`:
mangiare insetti, insalata, frutta e verdura
andare in letargo
scavare una buca
proteggere i suoi piccoli.

La tartaruga e' un animale strano.
La tartaruga e`...
La tartaruga ha ...
La tartaruga puo`...
La tartaruga e' un animale che mi piace tanto.

Scrivi un paragrafo su quello che hai imparato della tartaruga.

Common Core State Standards:
RI.1.1: With prompting and support, ask and answer questions about key details in a text.
RI.1.2: Identify the main topic and retell key detail of a text.
RI.1.4: Ask and answer questions about unknown words.
RI.1.7: Describe the relationship between illustrations and the text.
SL.1.1: Participate in collaborative conversations with peers and adults in small and larger groups.
W.1.2: Write informative/explanatory text in which they name a topic, supply some facts about the topic and provide some sense of closure.
L.1.1: Demonstrate command of the conventions of standard Italian grammar and usage when writing or speaking.
L.1.2: Demonstrate command of the conventions of standard Italian capitalization, punctuation, and spelling when writing.
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Learning Intention: We are learning that turtles are unique animals with special characteristics.

Success Criteria: We will be successful when we can describe turtles.

Culminating task (Focus Question):
Descrivi la tartaruga.
Evidence Based Answer
What the tartaruga e`, ha, puo`/sa.