THE NINE-BANDED ARMADILLO

DIFFERENTIATED CLOSE READING UNIT

CREATED BY: SHELLY REES
2 Different Reading Levels

The easier passage has a ■ in the bottom left corner.

The more difficult passage has a ▲ in the bottom left corner.
Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READING STEPS

The following steps are a suggested sequence in which you could approach the contents of the packet. The approach will require a separate reading of each passage. Each task of the packet requires students to dig deeper with each reading. Each task of the packet requires students to dig deeper with each reading. Each task of the packet requires students to dig deeper with each reading.

1st Reading: Student reads the passage. As they read, they use their annotations to identify unfamiliar words, questions, and parts of the passage that they do not understand. Complete Task 1: Read & Annotate, also includes some basic recall questions.

2nd Reading: Teacher (or partner) reads the passage a second time while students follow along. Have students complete Task 2: Vocabulary. This allows students to understand all unfamiliar words in the passage, leading to a deeper understanding of the text.

3rd Reading: Students reread the passage, then respond. In writing, they should complete Task 3: Read & Reread, and Task 4: Reread and Respond. Use the page of questions required and cite text evidence when answering questions. Additionally, students complete Task 5: Summarize. These final tasks use the text evidence to write a summarizing sentence.

Annotating Marks

As you read the passage, make the following marks:

- Circle words or phrases that are powerful.
- Underline words or phrases that are not understood.
- Place a question mark next to something that makes you think of a question.
- Write an exclamation mark next to something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

ABOUT THIS PACKET

The Close Reading Passage included in this packet is provided at 2 different reading levels, so you may more easily differentiate your instruction. The informational content of the 2 passages is the same, but the reading level is different. All question stems are the same. This makes it easier for you to provide an informational reading passage on each student's level, but use the same question and activity sheet for the entire class.

NOTE: The easier passage has a ■ in the bottom left corner. The more difficult passage has a ● in the bottom left corner.

Each passage is designed for a 3-day time frame, following this schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Task of Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Task 1: Read and Annotate</td>
<td>Read passage for the first time. Use annotation symbols to annotate. Answer surface-level questions.</td>
</tr>
<tr>
<td>2</td>
<td>Task 2: Vocabulary</td>
<td>Read passage for the second time. Students choose vocabulary words that are unfamiliar to them and complete the vocabulary activity using those words.</td>
</tr>
<tr>
<td>3</td>
<td>Task 3: Reread and Dig Deeper</td>
<td>Read passage a third time. Students answer deeper level questions, citing text evidence to support answers.</td>
</tr>
<tr>
<td>4</td>
<td>Task 4: Reread and Respond</td>
<td>Students use the graphic organizer from Day 3 to answer the questions. Students write a summary supporting each of the 3 ideas.</td>
</tr>
<tr>
<td>5</td>
<td>Task 5: Summarize</td>
<td>Using the completed graphic organizer from Day 4, students write a summary supporting each of the 3 ideas.</td>
</tr>
</tbody>
</table>

The reading levels for each differentiated passage are provided in this chart:

<table>
<thead>
<tr>
<th>Passage Title</th>
<th>Symbol</th>
<th>Lexile Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nine-Banded Armadillo</td>
<td>■</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td>●</td>
<td>975</td>
</tr>
</tbody>
</table>
5 Days of Close Reading Activities for GREATER Reading Comprehension

Task 1 - Read & Annotate
Name: ___________________ Day: ______________

As you read through The Nine-Banded Armadillo for the first time, use your annotating marks and write important notes in the margin, then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions:
1. What is this passage mostly about?
2. What is an insectivore?
3. Name five predators of the nine-banded armadillo.
4. How long can an armadillo hold its breath?
5. Where can you find nine-banded armadillos?

Task 2 - VOCABULARY
Name: ___________________ Day: ______________

Answer the following questions:

- Define the word...
- Provide an example from the passage...
- How is the word used...
- Provide a synonym...
- Provide an antonym...

Task 3 - Reread & Dig Deeper
Name: ___________________ Day: ______________

Go back to the passage and find the main idea. Then, answer the four details below:

1. What is the main idea of the passage?
2. What details give more information about...
3. Describe how the armadillo protects...
4. What details support the main idea of the passage?

Task 4 - Reread & Respond
Name: ___________________ Date: ______________

Draw an arrow for the main idea. Then, use the details to complete the main idea.

Task 5 - Summarize
Name: ___________________ Date: ______________

Write a summary of the passage. The main idea box will help then use the details to write four summary by restating the main idea.

NINE-BANDED ARMADILLO

- Detail 2
- Detail 3
- Detail 4
- Detail 5

NO PREP! Print and Go!
Answer Keys Provided

**Task 1 - Read & Annotate**

The Nine-Banded Armadillo

**ANSWER KEY**

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you curious.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

**First Reading Questions:**

1. What is this passage mostly about?
   This passage is mostly about the nine-banded armadillo's unique characteristics.

2. What is an insectivore?
   An insectivore is an animal that eats insects.

3. Name five predators of the nine-banded armadillo.
   Predators of the nine-banded armadillo include: wolves, jaguars, alligators, ocelots, and coyotes.

4. How long can an armadillo go without eating?
   An armadillo can go without eating for up to six minutes.

5. Where can you find nine-banded armadillos?
   They can be found in South, Central, and North America.

**Task 3 - Reread & Dig Deeper**

The Nine-Banded Armadillo

**ANSWER KEY**

**Text Evidence Questions:**

1. What is the main idea of the passage?
   Armadillos are fascinating creatures with unique characteristics and behaviors.

2. List three details that support the main idea:
   a) They have nine bands of armor across their backs.
   b) They are built to eat insects, plants, and berries.
   c) Sometimes, armadillos jump several feet in the air.

3. Cite three pieces of evidence that give more information about the nine-banded armadillo:
   a) They are built to eat insects, plants, and berries.
   b) They play dead when they are threatened.
   c) They can hold their breath for up to six minutes while they walk.

4. Explain how armadillos do well in the water.
   Their armor helps them sink to the bottom, where they walk. They can hold their breath for up to six minutes while they walk to the other side of the body of water.