

Lesson 1

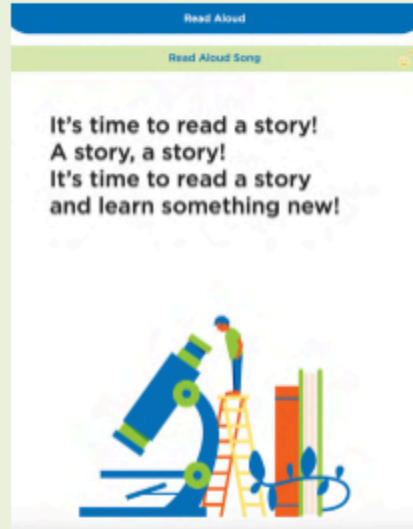
Close reading



SAY

We are going to sing our read aloud song. “It’s time to read a story! A story, a story! It’s time to read a story and learn something new!” In Unit One we are going to explore the topic, My Family and Me. Critical readers and writers look closely at stories and use this information in their thinking, discussions, and writing. As critical readers, thinkers, and writers, we are going to read different stories to learn information about this topic to answer this guiding question: How can I understand my feelings and thoughts when I experience different things in my life? As we read the anchor texts in this unit, let’s think of information or ideas we can learn from the text that will help us answer this guiding question. Let’s get started! We are going to enjoy an exciting story today. ***I Got the School Spirit*** by Connie Schofield-Morrison. Let’s listen to the story to find out what happens on the first day of school.

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Complete the first step of the Close Reading process **1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).**

Peer discussion



Now we are going to go back to a few pages and look closely at the pictures and words to help us retell the story with key details.

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DO

Complete the second step of the Close Reading process **2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.**



SAY

In the story, the little girl says that she has the spirit of positive thinking about new experiences with her school family. Look at the text (or words) page 13 and say the word nerves. In this sentence nerves means to be nervous about something new like going to school. The positive spirit helps to calm these jittery nerves. The family and the baby are having fun celebrating together. Turn to the person next to you and share a time when you had jittery nerves too.



DO

Listen as students share to confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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Text-dependent questions



DO

Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**



SAY

Now let's think about the story. Think about this text-dependent question: Who are the characters in the story? Remember the characters are who the story is about. Where are they? This is the setting. What happened in the story that was really important? Close your eyes and massage your brains and think about your answer. Who are the characters in the story? What is the setting of the story? What happened in the story that was really important? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



DO

Listen as students share to confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



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This was awesome information! Let's go back to the text and annotate the evidence we have to support our thinking.

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DO

Model for students how to connect their retelling of the story to evidence from the text.

Open-ended response



DO

Complete the fourth step of the Close Reading process **4. Use open-ended responses to check for student understanding of text and how information from this text supports their thoughts on the unit's big ideas/guiding question.**



SAY

Think about this text-dependent question: Who are the characters in the story? What is the setting? What are the major events of the story? Use your **Retelling Graphic Organizer** to draw pictures of the key details in the beginning, middle, and ending of the story.

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Rotate and support student thinking with probing questions like:

- What are you drawing for the characters? Setting? Major events of the story?
- What did the text tell you?
- What happened in the story?



DO

Provide support to students as needed and allow students to dictate responses to the teacher (write student words below each of their drawings for the story).