

Lesson 2

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!” Remember that 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. ***The Kissing Hand*** by Audrey Penn. Let’s listen to the story to find out what happens when Chester goes to 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.



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.**

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In the story, Chester want to stay at home and not go to school for the first time. His mom tells Chester he will love school and she tells how he can feel comfortable at school. Look at the text (or words) on page 15 and say the word interested. When you are interested about something, you want to know more about it. When Chester knew he could take his mom's love with him to school he felt happy to go! Turn to the person next to you and share a time when you went to school for the first time. How did you feel? What made you feel comfortable about going to school?



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.

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.**

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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.



SAY

Read Aloud

Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).
2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.
3. Use annotations and text-dependent questions to collect information and check your own understanding.
4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.



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.