

# Lesson 4

## Close reading



SAY

Remember 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: Why is knowing about the weather so important? 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. 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!" Let's get started! We are going to enjoy an exciting story today. **NGK: *Everything Weather*** by Kristin Baird Rattini. Let's listen to the story to learn important facts about weather.

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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 we learn cool facts about the weather. Weather can be wild at times. Look at the text (or words) on page 22 and say the word wild. When the weather is wild this means that it is rough with a lot of crazy storms. Turn to the person next to you and share a time when you heard about a wild storm or experienced one. How did you stay calm and safe?



Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Text-dependent questions



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 key details of the story. Think about this text-dependent question: What did we learn about weather from the story? Use information from the story. Close your eyes and massage your brains and think about your answer. What did we learn about weather from the story? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



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.



Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.