

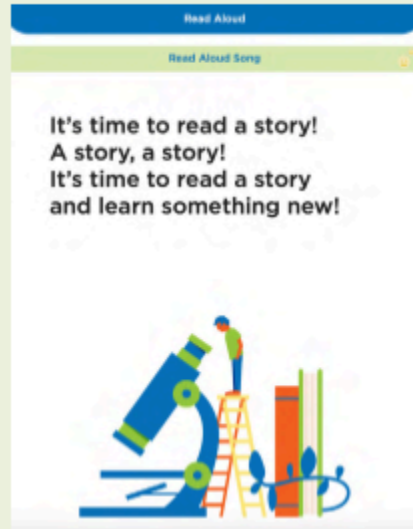
# Lesson 1

## Close reading



In Unit Three we are going to explore the topic, All About the 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 different ideas? 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 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!" We are going to enjoy an exciting story today. ***I Broke My Trunk!*** by Mo Willems. Let's listen to the story to find out what happens to Gerald's trunk.

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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 about Gerald the elephant and how he hurt his trunk. Gerald is very brave for carrying so many friends on his trunk. Look at the text (or words) on page 7 and say the word crazy. When something is crazy it can mean foolish. Gerald's story about how he broke his trunk was long and crazy. It was foolish for him to carry so many friends on his trunk. Turn to the person next to you and share how you think Gerald really broke his trunk.



Listen as students share to assess students 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



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.



Listen as students share to assess students 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.



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



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

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## 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: Retell the Story. Use information from the story. Use your **Retelling Graphic Organizer** to draw pictures of the key details from the story.



DO

Rotate and support student thinking with probing questions like:

- Who are the characters?
- What is the setting?
- What did the text tell you happened in the story?

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).