

Lesson 2

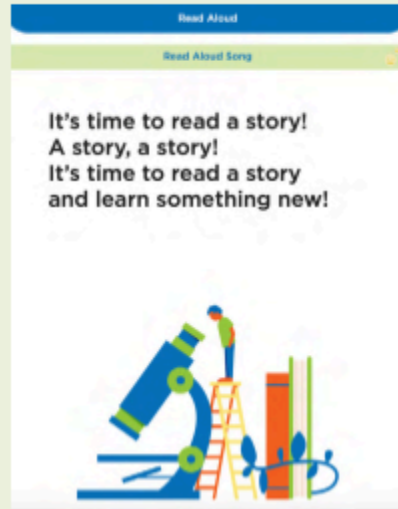
Close reading



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: 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. ***Little Red Hen Makes a Pizza*** by Philemon Sturges. Let's listen to the story to learn about what happens when a hen eats a pizza.

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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 the Little Red Hen is making a pizza and she has to return to the store many times to get the things or ingredients she needs to make the pizza. Look at the text (or words) on page 16 and say the word several. Several means more than two, but not a lot of times. When the Little Red Hen finally had all of the ingredients she kneaded and pounded on the pizza dough several times. This smooths the dough out and helps get the dough ready for the other ingredients. Turn to the person next to you and share how you think the Little Red Hen did on preparing the pizza.



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 happened in the story? How did the Little Red Hen make pizza? Use information from the story. Close your eyes and massage your brains and think about your answer. What happened in the story? How did the Little Red Hen make pizza? 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 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.