

Lesson 1

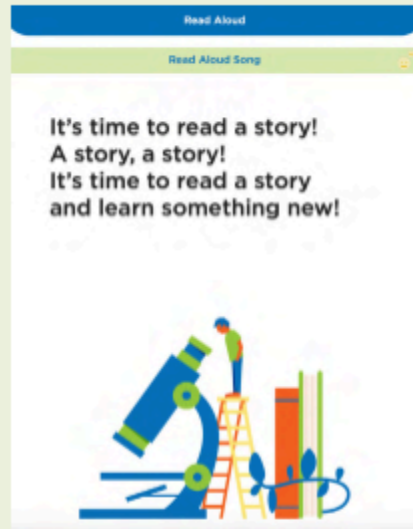
Close reading



SAY

In Unit Four we are going to explore the topic, Working Together. 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 we understand each other and work together? 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!" Let's get started! We are going to enjoy an exciting story today. ***We're Going on a Bear Hunt*** by Michael Rosen. Let's listen to the story to learn about what happens when the children go on a bear hunt.

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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 the children work together to go on a bear hunt. The story tells us many different things the children have to go through to catch a big bear. Look at the text (or words) on page 16 and say the word through. Through can mean moving from one place to another. The children worked together to get back home safely. Turn to the person next to you and share about a time you worked together with someone like the children did in the story.



DO

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



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 key details of the story. Think about this text-dependent question: What happened in the story? How did the children find the bear? Use information from the story. Close your eyes and massage your brains and think about your answer. How did the children find the bear? 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 assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.



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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.



DO

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

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Open-ended response



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.**



Think about this text-dependent question: Retell the Story. How did the children find the bear and how did they make it back home safely? How do you know? Do you agree with what the children did? Use information from the story. Use your **Retelling Graphic Organizer** to draw pictures of the key details from the story.



Rotate and support student thinking with probing questions like:

- 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).