

# Lesson 2

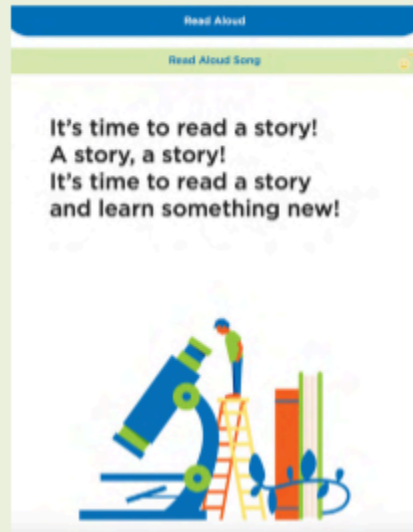
## Close reading



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 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. ***Should I Share My Ice Cream?*** by Mo Willems. Let's listen to the story to find out what happens to the ice cream.

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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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SAY

In the story the elephant goes back and forth about his decision to share his ice cream with his friend, Piggie. Look at the text (or words) on page 6 and say the word share. Share can mean giving some of what you have to other people. By the end of the story Gerald the elephant decides to share, but it is too late! Turn to the person next to you and tell them about a time you had to work with someone else to share.



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? Why couldn't the elephant share his ice cream? Use information from the story. Close your eyes and massage your brains and think about your answer. Why couldn't the elephant share his ice cream? 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 ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.