

Lesson 1

Close reading

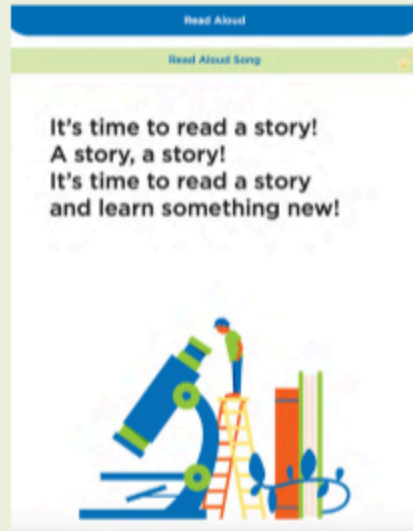


In Unit Five we are going to explore the topic, Making Good Choices Our topic will be about learning ways to make good choices with responsible decisions. Making responsible decisions means a person is making good choices, using nice words, having a calm body, and being kind. Critical readers and writers 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 make good choices? 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. ***A Sick Day for Amos McGee*** by Philip C. Stead. Let's listen to the story to find out how Amos McGee's friends help him when he was in need.

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DO



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



SAY

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.

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DO

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.**



SAY

Let's think about the characters, setting, and major events of the story. The main character (who the story is about the most) is Amos McGee. The setting (where the story takes place) changes throughout the story and the major events show how Amos McGee and his animal friends make good choices. Let's look at the text (or words) on page 5. Say friends. Friends are people that you know really well and play games with. In the story Amos McGee's friends help him when he was sick, just like Amos McGee did for them. They are all friends that make good choices. Turn to the person next to you and share one way you can use good choices like the characters 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.

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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.**



SAY

Now let's think about the key details of the story. Think about this text-dependent question: How did Amos McGee's friend make good choices in the story? What evidence can you use to support your thinking? 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.



SAY

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.

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: What does the text say the main character does throughout the main events of the story? Do you think they are good choices? Use your Retelling Graphic Organizer to draw pictures of the key details in the beginning, middle, and ending of the story.



Rotate and support student thinking with probing questions like:

- What did the text tell you?
- Who was the main character?
- Where did the main character go and what did they do?
- Do you think the main character made good choices?

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).