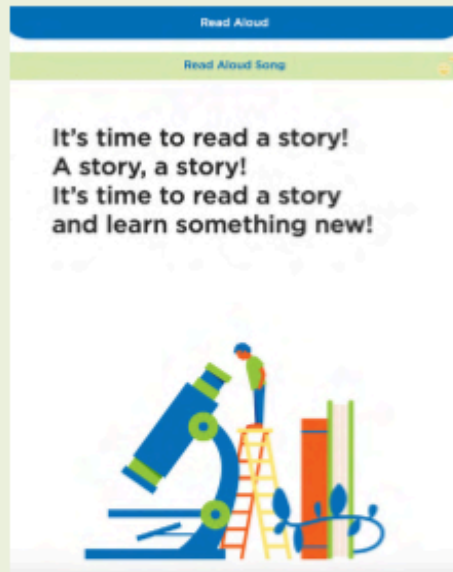# Lesson 1

Close reading 💬

💬
SAY

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!" In Unit One we are going to explore the topic, All About 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 my feelings and thoughts when I experience different things in my life? 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 enjoy an exciting story today, **Olivia and the Missing Toy** by Ian Falconer. Let's listen to the story to find out what happens when Olivia loses her toy.

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DO

Read Aloud

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!

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

In the story Olivia begins her day with a shirt she doesn't want to wear. Her mom agrees to fix her shirt. It says that Olivia was too exhausted to wait for her mom to finish her shirt. Look at the text (or words) on page 8 and say the word <u>exhausted</u>. Exhausted means really tired. Olivia was really tired of waiting. Turn to the person next to you and share a time when you were too exhausted to do something.

DO

Listen as students share to confirm 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.

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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: What does the text say Olivia does at the beginning, middle, and ending of the story? Close your eyes and massage your brains and think about your answer. What does the text say Olivia does at the beginning, middle, and ending of the story? 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 confirm 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.

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

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✅ **DO**

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

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: What does the text say Olivia does at the beginning, middle, and ending of the story? Use your *Retelling Graphic Organizer* to draw pictures of the key details in the beginning, middle, and ending of the story.

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✓ DO

Rotate and support student thinking with probing questions like:
- What are you drawing for the beginning, middle or ending?
- What did the text tell you?
- What was Olivia doing 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).middle, and ending of the story).