

# Lesson 2

## 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!” Remember that as critical readers, thinkers, and writers, we are going to read different stories to learn information to help us 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, ***Ruby Finds a Worry*** by Tom Percival. Let’s listen to the story to find out what happens when a girl experiences a new feeling and learns how to recognize and manage this new feeling.

# Lesson 2



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.

# Lesson 2



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 the little girl Ruby works to understand and manage her new feeling, worry. Look at the text (or words) on page 21 and say the word unexpected. One day something unexpected happened to Ruby. Unexpected means you don't think or know something is about to happen. For example, yesterday I saw an unexpected surprise when a rainbow appeared in the sky! The unexpected thing that happens to Ruby is that she finds someone else with a worry and they help each other feel better and not be bothered by their worries! Turn to the person next to you and share a time that something unexpected, but good, happened to you!



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.

## Text-dependent questions



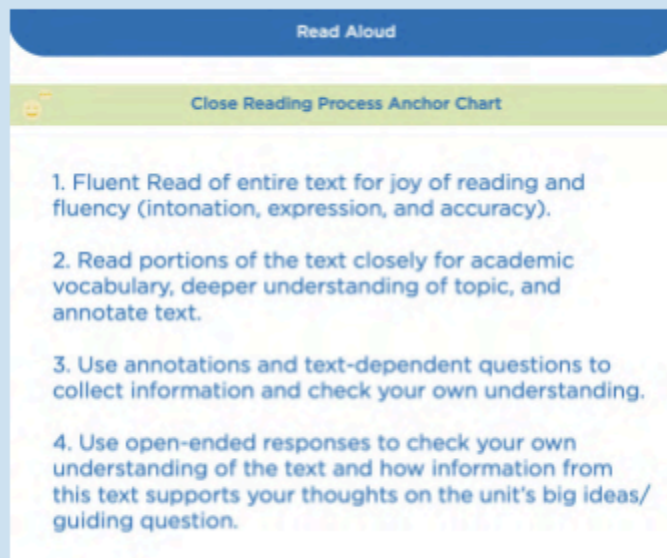
DO

Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**

Now let's think about the key details of the story. Think about this text-dependent question: What does the text say the girl 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 the girl 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.



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.

# Lesson 2



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.