

Lesson 4

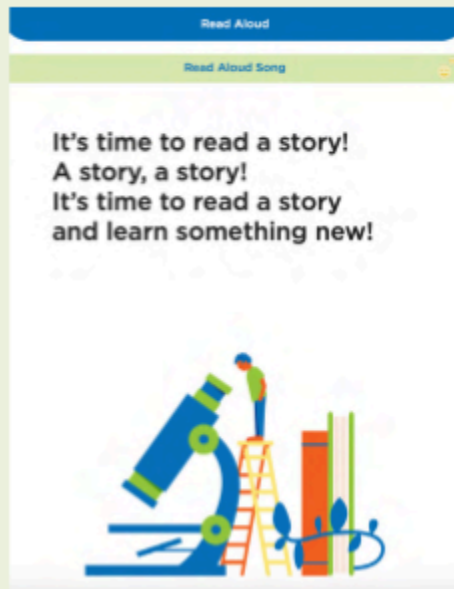
Close reading



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, ***Our Favorite Day of the Year*** by A.E. Ali. Let’s listen to the story to find out what happens throughout Musa’s year.

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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.

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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 Musa learns about different days to celebrate in a year. Look at the text (or words) on page 1 and say the word strangers. Musa said the three boys at his table were total strangers. Musa means that he did not know them yet, they were still strangers. Strangers means people you don't know yet. Turn to the person next to you and share a time when you met a stranger and became friends.



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.**

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

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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.