

Lesson 1

Close reading



SAY

In Unit Two we are going to explore the topic, Trees Are Alive. 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 do we know trees are alive? 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, ***How a Seed Grows*** by Helene Jordan. Let's listen to the story to find out what happens when a seed grows.

Lesson 1



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 understand the story.



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.**

Lesson 1



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In the story we learn about what happens when a seed grows. Look at the text (or words) on page 12 and say the word grow. The seed grows in different ways on each day. Grow means when something get larger or bigger. In the story the seeds grow larger until their skin falls off, helping the plant sprout. Turn to the person next to you and share a time when you saw a plant or animal grow over time. You might even want to share how you've grown over time, too!



DO

Listen as students share to assess student 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.**

Lesson 1

Now let's think about the key details of the story. Think about this text-dependent question: What happened to the seed in the story? How did the seed grow? Close your eyes and massage your brains and think about your answer. What happened to the seed in the story? How did the seed grow? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



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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 student 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.