

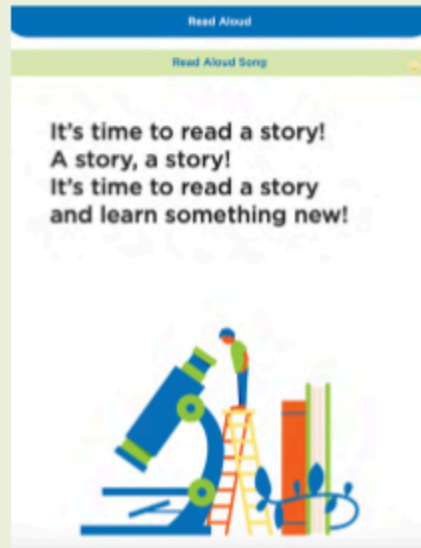
Lesson 4

Close reading



Let's remember that 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: What can we learn from other people's lives? 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, what we can learn from other people's lives. 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, *The Camping Trip* by Jennifer K. Mann. Let's listen to the story to find out about how to go on a camping trip.

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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).**

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Peer discussion



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.



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.**



Jennifer K. Mann is the author and illustrator of this story. The author is telling us a story of an exciting camping trip and all the things we need. The author and illustrator also uses words and pictures to help us understand the items we need and the fun things we can do on a camping trip. Let's look at the text (or words) on page 24. Say scrumptious. When something is scrumptious it tastes really really good! The author describes s'mores as scrumptious. Turn to the person next to you and share one of the ways the author give details about the s'mores and evidence that they might be scrumptious or taste really good.

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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



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 did the author, and illustrator Jennifer K. Mann, tell you about what you need to go on a camping trip? Close your eyes and massage your brains and think about your answer. What can we learn from the author of this story about what we need on a camping trip? 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.



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.