

Lesson 1

Close reading



In Unit Four we are going to explore the topic, My Family and 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: What kind of fun things can we do with our family? 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. 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, ***I Love My Hair!*** by Natasha Anastasia Tarpley. Let's listen to the story about Keyana, a little girl loving her hair.

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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.**



Natasha Anastasia Tarpley is the author and E.B. Lewis is the illustrator of this story. The author is telling us a story of different ways Keyana gets her hair done with words and the illustrator highlights important parts of the story with pictures. The author and illustrator also use words and pictures to help us understand information in the story. Let's look at the text (or words) on page 4. Say especially. Especially means when something is extra or very much. For example, here in the sentence the author used the word especially to show that Keyana's hair was extra tangled; the illustrator showed us with the pictures. Can you try to use especially in a sentence? Turn to the person next to you and share one way you can use especially in a sentence like the author of this story.

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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: Remember that the author of *I Love My Hair!* is Natasha Anastasia Tarpley and E.B. Lewis is the illustrator. How did the author use words to show us that loving your hair is important? How did the illustrator use pictures to show us that loving your hair is important? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



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.



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.