

Lesson 3

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 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, **'Ohana Means Family** by Ilima Loomis. Let's listen to the story about how this 'ohana, or family, gets ready for their lū'au.

Lesson 3



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).**

Lesson 3

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.**



Ilima Loomis is the author and Kenard Pak is the illustrator. The author is telling us a story about all the things the 'ohana does to prepare for their lū'au 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 8. Say wise. Wise means being really smart and making good choices because you've learned a lot from all the different things you've experienced in your life. In this story the author tells us that this older woman is using her knowledge and her wise, old hands to help the children pick kalo and prepare for their lū'au. The illustrator shows us a picture of kids with an older woman. Together they are picking kalo. Can you try to use the word wise in a sentence? Turn to the person next to you and share one way you can use wise in a sentence like the author of this story.

Lesson 3



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.**

Lesson 3

Now let's think about the key details of the story. Think about this text-dependent question: Remember that the author of **'Ohana Means Family** is Ilima Loomis and the illustrator is Kenard Pak. How did the author use words to tell us about how much fun the 'ohana, or family, had while getting ready for the lū'au? How did the illustrator use pictures to show us how the 'ohana felt while working together?



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.