

Lesson 5

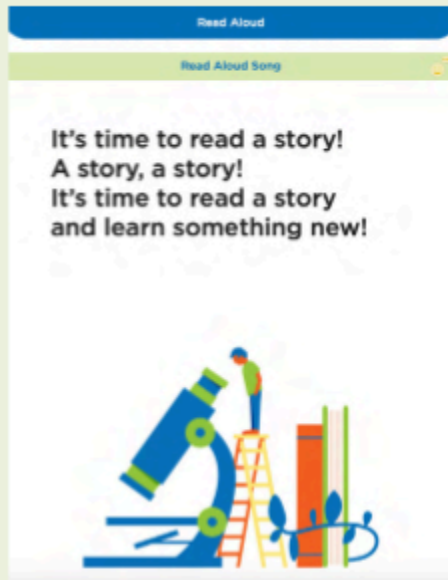
Close reading



SAY

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, ***Just Grandma and Me*** by Mercer Mayer.

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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.**



Mercer Mayer is the author and the illustrator of this story. The author is telling us a story about all of the things the main character likes to do with his Grandma on the beach and the illustrator is highlighting 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 16. Say snorkel. You can go snorkeling at the beach. A snorkel is a tube that helps you breathe when you look under water. You place the tube in your mouth, so when you go to look underwater the tube can help you breathe. The illustrator is showing how snorkeling works in the picture. Would you want to go snorkeling? Why or why not? Turn to the person next to you and share your thoughts.



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.**



Now let's think about the key details of the story. Think about this text-dependent question: Remember that the author and illustrator of this story is Mercer Mayer. How did the author use words to tell us about the main character's day at the beach with his Grandma? How did the illustrator use pictures to show us all of the things they did together? Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.

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This was awesome information! Let's go back to the text and annotate the evidence we have to support our thinking.



Model for students how to connect their retelling of the story to evidence from the text.

Open-ended response



Complete the fourth step of the Close Reading process **4. Use open-ended responses to check for student understanding of text and how information from this text supports their thoughts on the unit's big ideas/guiding question.**

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Let's think about what activities the 'ohana does in **'Ohana Means Family** and what activities the family does in **Just Grandma and Me**. Are these activities the same or different? When we compare something, we talk about how things are the same. When we contrast something, we talk about how things are different. Think about this text-dependent question: How is **Just Grandma and Me** the same or different from 'Ohana Means Family? Use your **Compare/Contrast Graphic Organizer** to draw pictures of the your response to the text-dependent question.



DO

Rotate and support student thinking with probing questions like:

- What did the text tell you?
- How are the stories the same?
- How are the stories different?
- What are some fun things you can do with you family that you learned from the story?

Provide support to students as needed and allow students to dictate responses to the teacher (write student words below each of their drawings for the story)