

Lesson 1

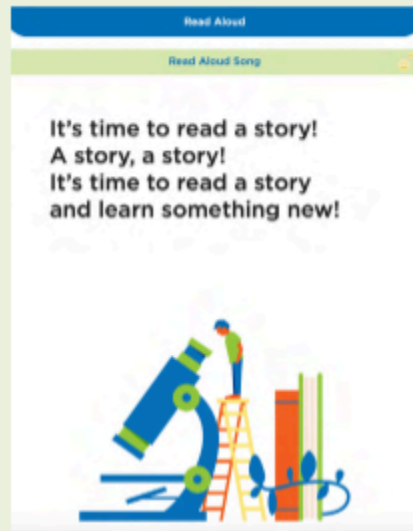
Close reading



SAY

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!” In Unit One we are going to explore the topic, All About 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: How can I understand my feelings and thoughts when I experience different things in my life? 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 enjoy an exciting story today, ***Roller Coaster!*** by Marla Frazee. Let’s listen to the story to find out if anyone decides to ride the roller coaster.

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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).**

Peer discussion



Now we are going to go back to a few pages and look closely at the pictures and words to help us retell the story with key details.



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.**

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In the story some people want to get on the roller coaster and others do not want to go. When people finally get to the front of the line the operator releases the brake and the roller coaster starts! Look at the text (or words) on page 19 and say the word released. Released means set free. The operator released the brake so the roller coaster can begin. Turn to the person next to you and share if you would have gotten on the roller coaster like the people in the story. Why or why not?



Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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: Is there a central message or lesson in the story? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. Is there a central message or lesson in the story? Use key details from the story and evidence to support your thinking. Be ready to share with a partner. Turn to the person next to you and take turns sharing your thinking.



Listen as students share to assess students ability to ask and answer questions about key details in a text read aloud or information presented orally or through other media.



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



DO

Complete the fourth step of the Close Reading process **4. Use openended 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.**



SAY

Think about this text-dependent question: What does the text say happened at the beginning, middle, and ending of the story? Is there a central message or lesson in the story? Use key details from the story and evidence to support your thinking. Use your **Retelling Graphic Organizer** to draw pictures of the key details in the beginning, middle, and ending of the story.



DO

Rotate and support student thinking with probing questions like:

- What are you drawing for the beginning, middle or ending?
- What did the text tell you?
- What is the central message or lesson?

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).