

# Lesson 2

## 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!” Remember that as critical readers, thinkers, and writers, we are going to read different stories to learn information to help us 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, ***What I Like Most*** by Mary Murphy. Let’s listen to the story to find out the little girl’s favorite parts of her day.

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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).**

## Peer discussion



SAY

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.



DO

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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SAY

In the story, the little girl describes all of the cool things she sees in her life. Look at the text (or words) on page 1 and say the word most. Most means the greatest. The little girl tells us many things she likes the most or the best. Turn to the person next to you and share one thing you like the most. Why?



DO

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



DO

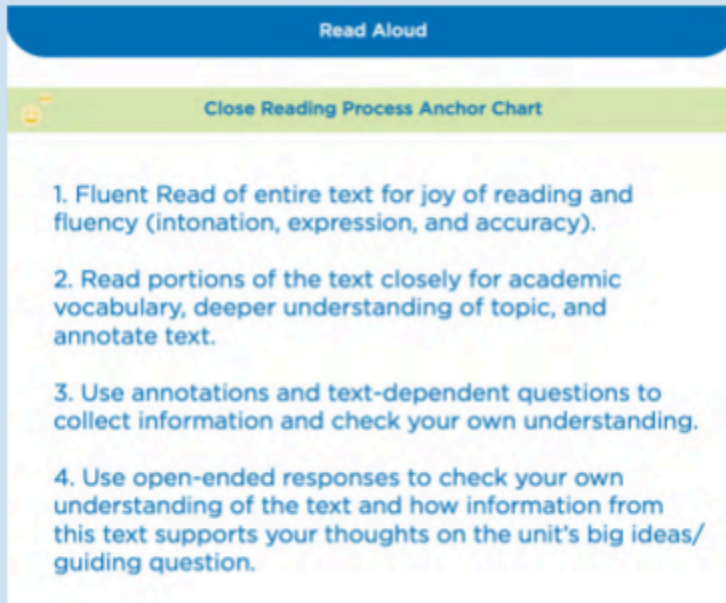
Complete the third step of the Close Reading process **3. Use annotations and text-dependent questions to collect information and check student understanding.**

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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.



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