

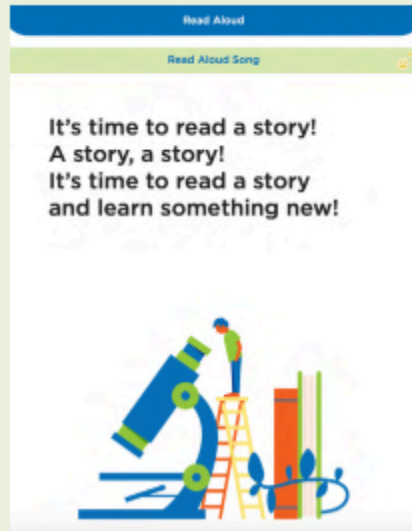
Lesson 1

Close reading



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 Two we are going to explore the topic, Nature Lover. 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 can we learn from nature? 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, ***Some Bugs*** by Angela Diterlizzi. Let’s listen to the story and learn some cool things about bugs.

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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 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.**

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In the story, bugs are described with some great information. Look at the text (or words) on page 27 and say the word fascinating. Fascinating means really interesting. When something is interesting I want to learn more about it. Turn to the person next to you and share if you thought any of the bugs in the story were fascinating. 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 students understanding.**

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Now let's think about the key details of the story. Think about this text-dependent question: Describe the connection between two bugs or pieces of information in a text. Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. 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



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



Think about this text-dependent question: What did the story teach you about nature? How will this information help us answer our guiding question: What can we learn from nature? Use your **Non-Fiction Graphic Organizer** to draw pictures of the key details from the story.



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).