

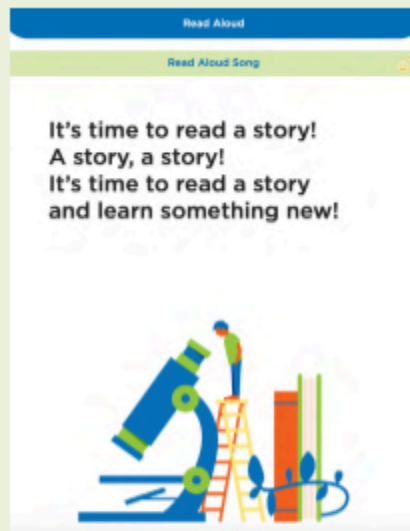
# Lesson 4

## 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: 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, *The Dandelion Seed* by Joseph P. Anthony. Let’s listen to the story and learn some more exciting facts about nature.

  
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 4

## 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.**



In the story, the author shows us the beauty of nature and the life cycle of a dandelion plant. Look at the text (or words) on page 29 and say the word pollinators. Pollinators are insects and bugs that can move pollen from one part of the flower. Pollinators help flowers and plants stay live. Turn to the person next to you and share if you learned anything new today about nature. 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



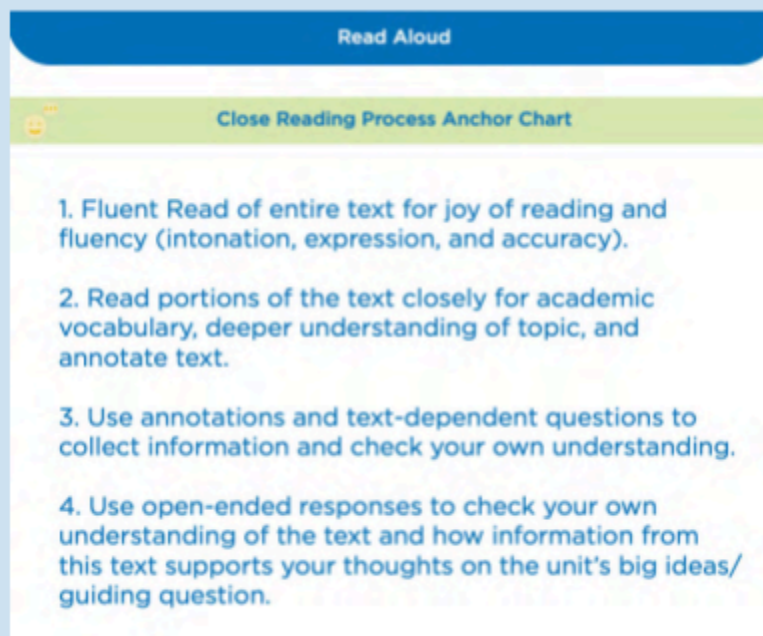
DO

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

Now let's think about the key details of the story. Think about this text-dependent question: Describe the connection between pieces of information 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. 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.

# Lesson 4



**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.