

# Lesson 1

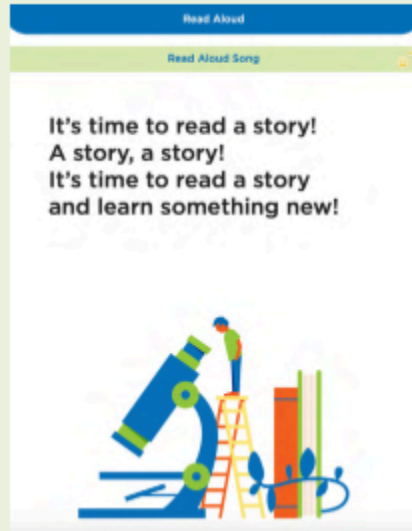
## Close reading



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 Four we are going to explore the topic, Working Together. 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 we understand each other and work together? 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, *I’ll Always Love* You by Hans Wilhelm. Let’s listen to the story and learn about how a family works together to take care of their dog, Elfie.

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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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The story tells us many ways the family loves Elfie and works together to take care of Elfie. Look at the text (or words) on page 4 and say the word together. Together means being united in agreement with other people and to work to complete things. Turn to the person next to you and share one idea the story taught you about working together. Be sure to explain 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.

## 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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**SAY**

Now let's think about the key details of the story. Think about this text-dependent question: Think about the experiences of the characters in the story. How did they stay the same or change? Use the illustrations, 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*.



**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.



**SAY**

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



**DO**

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 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.**



SAY

Think about this text-dependent question: What did the story teach you? How will this information help us answer our guiding question: How can we understand each other and work together? 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 are you drawing about the story?
- What did the text tell you?

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).