

Lesson 4

Close reading



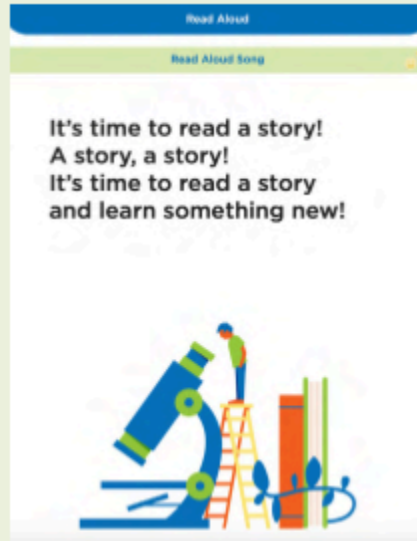
SAY

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: 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, *Bigmama’s* by Donald Crews. Let’s listen to the story and learn about a family’s trip to Bigmama’s house.

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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 understand the story.



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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The story tells about a family's trip to see their Bigmama. Everything on the trip, in town, and at their Bigmama's house looks the same. The children spend time outside. Look at the text (or words) on page 24 and say the word friendly. When a person or animal is friendly they are being kind and friendly. The children work together to explore the animals outside looking for eggs. There are two horses and the story tells us that one is friendly and the other is a biter. They are the same because they are both horses. They are different because one is friendly or kind and the other is a biter or mean. 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



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: 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.



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.



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.