

# Lesson 1

## Close reading

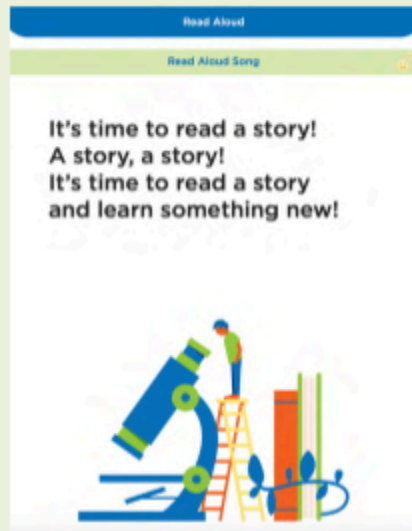


We are going to sing our read aloud song. "It's time to read a story! A story, a story! It's time to read a story and learn something new!" In Unit Five we are going to explore the topic, Making Good Choices. Critical readers and writers look closely at stories and use this information in their thinking, 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 make good choices? 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, ***Just Me and My Dad*** by Mercer Mayer. Let's listen to the story and learn about all the things Little Critter does with his Dad.

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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 us all of the things Little Critter does with his dad. Look at the text (or words) on page 9 and say the word hard. When something is hard it can be difficult or use a lot of effort. Little Critter pushed the canoe into the water hard. Little Critter makes good choices. He helps his dad and he is patient when things do not go his way. Patient means he stays kind when things do not go his way and he waits nicely. Turn to the person next to you and share one idea the story taught you about making good choices. 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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Now let's think about the key details of the story. Think about this text-dependent question: Who is telling the story? How do the illustrations (or pictures) and details describe the characters, setting, or events? 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..



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.

## Open-ended response



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.**

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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 make good choices? Use your **Retelling Graphic Organizer** to draw pictures of your response to the text-dependent question.



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).