

Lesson 1

Close reading

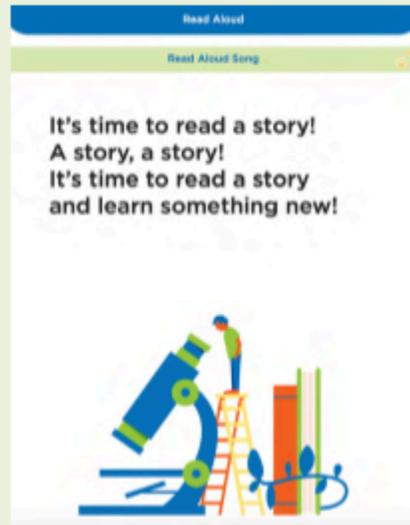


We are going to sing our read aloud song. "It's time to read a story! A story, a story! It's time to read a story and learn something new!" In Unit One we are going to explore the topic, All About Me. Critical readers and writers look closely at stories and use this information in their thinking, discussions, 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 I understand my feelings and thoughts when I experience different things in my life? 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, ***We Are Water Protectors*** by Carole Lindstrom. Let's listen to the story to find out what the author means by water protectors.

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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 retell the story with key details.



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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SAY

In the story indigenous people share ways they are striving to protect their water because water is sacred. When something is sacred it is very special with a special meaning. Look at the text (or words) on page 5 and say the word stand. Stand means that the indigenous people will stand up and protect the water from being harmed. The black snake represents the Dakota pipeline of 2016 that carries oil from North Dakota to Illinois. This pipeline can harm the lives of animals, plants, and indigenous people that live there. At the end of the story there is a water protector pledge that we can use to help protect the water too. Turn to the person next to you and share if you think the story showed all of the ways we can be water protectors. Why or why not?



DO

Listen as students share to assess students ability to recount or describe key ideas or details from 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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SAY

Now let's think about the key details of the story. Think about this text-dependent question: What are some of the things the characters did to protect the water? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. What are some of the things the characters did to protect the water? Use key details from the story as evidence to support your thinking. 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 recount or describe key ideas or details from 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



Complete the fourth step of the Close Reading process **4. Use openended 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.**



Think about this text-dependent question: What are some of the things the characters did to protect the water? Use key details from the story evidence to support your thinking. Use your **Retelling Graphic Organizer** to draw pictures of the key details in the beginning, middle, and ending of the story.



Rotate and support student thinking with probing questions like:

- What are you drawing about the story?
- 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).