

# Lesson 2

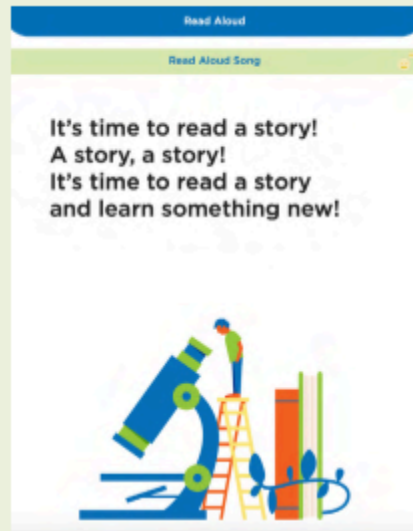
## Close reading



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 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 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, **A Letter to Amy** by Ezra Jack Keats. Let's listen to the story to find out what Peter writes in his letter to Amy.

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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 retell the story with key details.



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 Peter invites Amy to his birthday party by sending an invitation in the mail. An invitation is a letter asking someone to come to a party or event. When Peter was trying to send the invitation it blew away and he bumped into Amy trying to get to it before she saw the surprise. Look at the text (or words) on page 10 and say the word reflection. In this sentence reflection means Peter could see a picture of himself in the water. The story tells us that it is “all mixed up.” Turn to the person next to you and share why you think the story said Peter’s reflection was all “mixed up”? Use evidence from the story to support your thinking. (Peter knocked Amy over trying to get to the invitation first and he thought Amy would not come to his party since he made her cry. Peter was sad.)



**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.**



SAY

Now let's think about the central message of the story. The central message or lesson is something that you can learn from the story from the way the characters react and treat other people. Think about this textdependent question: What are some of the things the characters did in the story to understand their feelings and thoughts? 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 in the story to understand their feelings and thoughts? Use key details from the story 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

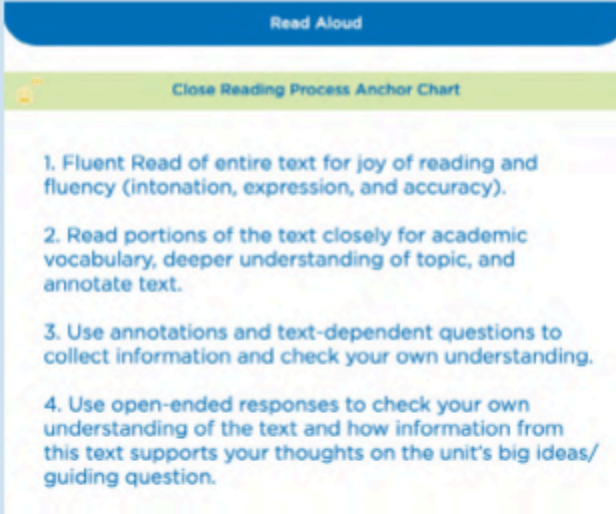
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This was awesome information! Let's go back to the text and annotate (or highlight) the evidence we have to support our thinking.



**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.



**DO**

Model for students how to connect their retelling of the story to evidence from the text.