

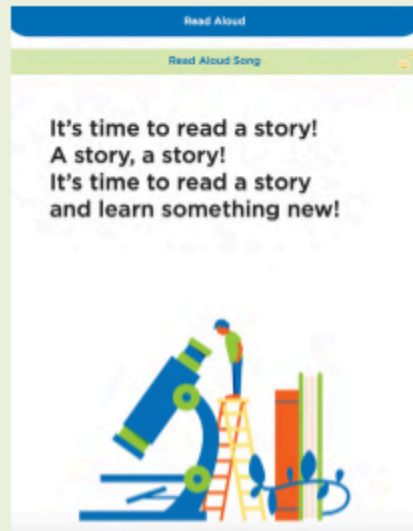
# Lesson 4

## 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!” 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, ***Do Like Kyla*** by Angela Johnson. Let’s listen to the story to find out all the things the main character does, just like her big sister Kyla.

# Lesson 4



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.**

# Lesson 4



SAY

In the story the main character does everything her big sister does. Look at the text (or words) on page 3 and say the word stretches. In this sentence stretches means Kyla and her little sister extend their arms to stretch after a good night sleep. The story tells us all the things Kyla does and how her little sister repeats after her. Turn to the person next to you and share how this changes by the end of the story. Use evidence from the story to support your thinking. (By the end of the story Kyla does just like her little sister.)



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.**

# Lesson 4



**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 is the central message or lesson of the story? 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 is the central message or lesson of the story? 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**

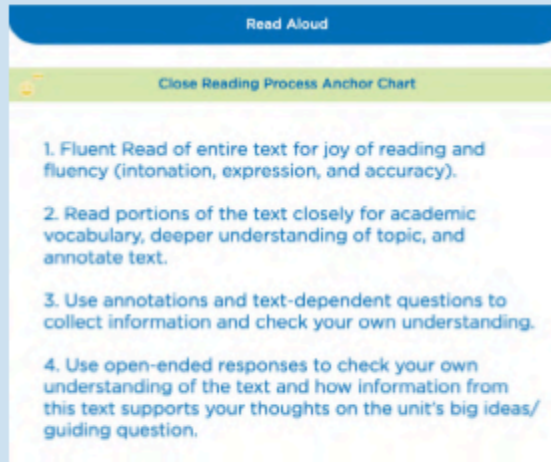
Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

# Lesson 4

This was awesome information! Let's go back to the text and annotate 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.