

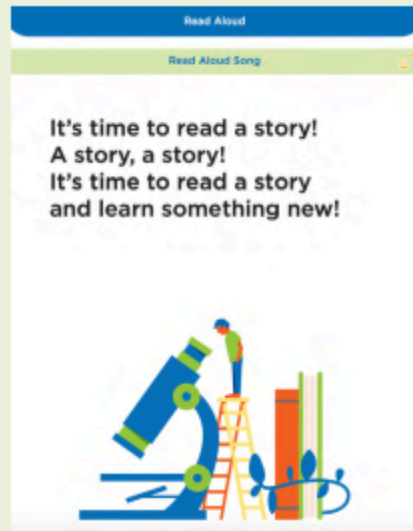
Lesson 1

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 Two we are going to explore the topic, Inspiring Stories. 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: What can we learn from other people’s lives? 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, ***The Power of One: Every Act of Kindness Counts*** by Trudy Ludwig. Let’s listen to the story to find out the power of one act of kindness.

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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 the little boy is not nice to the little girl. He yells at her and the picture shows us that he probably said some mean words. This made the little girl sad. However, the power of one act of kindness helps. Look at the text (or words) on page 26 and say the word bountiful. In this sentence bountiful means that one act of kindness helped to grow the garden that made the huge feast the friends are enjoying together. Turn to the person next to you and share how you think the little boy responded in the story. Did he fix what he did to the little girl? How did he do this? Use story evidence to support 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.

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: How did one act of kindness help to solve the problem in 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. How did one act of kindness help to solve the problem in 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.



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



DO

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.**



SAY

Think about this text-dependent question: How did the characters respond to challenges in their lives? 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.



DO

Rotate and support student thinking with probing questions like:

- What are you drawing about the story?
- What did the text tell you?
- What are the challenges the characters faced in their lives?

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).