

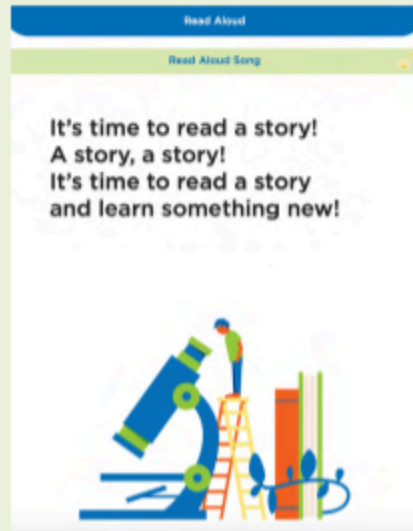
Lesson 1

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 Four we are going to explore the topic, Working Together. 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 understand each other and work together? 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, ***Koala Lou*** by Mem Fox. Let’s listen to the story to find out how the characters work together.

Lesson 1



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 1



SAY

In the story Koala Lou feels like her mom does not love her anymore because she is so busy. Koala Lou plans to do so well in the Bush Olympic games that her mom will say I love you again. Look at the text (or words) on page 8 and say the word preparations. In this sentence preparations means to start getting ready for a big event. Koala Lou works and makes preparations to win the Bush Olympic games. Turn to the person next to you and share how the story began and how it ended. What happened? How do you know? 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.**

Lesson 1



Now let's think about the key details of the story. Think about this text-dependent question: How was the point of view of Koala Lou the same or different than her mom? 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 was the point of view of Koala Lou the same or different than her mom? (Even though her mom's point of view is that she loves her, she is just so busy sometimes to tell her as much as she did when Koala Lou was the only child. Koala Lou feels like she has to do good in sports for her mom to tell her she loves her again. Her mom always loves her!) 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.



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.



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



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 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.**



SAY

Think about this text-dependent question: How did the characters understand each other and work together? Use key details from the story and 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 happened at the beginning of the story? How did the story end?

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).