

# Lesson 4

## 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 topic to answer this guiding question: How can we make responsible choices? 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, ***Saturdays and Teacakes*** by Lester Laminack. Let’s listen to the story to find out if the characters make responsible decisions.

# 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.

# Lesson 4



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.**



SAY

In the story the a little boy tells a story about his weekly trip to his grandmother's house on Saturdays. The little boy and his Mama or Grandmother make teacakes. Look at the text (or words) on page 20 and say the word forever. In this sentence forever means the teacakes were taking a long time to cook to the little boy. He felt like it was taking forever and he was getting impatient or tired of waiting for the teacakes to finish cooking. Turn to the person next to you and share your thoughts. Did the boy make responsible decisions in the story? What happened? How do you know? Use story evidence.



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 key details of the story. Think about this text-dependent question: Did the characters make responsible decisions? How do you know? Use key details and evidence from the story to support your thinking. Close your eyes and massage your brains and think about your answer. Did the characters make responsible decisions? How do you know? Use key details from the story and 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

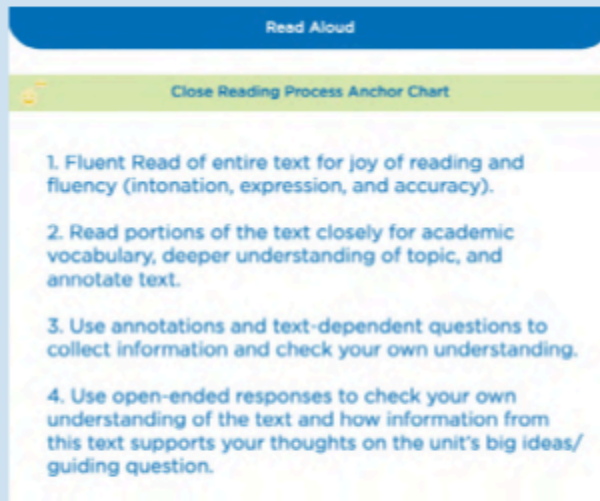
Listen as students share to assess students ability to recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

# 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.