

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 One we are going to explore the topic, All About Me. 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 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, ***H.O.R.S.E.: A Game of Basketball and Imagination*** by Christopher Myers. Let’s listen to the story to find out how the characters understand their feelings and thoughts when they play a game on the basketball court.

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DO



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



SAY

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.

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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 basketball players work together to try to make a successful layup. A layup is when the basketball glides in the basket and the player scores. Look at the text (or words) on page 11 and say the word calculate. Calculate in this sentence means that the basketball players are working to determine the right angle and speed they must use to make a layup. Turn to the person next to you and share if you think the characters in the story understood their thoughts and feelings when they played together? Why or why not? Use story evidence to support your thinking.



DO

Listen as students share to assess students ability to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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: What are the most important events 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. What are the most important events in the story? 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 report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



SAY

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

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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 in the story understand their feelings and thoughts when they experience different things in their lives? 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?" or "What did the text tell you?" or "What is the central message or lesson?" Provide support to students as needed and dictate (write student words below each of their drawings).