

Lesson 1

Close reading

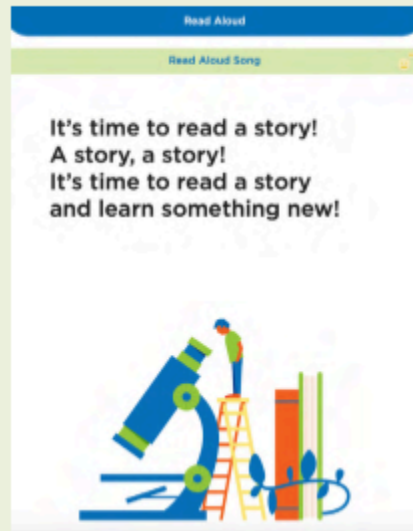


We are going to sing our read aloud song. “It’s time to read a story! A story, a story! It’s time to read a story and learn something new!” In Unit Four we are going to explore the topic, Working Together. Critical readers and writers look closely at stories and use this information in their thinking, 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, *A Chair for My Mother* by Vera B. Williams. Let’s listen to the story to find out how the characters work together.

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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.



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.

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In the story we learn about a family that survives a terrible house fire. The characters work together with other family members as they recover from this tragedy. Look at the text (or words) on page 18 and say the word comfortable. When things are comfortable they help people relax. After the house fire they did not have comfortable places to sit in their house. Turn to the person next to you and share the main events at the end of the story. Does this family ever get comfortable places to sit in their house? How do you know? Why is this important? Use story evidence.



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



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: What are the most important events in the story? Did the characters work together? 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? Did the characters work together? 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.



DO

Model for students how to connect their retelling of the story to evidence from the text.

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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: Do you agree with the narrator's point of view. Would you tell the same story in a different way? 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).