

# Lesson 4

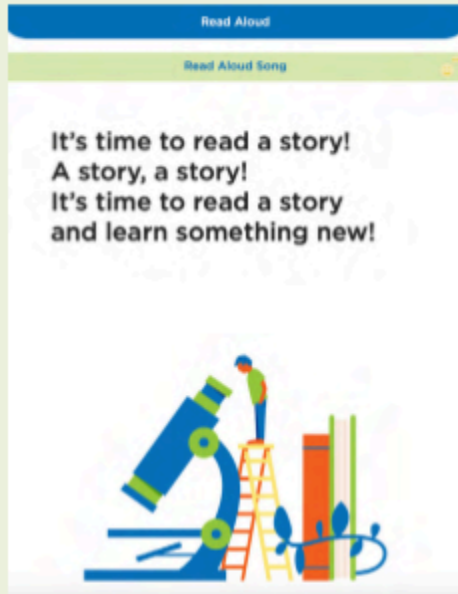
## Close reading



**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 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, *My Rotten Red-Headed Older Brother* by Patricia Polacco. Let’s listen to the story to find out how the characters work together.

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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.

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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 we learn about a little girl and her hope to find something she could do that her older brother could not do. Look at the text (or words) on page 5 and say the word incredible. When something is incredible it is amazing. The little girl really wants to do something incredible that her brother cannot do. Turn to the person next to you and share the main events at the end of the story. Does the little girl and her brother learn not to compete with one another and how to work together? How do you know?



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.

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## 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? 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

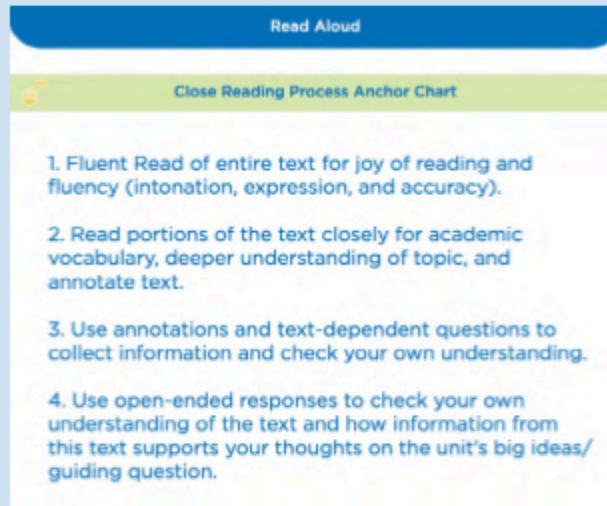
Listen as students share to assess students ability to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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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.