

Lesson 7: Close Read-aloud Culminating Task and Reflecting on Guiding Question



CCS Standards

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
- **RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.1.1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- **L.1.1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **L.1.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.



Daily Learning Target

- I can retell important events of what the boy and the sun do throughout *Summer Sun Risin'*. (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2, L.1.4a)

Ongoing Assessment

- During the Opening, listen and track progress as students review the noun, verb structures and use of pronouns in the “Sun, Moon, and Stars” song using the Language Checklist (L.1.1c, L.1.1d)
- During the culminating task of the close read-aloud in Work Time A, use the Reading Literature Checklist to track students’ progress toward RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2 (see Assessment Overview and Resources).
- Collect student response sheets for the culminating task to serve as evidence of progress toward standards RL.1.3, RL.1.7, W.1.8 and to inform instruction for subsequent lessons.
- During the Closing, note how students self-assess their ability to retell *Summer Sun Risin'*. Use this information as a guide for subsequent lessons as students continue to practice retelling stories they hear read aloud.

Agenda

1. Opening

A. Song and Movement: “Sun, Moon, and Stars” Song (5 minutes)

2. Work Time

A. Close Read-aloud Culminating Task: *Summer Sun Risin’* (40 minutes)

B. Structured Discussion: Reflecting on Unit 1 Guiding Question (10 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- During Work Time A, students finish their close read of *Summer Sun Risin’*. In this session, students orally retell the story from beginning to end and capture the retell in pictures and words (RL.1.2, RL.1.3, RL.1.7, W.1.8, SL.1.1, SL.1.2).
- In the Closing, students return to reflect on the Unit 1 guiding question: “Why do authors write about the sun, moon, and stars?” (RL.1.1, SL.1.1).

How this lesson builds on previous work:

- In Lessons 3–6, students reread parts of the unit’s anchor text, role-played several key parts, and discussed specific story elements such as setting and characters. Students also recorded the beginning, middle, and end events of the story using pictures and words. Now, in the culminating task, students experience similar instructional activities with less scaffolding and support while retelling events in the story.
- In prior lessons, students have learned about the nouns, verbs, and pronouns in the “Sun, Moon, and Stars” song. In this lesson, students practice singing the entire “Sun, Moon, and Stars” song and identify some of the nouns, verbs, and pronouns.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Some students might find the culminating task challenging. For those students who have difficulty remembering key details of the story in sequential order, consider allowing them to use a copy of the text to support their retell. And remind students to use the *Summer Sun Rising’* anchor chart to assist with the retell task.
- Some students may need additional time to complete the culminating task.

Down the road:

- In Lessons 8–13, students complete focused read-alouds of different texts, discussing specific story elements such as setting, characters, plot, and central message. After these focused read-alouds, students will complete written response sheets to track specific story elements.
- Throughout Unit 1, students will continue to reflect on their progress toward showing respect during the role-play protocol. Guide them toward more specific responses (e.g., “I showed respect by keeping my body safe when collaborating with my partner.”).

In advance:

- Prepare Sun, Moon, and Stars Word Wall card for the word *sunset*. Write or type the word on a card and create or find a visual to accompany each word.
- Preview the Close Read-aloud Guide: Summer Sun Risin' (Session 5; for teacher reference). Complete only Session 5 in this lesson.
- Pre-distribute materials for Work Time A at student workspaces to ensure a smooth transition.
- Review:
 - Sun Movement routine from Lesson 2 as necessary.
 - Sit, Kneel, Stand protocol. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Post: Learning targets, the “Sun, Moon, and Stars” Version 2 song, and applicable anchor charts (see materials list).

Technology & Multimedia

Consider using an interactive white board or document camera to display lesson materials.

- Opening A: Record the whole group singing “Sun, Moon, and Stars” Version 2 song and post it on a teacher webpage or on a portfolio app such as Seesaw (<http://web.seesaw.me>) for students to listen to at home with families. Most devices (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time A: Students complete the *Summer Sun Risin'*: Culminating Task response sheet using a word-processing tool—for example, a Google Doc.
- Work Time A: Students use drawing apps or software to draw their response—for example, the Kids Doodle plug-in for Google or app for Apple products.

Supporting English Language Learners

- Supports guided in part by CA ELD Standards 1.I.A.1, 1.I.B.5, 1.I.B.6, and 1.I.C.10

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to synthesize their learning throughout the close read-aloud by completing a culminating task that has been scaffolded throughout the unit this far.
- ELLs may find it challenging to sequence the events in *Summer Sun Risin'* as they complete their culminating tasks. Review all of the resources in the classroom that will be helpful as they complete the task. Encourage students to use language from the Language Dive and Mini Language Dives in lessons 4–6.

Levels of support

For lighter support:

- As students complete their culminating tasks, challenge them to write their sentences two ways: one using contractions and informal spelling, and one using

a more formal register. (Examples: “In the beginning, the sun’s shinin’”; “In the beginning the sun is shining.”)

For heavier support:

- During Work Time A, distribute a partially filled-in copy of the *Summer Sun Risin’* Culminating Task response sheet. This will provide students with models for the work expected of them, while relieving the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on the learning target and the support they might need to meet this learning goal. Some students may need additional support understanding and remembering these ideas. Offer alternatives to auditory information by writing students’ ideas on chart paper and referring to them in future lessons.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, individual students are asked to share ideas with a partner about why the author wrote *Summer Sun Risin’*. Some students may need additional support with connecting the author’s purpose to the study of the sun, moon, and stars. As students share out, provide options for expression and communication by using prompts and sentence frames.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- retell (L)

Review:

- noun, verb, pronoun (T)
- characters, events, setting, sunset (L)

Materials

- ✓ “Sun, Moon, and Stars” Version 2 song (from Lesson 5; one to display)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Close Read-aloud Guide: *Summer Sun Risin’* (Session 5; for teacher reference)
 - *Summer Sun Risin’* (one to display; for teacher read-aloud)
 - *Summer Sun Risin’* anchor chart (begun in Lesson 3)
 - *Summer Sun Risin’* Culminating Task response sheet (from Lesson 3; one for teacher modeling and one per student)

- Reading Literature Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ Unit 1 Guiding Question anchor chart (begun in Lesson 2; added to during Work Time B; see supporting materials)
- ☑ Think-Pair-Share Protocol anchor chart (begun in Module 1)
- ☑ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ Sit, Kneel, Stand Protocol anchor chart (begun in Module 1)
- ☑ Pencils (one per student)

Opening

A. Song and Movement: “Sun, Moon, and Stars” Version 2 Song (5 minutes)

- Gather students whole group.
- Direct students’ attention to the **“Sun, Moon, and Stars” Version 2 song** and invite students to join you in singing and doing the motions for the song.
- Remind students that they have looked at three types of words in this song: *nouns*, *verbs*, and *pronouns*.
- Turn and Talk:
 - “What nouns are in the song?” (the sun, the moon, the stars, I)**
 - “What verbs are in the song?” (shines, see, lights, make, look)**
 - “What pronouns are in the song?” (it, them)**
- Circulate and listen as students share. Track students’ progress towards L.1.1c and L.1.1d on the **Language Checklist**.
- As time permits, sing the song one more time or generate a new line for the song in collaboration with students. Include a noun with matching verb and pronoun (Ex. My mom taught me to watch the sky and now we watch it day and night.)

Meeting Students’ Needs

- After singing the song with motions, foster community and offer alternatives to auditory information by making a class resource that includes the lyrics and motions to the song for students to revisit during free time. (Example: Create a class songbook that can be kept in the classroom library. Include a page with the lyrics to the song, embedding drawings for the motions or photos of children demonstrating the motions.) (MMR, MME)
- For ELLs: Identify students who might be mouthing the words or not singing while the class sings chorally. If students seem to be avoiding singing, encourage them to sing without pressuring them. If students are comfortable, invite them to sing “duets” with more confident students so they can more easily hear themselves as they practice.

Work Time

A. Close Read-aloud Culminating Task: *Summer Sun Risin'* (40 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can retell important events of what the boy and the sun do throughout Summer Sun Risin'."
- Define *retell* (to tell again).
- Explain that when we retell stories, we tell the important parts again to help us understand the story better and to remember the important parts.
- Remind students that over the past several lessons they have had a chance to think about events from the beginning, middle, and end of the story. Tell them that today they will focus on retelling the important events of what the boy and the sun do throughout the whole story.
- Guide students through the close read-aloud for *Summer Sun Risin'* using the **Close Read-aloud Guide: *Summer Sun Risin'* (Session 5; for teacher reference)**. Consider using the **Reading Literature Checklist** (see Assessment Overview and Resources).
- During Session 5, refer to the guide for the use of *Summer Sun Risin'*, the **Summer Sun Risin' anchor chart**, and the **Summer Sun Risin' Culminating Task response sheet**.
- Offer students specific feedback on the close reading skills they used as they answered the focus question: What is the boy doing when the sun is rising, at its highest, and setting in the sky? (Example: "Everyone looked closely at the pictures in the text and listened to the text read aloud to notice and describe all the things the boy does as the sun is changing from sunrise to sunset.")

Meeting Students' Needs

- As you prepare students for the close read-aloud session, provide options for physical action and sensory input by differentiating seating. Some students might benefit from sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs. (MMAE)
- For ELLs: Underline the prefix *re-* and tell students that it means again. Ask:
"If re- means again, what do you think it means to retell?" (to tell again)
- For ELLs: Remind students of the content and language structures they practiced during the Language Dive and Mini Language Dives in lessons 4–6. Direct them to any related sentence frames or work still on display. Invite students to draw from this language as they complete their culminating tasks.

Work Time

B. Structured Discussion: Reflecting on Unit 1 Guiding Question (10 minutes)

- Refocus students whole group.
- Direct their attention to the **Unit 1 Guiding Question anchor chart** and read it aloud:
"Why do authors write about the sun, moon, and stars?"

- Remind students that they have been working toward answering this question through their close reading of *Summer Sun Risin'*. Tell them they will now add their new learning to the Unit 1 Guiding Question anchor chart.
- Point to each column on the anchor chart and read the headings aloud.
 - “What is the title and author of the book?” (*Summer Sun Risin'* by W. Nikola-Lisa)
 - “Was it about the sun or the moon?” (sun)
 - “Why do you think the author wrote the book?” (Answers will vary, but may include something like: to show and tell all the things you can do during the day.)
- Ask students to help you fill out the first column of the anchor chart.
- Tell students they are going to use the Think-Pair-Share protocol to address the other two questions. Remind them that they used this protocol in previous lessons, and review as necessary using the **Think-Pair-Share Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)
- Invite students to Think-Pair-Share with an elbow partner:
 - “Was it [the text] about the sun or the moon?”**
 - “Why do you think the author wrote the book?”**
- As students talk, circulate and listen in. Take note of the ideas they are sharing and target a few students to share out with the whole group. Consider documenting progress toward SL.1.2 using the **Speaking and Listening Checklist**.
- Remind students to make a bridge with their arms after both partners have shared.
- Gather students back together and invite a few students to share with the whole group.
- If productive, cue students to expand the conversation by giving an example and to listen carefully and seek to understand:
 - “Can you give an example?” (Responses will vary.)**
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)**
- Thank students for their hard work reflecting on the guiding question and remind them that they will add to this anchor chart throughout the unit each time they read a new text.

Meeting Students' Needs

- When circulating and listening in during the Think-Pair-Share, scaffold partner conversations as needed. Some students may benefit from explicit prompting or a sentence frame. (Example: “*Summer Sun Risin'* was about the ____ [sun/moon]. I think the author wrote the book because ____.”) (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Gather students together whole group.
- Remind them that the best learning happens when learners check to see how well they are doing and what they can do to be even better. Tell them that this is called *assessing* and that today they will do use the Sit, Kneel, Stand protocol. Remind students that they used this

protocol in Module 1 and review as necessary, using the **Sit, Kneel, Stand Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of this protocol.)

- Guide students through the protocol using the learning target.
- If productive, cue students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Offer students specific, positive feedback on their work of accurately reflecting on their learning today. (Example: “It is always challenging to think about how well you are doing with a learning target and in thinking about what you can do even better, but I notice that everyone was thoughtful in their reflection, and it is clear that everyone really seems to know where they are at in meeting the learning target.”)

Meeting Students' Needs

- As students share their reflections on the learning target, offer alternatives to auditory information by scribing their ideas on chart paper. Save this list and revisit students' goals/needs in future lessons. (MMR)