

Brief Focus Lesson

Comprehension: Monitor and Fix Up (Grade 1)

Text: *A Color of His Own* by Leo Lionni

CAFE Goal	Comprehension
CAFE Strategy	Monitor and Fix Up.
Observe/Relate (1 – 2 min.)	<p>What do you know about fixing things? My grandma loved to fix things. She even had a special toolbox. Whenever something broke, it did not stay broken for long. Grandma used to say, “If I don’t fix that loose stair right away, someone might fall,” and “I need to fill that hole in the wall, or it will just get bigger and bigger.”</p> <p>One day, I said to Grandma, “I wish I knew how to fix things like you!”</p> <p>Grandma answered, “You <i>do</i> know how to fix things. You are a reading teacher. When the children in your class are reading, and the text stops making sense, you teach them ways to fix up their meaning. You have a toolbox, too—a reading toolbox!”</p> <p>“Hmm...I never thought of it that way. I guess you are right, Grandma,” I answered. “I <i>do</i> know how to monitor and fix up meaning when it breaks down. I have my reading toolbox to help me.”</p> <p>Today that’s exactly what I am going to do—show you how to monitor and fix up your meaning.</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – <i>Today we are learning to monitor and fix up when our meaning breaks down.</i></p> <p>Create urgency – <i>We are learning to monitor and fix up when meaning breaks down because we want to understand what we are reading. It is fun to choose a fix-up strategy that will help us to understand better. Then we can go back to having fun reading!</i></p> <p>Explicit teacher modeling – Today I will show you how I monitor and fix up my reading. That means that I always check to be sure I understand what I read. When I start getting mixed up, I stop reading. Here’s a little trick I use— I write STOP on a sticky note (<i>invite students to spell S-T-O-P with you</i>). I put this note next to the part of the text where my understanding broke down. Then I think about how I will fix up my meaning.</p>

	<p>Please listen as I read this part of <i>A Color of His Own</i> by Leo Lionni. (<i>Since the pages are unnumbered, lightly pencil in the numbers for easy reference</i>). <i>Begin reading up to page 9 of the text and say, "Okay, I understand what the text is about so far. The author tells about four different kinds of living things—a parrot, a goldfish, an elephant, and a pig. He tells the color of each one, too. I understand everything the author has told me so far. Continue reading the next two pages and say, "Good—I still understand what I am reading—the author is talking about an animal called a chameleon. I have read about chameleons before. They can change their color to match the color of what is around them."</i></p> <p><i>Read pages 10-15 and say, "Oh, I think that I need to stop here (on page 15 with the picture of the leaf). Watch me put my STOP sticky note on the page with the drawing of the green leaf. I didn't understand what I just read. There are many fix-up strategies that I can use. Hmm...which one should I choose? I know--today I want to use back up and reread. Let's pretend to pull that strategy out of my reading toolbox together. (Have children make a motion of opening a toolbox and pulling something out with you.) I think that strategy will help me." Read the same page aloud again and exclaim, "Hurray! I think I understand now. The chameleon wants to have his own color. He is thinking of staying on a leaf forever so that he can be green all the time. He is happy to be green! Backing up and reading that page a second time helped me to think more about what the author is saying.</i></p>
<p style="text-align: center;">Practice (2 – 3 min.)</p>	<p>You just listened to me read part of <i>A Color of His Own</i> to you. I shared how I monitor my reading and fix up my understanding when it breaks down. I backed up and read the part of the text that I did not understand a second time.</p> <p>Listen to me read the next part of the text. <i>After reading up to page 25 where the chameleons realize that the two of them will always be the same color even though they will change with their surroundings, state "Tell a partner what you think this part of the story means." Once students have shared say, "If you or your partner weren't too sure of the meaning, how might backing up and rereading that part help you?"</i></p> <p><i>"It's time to pull "back up and reread" out of your reading toolkit." (Have students make the motions of opening a tool box and pulling something out). "Let's read it once more." (Read it aloud if needed). "Turn and talk to your partner about what you understand now." Give the partnerships time to discuss, and ask the whole group: "How did backing up and reading the text a second time help you to fix up your meaning?" (Take a few responses). "Rereading is a way that readers can use to understand the text better."</i></p>
<p style="text-align: center;">Encourage and Plan (1 – 2 min.)</p>	<p>Who will use this strategy when you read today? It's important to monitor your reading. You want to make sure that you understand the text. Whenever meaning breaks down as you are reading, don't worry. Place a sticky note with the word STOP on the page. Then choose a way to fix up your meaning from your reading toolbox. Whether you are reading here at</p>

	<p>school or at home and get mixed up, there are many things you can do. By backing up and rereading, you can get your understanding back on track. Use this strategy during Read to Self or Read to Someone, or whenever you read. It will help you to fix up your understanding.</p>
Common Core Alignment	<p>Most strategies are applicable to all grade levels. Monitor and Fix up aligns with Standards RL.1.4 and RI.1.4 on our Grade 1 CAFE Menu or CCSS Grade Level Matrix.</p>