

Brief Focus Lesson

Fluency: Read Appropriate-Level Texts that are a Good Fit (Grade 1)

Texts: *Dragons Love Tacos* by Adam Rubin
and *Ten Turkeys in the Road* by Brenda Reeves Sturgis
(or teacher-selected texts)

<p>CAFE Goal</p>	<p>Fluency</p>
<p>CAFE Strategy</p>	<p>Read appropriate-level texts that are a good fit</p>
<p>Observe/Relate (1 – 2 min.)</p>	<p>Remember the first time that we talked about finding good fit books? That day, I brought a few different kinds of shoes to school. Then I described the type of shoe that I needed. It had to be just the right kind of shoe. <i>(If you did another version of the good fit lesson with different objects, refer to it instead)</i>. If the shoe was too big, I worried that it would fall off when I walked. If the shoe was too small, it hurt my foot. So, I had to find one that <i>really</i> fit. The shoe had to be a good choice for what I would do that day, too. For example, if I planned to take a long walk, it would be better to wear gym shoes than party shoes.</p> <p>It's the same with books. As a reader, you need a book that is a good fit. You have to like what the book is about. Liking the book makes you want to read more. You have to understand what you are reading and know the words. Then you will feel happy when you read it.</p>
<p>Teach and Reinforce (2 – 3 min.)</p>	<p>Establish purpose – Today we are learning to read appropriate-level texts that are a good fit.</p> <p>Create urgency – We are learning to choose good fit books because they will help us to grow as readers. Remember that good fit books are the most fun to read, too!</p> <p>Explicit teacher modeling – Readers have a very important job whenever they choose a new book. They have to find an appropriate-level text, or book, that is a good fit. An appropriate-level text is not too hard; when you read it, you understand what you read and know the words.</p> <p>Let me show you how I check for a good fit book. I use the I PICK method (Boushey & Moser, 2014). Here's what each letter of I PICK means (write the words on a white board or chart paper for children to see).</p> <p>I-I look at a book P-Purpose I-Interest C-Comprehend K-Know the words</p>

*Display the book Dragons Love Tacos. Look at the front and back covers and read the inside flap. Say, “This is a book that my friend liked. I wanted a funny book, and she said that *Dragons Love Tacos* by Adam Rubin would make me laugh. Before I start reading it, I need to check that it is a good fit. I think I will ask myself some important questions:”*

- Why should I look at the book covers and read the words on the flap? *(To learn more about it.)*
- Why do I want to read this book? The reason is my purpose. *(I want to read it for fun. I want to laugh at a funny book.)*
- Am I interested in the topic? *(Yes, I like funny stories.)*
- Do I comprehend, or understand, what I read? *(Read the first two pages and say “I understand what this means—the author is telling me that dragons like all different things that go inside tacos and all sizes of tacos, too.”)*
- Do I know the words? *(Yes, none of those words are hard for me.)*
- Since the answer to these questions is *yes*, this is a good fit book for me. What should I do if the book is not a good fit for me? *(That is simple. I will look for another that is a good fit.)*

Practice

(2 – 3 min.)

Please note: you can select two books from your library or use the books listed.

To become a better reader, you must read appropriate-level texts that are a good fit. So, choosing a good fit book is a very important job.

Will you help me now? I want to find a good fit book that is funny. Hmm...what about this one called *Ten Turkeys in the Road* by Brenda Reeves Sturgis. My friend said that she laughed and laughed when she read it. Show students the front and back covers. Read the information from the inside front flap. Then say, “Let’s use **I PICK** to check if it is a good fit! I have given each of you two cards. One has the word “YES” and the other has the word “NO” written on it *(the two cards can be of different colors if you like)*. When I ask a question, hold up the card that you think is the right answer.

I Did I look at a book? *(yes)* What did I do?

P Do I have a purpose, or reason, for reading the book? *(yes)* What is it?

I Am I interested in the topic? *(yes)* Why do I want to read the book?

C Listen to me read a small part out loud from the first page of text. Say, “This page tells how the farmer blew his horn so that the turkeys would move. Only one did. Do I comprehend, or understand, what I just read? *(yes)* How do you know?”

K Do I know all the words? *(yes)* How do you know?

Should I read a book if it is not a good fit? *(no)* Why?

Should you read a book if it is not a good fit? *(no)* Why?

Ask: “Who can tell me one thing that you remember about picking a good fit book?” *Call on a few volunteers.* “Now take the YES card and put it inside one of your good fit books. When I confer with you about your reading, we will check that it is a good fit for you.” *(Have a student collect the NO cards from the group).*

<p>Encourage and Plan (1 – 2 min.)</p>	<p>When is a good time to use this strategy of “Read Appropriate-Level Texts that are a Good Fit”? (<i>Call on a couple of volunteers if time permits</i>). Any time you go book shopping here at school, use this strategy. When you visit the library, use what you know about choosing a good fit book. You will be able to read books that are a good fit. Reading those good fit books will help you to get better and better as a reader. You will understand what you read and want to read more.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Read Appropriate-Level Texts that are a Good Fit aligns with Standards RF.1.4, RL.1.10, and RI.1.10 on our Grade 1 CAFE Menu or CCSS Grade Level Matrix.</p>

Reference:

Boushey, G., & Moser, J. (2014). *The daily 5 (second edition)*. Portland, ME: Stenhouse.