

# Brief Focus Lesson

## Abundant Easy Reading for Grade 1

Text: *Meet the Meerkat* by Darrin Lunde

<b>CAFE Goal</b>	Accuracy
<b>CAFE Strategy</b>	Abundant Easy Reading
<b>Observe/Relate</b>  (1 – 2 min.)	Have you ever wanted to learn more about a favorite animal? I have a friend named Chris who wanted to learn more about meerkats. He loved watching the meerkats at the zoo and wanted to learn more about them. So, the next day we went to the library and tried to find books about meerkats. Both of us were surprised when we checked the library catalog and saw that there were a lot of books about meerkats. We found the books and sat down at a table to look at them. As we looked through them, Chris saw that some books were hard—he didn't know the words. He looked worried that he wouldn't be able to learn more about meerkats by reading those hard books. But others were just right for him. He knew the words and could understand the information about the meerkats that he loved so much! Of course, those were the books that my friend checked out of the library because he knew he would have fun reading them.
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – Today we are going to learn about the Accuracy strategy <b>abundant easy reading</b>.</p> <p><b>Create urgency</b> – We are learning to do abundant easy reading because when we keep reading books we understand, we become better readers. This kind of book is called a “just right book.” In a just right book, we can read the words, say them correctly, and understand what we are reading. Doing abundant easy reading makes us feel good about ourselves as readers because we are proud of our ability to read the book. It makes us want to read more...and we all know that the best way to become a better reader is to keep reading.</p> <p><b>Explicit teacher modeling</b> – After I looked through the books about meerkats and realized that they were really interesting animals, I wanted to learn more about them, too. So, I asked my friend if I could read one of his library books.</p>

	<p>Here is how I decided that the book was just right for me: I used the IPICK method (Boushey &amp; Moser, 2014). I looked at the <b>I PICK</b> chart and went through these steps (<i>display the chart below</i>).</p> <p><b>I choose a book</b>  <b>Purpose</b>--Why do I want to read it?  <b>Interest</b>--Does it interest me?  <b>Comprehension</b>--Am I understanding what I am reading?  <b>Know</b>-- I know most of the words</p> <p>I chose <i>Meet the Meerkat</i> by Darrin Lunde. Then I asked myself “Why do I want to read it?” I knew that I wanted to read it so that Chris and I could talk about what we were learning about meerkats. Then I asked myself “Does It interest me?” After going to the library with Chris, I realized that meerkats were fun and unusual animals. Next, I read some sentences from the text and asked myself “Am I understanding what I am reading?” (<i>Share a couple of sentences with the class and talk about their meaning</i>). Finally, I flipped through the book and checked the words on a few pages (<i>give some examples such as “desert—I know that one—it’s a very hot place; den—yes, I know that one, too--it’s a place where some animals live.”</i>) Last of all, I decided that “I know most of the words.” Thinking about these questions helped me to decide that <i>Meet the Meerkat</i> was a good fit book for me. If I choose to read other books about meerkats or any other topic, I will ask myself the same questions. After all, I want to have a good time reading about meerkats—I don’t want to give up because the book is too hard. To enjoy the book, I have to be interested in it and understand what I am reading. <b>Abundant easy reading</b> helps me to understand what I am reading.</p>
<p><b>Practice</b>  (2 – 3 min.)</p>	<p>Now you will try the strategy <b>abundant easy reading</b>. Get your book box, and show your partner a book that you are reading. Explain to your partner why it is a “just right” book for you and how reading it will help you become a better reader. (<i>Listen as children explain how the criteria for a good fit book apply to the text they are reading. Note the names of children who may need help with selecting just right texts</i>).</p>
<p><b>Encourage and Plan</b>  (1 – 2 min.)</p>	<p>We just learned and practiced abundant easy reading.</p> <p>Choosing a just right book for abundant easy reading is one of the most important things that we can do as readers. When is a good time to use this strategy? (Encourage students to think of the times that they might choose a new book such as outside of school at a library or bookstore as well as when they do book shopping at school.) Whenever you go shopping for a new book at school, at your neighborhood library, or even at a book store, remember to choose a just right book! You’ll be able to understand it and enjoy it. Doing abundant easy reading will make you want to read more.</p>

**Common Core  
Alignment**

Most strategies are applicable to all grade levels. Abundant Easy Reading aligns with Standards [RF.1.4](#) on our [Grade 1 CAFE Menu/ CCSS Grade Level Matrix](#)

**Works Cited**

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