

Brief Focus Lesson

Check for Understanding for Grade 1

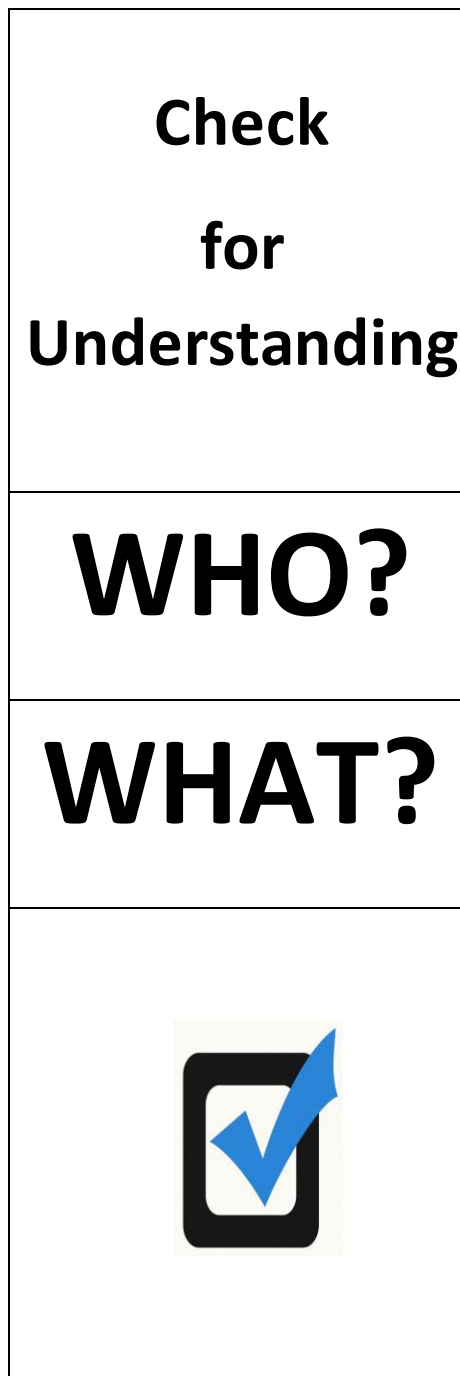
Text: *Shy Charles* by Rosemary Wells

CAFE Goal	Comprehension
CAFE Strategy	Check for Understanding
Observe/Relate (1 – 2 min.)	<p>Have you ever had a babysitter who took care of you? When I was little, I had a babysitter. She lived next door. My mom always left a note for my babysitter.</p> <p>“What does the note say?” I used to ask my babysitter.</p> <p>“Oh, it tells when you should eat dinner and when you should go to bed.”</p> <p>“Why do you read it over and over again?”</p> <p>“I just want to be sure that I’m doing everything your mom asked. I need to check that I understand what the note says. I want to take good care of you.”</p> <p>She always did!</p> <p>When I got older and babysat for kids in my neighborhood, I read the notes their parents left. I checked for understanding so that I could take good care of them, too!</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to check for understanding.</p> <p>Create urgency – We are learning to check for understanding because it helps us to be sure we know what is happening in the story. It’s more fun to read when we understand!</p> <p>Explicit teacher modeling – I have a great book called <i>Shy Charles</i> by Rosemary Wells to share with you today. It is about a little mouse who is very, very quiet. He has a babysitter, too, and you’ll meet her later in the story. His mom and dad want him to talk more, but Charles is happy the way that he is!</p> <p>As I read, listen as I ask myself questions to check my understanding. (<i>Since the pages are unnumbered, you may want to lightly pencil in the page numbers</i>). Read page 3 and then stop. Say “I’m going to stop and check if I understand what is happening so far. The first question I’ll ask is “WHO is the author telling me about? Why, it’s Charles, of course! WHAT is happening? Charles is happy. That’s good--I understand, so I will go on. I’ll</p>

	<p>make a checkmark on the page with my pointer finger to show that I checked for understanding.”</p> <p><i>Read page 4 and say, “WHO is this about? This page is about Charles and his neighbor, Wanda Sue. WHAT is happening? I’m not too sure, so let me read this page again. Now I get it! Charles doesn’t like to talk to neighbors like Wanda Sue. He is so shy! I knew the WHO and WHAT, so I’ll make a checkmark with my pointer finger on that page, too. Since I understand, I can go on.</i></p> <p>Now I’ll read page 5. WHO is it about? It’s about Charles! WHAT is happening? Charles doesn’t answer the phone because he doesn’t like to talk. I checked the WHO and WHAT, so I can make a checkmark with my finger on that page! Checking for understanding is fun!</p>
<p>Practice (2 – 3 min.)</p>	<p>“Now it’s your turn. Listen as I read page 6.” <i>Display the page so that children can see.</i> “I’ll ask you some questions to check for understanding WHO are the two people the author is telling me about? If you are sure, put your thumb up; if you don’t know, put your thumb sideways. <i>(Call on volunteers to answer).</i> WHAT is happening? If you are sure, put your thumb up; if you don’t know, put your thumb sideways. <i>(Call on a couple of volunteers—if students are confused, reread the page.)</i> Since we checked for understanding, I’ll make a checkmark on the page with my pointer finger. You can make one in the air with your pointer finger. <i>Conclude by saying:</i> Now that we’ve checked for understanding, we can go on. Hurray!</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>When is a good time to use Check for Understanding? The answer is easy—every time that you read! Whenever you read, you should ask yourself two big questions: WHO? and WHAT? to be sure that you understand. If you have trouble answering those questions, you should go back and reread. Remember to Check for Understanding—you can do it after you read a sentence, a page, or even a couple of pages. You want to be sure that you understand so that the rest of the story makes sense.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. <i>Check for Understanding</i> aligns with Standards RL.1.4 and RI.1.4 on our Grade 1 CAFE Menu or CCSS Grade Level Matrix.</p>

Here's a bookmark that you can use to Check for Understanding.

Remember to ask Who and What.



Here's a song to help you to remember to *Check for Understanding*. You can sing with your class. Use the tune from the popular children's song *Frere Jacques/Brother John*.

Check for Understanding

Are you asking? Are you asking?

Who and What? Who and What?

Check for Understanding,

Check for Understanding,

When you read! When you read!