

Brief Focus Lesson

Accuracy: Use the pictures . . . do the words and pictures match? (Grade 2)

Text: *Gravity-Defying Animals* by Natalie Lunis

CAFE Goal	Accuracy
CAFE Strategy	Use the pictures . . . do the words and pictures match?
Observe/Relate (1 – 2 min.)	Have you ever thought about what you want to do when you grow up? If you like to write stories, you could be an author. If you like to take pictures, you might like to be a photographer. Or, if you like to sketch, you might want to be an illustrator and create drawings for books. Whenever I read, I use all of the visuals--photos, pictures, and charts--that an author provides to check the meaning of words that I might not know. This helps me to understand the text better.
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose—"Today we are learning how to use the pictures . . . do the words and pictures match? This strategy helps us to read accurately."</p> <p>Create urgency—"The pictures help us be sure we are reading the words correctly. When readers are not sure of a word, they can use the pictures to help them figure it out. "</p> <p>Explicit teacher modeling—"I want to share a fascinating nonfiction book with you. The title is <i>Gravity-Defying Animals</i> by Natalie Lunis." (If possible, display the text on a document camera for students' easy viewing). "This writer has included lots of extra tools like drawings, photographs, captions, charts, maps, and graphs to help readers understand the information about these amazing animals." Read pages 4-5 and explain that the labels under the pictures help readers to see that the words and pictures match. Continue reading to page 7.</p> <p>First Example: Call students' attention to the picture of the hummingbird on page 7; read the caption and say, "Hmm, the writer talks about the hummingbird in the caption. But what is that word spelled n-e-c-t-a-r? It starts with nec- so I think that maybe the word is necklace." Read the target sentence using the word <i>necklace</i>. "No, I don't think that necklace makes sense in the sentence. The word must be a different one; let me take a closer look. Okay, I see that I did not look carefully enough at the second syllable of the word. That second syllable is -tar. So, if I put the first and second syllable together, I see that the word must be nectar. The hummingbird is trying to get nectar from the flower. Does the word match the picture? Yes, it does. Using the picture helps me to understand that nectar is in the flower and that it is something the bird likes."</p>

	<p>Second Example: If you would like to give students an additional example, read page 8 aloud to students. Ask “Have you ever heard of the Himalaya Mountains? The author says that the Himalaya Mountains are the world’s tallest mountain r-r-r . . . I don’t know that word spelled r-a-n-g-e. Is it rang? Let me try it in the sentence to see if it makes sense.” Read the phrase as “the world’s tallest mountain rang.” Explain, “No, that doesn’t make sense. Hmm . . . the word ends with an –e. It must be range. I know what a mountain is, but what is a mountain range? I think that it is a group of mountains. I’ll use the pictures to be sure.” Encourage students to explain how the picture helps readers to figure out unknown words and understand what they mean. Conclude by saying: “Great! I was right. A mountain range is a group of mountains.”</p>
<p>Practice (2 – 3 min.)</p>	<p>“Now it is your turn to use the pictures and ask, <i>Do the words and pictures match?</i> Let’s learn more about the gravity-defying animal known as the bat.” Share the text on page 10. Encourage students to study the pictures of the bat on page 11. Read the caption that describes the larger picture. Stop before coming to the adjectives “smooth” and “stretchy.” Explain “I’m not sure what those two words are. You can help me by practicing the strategy Use the pictures . . . do the words and pictures match? Work with a partner to figure out s-m-o-o-t-h. (Have the following questions ready on a piece of chart paper). Then follow the same steps for s-t-r-e-t-c-h-y.”</p> <ul style="list-style-type: none"> • What is the beginning sound? The ending sound? Can you decode the word? • What word do you think it is? • Read the sentence from the text. Did the word make sense? • Look at the picture. Does it match the word you guessed? How did using the picture help you to read and understand the word? Explain your thinking. <p>Invite students to tell about the ways that they applied the strategy Use the pictures . . . do the words and pictures match? to read the words <i>smooth</i> and <i>stretchy</i>, accurately.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>“We just used the pictures in a text to be sure that they matched the words that we were reading. Readers want to be sure that they use all of the information that a writer has given them about a text. So, using the pictures, especially if you are not sure of a word, is always a good idea. Checking the picture lets you know that you are reading the word correctly. When you read in class and at home, be sure to use this valuable strategy.”</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Use the pictures...do the words and pictures match? aligns with Standard RL.2.7 on our Grade 2 CAFE Menu or CCSS Grade Level Matrix.</p>