

Brief Focus Lesson

Fluency: Read Appropriate-Level Texts that are a Good Fit for Grade 2

Texts: *Dolphins* by Seymour Simon
Drawing Sea Creatures by Rebecca Clunes
Whales Passing by Eve Bunting

<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>What do you know about good fit books? Here’s a story that I remember about good fit books. When I was young, my dad loved to read about the ocean and the different kinds of creatures that lived there. One day, he brought home some books from the library for our family. They were all about starfish.</p> <p>“Which book do you think is for you?” he asked.</p> <p>I looked at the three books. One had pictures and only a few words. That one had to be for my baby sister. Another had many words on each page, and they were all so hard! I don’t think that I knew more than one word! Dad must have picked that book out for himself. But the third book was a good fit for me. I knew almost all of the words...and I couldn’t wait to read the book. It had beautiful pictures, too.</p> <p>I grabbed the book and said, “It’s this one! This is a good fit book for me.”</p> <p>“You’re right!” exclaimed Dad. “I know that you like starfish! Plus, you can read all the words so that you will understand what you read. That’s a good fit book just for you.”</p> <p>So, I curled up in my comfy chair next to the window. I had the best afternoon reading my new good fit book.</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 read appropriate level texts that are a good fit because it’s important to be able to read the words and understand what we are reading. This helps us to grow as readers.</p> <p>Explicit teacher modeling – When I look for a good fit book, I use I PICK (Boushey & Moser, 2014). Display the I PICK chart or make one of your own. Briefly review what each letter stands for.</p> <div data-bbox="867 1709 1198 1923" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">I PICK</p> <p style="text-align: center;">I look at a book Purpose Interest Comprehend Know the words</p> </div> <p>Let me explain how I PICK works. First, I look for a book that might be a good fit. I look at the cover and read the title and author’s name. I read the information on</p>

the inside flaps and back cover. Then I think about my **purpose** for reading. Sometimes my purpose is to learn something new or to get information to do a report. Other times, I just want to choose a book that will be fun to read. I check that I have **interest** in reading it; then, I make sure that I **comprehend** what I read and that I **know all the words**. Each reader has special **I PICK** books. A book that is a good fit for me might not be a good fit for my friend. There are different good fit books for every reader.

Today I have a few books about ocean creatures to show you. I want to read a book that will give me information and entertain me, too. Let’s look at the first one. Show a more difficult book such as *Dolphins* by Seymour Simon. *Display the book and say*, “This looks like a terrific book. What great pictures, and I do love dolphins! But what about my comprehension and knowing the words?” *Read a couple of sentences from page 5 but then falter on some words such as* avoid, charm, curious, *and* mischievous. *Say*, “I think that book is too hard for me right now. I don’t think that I can read it well or understand what I am reading.

Let me go to the next one. Here’s a book called *Drawing Sea Creatures* by Rebecca Clunes. *Display it to the students and say*, “This looks like a very interesting book. It gives information about sea creatures all right, but it is also about learning how to sketch pictures of them. What a great book for someone who wants to draw sea creatures! Let me see if I can comprehend the book. (*Share pages 4-5*). I understood what I read about the clown fish, and I knew the words. It looks like so much fun! But I don’t think that it meets my purpose for right now.”

Show the final text *Whales Passing* by *Eve Bunting*. *Look it over and say*, “The inside flap says that this book tells how a boy and his dad watch whales as the whales watch them! How cool!” *Read the first two pages from it and say*, “The book will help me learn more about whales, and I have always liked whales. Okay, I comprehended what I just read, and I knew the words. A boy and his dad were watching the whales, and they saw a pod of orcas. Wow! This is the book for me. It is a good fit—I will stick with it for sure!”

Practice
(2 – 3 min.)

Children should have a book that they recently picked from the classroom library with them (if they have just finished book shopping, that’s even better). Say: “Let’s practice doing a quick check on a book that you picked the last time you went book shopping. You will use this chart (prepared in advance) to work with a partner. Ask your partner these questions about the book:

I look at a book	What’s the title of your book?
P urpose	Why do you want to read this book?
I nterest	Do you like what the book is about?
C omprehension	Read a short part out loud. Tell me what you read.
K now the words	Do you know the words?
Is it a good fit book? How do you know?	

After you finish, switch roles. When we share today, you will bring this book with you, so put a sticky note on the cover. You’ll have a chance to tell our group if the

	<p>book was really a good fit book for you! If it wasn't a good fit book, explain why. Then you can trade it for one that is!"</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>We just talked about the strategy called Read Appropriate-Level Texts that are a Good Fit. I want to see you use this strategy every day! Whenever you choose a new book, be sure to look it over first. Check that it fits your purpose for reading it (even if it is just to have fun), that you like what the book is about, that you comprehend what you read, and that you know the words. Then you will really enjoy the book!</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 RL.2.10, RI.2.4, RI.2.10, and RF.2.4 on our Grade 2 CAFE Menu and CCSS Grade Level Matrix.</p>

Reference

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