

## Brief Focus Lesson

**Comprehension:** Monitor and Fix Up (Grade 2)

**Text:** *Everybody Breaks Bread* by Norah Dooley

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Monitor and Fix Up.
<b>Observe/Relate</b> (1 – 2 min.)	<p>Do you like to bake? I do. My dad taught me how to bake. He had a huge cookbook filled with many delicious recipes. I loved browsing through the pictures of breads, cookies, and muffins that looked so good. Those pictures made my mouth water. I wanted to try baking each one of those treats!</p> <p>Whenever we baked, my dad would say, “It’s always important to read the recipe slowly and carefully.” Before we started making anything, he would ask me to read the recipe out loud. Because I wanted to start baking right away, I often read it too quickly. Then my dad would remind me, “We have to check that we understand this recipe because we don’t want to make a mistake. If we add too much salt or too much flour, we can’t take it out!” I knew that he was right. So I would back up and adjust my reading rate so that we understood the steps. That step of backing up and adjusting my rate helped Dad and me to know exactly what to do!</p>
<b>Teach and Reinforce</b> (2 – 3 min.)	<p><b>Establish purpose</b> – <i>Today we are learning to monitor and fix up.</i></p> <p><b>Create urgency</b> – <i>We are learning to monitor and fix up so that our comprehension is strong. There might be a time when our meaning breaks down, but we need to know how to fix it when it does!</i></p> <p><b>Explicit teacher modeling</b> – When I read, I always make sure that I understand my good fit book. If I get confused, I stop and ask myself what I can do to get my comprehension back. Readers have many ways to do this including backing up and rereading, reading on, summarizing, skimming and scanning, and adjusting their rate (<i>you can write these on sentence strips or on your whiteboard</i>). One of my favorite ways to fix up my meaning is to adjust my reading rate. That helps me to think about what I am reading and understand my good fit book better.</p> <p>I will use a part of the text from the story <i>Everybody Bakes Bread</i> to show you how to monitor your reading and fix up your comprehension this way. (<i>Since this book does not have page numbers, you may want to pencil them in prior to the lesson</i>). <i>Begin reading page 5 of the text. Then explain, “It’s</i></p>

	<p>really important to understand the first part of any story because it sets up what will happen later. I understood what happened on this page--two children were supposed to help their mom get some bread dough ready. But they argued, and the bread dough landed on the floor. Mom asked her daughter Carrie to get something...what was it again? Let me check (<i>go back to the text</i>). Oh, here it is. She wants Carrie to borrow a three handled rolling pin. Okay! I am ready to go on because I monitored my reading."</p> <p><i>Continue reading page 7, but read it quickly. Afterward say, "Oh, I am a little confused. Sometimes I just read too fast. One of the ways that I can fix up my meaning is to back up and adjust my rate when I read that part again. What did Mom say to Anthony? I was reading so fast that I think I missed that part. She was saying something about braiding....was she going to braid someone's hair? Reread that same part of the text more slowly and deliberately. Now I understand! Since Mom is talking about baking, she must mean twisting the bread dough to look like a braid. She is not going to braid anybody's hair! Backing up and adjusting my rate helped me to understand that part better! If I just skipped over it, I would think that part of the story was about braiding hair!</i></p>
<p><b>Practice</b>  (2 – 3 min.)</p>	<p>I am going to continue reading this fun story. If my meaning breaks down, I will ask for your help. <i>Rapidly read the first two paragraphs on page 12 and state, "I'm mixed up now. The author says that 'a puff of steam came out of the bread.' I don't understand what happened—did the bread burn? How would backing up, rereading, and adjusting my rate help? Turn to a partner and share your ideas." Invite a couple of students to share. Read the text excerpt again and ask, "How was my second reading better? What do you think happened to the bread?" (Select a couple of volunteers to share their ideas).</i></p>
<p><b>Encourage and Plan</b>  (1 – 2 min.)</p>	<p>Today when you are reading I want you to monitor and fix up. Always make sure that you understand what you read. If you don't, stop and take some time to fix up your meaning. Use a fix-up strategy like backing up, rereading, and adjusting your rate to make the meaning clearer. How does learning to fix up your meaning make you a better reader? (<i>Invite a few responses</i>). Make sure to use this valuable strategy whenever you start to lose your understanding of the text.</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Monitor and Fix up aligns with Standard RF.2.4 on our <a href="#">Grade 2 CAFE Menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>