

Brief Focus Lesson

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

Text: *Memoirs of a Hamster* by Devin Scillian

CAFE Goal	Accuracy
CAFE Strategy	Use the pictures . . .do the words and pictures match?
Observe/Relate (1 – 2 min.)	What do you know about hamsters? Yesterday I was reading a book about hamsters because I like them so much. The author used a word spelled <i>f-u-r-r-y</i> to describe one of the hamsters. That was a word that I had not seen before. When I looked at the word, I saw the smaller word <i>fur</i> within it. I asked myself “Does <i>furry</i> mean that a hamster has a lot of fur?” I studied the picture of the hamster, and I saw that its body was covered with fur. After I checked that the word <i>furry</i> matched what I saw in the picture of the hamster, I knew that I was right! Asking myself the question “Do the words and pictures match?” helped me to understand the word.
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning about a strategy called “Use the pictures . . . do the words and pictures match?” It helps us to be accurate readers.</p> <p>Create urgency – We use this strategy so we can figure out new words. Matching the pictures and the words helps us to read accurately and understand what we are reading.</p> <p>Explicit teacher modeling – I like the book I am going to share with you today. It is called <i>Memoirs of a Hamster</i>. I will use some parts of the book to show you how I use the pictures to be sure that I read accurately. Listen to this part of the book. I will use the pictures to be sure that they match the words I read. <i>(Since the pages are unnumbered, lightly pencil the page numbers in beginning with the title page. If possible, display the book on a document camera. Share the cover and begin reading).</i></p> <p>First Stopping Point: <i>Pause after reading page 4 and note, “The author used the word s-h-a-v-i-n-g-s on this page. Let me figure out how to say it. It starts with /sh/. That makes the same sound as the beginning of the word shoe. It is followed by /a/ and /v/. It ends with /ing/ followed by /s/. I’ll try to sound it out. Say it slowly, stretching out the sounds. I think that word is shavings. I’m not really sure what the word means though. Wait . . . I remember. Once I saw a worker put shavings in the bottom of a hamster’s home at the pet store. Let me study the picture to be sure that I am right. Yes—the word I guessed and the picture match. So, I’ll connect the word shavings and the picture of the shavings with a wikki stix (or pipe cleaner).</i></p>

	<p>Second Stopping Point: After reading page 6, state: “Hmm . . . the author used a word spelled <i>e-x-e-r-c-i-s-e</i> before the word <i>wheel</i>. I know the word <i>wheel</i>, but what kind of wheel is it? I’ll take the word apart syllable by syllable. I know that the <i>ex-</i> is pronounced /x/. I see /er/ in the word, too. So, it’s starts with <i>ex-er</i> . . . The word must be <i>exercise</i>. Let me see if it matches the picture. Yes, it is an exercise wheel! I’ll use the wikki stix to connect the word and the picture.</p> <p>Third Stopping Point: On page 9, pause at the word “hydrated.” Explain, “I am not sure what the word spelled <i>h-y-d-r-a-t-e-d</i> is. Could it be “hyena”? The first syllable is the same. Let me try it in the sentence. No, it does not make sense. Does the word <i>hyena</i> match the picture? No, I don’t see a hyena in the picture. Let me try the word syllable by syllable like this /Hy/drat/ed/. I think it’s <i>hydrated</i>. My mom always tells me to stay <i>hydrated</i>! The word <i>hydrated</i> means to drink a lot of water. The hamster is trying to use the water bottle in the picture to get water. <i>Hydrated</i> must be the correct word! I’ll connect the word and the picture with my wikki stix.</p>
<p>Practice (2 – 3 min.)</p>	<p>On the next page, I see the hamster and the little girl. Read page 10 and pause at the word <i>yogurt</i>. Ask, What word is spelled <i>y-o-g-u-r-t</i>? I see it starts with <i>yo-</i>. Could it be <i>yoyo</i>? No, I don’t think so. I don’t see a string. It looks like the hamster is holding something tight. What could it be? Can anyone guess? (<i>Invite responses</i>). If students need support say, “Maybe it is food—what food starts with the letter <i>y</i>? Could it be <i>yogurt</i>? Yes, there could be yogurt in the drops in the picture—I’ve eaten that kind of snack.”). Then pick a volunteer to connect the word and the picture with a wikki stix.</p> <p>Follow the same procedure on page 11, pausing at the word “cheek.” Ask, “What is that word spelled “<i>c-h-e-e-k</i>”? Call on a volunteer to decode the word and connect it to the correct picture with the wikki stix.</p> <p>Then have students turn to a partner and explain how the strategy “Use the pictures...do the words and pictures match?” helps them as readers.</p> <p>Complete the read-aloud at another time, or make the text available for students to read or look at the pictures.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>The strategy of “Use the pictures . . . do the words and pictures match?” is a big help to you as a reader. When you use this strategy, you use all the information—the pictures as well as the text--that the author gives. The pictures are there to make it easier for you to understand the words. As you read good fit books, remember to use this 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 RI 2.7 on our Grade 2 CAFE Menu or CCSS Grade Level Matrix.</p>