

# Brief Focus Lesson

## Fluency: Reread Text for Grade 3

Text: *Every Day's a Dog's Day: A Year in Poems* by Marilyn Singer

Featured Poem: "Snow Day" by Marilyn Singer

<b>CAFE Goal</b>	Fluency
<b>CAFE Strategy</b>	Reread Text
<b>Observe/Relate</b>  (1 – 2 min.)	<p>Have you ever gotten a big surprise? Yesterday I got a big surprise at the library near my house. I wanted to get some great stories for our class so I went to the children's department. You will never believe what I saw! Right there in the middle of the library was a dog—yes, a dog! He was wearing a scarf with his name, Rusty, and he was listening intently as a little girl read. I watched and listened for a few minutes. The girl was reading the same page over and over again. When the girl finished, the boy who was next in line sat down by the dog and started to read. As the girl walked past me to her mother, she said, "I bet you were wondering why I was reading the same page over and over to Rusty."</p> <p>"Well, I was a little curious," I explained.</p> <p>"I was reading the same page over and over to Rusty because I know that it will help me to become a better reader. Rusty is a great listener. Tomorrow I have to read that page to my class, and I wanted to practice on Rusty! He really enjoyed it. I know because he was wagging his tail!</p> <p>"Yes, I saw that he really liked listening to you."</p> <p>"I think that I am ready to read to my class tomorrow! Rereading rocks!"</p> <p>"You are absolutely right--rereading does rock!" I agreed.</p>
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – Today we are learning to reread text from good fit books because it helps us to sound more fluent when we read.</p> <p><b>Create urgency</b> – We are learning to reread text because reading it again and again will make our reading sound smoother. People will enjoy listening to us more, and we will like reading out loud more, too!</p> <p><b>Explicit teacher modeling</b> – <i>(Please note: since the pages of this book are unnumbered, you might want to lightly pencil in the page numbers for easy reference; although "Snow Day" was selected as a mentor text for this brief focus lesson, you can substitute a poem or short text of your choice).</i> Today I'd like to share a short poem from the book <i>Every Day's a Dog's Day: A Year in Poems</i>. It's a good fit book for me—I used the I PICK method to be sure. My purpose for choosing the book was to read about my favorite animal—</p>

	<p>the dog. I'm interested in it because I always enjoy reading about dogs and learning new things about them; I understand this poem because I have seen how dogs act in the snow, and I know most of the words. The poem that I have picked is called "Snow Day" on page 5. If you have ever seen dogs play in the snow, you probably already know that they love it! The dog in this poem thinks that snow is "better than biscuits, better than cake," and even "better than kibble!" I couldn't agree more! It's a short poem so I will read it three times. Then I'll ask you to vote on which reading you thought was best. <i>(If possible, you might want to tape record the three readings, so that you can play them back to the children before they vote).</i></p>
<p><b>Practice</b> (2 – 3 min.)</p>	<p>Wow! It's fun to read a poem over and over and see how much better it sounds each time! I made an anchor chart called "Rereading Rocks!" to show how important it is to practice. It's your chance to read 'Snow Day' to a partner. Each of you will read it twice. <i>After students have reread the poem, say "Now that you have practiced rereading, please write your answer to this important question on a sticky note: 'How does rereading help you as a reader?' You can place your sticky note on our 'Rereading Rocks' chart!</i></p>
<p><b>"Encourage and Plan</b> (1 – 2 min.)</p>	<p>When is a good time to use this strategy? The answer is easy—it's every day! Fluent reading is so important, and it takes lots of practice. By practicing reading good fit books out loud, your reading will sound smooth. When you read at just the right rate, it will be easy for listeners to understand what you say. Best of all, when you read with feeling, it will be fun for you and for everyone who listens to you! You will feel proud of how well you read, too!</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Reread Text for Fluency aligns with Standards RF.3.4 on our <a href="#">Grade 3 CAFÉ Menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>

# Reflecting on Rereading

Good readers think about how they sound when they read out loud. Read the same piece of text three times. After each practice, jot down your ideas about your reading.

First Reading	Second Reading	Third Reading
<p>The best part about my first reading was:</p> <p>When I read this part aloud, I want to get better at:</p> <p>The next time I read this part out loud, I will:</p>	<p>The best part about my second reading was:</p> <p>When I read this part aloud, I want to get better at:</p> <p>The next time I read this part out loud, I will:</p>	<p>The best part about my third reading was:</p> <p>I feel proud that I:</p> <p>Rereading the same text 3 times helped me to:</p>
<p>How did rereading the text affect your fluency?</p>		