

Brief Focus Lesson

Accuracy: Use the Pictures . . . Do the Words and Pictures Match? (Grade 3)

Text: *Reptiles* by Melissa Stewart

CAFE Goal	Accuracy
CAFE Strategy	Use the pictures . . . do the words and pictures match?
Observe/Relate (1 – 2 min.)	What do you know about nonfiction? I really enjoy nonfiction because it helps me to get information about the world around me. Nonfiction writers often give their readers many supports that help them to learn about the topic. They use photographs, illustrations, captions, charts, and tables to help readers understand the text better. Whenever I read nonfiction, I make sure to study the pictures. If I get stuck on a word, I'll try to figure out what it is. Then I will look at the picture to check that the word matches it. If a word and a picture don't match, I'll try to brainstorm what other words it might be.
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to Use the pictures and ask “Do the words and pictures match?”</p> <p>Create urgency – We are learning the strategy “Use the pictures . . . do the words and pictures match? so that we can read accurately and understand the words.</p> <p>Explicit teacher modeling – Here is a fascinating book entitled <i>Reptiles</i> by Melissa Stewart. It has many interesting facts about reptiles. <i>(If possible, use a document camera to display the text).</i></p> <p>Example 1: Begin by reading page 4. For the second sentence, pause before the word “rotting.” Say “Oh, I’m not sure what this word is . . . at first, I thought it was <i>round</i> but that cannot be right. The word ends with <i>-ing</i>. <i>Display pages 4-5 to students and explain, “I’ll look at the picture of the turtle sitting on the log—what kind of log is it? It looks very old and dry. There are lines in it. It looks like it is going to rot. Could that word be <i>rotting</i>? I see the smaller word <i>rot</i> in it, and it ends with <i>-ing</i>. Yes! I checked that the word and picture matched, and I figured out the word that I did not know. That word is <i>rotting</i>. Continue to read from sentence 2 to the end of page 5.</i></p> <p>Example 2: Read the first paragraph of page 6. Deliberately falter on the word “leathery” and say it as “lovely” instead. Ask “Does the word <i>lovely</i> make sense in the sentence? Study the picture and read the caption on page 7 with me. Does the word <i>lovely</i> match the picture? I don’t think so, do you? That egg doesn’t look <i>lovely</i> to me. The word <i>lovely</i> does not make</p>

	<p>sense here, but let me look more closely at that word. I see the word <i>leather</i> in <i>leathery</i>. <i>Leather</i> rhymes with <i>feather</i> and <i>weather</i> and even a girl's name <i>Heather</i>. Do you see anything made from <i>leather</i> in our classroom?" (<i>Invite responses</i>). "If I add the final <i>-y</i> that sounds like <i>long e</i> to <i>leather</i>, the word becomes <i>leathery</i>. Listen as I read the sentence now. Does the word <i>leathery</i> make sense? Does the word match the picture? Yes, it does. Checking that the word and picture matched helped me to read accurately!"</p>
<p>Practice (2 – 3 min.)</p>	<p>"You will have a chance to try out this strategy on your own now. I'll read the next section titled <i>Groups of Reptiles</i> while you follow along." Stop just before the word <i>jawbones</i>. Be sure to display pages 12-13 side by side on the document camera. <i>Point out the word "jawbones" and state:</i> "I don't know this word . . . what can I do? You must have some good ideas to help me. Tell a partner how you can figure out what this word is (<i>or any other unknown word in a good fit book</i>) applying the strategy of Use the pictures . . . do the words and pictures match? Give students time to share.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>We just learned how we can figure out a word by using pictures. When we come to an unknown word, we stop and try to figure it out. We can use pictures, photographs, illustrations, charts, maps, and tables in the text to help us. If the word and picture match, we know that we are reading the word correctly. You can use this strategy whenever you read a fiction book or a nonfiction book. It can help you to understand words in your science and social studies books, too. Use this strategy when you come to an unknown word in books that have picture and other visuals to help readers.</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.5.7 on Grade 3 CAFE Menu or CCSS Grade Level Matrix.</p>