

Brief Focus Lesson

Fluency: Read Appropriate-Level Texts that are a Good Fit (Grade 3)

Text: *The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle* by Jude Isabella
or teacher-selected text

<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 picking a bicycle? For a long time, I saved my money to buy a bicycle. Last weekend, I went to a garage sale. There were many bikes for sale there. They did not cost a lot of money either. Right away, I noticed a shiny bicycle that looked almost new. Then I saw a blue and white one that I liked even better. But when I saw a red bike with a basket in the front, I really liked it, too. I pictured myself riding each one of those bikes to the park. Then I stopped. I remembered that I had to find a bike that was a good height for me. I had to feel comfortable on the seat. I had to be able to reach the handle bars. To have fun riding a bike, I had to find one that was a good fit. First, I tried the shiny bicycle, but it was too low for me. It was meant for someone much shorter. Second, I sat on the blue and white bike, but the handlebars were not easy for me to reach. My arms would get tired when I rode it. Then, I tried the red bike with the basket--it felt just right. Finally, I found the one that was a good fit for me! I was happy that I took the time to find it. In some ways, finding a good fit book is like finding a good fit bike. If I take the time to check that a book is right for me, it will be fun to read!</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 how to appropriate-level texts, or good fit books, because they help us to get better at reading, and it’s fun to read them!</p> <p>Explicit teacher modeling – After I bought a bike at the garage sale, I started to wonder about the person who used to ride my bike. I wanted to read more stories about bikes. So, I went to the library and found this wonderful book titled <i>The Red Bicycle: The Extraordinary Story of One Ordinary Bicycle</i>. The author is Jude Isabella. It is about a boy who donates his bicycle when he outgrows it. The bicycle ends up in a faraway place where it is used to help many people. (<i>You can use any book about bicycles to keep with the theme, or select a topic of your own</i>). Today I will use I PICK to see if it is a good fit book for me (Boushey & Moser, 2014). For a helpful visual, display each of the letters one by one from I PICK and describe them as follows:</p> <p>Listen as I go through the steps of I PICK to be sure that this is a good fit book for me.</p>

	<p><i>Point to the letter I and say: The letter I stands for I look at a book. That’s how I get started with I PICK. I look at the front and back of the book and the inside flaps to get more information. I glance at the text and pictures.</i></p> <p><i>(Point to the letter P and say: Remember that P stands for purpose. My book has to match my purpose for reading. I want to read more about bicycles, so this book meets my purpose.</i></p> <p><i>(Point to the letter I and state: Hmm...what does this letter I stand for? Oh, I remember...I is for interest. Since I want to read about bicycles, I think that this book is a good fit for me.</i></p> <p><i>(Point to the letter C and comment: C is for comprehend—that’s a really BIG part of I PICK. It’s so important to comprehend the book. I’ll read a short part of the book out loud and show you that I understand it. <i>Read page 1 and explain, “The opening of the book tells about a boy called Leo who saved his money for a bicycle. He named his bicycle <i>Big Red</i> and rode it everywhere!”</i></i></p> <p><i>Last of all, point to the letter K and remark: K stands for Know the words. When I read good fit books, I know the words. If those words are too hard, I will not be able to understand or enjoy the book. <i>Glance back at page 1 of the text and say “I think that I know all of these words. This must be a good fit book for me!”</i></i></p>
<p style="text-align: center;">Practice (2 – 3 min.)</p>	<p>Let’s play a quick game called Yes, No, Maybe So. I will give you a statement about good fit books, and you will answer by saying Yes, No, or Maybe So; (<i>You can also invite students to use gestures such as thumbs up for yes; thumbs down for no; thumb to the side for maybe so. After students give their response to each statement, pose the question provided, and invite answers</i>).</p> <p>Think carefully about what you know about good fit books. Here we go!</p> <p>When I look for a book, I should always choose one that is a good fit. (<i>Yes</i>). Why? (<i>Because I can only enjoy a book that I really understand</i>).</p> <p>If the book matches my purpose for reading, then it is a good fit book. (<i>Maybe So</i>). Why did you say <i>maybe so</i> instead of <i>yes</i> or <i>no</i>? (<i>Because I might not comprehend the text or know the words</i>).</p> <p>If I have interest in the topic, then it is a good fit book. (<i>Maybe So</i>) Why? (<i>Because it might not meet my purpose for reading, or be too easy to keep my interest, or too difficult to understand</i>).</p> <p>If the text confuses me, it is a good fit book. (<i>No</i>). Why? (<i>Because in order to have fun reading the book, I have to understand what I am reading</i>).</p> <p>If the book has many difficult words that I have not seen before, it is a good fit book. (<i>No</i>). Why? (<i>Because I have to know the words to understand what I am reading</i>).</p> <p>Now, turn to a partner and tell about one of the good fit books you are reading now (<i>students may need to access their book boxes to retrieve a book</i>). Explain why it is a good fit, using the letters in I PICK.</p>

<p>Encourage and Plan (1 – 2 min.)</p>	<p>We just learned how important it is to read good fit books. The I PICK method can help us to find them. I PICK is an excellent way to make sure you choose a book that you will enjoy. When you decide to read a book because you went through all the steps of I PICK, you can be sure that you will be successful with the book. You'll have fun reading it, and you'll become a better reader, too!</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 L.3.10, RI.3.10, and RF.3.4 on our Grade 3 CAFE Menu or CCSS Grade Level Matrix.</p>

Reference

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