

Brief Focus Lesson

Accuracy: Use the pictures . . . do the words and pictures match? (Grade 3)

Text: *Can I Bring Woolly to the Library, Ms. Reeder?* by Lois G. Grambling

CAFE Goal	Accuracy
CAFE Strategy	Use the pictures . . .do the words and pictures match?
Observe/Relate (1 – 2 min.)	<p>My friend enjoys reading about different kinds of creatures. One day she told me that she was reading a book about a woolly mammoth. I had never seen a picture of a woolly mammoth or read any books about one. I spelled out the name M-A-M-M-O-T-H on a sticky note because I wanted to do some research. At first, I believed that the woolly mammoth was a type of insect called a moth. I thought that was a good guess because <i>mammoth</i> has the smaller word <i>moth</i> in it. But when I went to the library and found a book about a mammoth, I was shocked! The mammoth did not look anything like a moth! Checking that the word and picture matched helped me. I would have felt really silly if I told my friends that an enormous animal was a moth!</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to use the strategy “Use the pictures...do the words and pictures match?” The pictures are valuable tools that help us to identify words.</p> <p>Create urgency – We are learning to use the pictures and check that they match with the words because this strategy helps us to be accurate readers. Using the pictures helps us to understand what we are reading.</p> <p>Explicit teacher modeling – Are you ready to laugh today? Good! I have a very funny story called <i>Can I Bring Woolly to the Library, Ms. Reeder?</i> It is about a boy who wants to bring a very unusual friend to the library. It has a few interesting new words that I have not seen before. I can use the strategy “Use the pictures . . . do the words and pictures match?” to check that I read the new words accurately. <i>(For easy reference, lightly pencil the page numbers in beginning with the first picture page. If possible, display the book on a document camera).</i></p> <p>Begin reading and stop on pages 7 and 8 that feature the targeted words. <i>(You may want to put a sticky note on these pages). When you get to each of the target words, say, “I’m not sure what this word is, but I can use the pictures for help.”</i></p> <p>Example 1: <i>After reading page 7, explain, “I’m not sure that I know what a library card ap...ap...pli... is (say the word application haltingly). I have a library card, but what is an application? That is such a long word—but I can break it up into syllables like this ap-pli-ca-tion. “The text says that</i></p>

	<p>Woolly will write his name on the <i>application</i>. I think that an <i>application</i> is a paper that asks for information. Let me study the picture to see if I am right." <i>Point to the paper and say: "Yes, a library card application is a paper that must be filled out before someone can get a card. Unfortunately, Woolly has trouble writing his name, so he has thrown some applications away. They are in the trash can."</i></p> <p>Example 2: <i>On page 8, pause before the word "bellow" and state: "What's this word spelled b-e-l-l-o-w? At first, I thought it was the word below, but I was wrong. Bellow has a double letter l in the middle. It has two smaller words inside it—bell and low. I think that I have heard the word before. It must rhyme with yellow. Let's say yellow and bellow. They rhyme, don't they? I believe that bellow is a very loud sound that animals or people can make. I wonder if studying the picture on page 9 will help me. Yes! Woolly has his mouth open—he must be making a sound. That sound must be a bellow. Woolly's bellow is so loud that even the books are flying around. The word and picture match. What a useful strategy!" Continue reading.</i></p>
<p style="text-align: center;">Practice (2 – 3 min.)</p>	<p>The strategy of use the pictures . . . do the words and pictures match? helped me understand my reading. Now it is your turn to practice. <i>Read page 11 and display the picture. When you reach the word "thumping" say, "I am not sure how to decode this word. It is spelled t-h-u-m-p-i-n-g. I'm am not sure what it means either. Can you help me? Look at the beginning and ending of the word. Check if there are any smaller words inside of it. Use the pictures for help. Turn to a partner and explain what you think that word is." After the turn and talk, ask "What is the word? Which picture matches this word? How did you decode the word and use the picture?" If students need more practice, follow the same procedure using the target words "fuzzy" on page 12 and "seams" on page 18. Complete the read-aloud at another time, or make the text available for students to read or look at the pictures.</i></p>
<p style="text-align: center;">Encourage and Plan (1 – 2 min.)</p>	<p>Authors give readers all types of supports that will help them to read the words in a book accurately and understand what they mean. You may have a chance to use the strategy "Use the pictures . . . do the words and pictures match?" when you read today, tomorrow, and throughout your life as a reader.</p>
<p style="text-align: center;">Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Use the pictures . . . do the words and pictures match? aligns with Standards RL.3.7 and RI.3.7 on our Grade 3 CAFE Menu or CCSS Grade Level Matrix.</p>