

# Brief Focus Lesson

## Check for Understanding for Grade 4

Text: *Mudball* by Matt Tavares

<b>CAFE Goal</b>	Comprehension
<b>CAFE Strategy</b>	Check for Understanding
<b>Observe/Relate</b>  (1 – 2 min.)	Think about some of the famous people we have been learning about this year ( <i>name a few to jog students' memories</i> ). Since I like learning about famous people, I love to read biographies and historical fiction. After I read a part of a biography or historical fiction book, I'll stop and ask myself questions like <b>WHO?</b> and <b>WHAT?</b> If I can answer those questions, I'll keep reading. But if I cannot, I'll go back and reread. I want to remember what I read so that I can understand those famous people better and tell others about them, too! Today we will try this strategy when I read a book about a famous person named Andy Oyler. He was a ballplayer for a team called the Minneapolis Millers. Of course, you can check for understanding with every genre you read. It is a very useful strategy!
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b> – Today we are learning to check for understanding.</p> <p><b>Create urgency</b> – We are learning to check for understanding because we need to understand the information that the author is sharing. That way we can enjoy what we are reading. If we keep on reading when we don't understand, we'll just get more and more confused.</p> <p><b>Explicit teacher modeling</b> – "Today I want to share a terrific book titled <i>Mudball</i> by Matt Tavares. It's about a ballplayer named Andy Oyler. Please listen to find out about a game that Andy played for the Minneapolis Millers more 100 years ago!" (<i>Since the pages are unnumbered, you might want to lightly pencil them in</i>). <i>Read page 4 and comment:</i> "Wow! Andy has some challenges here. Let me be sure that I understood what I just read. I'm going to ask myself <b>WHO?</b> and <b>WHAT?</b> to check my understanding. Here I go—<b>WHO</b> is this part of the text about? Well, that's easy. It's about Andy; the author tells readers that Andy was the shortest player in the league. He had trouble hitting the ball, too. Now let me see if I can answer the <b>WHAT</b>. Okay, <b>WHAT</b> is happening on this page? Hmm...that's a little tricky because there's a lot of information here. I think that I should go back and reread (<i>read the paragraph again</i>). Now I've got it. Andy is feeling sad because he cannot get a hit, and the crowd is making fun of him. To make everything even worse, it's starting to rain!" <i>Go on to the next page and say,</i> "Let me continue reading and check for understanding once more. <b>WHO</b> is the author telling me about? It's Andy again and his team. <b>WHAT</b> is important for me to remember here? Andy's team really needs to get a hit. They are</p>

	<p>behind by three runs. Since I understand this part of the text, I can keep on going to find out if Andy is able to get a win!</p>
<p><b>Practice</b> (2 – 3 min.)</p>	<p>I really want to find out if Andy can hit the ball. I have two cards here; one has the word <b>WHO</b> written on it, and the other has the word <b>WHAT</b>. I'm going to continue reading. I'll stop at certain places and hold up the <b>WHO</b> and <b>WHAT</b> cards. When I hold the card up, you should turn to your partner and talk about your answer to the question. Then I'll ask a few students to share their answers. Remember that we might have to go back and read again if we are confused. <i>Continue reading a few more pages to encourage students to check for understanding. Stop periodically and hold up the <b>WHO</b> and <b>WHAT</b> cards to give students the opportunity to share information about the part they just heard.</i></p>
<p><b>Encourage and Plan</b> (1 – 2 min.)</p>	<p>When is a good time to use this strategy? (<i>Invite student responses.</i>) Check for Understanding is one of the most useful strategies that we have as readers. All of us want to be successful readers who make sure that we understand what we read. This strategy will help us to do exactly that!</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. <i>Check for Understanding</i> aligns with Standard RL.4.10 on our <a href="#">Grade 4 CAFÉ Menu</a> or <a href="#">CCSS Grade Level Matrix</a>.</p>