

Brief Focus Lesson

Comprehension: Monitor and Fix Up (Grade 5)

Text: *Henry Ford: Big Wheel in the Auto Industry* by Mike Venezia

CAFE Goal	Comprehension
CAFE Strategy	Monitor and Fix Up.
Observe/Relate (1 – 2 min.)	<p>What do you know about mechanics? These workers have very important jobs. When cars and buses break down, they fix them so that we can get to school and work on time. For many years, I have taken my car to the same mechanic. We are friends now because we have known each other so long. If my car breaks down, he figures out what to do to fix it. He checks the oil or pressure. He investigates if the radiator and carburetor are working properly. Since he has lots of experience, he can think of different reasons why my car is not working. Best of all, he has lots of different ways that he can fix it. Even though I am not a mechanic, I know how to fix things, too. If I am reading, and my meaning breaks down, I know what to do. I have many different ways to fix up my meaning!</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – <i>Today we are learning to monitor and fix up.</i></p> <p>Create urgency – <i>We are learning to monitor and fix up when our reading stops making sense. It's so important to understand what we read, so we need to know what to do when meaning breaks down!</i></p> <p>Explicit teacher modeling – Do you know why Henry Ford is famous? He was an inventor who was very important in the car industry. When he was young, he enjoyed taking things apart and putting them back together again. He certainly knew how to fix things. Author Mike Venezia shared a lot of interesting information about this famous man in the book <i>Henry Ford: Big Wheel in the Auto Industry</i>. I am going to use part of this text to show you how to fix something very important today—your understanding of a text when you are reading. There are many fix-up strategies that are available for readers. They include read on, reread, adjust reading rate, skim and scan, and summarize. (<i>Display these on sentence strips or chart paper</i>).</p> <p>Listen as I read part of the book and share a fix-up strategy that I like to use when I get a little confused about my reading. (<i>If possible, display the text on a document camera</i>). <i>Begin reading page 3. Then state, "Okay, I think that I understand what is happening in the text. The writer said that Ford had a big influence on transportation and manufacturing. He also explained that Ford "pretty much put most horses out of business." Great—I'm monitoring my reading and understand that cars were becoming very popular. Continue reading to page 6 and stop after reading that neighbors believed that Henry was "the laziest boy they had ever seen." State, "Wait a minute—that doesn't make sense to me. How could Henry Ford be so lazy if he did all of that work in the car industry?" I think that I will read</i></p>

	<p>on to see if this idea becomes clearer for me. Read to the bottom of page 7 and explain, “Good! I understand now. Henry might have been lazy about farm work because he did not like it; however, he was very interested in mechanical things and worked hard to fix them. The picture on page 7 is funny, too; it shows just how much Henry loved machinery! Reading on helped me to figure this out.”</p>
<p>Practice (2 – 3 min.)</p>	<p>Here is another excerpt from the text. If my meaning breaks down, and it might, I will ask you for help. On the sticky notes that I’ll distribute, I’ll ask you to write down a fix-up strategy that will help me.</p> <p><i>Continue to read page 8.</i> Then say, “I’m stuck here on page 8. I understand that Henry thought something really special happened in the city of Detroit, but I’m not sure why he said that it was the “biggest event in his life.” Seeing a machine does not have a big effect on me, so I’m confused. Why would it have such a big effect on Henry Ford? I monitored my reading, but now I need your help to fix up meaning. I’m going to read on to see if I can fix up meaning. Read pages 9-11 aloud and then ask students to tell why seeing a steam engine had such a big effect on him. On the back of your sticky note, explain how reading on helps you to fix up meaning.</p> <p>You can offer students these sentence frames to use.</p> <p>Seeing a steam engine had a big effect on Henry because _____.</p> <p>Reading on is a good way to fix up meaning because _____.</p> <p><i>If you like, you can invite students to place their sticky notes on a piece of chart paper titled “Ways to Fix up Meaning” (prepared in advance). Encourage students to share their ideas about why seeing a steam engine had such a big effect on Henry (it made him decide to become a machinist). Ask them to explain how reading on helped them to understand the text.</i></p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>Will you make use of this important strategy of monitor and fix up today? How will you use it? (<i>Invite a couple of responses</i>). Remember that this strategy is so useful to all readers. “Reading on” is a helpful way to fix up meaning, but there are many others. You have many different ways to fix up, or repair, your meaning whenever it breaks down. Be sure to use them whenever you need them. The best thing about this strategy is that it will keep your understanding strong and enable you to enjoy reading!</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Monitor and Fix up aligns with Standard RI.5.10 on our Grade 5 CAFE Menu or CCSS Grade Level Matrix.</p>