

Brief Focus Lesson

Comprehension: Make a Picture or Mental Image for Grade 2

Text: *Those Shoes* by Maribeth Boelts

CAFE Goal	Comprehension
CAFE Strategy	Make a Picture or Mental Image
Observe/Relate (1 – 2 min.)	<p>When I was growing up, everyone in our family liked to read before bedtime. I read picture books, and my brother read magazines. My older sister read chapter books that did not have any pictures in them.</p> <p>At dinnertime, my mom used to ask “What do you remember about what you read yesterday?”</p> <p>We always thought that was a simple question. Since we made pictures in our minds while we were reading, it was easy for us to remember. My brother remembered the pictures that he made in his mind. So did my sister. She created those pictures in her mind as she read her favorite novels. The pictures that I made in my mind stayed with me, too. They helped me to understand the text better. As readers, we loved to make pictures and mental images. That’s why we still remember so many of the wonderful books that we read.</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose—Today we are learning to make a picture or mental image.</p> <p>Create urgency—We are learning to make a picture or mental image because it is a strategy that helps us to understand and remember what we read.</p> <p>Explicit teacher modeling—I love to make pictures in my mind when I read. I use the author’s words to make a mental image. It helps me to understand what the author is telling me. Today I will read part of a great book titled <i>Those Shoes</i> by Maribeth Boelts (<i>since the pages are not numbered, you might want to lightly pencil in the numbers</i>). It is about a boy named Jeremy who really wants the kind of shoes that are popular with his classmates.</p> <p><i>Begin reading and pause after page 5. Say “I can make a mental image of those shoes that Jeremy is dreaming about. They are black and white and they probably come about up to here. Make a gesture to show that they are high top shoes that cover the wearer’s ankles. Everyone wants those shoes--they must look so cool. I can see Jeremy’s grandmother telling him that he doesn’t need those shoes—he needs winter boots instead. In my mind, I can see the boots, too!”</i></p>

	<p><i>Continue reading and stop after reading page 7. Explain, “Now I can make another mental image. I can see Jeremy looking at the cool shoes that so many of the other boys are wearing. He is thinking about those shoes and hoping that he can get a pair just like theirs.”</i></p> <p><i>After page 8 say, “Oh, no! One of Jeremy’s shoes just came apart. He had to get another pair of shoes from the school counselor’s office. In my mind, I can make an image of Jeremy sitting in the counselor’s office. I can see the shoes that Jeremy gets. They are not like the black and white shoes that he wants. Instead, they have Velcro and an animal on them. But they are the only shoes there that fit him. I want to continue reading and making pictures in my mind of Jeremy and his shoes!”</i></p>
<p>Practice (2 – 3 min.)</p>	<p>I just created a lot of mental images. It was fun, and it helped me to understand the story better. <i>Continue reading and stop after page 17. Explain “You just heard how I use the details in the book to make some mental images. Now you can try it. Make a mental image in your mind about Jeremy at the thrift store. What do you see? Turn and talk to your partner about the picture you see in your mind. Read the next two pages and say “Now you can make another picture in your mind of Jeremy in his new shoes. Tell your partner about what you see in this part of the story.” Invite some partners to tell about the images that they see. Finish reading the story at another time, or make it available for children who want to read it themselves.</i></p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>When you read today, I want you to make mental images as you Read to Self, Read to Someone, or Listen to Reading. You will enjoy using this strategy. By viewing those pictures in your mind you will understand the text so much better. You will remember what happens, too, because you took the time to make those mental pictures.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Make a Picture or Mental Image aligns with Standard RI.2.7 on our Grade 2 CAFE Menu and CCSS Grade Level Matrix.</p>