

Brief Focus Lesson

Use Prior Knowledge to Connect with Text for Grade 1

Text: *How Are You Peeling? Foods with Moods*

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CAFE Goal	Comprehension
CAFE Strategy	Use prior knowledge to connect with text.
Observe/Relate (1 – 2 min.)	Remember when we talked about feelings? We all have feelings. There are many different kinds of them, too. For example, today I feel happy; but yesterday I felt disappointed because my friend couldn't come to visit. Those are two different feelings—being happy and being disappointed. Maybe you've had these kinds of feelings. When you read a book and the characters have feelings that you have had, you can connect with them. You use your prior knowledge to do this. Thinking about the ways that characters are like you and have the same kinds of feelings helps you to connect with a text.
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – Today we are learning to use prior knowledge to connect with text.</p> <p>Create urgency – We are learning to use prior knowledge to connect with text because it helps us to understand what we read.</p> <p>Explicit teacher modeling – I have a very fun and interesting book titled <i>How Are You Peeling? Foods with Moods</i> to share with you today. It is about feelings. The artist took pictures of vegetables he carved to show different kinds of feelings. Before I start reading, I'm going to ask myself what I already know about feelings . . . Hmm, well, I know that everyone has feelings; I know that feelings change, too . . . for example, I remember that I was afraid to give a speech at school, but then I felt proud after I did it. Now I'll begin to read and see how what I already know about feelings will help me to understand this book better. <i>Show the cover and say, "When I look at that big red pepper, it also seems to be asking me how I'm feeling. I really like the way that the artist put eyes on both of the red peppers to show their feelings." (Since the pages are unnumbered, you may want to lightly pencil in the page numbers. Then display pages 2-3, the two-page spread of the different vegetables).</i> "All of those vegetable faces show different feelings. I think that many of us have probably had some of those feelings." <i>Call attention to the picture of the happy orange on page 6 and explain, "I can connect with the way this orange is feeling; I</i></p>

	<p>felt happy this morning when I saw that the sun was shining, and I knew it would be a good day. I will make a letter “C” with my pointer finger and thumb to show you I have a connection (<i>use your right hand so that children see the letter C in the correct direction</i>). I’ve felt like the other orange on the next page, too. His face is sad; that’s the way that I felt when my friend couldn’t come to visit. I’ll make another “C” with my pointer finger and thumb to show you that I have another connection.” <i>Continue this process of showing the next few pictures and briefly telling about your connections.</i></p>
<p>Practice (2 – 3 min.)</p>	<p>Now it’s your turn. <i>Place pages 14-15 and then pages 16-17 on a document camera, or display them in another way to make it easy for children to see them. Ask: “Do these pictures remind you of something that happened to you?” After showing each page, inquire, “Does this remind you of a book you read or a movie you saw? Make a letter “C” with your thumb and pointer finger on your left hand to show me if you have a connection.” After showing the four pages, say, “Turn and tell your partner about a connection you had to one of the pictures.” Invite a few students to share. Then ask: “How does your prior knowledge (what you already know) help you to understand the feelings shown in the picture?” If time permits and/or if students need more practice, repeat the process using the picture of the red pepper on page 28 and invite students to connect with feeling angry. Ask about their connections to the picture and how it helps them to understand the text.</i></p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>We just learned how to <i>Use Prior Knowledge to Connect with Text</i>. Whenever we read, we should ask ourselves questions like these:</p> <ul style="list-style-type: none"> • Does the book remind me of something from my life? • Do I connect with any of the characters? • Does what I’m reading remind me of another book? • Do I already know something that will help me to understand the new book? <p>By thinking of ways that you connect with a new text, you can understand it better. This is a good strategy to use today and everyday.</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Use Prior Knowledge to Connect with Text aligns with Standards RL.1.4 and RI.1.1 on our Grade 1 CAFE Menu or CCSS Grade Level Matrix.</p>

My Text and Me

Title _____

Author _____

Draw a picture of your connection to the text.

Write about your connection to the text.