

Brief Focus Lesson

Check for Understanding for Grade 2

Text: *My Name is Yoon* by Helen Recorvitz

<p>CAFE Goal</p>	<p>Comprehension</p>
<p>CAFE Strategy</p>	<p>Check for Understanding</p>
<p>Observe/Relate (1 – 2 min.)</p>	<p>Do you know anyone who is an artist? I do. My friend is an artist. She loves to draw. Last week she asked me to go to the art store near my house.</p> <p>Here is a list of the kinds of pencils I need,” my friend said. “I’ll write down the name of the lady who owns the store. She’s so nice, and she’ll help you. Thanks for going to the store for me.”</p> <p>After she left, I read the list. Then I checked for understanding. I asked myself “WHO will help me at the art store?” and “WHAT should I get?” Since I could answer those questions, I knew that I was ready for my trip to the art store. Checking for understanding is always a good idea!</p>
<p>Teach and Reinforce (2 – 3 min.)</p>	<p>Establish purpose – Today we are learning to Check for Understanding. It helps us to decide if we comprehend what we are reading, or if we should go back and reread.</p> <p>Create urgency –Checking for understanding is so important because we want to be sure that we know exactly what the author is saying. We can ask important questions like WHO is the author talking about? and WHAT just happened? After we check our understanding, we can keep on reading if we can answer important questions about the text.</p> <p>Explicit teacher modeling – Today I have a great book called <i>My Name is Yoon</i> to share with you. It is one of my favorite books, and I know that you will love it, too! The main character likes to draw just like my friend does. Listen as I read part of the story to you (<i>since the pages are unnumbered, you may want to lightly pencil in the page numbers</i>). Pay attention to when you hear me check for understanding. <i>Begin reading page 5, “My name is Yoon. I came here from Korea, a country far away,” and say, “Okay, let me check for understanding here...Who is important to remember in the part I just read? It’s a little girl named Yoon. What is happening on this page? Yoon is telling readers where she is from—it’s a place called Korea. Since I know the WHO and WHAT, I can go on...”</i> <i>After reading page 6 say, “It’s time to ask myself those WHO and WHAT questions again. WHO is the author telling me about on this page? That’s easy—it’s Yoon and her dad. WHAT is happening on this page? Hmm...I’m not too sure. Let me read that page</i></p>

	<p>again (<i>read it aloud once more</i>). Oh, I get it now! Yoon doesn't like the way her name looks when it is printed in English. She thinks her name, printed in Korean, looks happy. Her name means something special in Korean—it means <i>Shining Wisdom</i>. What a beautiful name Yoon is." Repeat the same procedure for page 8. <i>Explain by saying</i> "I know WHO the author is talking about—Yoon and her parents. I understand the WHAT, too. Yoon can write her name in English, but she misses Korea so much."</p> <p>Wow! Since I figured out exactly what was happening, I can keep on reading. What will Yoon do next?"</p>
<p>Practice (2 – 3 min.)</p>	<p>Checking for understanding is fun and easy to do. Remember that readers want to pick out the WHO and the WHAT. You can have a conversation with your partner about the WHO and the WHAT. Look at these sentence frames. They will help you to talk about the part of the text that I will read next. (<i>Please write the sentence frames on the board or chart paper in advance</i>).</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Partner 1</u>: Tell me about the WHO in this part of the text.</p> <p><u>Partner 2</u>: In this part of the text, the WHO is _____.</p> <p><u>Partner 1</u>: Tell me about the WHAT in this part of the text.</p> <p><u>Partner 2</u>: In this part of the text, the WHAT is _____.</p> </div> <p>"Listen as I read page 10 about Yoon's first day in school. After I read it, you will talk about what you heard with a partner." Give students a couple of minutes to talk about the WHO (<i>Yoon and her teacher</i>) and the WHAT (<i>Yoon writes CAT for her name</i>). Call on a couple of volunteers to share. If time permits, read the next page and ask students to switch roles in the conversation.</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>Who will use this strategy of <i>Check for Understanding</i> today? All of us should use it today and every day. This strategy helps us to think clearly about the text and know what is happening. If we can answer questions like WHO and WHAT, we are ready to go on reading! If we are confused, we can go back and find the answers. Checking for understanding helps us to be successful when we read.</p>
<p>Common Core Alignment</p>	<p>Like most strategies, <i>Check for Understanding</i> is applicable to all grade levels. <i>Check for Understanding</i> aligns with Standard RF.2.4 on our Grade 2 CAFE Menu and CCSS Grade Level Matrix.</p>

READING CHECKPOINT

When you are reading today, stop a few times to **Check for Understanding**. Write the page number where you stopped and tell about the **WHO** and the **WHAT** for that part of the text.

Page _____	<ul style="list-style-type: none">• Who?• What?
Page _____	<ul style="list-style-type: none">• Who?• What?
Page _____	<ul style="list-style-type: none">• Who?• What?
Page _____	<ul style="list-style-type: none">• Who?• What?
Sum it Up!	<ul style="list-style-type: none">• Write a few sentences to tell about what you have read.