

Video 33 The Fix It Game (REL Southeast)

Institute of Education Sciences

<https://youtu.be/Kmy4VOKM2q8?si=unHLcWVbPDOaHFcw>

Narrator: Competent readers can recognize when the text does not make sense because they have misread a word and can correct their mistake. Teach students to monitor their understanding as they read and correct word reading errors when they occur. These strategies can be integrated with word reading and fluency instruction.

Teacher: All right, friends, we are going to do a lesson today when we practice making sure that when we read it makes sense. It has to look right, but it also has to make sense. And there's a question that might help you when we are reading. You can ask yourself, did that make sense? And if the answer is no, you need to go back and try to fix it so it can make sense. Okay? We're going to do a game called fix it to practice. So here's a sentence and if I read this sentence and I read the bus stepped at the corner, does it make sense?

Students: No.

Teacher: Turn back to me. Who would like to share your thinking? Did it make sense?

Student: It didn't make sense because the buses, they can't really step. And a bus really doesn't really know how to step because it's a really high speed bus.

Teacher: Can you guys fix it? Go ahead

Students: The bus stopped at the corner.

Teacher: Now does that make sense?

Students: Yes.

Teacher: Great. And it also looks right, doesn't it? I noticed some of you talked about the, oh, all right, let's try another one. On his birthday, he turned eight yours, old.

Student: Yours.

Teacher: Does it make sense?

Students: No.

Student: It doesn't make sense because it would have to be changed to an ou instead of an ea.

Teacher: So it also doesn't look right to you. But does it make sense to say on his birthday, he turned eight yours old?

Students: No.

Teacher: Why doesn't it make sense?

Student: Because years and yours just doesn't sound the same.

Teacher: Great. Can you guys fix it?

Students: On his birthday, he turned eight years old.

Teacher: Now, does it make sense?

Students: Yeah.

Teacher: Alright, so now you're going to practice this on a text that's a third grade text. So it's called The Big Hike and in this story, Tamara is so excited to go hiking with her family and her brother James. When you're reading, you're going to read in your head. But when I lean over, I'm going to start with Madison, I'm going to ask her just to read out loud so I can hear her. And then if you make a mistake, I'll ask you "does that make sense?" and we'll work together to see if you can fix it, okay? Alright.

Student: Today, Tamara was wide awake and exit. Today the family,

Teacher: Alright so I found right here you said, "Tamara was wide awake and exit." Does that make sense? Alright, can you fix it?

Student: Yes.

Teacher: Alright. You want to reread and please fix it?

Student: Today, Tamara was wide awake and excited.

Teacher: Does that make sense? Great fixing.

Student: Tall trees and tiny flowers and linded both sides of the path.

Teacher: Alright, so right here you said tall trees and tiny flowers linded both sides of the path. Does that make sense?

Student: Linded

Teacher: It's the word lined.

Student: Oh

Teacher: There you go. Now reread and see if it makes sense.

Student: Tall trees and tiny flowers lined both sides of the path.

Teacher: Do you know what that means that they lined both sides of the path? So if there's a path like this, and you can walk on the path, here on both sides are trees and flowers and they lined, they're in a line beside the path and that's what lined means. Okay? That'll help it make sense. Alright, great job.

Student: There were trees with long drapping leaves that Tamara had never seen before.

Teacher: Okay? Right here you said there were trees with long drapping leaves that Tamara had never seen before. Does that make sense? You know the tricky word? Which is the tricky word do you think? There were trees with long drapping leaves that Tamara had never seen before. Okay, want to try it again?

Student: There were trees with long draping leaves that Tamara I never seen before.

Teacher: I want you to reread. You start at the beginning, reread.

Teacher: So I'm thinking this might be a word that you're not familiar with, so it's hard to make it make sense. So, this vowel is going to be long a, and it's going to be the word draping. And so, what draping means is the leaves are draping, like a drape, so like curtains, like they're falling down covering. Okay, you want to try it again?

Student: There were trees with long draping leaves that Tamara had never seen before.

Teacher: So now that makes sense to me, I know it's an unfamiliar word for you. Okay, great job. Keep going.