

Strategy: Author's Message (also Predictions, Connections, Determine Importance Problem/Solution)

Book: Brave Irene

Author: William Steig

Setting: Whole Group Read Aloud, Small Group

<p>Strategy Definition: (post in classroom)</p>	<p>Students weave together what they read and their own ideas into new complete thoughts. Better readers sift through information to make sense of it and act upon it to form new ideas, opinions and perspectives. Students use higher level thinking skills to synthesize new information, construct new ways of thinking and apply it with meaning to their own life.</p>
<p>Standard:</p>	<p>The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).</p>
<p>Objective:</p>	<p>Students will determine the Author's Message in the story, apply meaning to their own life, create new ideas and construct new ways of thinking and record the information on the yellow sticky notes provided in the Reader's Toolkit.</p>
<p>Materials:</p>	<p>Book: Brave Irene, T Chart page 21 or workbook activity page 22, Reader's Toolkit and custom sticky notes.</p>
<p>Connect: Before Reading Establish a Purpose</p>	<p>The purpose of the lesson is to determine the Author's Message in the story, apply meaning to your own life, create new ideas and construct new ways of thinking. Begin the lesson by reviewing the strategy definition and questions on the Reader's Toolkit under Author's Message. Model an example by using a real life event. State the event, and then concentrate on the outcome of the event, what you learned and how it impacted your life. (See Teacher's Guide pg. 20 for example). Read the title and author of the book and do a "book walk". Remind the students that good readers use all the strategies on the Reader's Toolkit to determine the Author's Message. Ask the students to think about a time they did something very challenging and how they felt about themselves. Model a real life example such as "the first time I went snow skiing" or "one time when I was hiking...". These examples need to include the challenging event and how your perseverance helped you overcome the challenge. Discuss your feelings, what you learned and how it changed your way of thinking.</p>

	<p>Read the title and author and do a “book walk”. Ask the students to make a prediction about what the story is going to be about. Invite the students to write their predictions on their pink sticky notes and share their predictions with a shoulder partner or the group.</p>
<p>Model: During Reading</p>	<p>Begin reading the story and stop at the bottom of page 4. Ask the students to look at the question under Self Questioning that says “Do you wonder what the character is feeling?” Invite students to write how Irene might feel and make a connection to how they might feel. Share these feelings with the group. Model an appropriate response if needed such as “I think Irene feels confident and proud to help her mother”. If it was me... I would feel very nervous. Continue reading the story and pause occasionally to discuss how Irene is feeling about her challenging adventure. Page 10 is an excellent stopping point to make a prediction. Before reading page 11, ask the students to predict what Irene will do now that the dress has disappeared. You may also want to ask the students what they would do. Invite students to write their predictions and share with the group. Page 15 is another great stopping point for Make Connections. Read page 15 and ask the students about a time they “badly needed to be in someone’s arms”. Invite students to write and share their connections. (Model a real life connection if needed.) Page 18 is a good place to discuss problem/solution. Irene finds unique solutions to her many obstacles throughout the story. The students enjoy this solution and can usually make a “fun” connection.</p>
<p>Check for Understanding: After Reading</p>	<p>Continue reading the story to the end. Ask the students to review the questions under Author’s Message and respond to one. Allow time for all students to write a response. Invite students to share and post their sticky notes on the T chart or their workbook activity page. Give authentic feedback to the students with responses that are appropriate to the “moral” of the story. If students respond with events and facts from the story as the Author’s Message, model how to respond with opinions and new ideas. Remind the students that the Author’s Message is not stated in the story. It comes from taking all the information and creating a meaning based on the readers’ background knowledge. Revisit the students’ original prediction about what the story is going to be about. Ask the students to confirm or clarify their original prediction. The Author’s Message for Brave Irene is about perseverance, bravery, courage and kindness.</p>
<p>Reminder:</p>	<p><i>Strategy instruction takes time, be consistent and supportive.</i></p>