

Brave Irene (William Steig)

Grade- 3

Teacher: Kristen Sadaly

Subject: Title I Reading

Standards:

- ✓ **1.1.3.B:** Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.

- ✓ **1.1.3.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

Objectives/Skills:

*Students will be able to:

- Listen attentively to the read aloud, *Brave Irene*.
- Use context clues to determine the meaning of given vocabulary words using cloze sentences.
- Identify the character traits of the main character and support each trait with evidence from the text.
- Write a short story from a secondary character's point of view.

Procedure/Resources:

Day 1

1. Introduction (5 minutes)
 - Tell students that this week we are going to be reading a story titled, *Brave Irene*. This story is about a little girl, Irene, who makes a long trip through a treacherous snowstorm in order to deliver a gown to a duchess at the palace.
 - Discuss the terms *duchess* and *palace*.
2. Before Reading Vocabulary (15 minutes)
 - Explain that there are some other terms within this story that may be new to them, so we are going to investigate the meanings of these terms prior to reading. This way when we come across them as we read the story, we will already know what they mean.
 - Distribute vocabulary worksheets (see below). Tell students that they are responsible for defining three words each. They will then share their definitions with the one another.
 - Instruct students to use the other words in the sentence to determine the definition of the underlined word.
 - Allow students to confirm their definitions with a dictionary.
3. Predictions (5 minutes)

- Based on the short passages from the story students have read and the new words that the students have defined, what predictions can be made about the plot of this story?

Day 2

1. Read Aloud (15 minutes)
 - While reading, pause at appropriate stopping points to reinforce new vocabulary and discuss the qualities Irene possesses.
 - Examples--
 - *How did Irene console her mother? What kind of person would do that?*
 - *Yesterday you learned that yield means to slow down. What does this tell us about Irene?*
 - After Reading--Character Traits (15 minutes)
 - *Why would William Steig title this story Brave Irene?*
 - *What other qualities does Irene possess? How would you describe her character?*
 - Chart responses in a web on chart paper. Make sure students support character traits with evidence from the story.
 - Example—*Irene was persistent when she continued on her journey even after the dress blew away in the wind and she fell and hurt her ankle.*

Day 3

1. Character Traits Review (5 minutes)
2. Creative Writing—The Duchess' Point of View (20 minutes)
 - Discuss that Brave Irene is told from a narrator's point of view. We call this third person.
 - Explain that because the author decided to have the narrator focus on Irene throughout the story, we do not know what goes on at the palace until Irene arrives.
 - *Brainstorm—what do you think the duchess is doing or thinking while she is planning for the ball and waiting for her gown?*
 - Model how to write a different version of the story that is written from the duchess' point of view. Explain how the pronoun *I* will represent the duchess. We call this first person.
 - Show students how William Steig's story can be used to guide their own writing. For instance, because I think the duchess will be nervous while waiting for her gown, I could title my story Nervous Duchess.
 - Remind students that the setting and some details will stay the same, such as the snow, the gown, the ball, Irene's eventual arrival, etc. However their versions will tell the audience what is happening at the palace *before* Irene arrives.
3. Writer's Share (5 minutes)
 - Allow students to share their stories.

Closure/Review/Assessment:

- ❖ Ask each student to identify one character trait that the duchess possesses in his/her writing piece. What evidence is in his/her version of the story to support that trait?

Name:

Date:

Brave Irene Vocabulary

1. She coaxed her mother into bed. She covered her with two quilts, and added a blanket for her feet. Then she fixed her some tea with lemon and honey and put more wood in the stove.

○ Part of Speech: _____

○ I think that coaxed means...

○ I think this because _____
_____.

2. By the time she got there, the snow was up to her ankles and the wind was worse. It hurried her along and made her stumble. Irene resented this; the box was problem enough.

• Part of Speech: _____

• I think that resented means...

_____.

I think this because _____
_____.

3. The wind wrestled her for the package—walloped it, twisted it, shook it, snatched at it. But Irene wouldn't yield. "It's my mother's work!" she screamed.

- Part of Speech: _____

- I think that yield means...

I think this because _____

4. "Don't fret, child," said the duchess. "You're mother is surely sleeping now. We'll get you there first thing tomorrow."

- Part of Speech: _____

- I think that fret means...

I think this because _____

5. Irene in her ordinary dress was radiant. She was swept up into dances by handsome aristocrats, who kept her feet off the floor to spare her ankle. Her mother would enjoy hearing all about it.

- Part of Speech: _____

- I think that aristocrats are...

I think this because _____

6. Early the next morning, when snow had long ceased falling, Mrs. Bobbin woke from a good's nights sleep feeling much improved.

- Part of Speech: _____

- I think that ceased means...

I think this because _____
