

# Comprehension Strategy

## Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Brave Irene* by William Steig

### Making Connections Lesson Plan

**Brave Irene**  
By: William Steig  
Grade Level: 4 / Guided Reading Level: 3

**Making Connections**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
Meet **Brave Irene**. She is the daughter of a royal dressmaker. When Irene's mother becomes sick, she offers to make her way through a wild snowstorm and deliver a gown to the castle. Irene pushes herself to find the strength and courage she needs to make it to the palace. Through blizzards and wind and mountains of snow, Irene proves that she is brave enough to conquer the storm and delivers the dress just in time for the royal ball.

**Link to What You Know**  
• Tell about a time when you felt proud. What did you do? Why were you proud?  
• Think of some books that have brave characters. What do the brave characters have in common?

**Important Words to Know and Understand**  
**Heed** - To pay attention to  
**Yield** - To produce or provide (something, such as a plant or crop)

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**Why Readers Make Connections While Reading**  
Readers make connections to better understand a text. There are three types of connections that readers make.  
The first type of connection is a **text to self** connection. When readers make a **text to self** connection, they compare the characters or events in the book to their own lives.  
The second type of connection readers make is a **text to text** connection. When readers make a **text to text** connection, they compare the characters and events in a book to another book that they have read.  
The third type of connection readers make is a **text to world** connection. When readers make a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

### Making Connections Lesson Plan

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**Making Connections**

**3**  
**Make Connections While Reading**  
✓ Does this book remind you of your own life?  
✓ Does this book remind you of other books you've read?  
✓ Does this book remind you of things you've heard about in the world?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 1** - Make a **text to self** connection and consider why Mrs. Bobbin calls Irene "dumpling". What do people in your family call you? Why is that?  
**Page 3** - Think of a time when you received a package in the mail. How was it packed? How does your **text to self** connection help you better understand the story?  
**Page 3** - What would most parents do if they were sick and needed help during a snowstorm? How does this **text to world** connection help you as a reader?  
**Page 6** - Think of a time when snow or rain trickled inside your boots. How did you feel? How does this **text to self** connection help you understand the story?  
**Page 8** - Make a **text to text** connection and name another book where the main character has trouble walking in a snowstorm. How do your connections help you as a reader?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happens in a book, you'll be able to understand even more. How do you already know about **Brave Irene**? How did your prior knowledge help you as a reader?  
**Talk** - Talk your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** - Think about the connections that you made while reading this book. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?  
**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Identify the Author's Purpose**  
**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 1** - What does the author want you to know about Mrs. Bobbin?  
**Page 1** - How does the author want you to feel about Mrs. Bobbin?  
**Page 18** - How does the author want you to feel about Mrs. Bobbin?  
**Page 18** - How does the author want you to feel about Mrs. Bobbin?  
**Page 23** - How does the author want you to feel about Mrs. Bobbin?  
**Page 23** - How does the author want you to feel about Mrs. Bobbin?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

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Author's Purpose

**Brave Irene**  
By: William Steig  
Grade Level: 4 / Guided Reading Level: 3

**3**  
**Make Predictions**  
**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 7** - With what you know about Irene so far, make a prediction about what she will do next. Explain why your prediction makes sense for the story.  
**Page 10** - Make a prediction about the dress. Will Irene find it?  
**Page 12** - What is happening on the page? Use what you know about the story to explain your prediction.  
**Page 13** - How do you think Mrs. Bobbin will react to Irene's prediction? Explain your prediction.

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

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Making Predictions

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**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Retell and Summarize While Reading**  
**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 1** - What does Mrs. Bobbin do for a living?  
**Page 1** - Why does Mrs. Bobbin want Irene to make the dress?  
**Page 18** - How does Mrs. Bobbin feel about Irene's prediction?  
**Page 23** - How does Mrs. Bobbin feel about Irene's prediction?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
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✓ Write

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Retelling and Summarizing

**Brave Irene**  
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Grade Level: 4 / Guided Reading Level: 3

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**3**  
**Make Inferences**  
**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice pages.  
**Page 2** - How do you think Mrs. Bobbin will react to Irene's prediction?  
**Page 10** - How do you think Mrs. Bobbin will react to Irene's prediction?  
**Page 12** - How do you think Mrs. Bobbin will react to Irene's prediction?  
**Page 13** - How do you think Mrs. Bobbin will react to Irene's prediction?

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

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Making Inferences

**Answer Key for Retelling and Summarizing with Brave Irene**

**Your Turn to Practice Retelling and Summarizing with Brave Irene**

**Answer Key for Making Connections with Brave Irene**

**Your Turn to Practice Making Connections with Brave Irene**

**Answer Key for Making Inferences with Brave Irene**

**Your Turn to Practice Making Inferences with Brave Irene**

**Answer Key for Making Predictions with Brave Irene**

**Your Turn to Practice Making Predictions with Brave Irene**

**Answer Key for Identifying the Author's Purpose with Brave Irene**

**Your Turn to Practice Identifying the Author's Purpose with Brave Irene**

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, sign, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Connections**

Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?  
 Text to Self    Text to Text    Text to World

Draw a picture of your connection in the box below:

Directions:  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, sign, or staple into your reader's notebook.

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Making Connections

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the text?	Describe, Predict, Check, Sign.

Directions:  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, sign, or staple into your reader's notebook.

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Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect
		<input type="checkbox"/> Correct <input type="checkbox"/> Incorrect

Directions:  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, sign, or staple into your reader's notebook.

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Making Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?  
 To Persuade    To Inform    To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Complete each of the activities.  
3. Color, sign, or staple into your reader's notebook.

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Author's Purpose