

Here's What You'll Get in the Brave Irene Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

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 dress maker. 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. Who are 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 with what you read.

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.

Guided Reading Level

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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 down 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 other books 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 does your **text to self** connection help you as a reader?

Talk – Tell 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 – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading. (Remember to include examples from the book!)

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Identifying the Author's Purpose

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 While Reading
Think about what the author wants you to know about the text on this page. Why is this information important?
Pages 18 and 19 – The author has revealed something important about Irene. What helps Irene continue on? What is the important part of the story?
Page 20 and 21 – Irene's baby brother will be taking to the castle. What message is the author trying to tell you with you are reading? Support your answer with evidence from the text.
Page 28 – What is the author's opinion about Irene? What do you think?

2 Learn About Comprehension Strategies
Think about the text you read.
Know what to do with what you read.

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

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 notebook.

Page 2 and 3 – What does the author want you to know about the text on this page? What information is important to you?
Page 6 – Why does the author want you to know about the text on this page? Why is this information important?
Page 18 and 19 – The author has revealed something important about Irene. What helps Irene continue on? What is the important part of the story?
Page 20 and 21 – Irene's baby brother will be taking to the castle. What message is the author trying to tell you with you are reading? Support your answer with evidence from the text.
Page 28 – What is the author's opinion about Irene? What do you think?

Time to Reflect
Think – William Steig is the author of *Brave Irene*. What was his purpose for writing the book? Do you think the author wrote *Brave Irene* to entertain you? How do you think about what message the author wants you to know about the text on this page? Why is this information important to you?
Reflect – Think about what you learned while reading *Brave Irene*. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Brave Irene*. (Remember to include examples from the book!)

Brave Irene
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Making Predictions

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 Predictions While Reading
Look for clues that tell you what is likely to happen next.
Pages 1 and 2 – How do you think Mrs. Bobbin will react to Irene's offer?
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Know what to do with what you read.

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Think
Talk
Reflect
Write

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 notebook.

Page 1 – Look at the title and the illustration on the cover. Make a prediction about what you expect will happen in the story. What clues did you use?
Page 3 – How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer?
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Time to Reflect
Think – What type of predictions did you make while reading *Brave Irene*? How did you know what to predict? What clues did you use to make your predictions? How do you think Mrs. Bobbin will react to Irene's offer?
Talk – Tell your reading partner about the best prediction you made while reading *Brave Irene*. Explain why you made your prediction. How do you think Mrs. Bobbin will react to Irene's offer?
Reflect – Think about the reasons why some of the predictions you made while reading *Brave Irene* were correct. What do you know about making predictions? How do you think Mrs. Bobbin will react to Irene's offer?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Brave Irene*. (Remember to include examples from the book!)

Author's Purpose

Making Predictions

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Retelling and Summarizing

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
Think about what you know about the text on this page. Why is this information important?
Pages 1 and 2 – How do you think Mrs. Bobbin will react to Irene's offer?
Page 3 – How do you think Mrs. Bobbin will react to Irene's offer?
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Time to Reflect
Think – When readers retell and summarize, 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 does your **text to self** connection help you as a reader?
Talk – Tell 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 identifying the author's purpose help you be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Brave Irene*. (Remember to include examples from the book!)

Retelling and Summarizing

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Making Inferences

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Learn about the book.
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Look for clues that tell you what is likely to happen next.
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Page 20 – How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer?

Time to Reflect
Think – What type of inferences did you make while reading *Brave Irene*? How did you know what to infer? What clues did you use to make your inferences? How do you think Mrs. Bobbin will react to Irene's offer?
Talk – Tell your reading partner about the best inference you made while reading *Brave Irene*. Explain why you made your inference. How do you think Mrs. Bobbin will react to Irene's offer?
Reflect – Think about the reasons why some of the inferences you made while reading *Brave Irene* were correct. What do you know about making inferences? How do you think Mrs. Bobbin will react to Irene's offer?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Brave Irene*. (Remember to include examples from the book!)

Making Inferences

Answer Key for Retelling and Summarizing with Brave Irene

Your Turn to Practice Retelling and Summarizing with Brave Irene

Page 1: What time of the year does the story take place? How do you know that? _____

Page 2: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 3: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 4: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 5: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

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Page 20: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Answer Key for Making Connections with Brave Irene

Your Turn to Practice Making Connections with Brave Irene

Page 1: Make a **text to self** connection and consider why Mrs. Bobbin calls Irene "dumpling". How do people in your family call you? Why is that? _____

Page 3: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

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Answer Key for Making Inferences with Brave Irene

Your Turn to Practice Making Inferences with Brave Irene

Page 1 and 2: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

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Page 20: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

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

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

Page 2 and 3: What does the author want you to know about Irene based on the text on this page? Why is this information important? _____

Page 6: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 18 and 19: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 20 and 21: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

Page 28: How do you think Mrs. Bobbin will react to Irene's offer? How do you think Mrs. Bobbin will react to Irene's offer? _____

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

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. Carefully cut out the dotted lines.
3. Glue, tape, 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. Carefully cut out the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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 clues?	Emotions, thoughts, clues, setting.

Directions:
1. Answer each of the questions.
2. Carefully cut out the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your predictions below.	Write your predictions below.	Circle your predictions that actually happened.
		<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. Carefully cut out the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

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. Carefully cut out the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

Brave Irene: Retelling and Summarizing

Explain the problem in the story.
What did Irene do to solve the problem?
How was the problem eventually solved?

I can summarize fiction using my own words. CCSS: RL.4.2

Brave Irene: Retelling and Summarizing

Explain the problem in the story.
What did Irene do to solve the problem?
How was the problem eventually solved?

I can summarize fiction using my own words. CCSS: RL.4.2

Brave Irene: Retelling and Summarizing

Explain the problem in the story.
What did Irene do to solve the problem?
How was the problem eventually solved?

I can summarize fiction using my own words. CCSS: RL.4.2

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

Brave Irene: Retelling and Summarizing

Explain the problem in the story.
What did Irene do to solve the problem?
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Brave Irene: Retelling and Summarizing

Explain the problem in the story.
What did Irene do to solve the problem?
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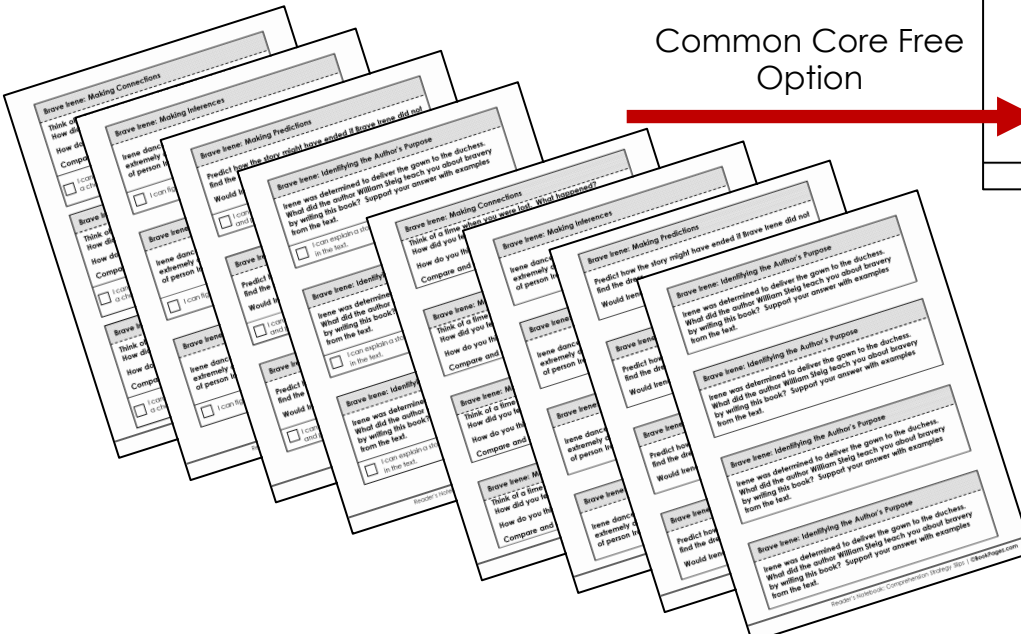
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Brave Irene: Retelling and Summarizing

Explain the problem in the story.
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Vocabulary Connections Resources

Vocabulary Connections
 Brave Irene
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 Grade Level: 4 / Guided Reading Level: 5

Important Words to Know and Understand in "Brave Irene"

Coax
 To influence or persuade (a person or animal) to do something by talking in a gentle and friendly way

Delirious
 Not able to think or speak clearly especially because of fever or other illness

Dumpling
 A small lump of dough that is boiled or steamed

Furrow
 A long and narrow cut in the ground

Hasten
 To cause (something) to happen more quickly

Heed
 To pay attention to

Helter-skelter
 In a confused and careless way

Muffler
 A piece of cloth worn around your neck to keep it warm

Pasture
 A large area of land where animals feed on the grass

Yield
 To produce or provide (something, such as a plant or crop)

Vocabulary Word List | ©BookPagez.com

Important Words to Know and Understand in Brave Irene Word List

Word and Picture Sorting Cards

Vocabulary Connections
 Brave Irene
 By: William Steig
 Grade Level: 4 / Guided Reading Level: 5

Step by Step Directions:
 1. Cut on the dotted line. 2. Fold on the solid line. 3. Glue. 4. Tape or staple the top of flash cards to class.

Coax	Delirious	Dumpling
Furrow	Hasten	Heed

Vocabulary Connections
 Brave Irene
 By: William Steig
 Grade Level: 4 / Guided Reading Level: 5

Step by Step Directions:
 1. Cut on the dotted line. 2. Fold on the solid line. 3. Glue, tape or staple the top of flash cards to class.

Helter-skelter	Muffler	Pasture
In a confused and careless way	A piece of cloth worn around your neck to keep it warm	A large area of land where animals feed on the grass
Yield		
A large area of land where animals feed on the grass		

Definition Vocabulary Sorting Cards | ©BookPagez.com

Vocabulary Connections
 Brave Irene
 By: William Steig
 Grade Level: 4 / Guided Reading Level: 5

Step by Step Directions:
 1. Cut on the dotted line. 2. Fold on the solid line. 3. Complete the Vocabulary Cards. 4. Write the Vocabulary Words on the cover of the notebook.

Furrow is a/an noun verb adverb adjective Definition of Furrow:	Hasten is a/an noun verb adverb adjective Definition of Hasten:	Heed is a/an noun verb adverb adjective Definition of Heed:
Furrow looks like this:	Hasten looks like this:	Heed looks like this:
Furrow reminds me of:	Hasten reminds me of:	Heed reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPagez.com

Word and Definition Sorting Cards

Word Games with Words from Brave Irene

Directions: Read the word in each snowflake. Then use the code to color the snowflakes.

Nouns = Pink Adjectives = Yellow Verbs = Green Adverb = Blue

Answer Key from Brave Irene

Directions: Read the word in each snowflake. Then use the code to color the snowflakes.

Verbs = Green Adverb = Blue

Directions: Complete the sentences using the verbs from above.

- You need to pay more if you want to _____ the delivery of your package.
- You must _____ the warning to avoid accidents.
- The farm can _____ many of vegetables.
- I have to _____ my dog to sit and stay.

Name: _____ ©BookPagez.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections
 Brave Irene
 By: William Steig
 Grade Level: 4 / Guided Reading Level: 5

Step by Step Directions:
 1. Fold on the solid line. 2. Add your Vocabulary Card to your notebook or the in the notebook.

Brave Irene
 By William Steig

A new word that I learned in the book is: _____
 If I see...
 If I hear...
 If I smell...
 If I taste...
 Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

Vocabulary Word Extension Activities

Vocabulary Connections
 Name: _____

Directions:
 1. Write a word from your reading that is new to you in the first column.
 2. Read the sentence below each word after the sentence where the word appears. Write what you think the word means in the second column.
 3. Explain why you think your definition makes sense based on the context clues in the text.
 4. Write the dictionary definition.
 5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Visualize
 Draw a picture to illustrate the meaning of the word.

Connect to Your Life
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPagez.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

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

Word Work

Instructional Focus:
The "ou" Letter Combination

Background:
When the letters "ou" are combined, they form the "ow" sound. This sound can be heard in words like "house".

Examples:

about	flour
around	fountain
couch	ground
count	house
founced	mountain

Materials and Preparation:

- A Copy of *Brave Irene*
- Chart Paper
- Colored Markers
- Band-Aid
- A copy of the double-sided Word Work Practice Page
- Optional - Word Detective Worksheet

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Word Work

Step 1: Introduce the Focus of Word Work

Introduce The "ou" Letter Combination

- Tell the children that the "ou" letter combination makes different sounds. Sometimes, "ou" sounds like the "ow" we hear in "cow".
- Adhere a Band-Aid to the top of the chart paper. Write the word "ouch" under the Band-Aid. Say the word and underline the "ou" letter combination. Explain that the "ou" letter combination in the word "ouch" makes the "ow" sound. Ask the children to say the word with you. Repeat the steps with the following words: around, founced, groul, house, mountain, out, pounced and tout. Ask children to share examples of words with the "ou" letter combination and add them to the anchor chart.

Sample Anchor Chart

"ou" Can Sound Like "ow"

Step 2: Connect Word Work to Reading

The "ou" Letter Combination in the Text

- Tell the children that you are going to try to trick them as you read *Brave Irene*.
- Explain that you will change the sounds with the "ou" letter combination as you read the story.
- Tell the children their job is to see if they can catch the switch. Share an example by saying the word "out" with the "ou" sound in the word "could", "The cat ran out the door".
- When they hear a word that does not sound right, they are to raise their hand and say the word with the correct "ou" sound.
- Read *Brave Irene*.

Examples of The "ou" Letter Combination Found in the Text:

- out
- outside
- about
- pounced
- house
- around
- mouth
- mountain

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Brave Irene
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a copy of the 'ou' Can Sound Like 'ow' Guided Word Work Practice Page and the 'ou' Word List.
- Ask the children to use scissors to cut out the words from the word list.
- Children will choose words from their word list, say the word, and place the word in the column with the band-aid if the "ou" letter combination has the same sound as the word "ouch". All other words with the "ou" letter combination will go in the column with the garbage can.
- The children will continue until all of the words are placed on the guided word work practice page.
- Children can self-assess by looking at the image on the other side of the word.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of The 'ou' Letter Combination Practice Page.
- Read the instructions to the students.
- Review the rules when extracting a root word.
- Assist students as they need help.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask for students to look words with 'ou' letter combination in their reading. When they find words with 'ou' letter combination, write them on a sticky note with the root word under it. Add them to the anchor chart. As a class, sort them into "change" or "no change" groups.
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

Extension Activity

'ou' Can Sound Like 'ow'

Guided Word Work Practice | ©BookPagez.com

"ou" Word List

sound	loud
about	mountain
founce	pounce
ought	trouble
mous	famous

Word Practice | ©BookPagez.com

Word Detective: The "ou" Letter Combination
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the "ou" letter combination while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work - Extension Activity | ©BookPagez.com

The 'ou' Letter Combination
Word Work Practice Page

Directions: Circle the words with the "ou" vowel combination that make the "ow" sound heard in the word "ouch".

m r x u c a d e c n u o l f k

v r t k b o s l v u c e n e f

r l s o e o a m v a z x i m r

e k u b j v z k j i f l o z q

v t w l j j g q e m h a z z m

b x l q s g r o x i t x a d o

m x m z m s x u z p u r h d u

f f i h t c m t p k o q c d n

y e u n l u x s u u m h y z t

x n j z s n l i n e c k v s a

y a c b n t t d e c n u o p i

a r u h o u s e v h o a c n

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: <i>Amie the Doughnut</i>		Guided Reading Text Level: R	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	E MSV SC MSV
1	Amie turned out to be just the kind of doughnut he hoped he'd be. He was made very early in the morning at the Downtown Bakery -- "Home of the Best Doughnuts A-Round!" Amie was proud to be one of the best. He knew that people all over town made special trips to his bakery to buy doughnuts of their very own.			
2	As Amie sat on the tray, which had just been placed in the doughnut case, he took a moment to reflect on the amazing things that had happened to him that *...			
Analysis and Comments:				
Tested By: _____				©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Brave Irene CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>Brave Irene</i> to answer each of the following questions.	
1. What was the author's purpose for writing <i>Brave Irene</i> ?	
<input type="radio"/> (A) He wanted to persuade us to go out walking in the snow. <input type="radio"/> (B) He wanted to inform us of what life was like long ago. <input type="radio"/> (C) He wanted to entertain the reader and pass on an example of bravery. <input type="radio"/> (D) He wanted to explain how the wind can talk to you if you really listen.	
2. How do Irene's actions help support the theme of the story?	
<input type="radio"/> (A) Irene left her mother sleeping so she could get the doctor. She loved her so much. <input type="radio"/> (B) Irene never gave up. She persevered even as the weather was at its worst. <input type="radio"/> (C) Irene threw the dress in a box and went to deliver it. She didn't want to go, but had to obey her mother. <input type="radio"/> (D) Irene tried to deliver the dress, but gave up because she knew it was too dangerous.	
3. What impact does the setting have on the story?	
<input type="radio"/> (A) The snow storm caused Irene to stay inside. <input type="radio"/> (B) The setting did not impact the story. <input type="radio"/> (C) The wind and snow ruined the dress causing Irene to get into trouble. <input type="radio"/> (D) The windy snow storm and the time period caused Irene's to struggle.	
4. What does the phrase, "she would have to trudge on..." mean?	
<input type="radio"/> (A) She would have to keep going even through the deep, cold snow. <input type="radio"/> (B) She would have to tell the truth about the dress. <input type="radio"/> (C) She would have to use the box as a sled. <input type="radio"/> (D) She would have to return home.	
CCSS Assessment 4 th Grade Reading Standards for Literature	

Brave Irene CCSS Assessment Answer Key
Directions: Use what you know about <i>Brave Irene</i> to answer each of the following questions.
1. What was the author's purpose for writing <i>Brave Irene</i> ? (RL.1)
<input type="radio"/> (A) He wanted to persuade us to go out walking in the snow. <input type="radio"/> (B) He wanted to inform us of what life was like long ago. <input checked="" type="radio"/> (C) He wanted to entertain the reader and pass on an example of bravery. <input type="radio"/> (D) He wanted to explain how the wind can talk to you if you really listen.
2. How do Irene's actions help support the theme of the story? (RL.2)
<input type="radio"/> (A) Irene left her mother sleeping so she could get the doctor. She loved her so much. <input checked="" type="radio"/> (B) Irene never gave up. She persevered even as the weather was at its worst. <input type="radio"/> (C) Irene threw the dress in a box and went to deliver it. She didn't want to go, but had to obey her mother. <input type="radio"/> (D) Irene tried to deliver the dress, but gave up because she knew it was too dangerous.
3. What impact does the setting have on the story? (RL.4)
<input type="radio"/> (A) The snow storm caused Irene to stay inside. <input type="radio"/> (B) The setting did not impact the story. <input checked="" type="radio"/> (C) The wind and snow ruined the dress causing Irene to get into trouble. <input type="radio"/> (D) The windy snow storm and the time period caused Irene's to struggle.
4. What does the phrase, "she would have to trudge on..." mean? (RL.4)
<input checked="" type="radio"/> (A) She would have to keep going even through the deep, cold snow. <input type="radio"/> (B) She would have to tell the truth about the dress. <input type="radio"/> (C) She would have to use the box as a sled. <input type="radio"/> (D) She would have to return home.
CCSS Assessment 4 th Grade Reading Standards for Literature BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____


Directions:
The author needs your help planning another adventure story for **Brave Irene**.
Where will the story take place? The jungle? The desert? The mountains?
What weather conditions will Brave Irene endure? Extreme heat? Torrential rain?
How will Irene get out of trouble?
Use what you already know about Irene's character to plan her next adventure.
Use the back of this paper to illustrate the cover of the book.

What challenges will Irene face?

Setting

How will Irene overcome her challenges?

Weather



Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Brave Irene Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Brave Irene" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.2 - Determine the theme of a story, drama, or poem from details in the text, summarizing and explaining how the characters, settings, and events in a story or drama, drawing on details in the text (e.g., character thoughts, words, or actions). RL.4 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. RL.10 - By the end of the year, read and comprehend literature, including stories, and drama, and poetry, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.4.8 - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking & Listening SL.4.6 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. SL.4.8 - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SL.4.9 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language L.4.4 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p style="text-align: right; font-size: x-small;">Brave Irene CCSS Alignment ©BookPagez.com</p>	<p>Brave Irene Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Brave Irene" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.2 - Cite specific textual evidence to support analysis of what the text says explicitly and when drawing inferences from the text. RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character thoughts, words, or actions). RL.4 - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Brave Irene Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Brave Irene" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.4.0 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.5 - Consult general and domain-specific references (e.g., dictionaries, glossaries, thesauruses, both print and digital), to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p style="text-align: right; font-size: x-small;">Brave Irene CCSS Alignment ©BookPagez.com</p>

Common Core State Standards Correlation
<p>Brave Irene Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Brave Irene" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: x-small;">Brave Irene CCSS Alignment ©BookPagez.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment