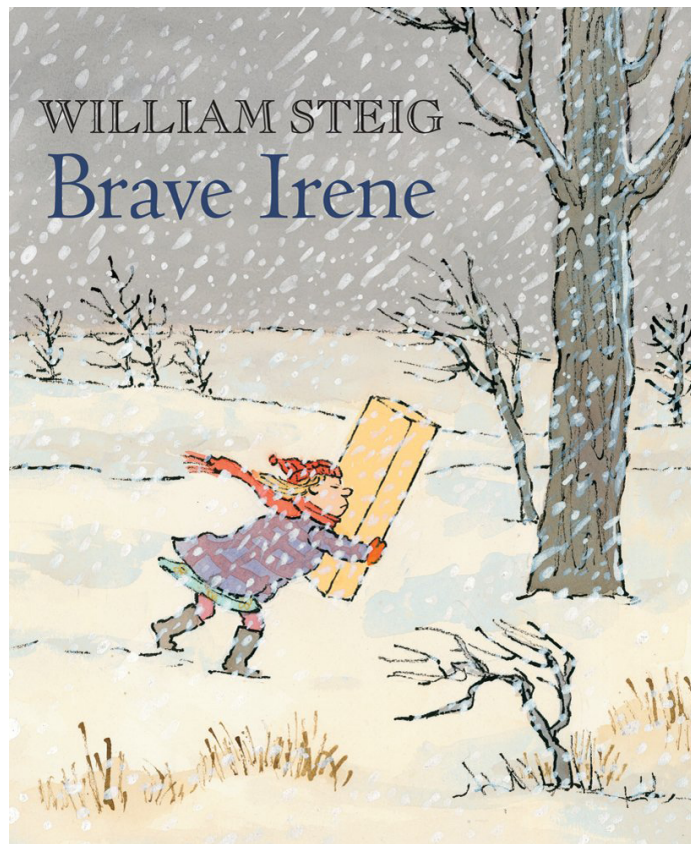




A TEACHER'S GUIDE

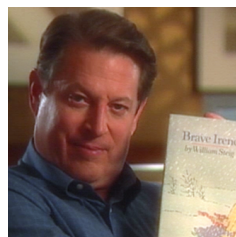
SUGGESTED GRADE LEVEL: 1ST - 2ND



BRAVE IRENE

WRITTEN AND ILLUSTRATED BY WILLIAM STEIG

Watch the video of actor
Al Gore
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Brave Irene is Irene Bobbin, the dressmaker's daughter. Her mother, Mrs. Bobbin, isn't feeling so well and can't possibly deliver the beautiful ball gown she's made for the duchess to wear that very evening. So plucky Irene volunteers to get the gown to the palace on time, in spite of the fierce snowstorm that's brewing-- quite an errand for a little girl.

But where there's a will, there's a way, as Irene proves in the danger-fraught adventure that follows. She must defy the wiles of the wicked wind, her most formidable opponent, and overcome many obstacles before she completes her mission. Surely, this winning heroine will inspire every child to cheer her on.

THEMES IN THE STORY

Courage, Responsibility, Overcoming obstacles

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 2ND

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 1st and 2nd grades but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Ask students what it means to have courage. Discuss times when they showed courage.
- Step 2: Share a story about yourself when you were determined to do something. Have students share stories.
- Step 3: Introduce the story, *Brave Irene*: The story is about a little girl who showed both courage and determination. Point out that brave is a synonym for courage.
- Step 4: Have students predict what might happen in the story.

DURING VIEWING

Focus: Character

Standards: CCSS.SL.1.2, CCSS.SL.2.2

Objective: Students will listen to story and answer teacher posed questions appropriately.


Procedure:

- Step 1: Listen to story to learn how Irene showed courage and determination.
- Step 2: Check predictions.

AFTER VIEWING - CHARACTER, SETTING, MAIN EVENTS

Standards: CCSS.RL.1.3, CCSS.RL.2.3

Objective: Students will identify characters, setting, and main events.

Materials: Chart paper
Story map – includes character, setting, problem, events, ending ( Google It!)

Teacher Prep: Reproduce a large version of the story map you plan to use with your students for whole class instruction.

Procedure:

- Step 1: Display story map and explain to students that they are going to use the map to help them retell the story. Explain that the map contains all the story elements needed to retell the story.
- Step 2: Distribute the story map to students.
- Step 3: Model how to complete the story map by filling in the characters.

Step 4: Guide students in completing the setting and problem. Call on students to answer the questions below and record responses on map as students follow along.

- Where does the story take place? When does the story take place?
- What is the problem?

Step 5: Have students work with a partner to complete the rest of the story map. Remind them to include only the most important events and tell how the story ended.

Step 6: Share completed maps.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.1.3, CCSS.RL.2.1, CCSS.RL.2.3

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Why is the story titled, *Brave Irene*? Use details from the story to explain your response.

WRITING - INFORMATION REPORT

Standards: CCSS.W.1.3, CCSS.W.2.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Writing Prompt: Tell about a time when you showed courage.

Materials: Writing tools

Procedure:

Step 1: Present and discuss prompt.

Step 2: Students discuss their story with a partner or group.

Step 3: Use the Writing Process to complete the assignment according to the ability of your class.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE – BLIZZARD IN A BOTTLE

Students create the look of a blizzard as they explore the immiscibility of oil and water.

The Science Part: Water is denser than oil and stays as a separate layer at the bottom. The paint is soluble in water, so it colors the water but not the oil. When Alka-Seltzer is added, it forms gas bubbles that rise to the top. The bubbles bring the colored water along with it. As the water reaches the top and the gas bubbles pop near the surface of the oil, the denser water falls back down through the oil.

MATERIALS —

Milk bottle
Empty water bottle (1 for each experiment)
Water
Baby oil
White paint
Glitter
Alka-Seltzer tablets
Funnel

PROCEDURE —

- Step 1:** Fill the milk bottle with warm water. Add some white paint to the water so that it becomes cloudy. Mix well.
- Step 2:** Fill the water bottle a little more than halfway with baby oil.
- Step 3:** Add the white water to the bottle until it's about 2-3 inches from the top of the bottle.
- Step 4:** Have students observe the layers and draw.
- Step 5:** Add the glitter and mix.
- Step 6:** Break one Alka-Seltzer tablets into about 4 pieces.
- Step 7:** Add one piece to the bottle. Observe what happens. Draw.
- Step 8:** Once the Alka-Seltzer piece has completely dissolved, add another piece.
- Step 9:** Observe and draw.
- Step 10:** Continue to add the pieces one at a time. Each time observe and draw.

SOCIAL STUDIES – RESPONSIBILITY

OBJECTIVE —

Students learn the meaning of responsibility and brainstorm ways to show responsibility in the classroom.

MATERIALS —

Student worksheet: 1 per student or group (*see Teacher Prep*)
Large copy of student worksheet for whole class discussion
“Being Responsible” Cards: 1 per group of students (*see Teacher Prep*)

Teacher prep: Make a worksheet and replicate on large chart paper.

- Divide a sheet of paper into four quarters (lengthwise and widthwise).
- Draw an oval in the middle and write **RESPONSIBILITY** in the oval.
- Label the four quarters:

| What does it mean? | Characteristics | Examples | Non-Examples |
|--------------------|-----------------|----------|--------------|
|--------------------|-----------------|----------|--------------|

- Being Responsible Cards: Use index cards to write scenarios. For example: Follow the rules when playing a game; Clean up after yourself; Fix something when you break it; Stick up for a friend; Offer to help someone in need; Get papers signed; etc.

PROCEDURE —

- Step 1:** Remind students that in the story, *Brave Irene*, Irene was determined to help her sick mother by delivering the dress to the duchess. She was being responsible.
- Step 2:** Distribute worksheets to students and explain.
- Step 3:** Teach the meaning. What is responsibility? Ask students to come up with their own definition of responsibility. Discuss and decide on a class definition and write on chart. Students copy on worksheet.
- Step 4:** Put students into small groups for the rest of the activity. For each part, allow about 5 minutes for groups to discuss and list ideas on worksheet. Bring class together to share and list on class chart.
- Brainstorm characteristics of a responsible person. Discuss the meaning of *characteristic*. What qualities or characteristics would a responsible person have? Complete *Characteristics* quarter.
 - Discuss Student Responsibilities. Ask students to share some responsibilities they have at home. Tell students that now you want them to think about classroom responsibilities. How does a student show responsibility in school?
 - Brainstorm ways to show responsibility in school and ways that we don't show responsibility in school. Complete *Examples* and *Non-Examples* quarters.
- Step 5:** Role play being responsible. Give each group a "Being Responsible" card. Explain to students that they will read their card and role play what it would look like showing responsibility, and what it would look like showing irresponsibility. During share time, classmates can explain how the group showed responsibility in their scenario or how responsibility was not shown.
- Step 6:** Reinforce responsibility in the classroom by acknowledging students actively showing responsibility.

ART — SALT SNOW PAINTING

MATERIALS —

White cardstock
Epsom salt
Glue
Paintbrush
Plastic spoon
Crayons, markers, or pastels

PROCEDURE —

- Step 1:** Have students draw and color a snowman on cardstock. Older students can draw and color a snow scene.
- Step 2:** Pour glue on a paper plate. Use the paintbrush to paint the white areas (snow).
- Step 3:** Use the spoon to sprinkle salt on the glue.
- Step 4:** Let dry. Shake off excess salt.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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