

# Being Brave

## GOALS

### Comprehension

Re-tell the story using the pictures on each page as a guide.

### Vocabulary

**High-frequency Words:** a, am, and, back, big, blue, but, down, I, just, little, look, not, on, ride, the, to, too, up, want, well

**Content Words:** climb, elephant, maybe, sail, scared, sea, sit, steep, tall, track, tree

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /br/

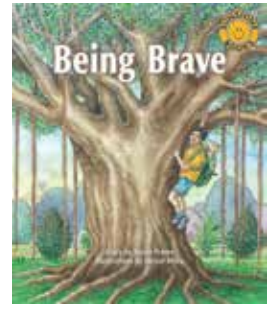
### Phonics

**Letters and Sounds:** br

**Words to Blend and Segment:** brave, brim, brush, brown, bread

### Fluency

Choral reading with students pointing to the words as they are read.



A boy and his dog take on challenges and show they can overcome fear.

## Before Reading

- Listen to the title. Discuss the meaning of *brave*. How is it different to *scared*? Ask students to demonstrate. Ask: What happens when someone is brave? What makes you feel brave?
- Read the title and the names of the author and illustrator. What are their roles in this story? Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the illustration.
- Look at the title page illustration. Ask: Who is being brave? The boy or the dog? What do you think might happen in the story? (Note: the author intended that the dog was the character who was scared.)
- Talk/walk through the pictures. Discuss who is being brave or scared and what they are doing on each page. On page 15, have students predict what the ending might be.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On pages 2–3 what are the boy and his dog looking at? Find the word *tree* on page 2. Look for the letter *t*. Do they look brave or scared? Find the word *scared* starting with the letter *s*. Read the words together.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together. Point out the repetition on each page and how it helps to read the words.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why? Who was brave or scared – the boy or the dog or both?

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted?
- Discuss the meaning of opposites, e.g. *up/down; scared/not scared or brave; big/little*. Have students role play being brave or scared in the story.
- Reread the story together. Feel the rhythm as you read the repetitive parts.
- Ask students to retell the story using the pictures on each page as a guide. What was scary first in the story, next and so on? When did the story change to being not scared? Why?

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /br/ e.g. brave, brim, brush, brown, bread. Students listen for the /br/ blend as you read the words slowly. They repeat the words, /br/ /i/ /m/, *brim*, emphasising the /br/. They think of other words to say that begin with /br/, e.g. bring, brought, bran, brisk, breeze.

## **Phonics**

- Discuss the sound of the blend /br/ Write the words brave, brim, brush, brown, bread on the board to practise blending and segmenting the sounds together as a group, e.g. /br/ /a/ /v/. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

## **Word Study**

- Talk about the words *too, up, big, little, look, not, but, and*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of matching the words.
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *Look! I am sailing on the big blue sea and I am not scared.*

## **Fluency**

- Choral reading with students pointing to the words as they are read. They reread the story to a partner.

## **Writing**

- Students make a circular story showing where the boy and the dog went and how they felt. They use arrows, labels and small pictures. They can use this to retell the story. Show how the feelings changed when they revisited the big tall tree and so on.
- Students write a new sentence about being brave using the pattern from the story. They draw a picture first, then write the sentence. e.g. *Look! I am climbing to the top of the climbing frame and I am not scared.*

## **Home/School Link**

Take the book home and any related activity done in class to share with family.