

Strategy: Author's Message (also Predictions and Self-Questioning)

Book: The Man Who Walked Between the Towers

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Setting: Whole Group Read Aloud, Small Group

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| Strategy Definition: (post in classroom) | Students weave together what they read and their own ideas into new complete thoughts. Better readers sift through information to make sense of it and act upon it to form new ideas, opinions and perspectives. Students use higher level thinking skills to synthesize new information, construct new ways of thinking and apply it with meaning to their own life. |
| Standard: | The International Reading Association and the National Council of Teachers of English published Standards for the English Language Arts. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics). |
| Objective: | Students will determine the Author's Message in the story, apply meaning to their own life, create new ideas and construct new ways of thinking and record the information on the yellow sticky notes provided in the Reader's Toolkit. |
| Materials: | Book: The Man Who Walked Between the Towers, T Chart page 21 or workbook activity page 22, Reader's Toolkit and custom sticky notes. |
| Connect: Before Reading Establish a Purpose | The purpose of the lesson is to determine the Author's Message in the story, apply meaning to your own life, create new ideas and construct new ways of thinking. Begin the lesson by reviewing the strategy definition and questions on the Reader's Toolkit under Author's Message. Model an example by using a real life event. State the event, and then concentrate on the outcome of the event, what you learned and how it impacted your life. (See Teacher's Guide pg. 20 for example). Read the title and author of the book and do a "book walk". Remind the students that good readers use all the strategies on the Reader's Toolkit to determine the Author's Message. Ask the students to make a prediction about what the story is going to be about. Invite students to write and share their prediction with a shoulder partner or with the group. |

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| <p>Model:</p> <p>During Reading</p> | <p>Begin reading the story and stop at page 4. Ask the students what Philippe is thinking about doing and how he feels at this time. Model for the students feeling words such as excited or nervous. Ask the students to look at their Reader’s Toolkit guide questions under Self Questioning. Invite students to share their responses. Throughout the story, when appropriate, model a prediction, connection, or self-question. On page 15, stop and ask the students what “plummeted” means. Model how to use context clues to determine the meaning. The first page that opens up with Philippe walking the high wire describes how he feels. Compare his feelings now with how he was feeling in the beginning of the story. Facilitate dialogue between students to hear different perspectives. Continue to read the story to the end.</p> |
| <p>Check for Understanding:</p> <p>After Reading</p> | <p>Ask the students to review the questions under Author’s Message and respond to one. Allow time for all students to write a response. Invite students to share and post their sticky notes on the T chart or their workbook activity page. Give authentic feedback to the students with responses that are appropriate to the “moral” of the story. If students respond with events and facts from the story as the Author’s Message, model how to respond with opinions and new ideas. Remind the students that the Author’s Message is not stated in the story. It comes from taking all the information and creating a meaning based on the readers’ background knowledge. Revisit the students’ original prediction about what the story is going to be about. Ask the students to confirm or clarify their original prediction.</p> |
| <p>Reminder:</p> | <p><i>Strategy instruction takes time, be consistent and supportive.</i></p> |