

I'm Brave

*Written by Sarah Prince
Illustrated by Roberto Fino*

Level 2

This book is about a young girl overcoming her fears about catching the school bus by imagining she is brave enough to catch fierce creatures. The text is repetitive and is supported by colour illustrations. There are three lines of text placed consistently on the page involving one return sweep. It introduces the sentence: *I'm brave* and the sentence stem: *I can catch a ...*

Getting ready for reading

Talk about times when children have felt a little scared about doing something. How have they talked themselves into being brave and doing the thing that frightened them?

Talking through the book

You might say: *This is a book about a little girl who says she is brave.* Talk through the book identifying the various animals and the monster: *What has the little girl been brave enough to catch here? Yes. The girl is telling us 'I'm brave. I can catch a lion.'* Make sure children know the name of each of the animals in the book.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

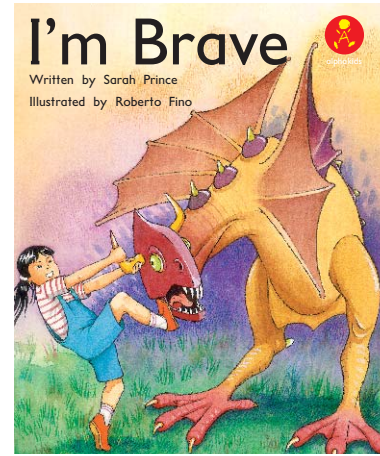
Discuss:

What does the girl do to help her catch the tiger?

Is the girl in the story afraid of tigers?

What does the girl really feel about catching the bus?

Why does the girl say she is brave enough to catch a tiger and a dragon?



Check this

Teachers can observe children's emergent reading behaviours for evidence of using the pictures to help provide useful information when reading the text. A prompt to promote this is:
Look at the picture. What could you try?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I'm, I, can, a, the*
- Word awareness: contractions – *I'm / I am*
- Word families: *can – ban, Dan, fan, man, pan, ran, van*

Sounds and letters

- Hearing sounds: /c/ – *can, catch*

Writing conventions

- Punctuation: upper case letters and full stops
- Grammar: use of 'a' and 'the' before noun

BEING A TEXT USER

Discuss:

Could this book help us to learn something? If so, what?

BEING A TEXT CRITIC

Discuss:

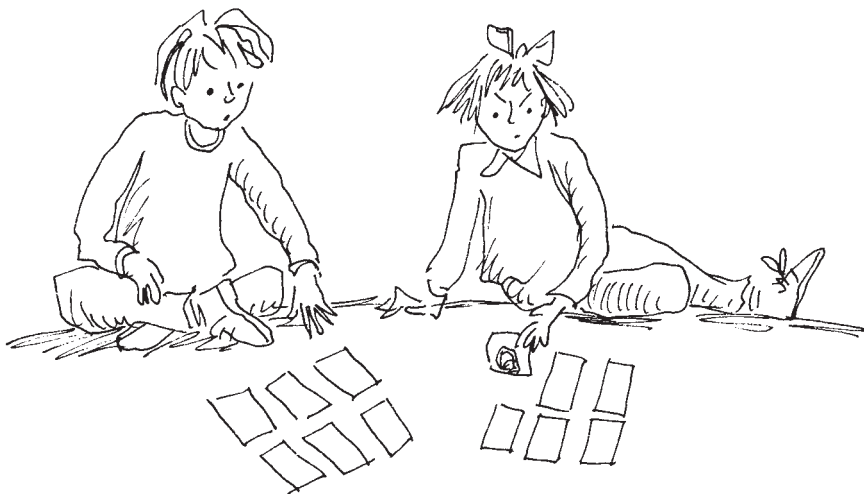
What message does the author want us to get about being afraid?

Do you think the author is right?

Literacy learning centres – follow-up activities

☺ WORD CENTRE

Play Concentration with high-frequency words from *I'm Brave*, and any other texts that children are familiar with.



✍️ WRITING CENTRE

Children write about times when they had to be brave to do something. Provide lists of words and phrases related to school events.

🎵 INTERACTIVE LITERACY CENTRE

Children work in pairs to practise the text as a rap. This could be taped and/or performed for the class. Encourage the use of clapping and actions.