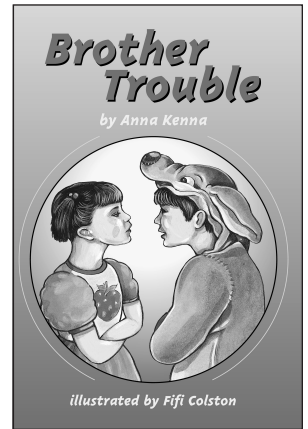


Brother Trouble

by Anna Kenna

illustrated by Fifi Colston



Book Summary

This is a personal narrative about a sister and brother who act in TV advertisements. Lauren refuses to do a new advertisement because she is tired of Justin always having the more powerful role. When a solution is found, Justin learns what it feels like to change roles.

Features of the Book

- Familiar family theme
- Problem resolution
- Specialised vocabulary – *studio, advertisement, wrap, director, script*
- Contractions – *that's, didn't, it's, I'm, you'll, everyone's, he's, you're*
- Examples of TV scripts
- Colloquial language – *shoe's on the other foot*

Purpose

Brother Trouble can be used to introduce and reinforce the following skills:

- S** making connections between children's experiences and the text;
- S** exploring problem resolution;
- S** recognising and understanding colloquial language;
- S** reading aloud with expression;
- S** using charts and diagrams to record important details;
- S** using text as a model for writing.

The Guided Reading Lesson

- S** Making connections between children's experiences and the text
- S** Exploring problem resolution
- S** Recognising and understanding colloquial language

Materials needed

- A copy of the text for each child and one for the teacher
- A whiteboard or chart paper and markers
- Optional: a copy of the blackline master, a pencil, magazines, and markers for each child

Introducing the text

Discuss brothers and sisters with the group by asking some of these questions:

- *How do you get along with your brothers or sisters or other children at home?*
- *Do you ever feel that things are not fair?*
- *How do you resolve problems?*

Make a list of some of the children's problems and how they were resolved.

Look at and discuss the cover and blurb of the book. Introduce the two main characters. Introduce and explain some of the advertising jargon and show the layout of a script (page 10).

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Ask the children to read the first chapter.

- *As you read, think about how Lauren is feeling. We'll talk about this when you've finished reading.*

When the children have read chapter 1, share ideas about Lauren's feelings.

- *What problem is Lauren faced with?*

Discuss the title of chapter 2 and ask the children to read the chapter silently, thinking about Lauren's problem as they read. Discuss the chapter briefly when the children have finished reading.

Make a web chart on the board by drawing a circle with lines coming from it. Write Lauren's problem in the circle. Ask the children to make suggestions for solving her problem. Write these at the ends of the lines coming from the circle.

- *Which solution do you think would work best?*
- *Which one would you use?*

Day Two

Review the problem chart and ask the children to predict the outcome. Tell the children to read the rest of the book silently. Support those who need it and listen to individual children read aloud to you.

Compare the children's possible solutions from the chart with the way Lauren's problem was resolved in the book.

- *Was this a good solution?*
- *How did everyone feel at the end?*

Turn to page 31 and direct the children to look at Dad's comment to Justin.

- *Have you heard sayings like this before?*
- *Can you think of any others?*

Make sure that everyone understands the meaning of the saying in the book. Display a collection of sayings as a wallchart.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Reading aloud with expression

- *How does an author usually tell us how a character speaks and feels?*
- *Look at the drama scripts on pages 10 and 27. Why don't these use the same conventions?*
- *What are the differences between regular speech in a story and scripted speech?*
- *Which words are spoken out loud in a script?*

Ask the children, in pairs, to choose a script to read aloud. Give them some time to practise before sharing with the rest of the group.

S Using charts and diagrams to record important details

Model the way we can keep track of the events in a chapter book by making a diagram of the most important elements. Use the following headings in a shared or interactive writing session to chart *Brother Trouble* with the children: Plot, Characters, Setting, Theme. As the children read more chapter books, they can compare similar texts by looking at particular elements, such as themes.

S Using text as a model for writing

This story contains two scripts for a TV advertisement. Ask the children to think of another way a popular cereal could be advertised. Suggest that they research their advertisement by looking at magazines or remembering TV advertisements they have seen. The children can make posters or script TV advertisements to advertise their product.

B The children can complete the blackline master on page 75.