

Focus Lesson

Read the Text as the Author Would Say It, Conveying the Meaning or Feeling

Text: *Peppe the Lamplighter* by: Elisa Bartone

CAFE Goal	Fluency
CAFE Strategy	Read the text as the author would say it, conveying the meaning or feeling
Observe/Relate	<p>Have you ever been in a play? When I was about your age, I was in a play. I was very excited and practiced my part every day. In fact, I think that everyone in my family (including our dog!) got a little tired of hearing me rehearse over and over again. I think they knew my part as well as I did! When I said my lines, I tried to read the words the way that the author would say them. I used my voice to show the meaning and feeling that the author of the play wanted to share with the audience. Good readers think about the way that the author would say the words whenever they read out loud.</p>
Teach and Reinforce	<p>Establish purpose – Today we are going to learn about the fluency strategy read the text as the author would say it, conveying the meaning or feeling.</p> <p>Create urgency – We are learning to use our voices to read text as the author would read it. When we do this, we increase our comprehension of the text. As we read with feeling, we show our understanding of the author's message. After all, in order to read the words the way the author would do it, a reader has to understand the author's meaning! Practicing our reading over and over again helps us to read it in the best way that we can, just as the author would. We get better each time we practice.</p> <p>Explicit Teacher Modeling – This book is titled <i>Peppe the Lamplighter</i>, and it is written by Elisa Bartone. This is a story about a young boy named Peppe and his family who came to the United States from Italy a long time ago. Peppe needed to get a job to make money and help his family. As I read this story, I am going to read the text as the author would say it, conveying the meaning or feeling.</p> <p><i>Read pages 11-12 where Peppe happily tells his family about his new job. (Please note that the pages are unnumbered, so it might be helpful for you to pencil in the page numbers. For easy reference, begin with the title page as page 1).</i></p> <p>I am going to stop here and practice the fluency strategy read the text as the author would say it, conveying the meaning or feeling.</p> <p>The first time I read pages 11-12 aloud, I want to be sure that I understand the reasons that the characters talk the way that they do. I</p>

will also ask myself how the author would sound to show the characters' feelings and the text's meaning.

Read the excerpt slowly without too much emotion for this initial reading.

From this first reading, I can tell that Peppe is very excited about getting a job as a lamplighter. Hmm...I can also tell that his father is very disappointed that his son has not found a better job. Peppe will probably not make a lot of money as a lamplighter. He will have to go out when it is dark and cold to do his job. I think that Peppe's sisters are trying to make him feel better. When I read this part of the text as the author Elisa Bartone would, I have to be sure to show Peppe's excitement when he speaks, but I also have to use my voice to sound angry like Papa. As I read the sisters' words, I will show that I am trying to make Peppe feel better. This is how I think the author would read it. Now listen to me read it again, conveying the meaning or feeling the way that the author would.

Read the excerpt a second time, using your voice to show the way that the author would be most likely to read it. Invite students to comment on how you used your voice to show meaning and feeling just as the author would.

Practice

Now you will try the strategy **read the text as the author would say it, conveying the meaning or feeling.**

Select another short passage from the text (the scene on pages 28-29 where Peppe's sister Assunta tells him that she wants to be just like him would be effective). Display the page on an Elmo document camera if you have one, or write the excerpt on chart paper. Invite students to read it silently. Then, stop and discuss the following:

Think about what you have just read. What is the author trying to tell us? If the author were reading this part of the text, how would she use her voice to show meaning and feelings? Consider these questions:

- How are the characters feeling at this point in the text?
- What parts would the author stress to show these feelings?
- How would the author sound? Why would she sound this way?

Turn and talk to your elbow buddy about how you think the author would read it.

Give the students time to discuss their answers. Then invite volunteers to share with the class. Remind them of the important observations they have made about how the author would read the text.

Now it's your turn to pretend to be the author and read the text as she would say it to show meaning and feeling.

	<i>Provide time for students to read the suggested short portion of the text to each other. For the suggested excerpt, students can break up the text with one child reading Peppe's words and the other reading Assunta's part; they can share the narrative parts. After practicing, ask them to describe how they used their voices to read the text as the author would read it.</i>
Encourage and Plan	We just practiced read the text as the author would say it, conveying the meaning or feeling . Remember that reading the text as the author would say it shows your understanding of the text. When you are reading your good-fit book today during independent reading, ask yourself "how would the author read this part of the story?" Mark that page with a sticky note. Later, when we share, I will invite you to explain how the author would read it and share the reading with the class.
Common Core Alignment	Ask questions throughout the reading process meets the Common Core State Standard for many grade levels. This lesson could be revised to match your grade-level expectations. Find the standard that aligns with your grade-level on our CAFE Menu/ CCSS Grade Level Matrix .