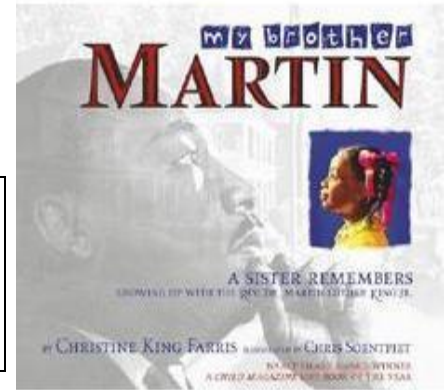


My Brother Martin

Written by: Christine King Farris

Illustrated by: Chris Soentpiet



In this non-fiction piece, Christine King Farris opens the windows to the past to share what growing up with her brothers was like in the King home. Farris shows the reader what Dr. Martin Luther King, Jr. experienced as a child, and how he began to form his famous dream.

Possible strategies for instruction:

Comprehension:

- **Ask questions throughout reading process:**
 - Reader's need to be engaged in their reading, whether it's non-fiction or fiction. Asking questions continually will help use be able to remember what we have read and to put the reading in context of the text and world in which we live.
 - Model by stopping at:
 - Pg 14. – How did having to live in separate areas challenge life for them?
 - Pg 22 – I wonder why the store owner's boys had to stop playing with the Kings.
 - Elicit questions from students after page 34.
 - Use sticky notes to jot questions down in the text. This will allow us to be able to look back and see if our questions were answered, or if we need to read more on the question.
- **Determining and analyze author's purpose and support with text:**
 - We have to figure out why our author is writing. Is this author writing to inform, persuade, or entertain?
 - After reading the prologue asks readers, "Why is the author writing?" Who does the author want to teach us about?
 - Read the text. Ask students to prove why they think that the author was writing to inform. Point out to students that she is telling the story of her childhood. Use text references. "What is your evidence?"

Accuracy:

- **Use the pictures:**
 - We can use the pictures to help us make sense of what we are reading.
 - Read pg. 18 making mistakes. Ask readers to look at the pictures. Does what I just read make sense? Read pg. 18 again correctly. Use the picture to make sure that I did make any silly mistakes.
 - Read pg. 23. Ask students what the picture tells us about what we read. Do you think this was a happy time for the brothers?

- **Chunk letters and sounds together:**
 - Sometimes, even though we've been reading for a while, we get to words that we don't quite know. One way to help us figure out a word is to chunk letters and sounds together. We can look at a word and break it up into the parts that we know.
 - Pg 15 – ancestors – write on board ask students to help chunk it
 - Pg 30 – nourishing

Fluency:

- **Adjust and apply different reading rates to match text:**
 - When reading fiction texts we can sometimes read much faster than we can when we read non-fiction texts (brainstorm why).
 - We are reading a non-fiction text. We must slow our reading down a bit to help us remember what we are reading
 - Model by reading pg. 24 fast. Ask students if they understood or remember what we read. Read pg. 24 at correct rate to help students hear the difference.
- **Use punctuation to enhance phrasing and prosody:**
 - Readers we often talk about not sounding like a robot during our reading. One way to help us do this is to look for the punctuation marking.
 - Review what we should do for each mark.
 - Read pg. 12 – overemphasize “crash!”
 - Talk about words that the writer may write in italics, all capital letters, or in bold. What should we do then?
 - Read pg. 12 and 21. Show italics with document camera.

Expand Vocabulary:

- **Tune into interesting words and use new vocabulary in speaking and writing:**
 - Readers not only do we read to practice reading, but we also read to help us gain a larger vocabulary.
 - Use sticky notes to mark interesting words and then write in reader's notebook.

- **Ask someone to define the word for you:**
 - Readers we need to make sure that we are using words correctly and that we know what words mean. One way that we can find out the meaning of the word is to ask someone.
 - Readers ask for definitions, synonyms, and for an example of the word in a sentence.
 - Use pg. 25 – Injustice
 - Not being fair
 - Unfairness, discrimination
 - The teacher would not allow for the injustice between the classrooms to take place.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.