

Edward and the Pirates

by David McPhail

Reading Strategies ~ *Strategies That Work* by Stephanie Harvey

Edward and the Pirates is a wonderful story to introduce what good readers naturally do when they read books...**VISUALIZE!**

This book actually shows Edward using the visualizing strategy as he reads and David McPhail, author/illustrator, does an awesome job portraying the images that Edward sees when he reads. This would be a great opportunity to introduce the visualizing strategy to students!

Questioning Strategy

When we use the questioning strategy with students, it is important that we encourage students to ask questions **before** they read, **during** their reading and **after** they finish their reading. *Edward and the Pirates* will make students wonder and question whether Edward is using his imagination or are these events actually happening in his house! It is also important to teach students how to categorize their questions so they know how to get their questions answered if there is an answer at all. This lesson will provide opportunities for students to question Edward's adventures!

Materials needed: The book, *Edward and the Pirates*; Three-Column Chart with **Before, During, After** on the top of the columns; markers; Categorizing Questions Chart.

1. Introduce book, by reading the title and looking at the picture on the front cover. Ask students what questions they may have about this book **before** they start reading. Record these questions in the first column of the Chart.
2. Begin reading the story, stopping after pages to ask students what questions their minds are generating now as you read. Record these questions in the second column of the Chart.
3. Some questions that the students ask may get answered as you read. Acknowledge those as you read, but revisit after you complete the book.
4. After you finish the story ask students what questions they are left with now that the story is over. Record these in the third column.
5. **At this point you could stop the lesson and continue the remainder on another day.** If time permits complete the next activity.
6. Now go over your Categorizing Questions Chart. (See pages 84-85 in *Strategies That Work*). Explain to students that sometimes our

questions are answered and sometimes they are not. We find the answer to our questions in many different ways.

7. Go through the questions that were generated from the students before, during and after the reading. code the questions to see if they got answered or not. Going over the questions is a great way to review the story with the students.
8. Questioning usually leads to **inferring** as well, so look for opportunities for students to **inferences**.

Options: This activity could be adjusted with using the Wonderings Chart for the primary grades.