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## Untold Stories

**This sample includes the following:**

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (2 pages)
- Introducing the Resource** (1 page)
- Character Trait Chart** (1 page)
- Using This Resource Pages** (4 pages)
- Presentation Rubric** (1 page)
- Text Cards and Lessons**
  - A New Home (7 pages)
  - The Freedom Boat (7 pages)

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# Untold Stories

# Management Guide

Grades K-1

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# What Are Untold Stories?

Information is everywhere. In today's highly digitized world, it is easy for students to feel overloaded. The presence of news, social media, blogs, the internet, textbooks, and even their cell phones can overwhelm students to the point where they become distracted from what's really valuable in their learning. Students receive information daily, hourly, and even minute by minute. Some information is good, and some is not so good. Much of the information students take in is about people and places they can't even relate to, as their experiences may differ from the information received.



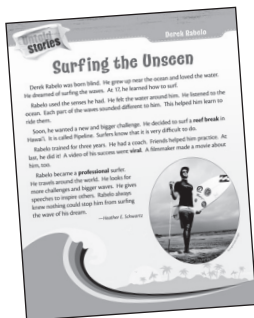
*Untold Stories* fills a need in today's classroom—the need to add more value and insight to student learning through sharing authentic stories. By focusing student attention on the not-so-familiar stories of ordinary people doing extraordinary things, the learning gives shape to raw emotions and makes the stories come to life. *Untold Stories* conveys the culture, history, experiences, and values that provide readers deeper understandings of the experiences of diverse people from throughout history.

Real-life stories are the essential building blocks of empathy and connection. These stories will connect, engage, and inspire readers as they read about people like you and me who are living examples of empowerment, struggle, joy, resilience, and innovation.

The reality is that everyone has a story to tell—stories not only of struggle, but more importantly, stories of bravery, determination, and hope.



Think about Sheyann Webb, who is a humanitarian, civil rights activist, mentor, and youth advocate. Throughout her life, she has had numerous encounters with racism and poverty, so she has dedicated her life to assisting youth in America to build self-esteem, confidence, overcome adversity, and find real purposes in their lives.



Finally, think of Derek Rabelo, a 23-year-old surfer who is blind. He relies on his heightened sense of hearing to navigate the oceans. This is a skill that took courage and perseverance to perfect.

Consider Vicki Manalo Draves, who despite not being able to practice daily because of racism, found a way to persevere and become the first Asian American woman to win an Olympic gold medal.



# Make Social-Emotional Connections (cont.)

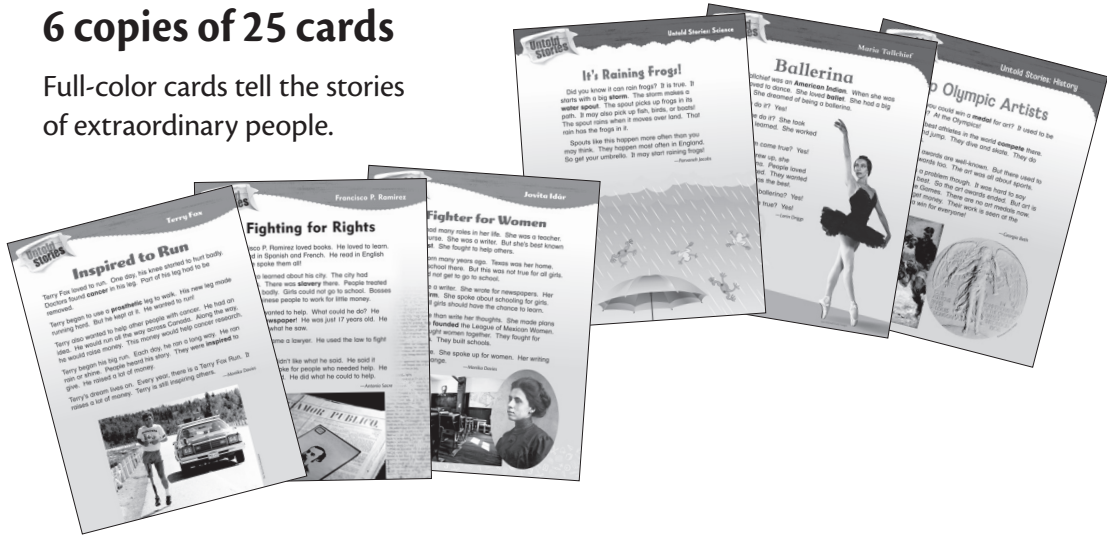
## Character Education Traits (cont.)

Character Trait	Purpose
citizenship	Citizenship means engaging in things that make the community a better place to be. Being a good citizen at school includes respecting the people, rules, and school property.
commitment	Commitment means being dedicated and finishing what you start. This shows the importance of keeping your word and doing what is expected, even when it is challenging or not preferred.
compassion	Compassion means understanding and showing deep care for someone's feelings. This shows the importance of supporting one another by practicing perspective taking and building empathy.
cooperation	Cooperation means working well together to reach the same goal. This shows students how teamwork can accomplish more than working alone.
courage	Courage means doing the right thing, even when it is difficult. This demonstrates that it's expected to be afraid sometimes, but courage is shown when we do the right thing despite those worries.
creativity	Creativity means approaching situations with a unique perspective. When students feel safe and comfortable, they will be more confident in expressing their original ideas and solutions.
fairness	Fairness means treating others justly. This includes following the rules, taking turns, and sharing.
honesty	Honesty means telling the truth. This encourages students to genuinely express their thoughts and feelings.
leadership	Leadership means being a positive role model to their peers. People can be leaders by using their kind words and actions to influence others to create positive change.
loyalty	Loyalty means being devoted and faithful to those you care for. This shows how students can build and keep healthy relationships by remaining true to their family and friends.
perseverance	Perseverance means continuing to do something you value, even when times are tough. This teaches students not to give up in the face of a challenge.
respect	Respect means showing kindness and consideration for others. This reinforces the importance of treating others how you want to be treated.
responsibility	Responsibility means taking ownership of your actions and doing what is expected of you. For students, this includes going to school, doing their work, and being a good friend to others.
trustworthiness	Trustworthiness means acting in ways that make others feel comfortable, especially when they are in need of help. Students can embody trustworthiness when they stick by their word and keep their promises to do what is right.

# How to Implement This Resource

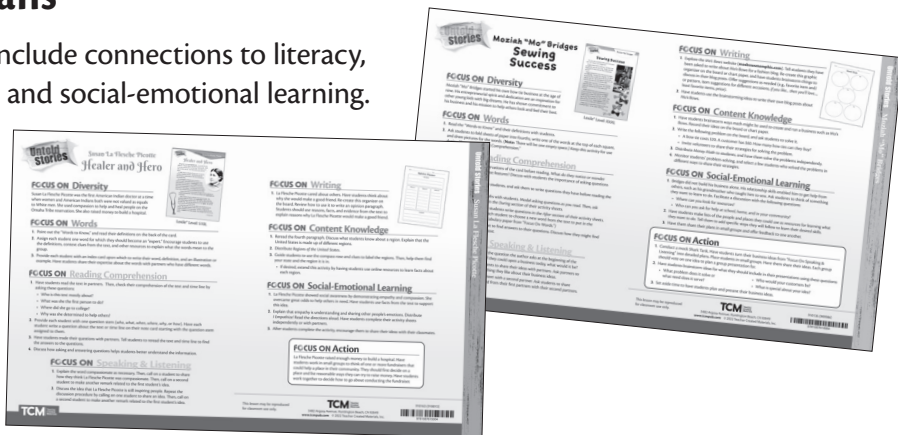
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



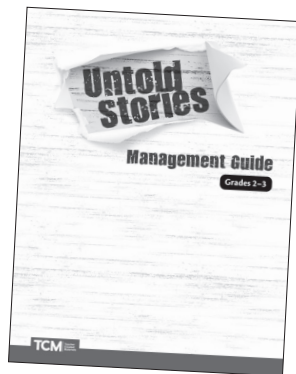
## Lesson Plans

Lesson plans include connections to literacy, content areas, and social-emotional learning.



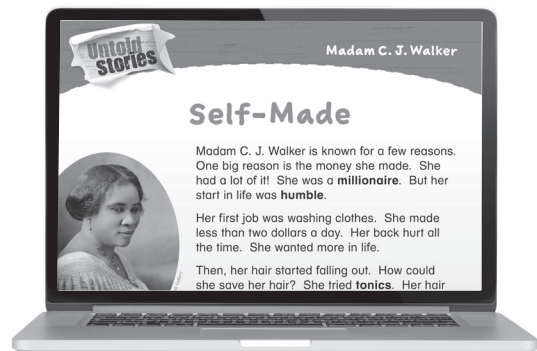
## Management Guide

Management Guide provides program information and research-based teaching ideas. (The activities and rubrics in this book are shared over two grade levels. This allows teachers to better support students' critical analysis of the text cards, rather than focusing on the structure of the lessons.)



## Digital Resources

Ecards, primary sources, and audio recordings increase student engagement and enhance instruction.



# Text Cards

Subjects of the cards are easily identified on both sides of the card.

Titles help students to understand the theme or main idea of the text.

**Untold Stories** Madam C. J. Walker

## Self-Made

Madam C. J. Walker is known for a few reasons. One big reason is the money she made. She had a lot of it! She was a **millionaire**. But her start in life was **humble**.

Her first job was washing clothes. She made less than two dollars a day. Her back hurt all the time. She wanted more in life.

Then, her hair started falling out. How could she save her hair? She tried **tonics**. Her hair grew back.

She started selling hair-care products. Then, she began making them. Her business started small. But it quickly grew. People liked her products.

Madam worked hard. People called her *self-made*. She earned her money through her own hard work!

—Monika Davies

Images support text to aid in student comprehension. These primary source images make great discussion starters.

Authors of texts are identified for group discussions about author's purpose and writing choices.

Words to Know are bolded in the body text and defined on the backs of the cards. The Focus On Words section in each lesson highlights these key words.

**Madam C. J. Walker**  
(MA-duhm SEE JAY WAH-kuhr)

## Self-Made

**Dates to Know**

- 1867 Sarah Breedlove is born in Louisiana. She later changes her name to Madam C. J. Walker.
- 1887 She moves to St. Louis and works as a washerwoman.
- 1904 She starts selling hair products for a company.
- 1906 She starts her own business.
- 1910 She builds a factory for her business.
- 1919 Madam dies in New York.

**Words to Know**

- humble**—not high in rank or status
- millionaire**—a person who has at least one million dollars
- tonics**—medicines that bring back health

**About Character**

Madam showed courage in her life. She took risks and tried new things. Draw a picture of a time you showed courage. Write a caption for your picture.

909810—Untold Stories © TCM | Teacher Created Materials

Phonetic pronunciations are provided for cultural awareness and support while reading the text. Take time to review this before reading the text card aloud.

Time lines help students place each subject in the context of history or a larger world view.

Opportunities are provided for students to investigate character traits exemplified by each subject. (See pages 14–15 for more information.)

For readability purposes, people are referred to by their first names in student-facing text rather than last names.



# Lesson Plans

A short summary is provided for easy recall of key characteristics of the subject.

Each lesson includes strong literacy activities to help students focus on key aspects of the text card. (See pages 20–22 for more information.)

Each card is connected to a content area through an interactive activity. Although many cards connect to social studies, there are other content areas covered as well.

Connections to the five SEL competencies are made through these cooperative activities. (See page 13 for more information.)

These activities provide opportunities for students to apply what they've learned by reading the text cards and participating in the activities. Rubrics are provided to assess student work on these activities. (See pages 73–76 for more information.)

**Untold Stories** Madam C. J. Walker **Self-Made**

**Lexile® Level:** 380L

**FOCUS ON Diversity**  
Madam C. J. Walker was a Black entrepreneur. When her hair started falling out, she used products to try to get it to grow back. Then, she began a small business selling the products she had made. Walker persevered to build her business and eventually became a millionaire.

**FOCUS ON Words**  
1. Discuss the "Words to Know" and their definitions from the back of the card.  
2. Additionally, define the word *effort* for students. Create a two-column chart with the words *mind* and *body* at the top of each column. Record students' ideas of how to complete each column with things that take mental and physical effort.  
3. Review the definition of *humble*. Name the following situations, and have students come up with humble responses for each. Situations: winning the grand prize in a contest; getting a good grade on a test; winning a trophy in a sport; having a lot of money in the piggy bank.

**FOCUS ON Reading Comprehension**  
1. Have students read the text in pairs.  
2. Tell students that when there is an important point in a text, the author usually gives reasons why. The reasons support (or tell more) about the point being made.  
3. Distribute *What's the Point?* to student pairs. Have them read the point in the first box. Have them reread the text to find three ways the author supports the point. Ask students to write the three ideas on their activity sheets.

**FOCUS ON Speaking & Listening**  
1. Ask students to draw pictures of what they think one of Walker's hair care products looked like. Remind students that the products were probably in some sort of container, such as a jar or a tin. Have students cut out the pictures they draw.  
2. Model for students a very short commercial (2–3 sentences long) for why someone should use Walker's hair care products.  
3. Have students work with partners. Have them take turns making up their own commercials. Encourage students to speak in complete sentences and stay on topic. Remind them to display their drawings while they speak.

The Lexile® level for each text card is provided to help with planning and differentiation.

Every writing activity includes a prewriting graphic organizer to help students gather their thoughts. Re-create these where your students can see them, or distribute copies found in the Digital Resources.

**Untold Stories** Madam C. J. Walker **Self-Made**

**FOCUS ON Writing**  
1. Re-create this graphic organizer on the board or chart paper. Display the text card for students to see. Read through each paragraph. After each paragraph, work with students to identify the main idea of the paragraph. Write a single word in each box of the graphic organizer to represent the idea of the paragraph. For example, for box two, the word could be *work*, for box three, the word could be *hair*, and for box four, the word could be *business*.  
2. Tell students they are going to use the graphic organizer and what they know about Walker to help them write about her life. Orally model for students a paragraph with an opening, sentences about the topics of each of the three boxes, and a closing. Have students orally rehearse their writing with partners. Then, ask them to write their own paragraphs.

**FOCUS ON Content Knowledge**  
1. Refer students back to the first and last sentences of the fourth paragraph of the text. Work with students to determine that the goods Walker was selling were hair care products. Discuss various types of hair care products that students may know about, such as shampoo, conditioner, detangler, gel, or hair spray.  
2. Explain that a good is something people spend money on that can be used in some way. It can be physical or virtual. Define service as "something people spend money on so that someone does an act or task for them."  
3. Distribute *Goods or Services?* to students. Have students write each word in the correct column. This activity can be done in pairs for extra support or as a whole group so you can facilitate a discussion about each of the goods and services.  
4. After their charts are completed, have students draw lines to match a few of the goods and services together. Ask them to turn to partners to describe the associations they made between the matched goods and services.

**FOCUS ON Social-Emotional Learning**  
1. When Walker couldn't find hair products for herself, her social awareness made her want to do something to help others. She realized she could make a difference with her words and her actions.  
2. Ask students to think about times they (or a friend) had bad days. Tell students that words can help or hurt. Make a list of words that can be helpful for different situations. Explain that sometimes it is difficult to think of helpful words. Share and discuss with students the following idea: *If you don't have anything nice to say, don't say it at all.* Discuss that this is a way not to be hurtful. Remind them there is no requirement to comment on every situation. Instead, they can just be quiet.

**FOCUS ON Action**  
Walker turned something that was difficult in her life into something great. Ask students to identify something that is hard for them. Discuss the idea of setting goals that can change what is currently hard for them. Have students set goals for themselves. Ask them to identify several small things they can do to work toward their goals. Tell students they can be "self-made" too!

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Subjects of the lesson plans are easily identified on both sides of the folder tab.

**What's the Point?**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Read the sentence. Look at the text card. Write and draw two reasons the author gives to support this idea.  
Madam C. J. Walker was humble.  
\_\_\_\_\_

**Goods or Services?**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Write each word in the correct column.  
Word Bank: bandage, clothes, hair cut, car, doctor, shampoo, car wash, dry cleaner.  
Goods: \_\_\_\_\_ Services: \_\_\_\_\_

Student reproducibles are provided both on the inside of the lesson folder and in the Digital Resources.

# Lesson Plans (cont.)

## Lesson Plan Pacing Guide

The following example pacing plan shows an option for using a text card and lesson over a one-week period. Teachers should customize this pacing suggestion according to their students' needs.

Lesson Section	Notes	Suggested Time
Focus On Diversity	Share with students key information from the summary, and preview the card with them. Have students pose a few questions that they hope will be answered in the text.	5–10 minutes
Focus On Words	Preview key vocabulary words, and help students prepare to read the text card. Based on the Lexile <sup>®</sup> level of the text, determine if any other preparation is needed before reading with students.	10 minutes
Focus On Reading Comprehension	Read the text card together, and use it to practice important reading comprehension skills. Have students reread the text in pairs or small groups to revisit key parts. <b>Note:</b> Kindergarten text cards are leveled for teacher read alouds.	20–30 minutes
Focus On Speaking & Listening	After the initial interaction with the text, allow focused time for students to work together to practice strong speaking skills and active listening.	15–20 minutes
Focus On Writing	Work together to help students complete graphic organizers to plan their writing. Then, provide time for students to compose their written responses. Re-create the graphic organizer where students can see it, or use the digital copy provided.	30 minutes
Focus On Content Knowledge	Key content is pulled from the text card for a short content-based activity. Connections are made to social studies, science, the arts, and more.	30–45 minutes
Focus On Social-Emotional Learning	Each lesson helps students work toward achieving the five SEL competencies. These activities often connect back to the character traits highlighted on the back of the cards.	20–30 minutes
Focus On Action	Serving as formative assessments, these hands-on activities provide opportunities for students to apply what they've learned. There are four general rubrics to be used with these activities to assess student work.	20–30 minutes

# Enfoque en la acción: pautas de calificación

## Actividades de presentación

Nombre del estudiante: \_\_\_\_\_

	4: Excelente	3: Muy bueno	2: Buen intento	1: Debe mejorar
<b>Contenido de la presentación</b>	Toda la información se compartió de una manera interesante y atractiva.	La mayor parte de la información se compartió de una manera interesante y atractiva.	Parte de la información se compartió de una manera interesante y atractiva.	Una mínima parte de la información se compartió de manera interesante y atractiva.
<b>Destrezas de presentación</b>	El estudiante habló de forma muy clara y con el volumen adecuado.	El estudiante habló de forma clara y con el volumen adecuado.	El estudiante habló con poca claridad y/o no usó el volumen adecuado.	El estudiante no habló con claridad y/o no usó el volumen adecuado.
<b>Nivel de realización</b>	Se completaron todas las partes de la actividad.	Se completaron casi todas las partes de la actividad.	Se completaron solo algunas partes de la actividad.	Se completó una mínima parte de la actividad.
<b>Comprensión de los contenidos</b>	La presentación muestra una comprensión profunda y compleja.	La presentación muestra muy buena comprensión de los contenidos.	La presentación muestra cierta comprensión de los contenidos.	La presentación muestra poca comprensión de los contenidos.
<b>Conexión consigo mismo o con los demás</b>	La presentación muestra una completa conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos y personales.	La presentación muestra una muy buena conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos o personales.	La presentación muestra cierta conexión del estudiante consigo mismo o con los demás, con pocos contenidos fácticos o personales.	La presentación muestra poca conexión del estudiante consigo mismo o con los demás, e incluye muy pocos contenidos fácticos o personales.

Comentarios: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Un nuevo hogar

Los hmong vienen de distintos países de Asia. Ahora, muchos de ellos viven en Minneapolis. Es una ciudad de Estados Unidos. Esa ciudad ahora es su hogar. Los hmong llegaron a la ciudad en busca de **oportunidades**. Se quedaron en el mismo lugar para conservar su cultura.

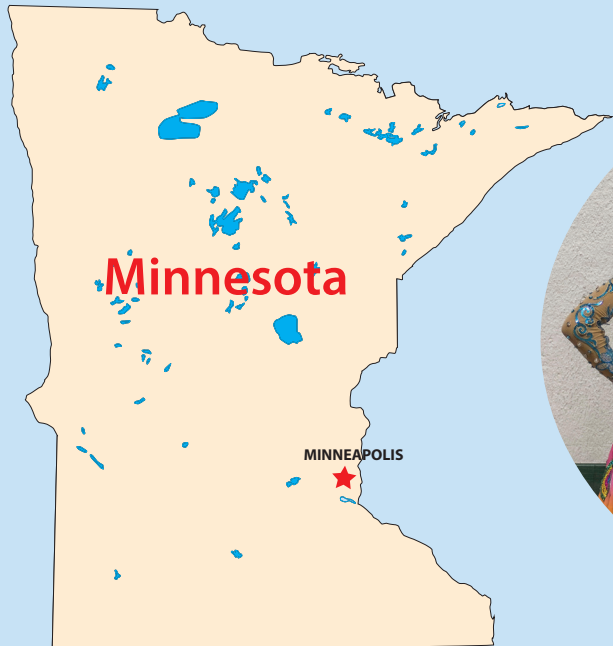
Los hmong de Minneapolis tienen una **estación** de radio. Eso los ayuda a estar conectados. También hay un periódico hmong.

El año nuevo es un acontecimiento importante para el pueblo hmong. Es un momento para pensar sobre el pasado y el futuro. Las familias se reúnen. Hacen juegos. Hay música y comida. Es un momento para celebrar.

Los hmong tratan de ayudarse unos a otros. Lideran a su gente. Enseñan. Construyen. Ayudan a otros **inmigrantes**.

Los hmong llegaron a Estados Unidos en busca de una vida mejor. Ayudaron a construir un lugar mejor para todos.

—Georgia Beth



Greg Ryan/Alamy Stock Photo

# Un nuevo hogar



## Fechas clave

1975

Los hmong comienzan a llegar a Minneapolis.

1980

Se hace el primer Festival de Año Nuevo Hmong en Minneapolis.

2004

Abre el mercado Hmongtown.

2006

Se crea la estación de radio hmong.

2021

El grupo hmong más grande de Estados Unidos vive en Minneapolis.



## Palabras clave

**estación:** un edificio o un equipo que envía señales de radio; un canal de radio que escuchan las personas

**inmigrantes:** personas que dejan su país y se van a vivir a otro país

**oportunidades:** las posibilidades de intentar algo



## Características clave

Los hmong querían estar en un lugar donde pudieran vivir en paz. Ayúdalos a celebrar su cultura. Haz un cartel para el festejo de fin de año del pueblo hmong. Usa palabras e imágenes para describir el evento.



# El pueblo hmong en Minneapolis Un nuevo hogar

## FOCUS ON Diversity

Hmong are Asian people who immigrated to America. Many Hmong people now live near Minneapolis, Minnesota. They have a community built around their culture. They respectfully work together to make a better life for themselves and others.



Lexile® Level: 460L

## FOCUS ON Words

1. Define the word *opportunities* for students. Have students identify opportunities for learning they have at school or home.
2. Display a map or globe of the world. Point out where Asia is. Point out where the United States is and where Minneapolis, Minnesota is. Provide a definition of the word *immigrants*. Use your finger to trace a line from Asia to the United States. Trace more lines from other Asian countries (e.g., Vietnam and Thailand) to the United States.
3. Read the text card aloud, stopping to check for understanding as you read each bold word.

## FOCUS ON Reading Comprehension

1. Explain that authors usually tell the reader something. Then, they give supporting points or examples to tell more about what they said. This helps readers understand the point better.
2. Provide a personal example. Tell students about your favorite place to visit. Then, give two or three details about your favorite place to visit.
3. Explain that the author of “A New Home” does this in her text. Distribute *Tell More* to students. Read aloud the sentence together. Place students in pairs, and have them reread the text card to find some sentences that support the provided sentence. Have students turn their papers over and draw pictures about what the new year celebration looks like based on the supporting points.

## FOCUS ON Speaking & Listening

1. Complete this section after students have finished their *My Story Cloth* activity sheets in the Focus On Content Knowledge activity.
2. Place students in pairs. Have them present the stories they drew on their *My Story Cloth* activity sheets to each other. Encourage them to do the following as they are speaking:
  - Speak in complete sentences.
  - Speak clearly.
  - Refer to their drawings.
3. Encourage students to do the following as they are listening:
  - Focus on the speaker.
  - Listen carefully.
  - Ask a follow-up question about what was said.

## FOCUS ON Writing

1. Reread the third paragraph of the text to students. Ask students to describe how they think the Hmong people feel during the new year celebrations. What words in the text help them know this is a happy time for Hmong people?
2. Ask students to think about a time they celebrated with people they love. Re-create this graphic organizer on the board or chart paper. Use it to model how to name the event in the topic sentence, describe events in the order they occur, and end with a closing.
3. Have students write about the events of celebrations in their lives. Have students share their writings with one another to learn about different ways people celebrate.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Escritura narrativa**

Tema \_\_\_\_\_

Suceso 1 \_\_\_\_\_

Suceso 2 \_\_\_\_\_

Cierre \_\_\_\_\_

## FOCUS ON Content Knowledge

1. Display some images of Hmong story cloths. (These are easily found online by searching “Hmong story cloth.”) The images on the cloths are sewn by Hmong people to tell stories. The stories help the Hmong people remember things that happened in the past. They also help the Hmong people remember their customs and culture. Zoom in on several images. Have students describe the stories they see being told in the cloths.
2. Distribute *My Story Cloth* to students. Have students create their own story cloths by drawing stories about something that happened in the past that they want to remember or something about the way their families live. Have them surround the center box with patterns.

## FOCUS ON Social-Emotional Learning

1. People show social awareness during their cultural celebrations. Reread the third paragraph of the text card. Have students identify how Hmong people celebrate the new year. Ask students to share which of the activities they would most like to do.
2. Have students think about the way the new year is celebrated in their own homes. Ask students to name things that are the same and different from the way Hmong people celebrate the new year.

### FOCUS ON Action

1. Have students identify the next holidays or occasions their families will celebrate. Make a list where all students can see it.
2. Ask students to think of ways they can help prepare for the celebrations. Have students draw pictures and write sentences about what they will do to help. Have them share their ideas with the group. Follow up after each celebration to find out how it went.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Cuenta más

**Instrucciones:** Lee la oración. Escribe qué otras cosas cuenta la autora para apoyar su afirmación.

El año nuevo es un acontecimiento importante.

### Detalle 1

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### Detalle 2

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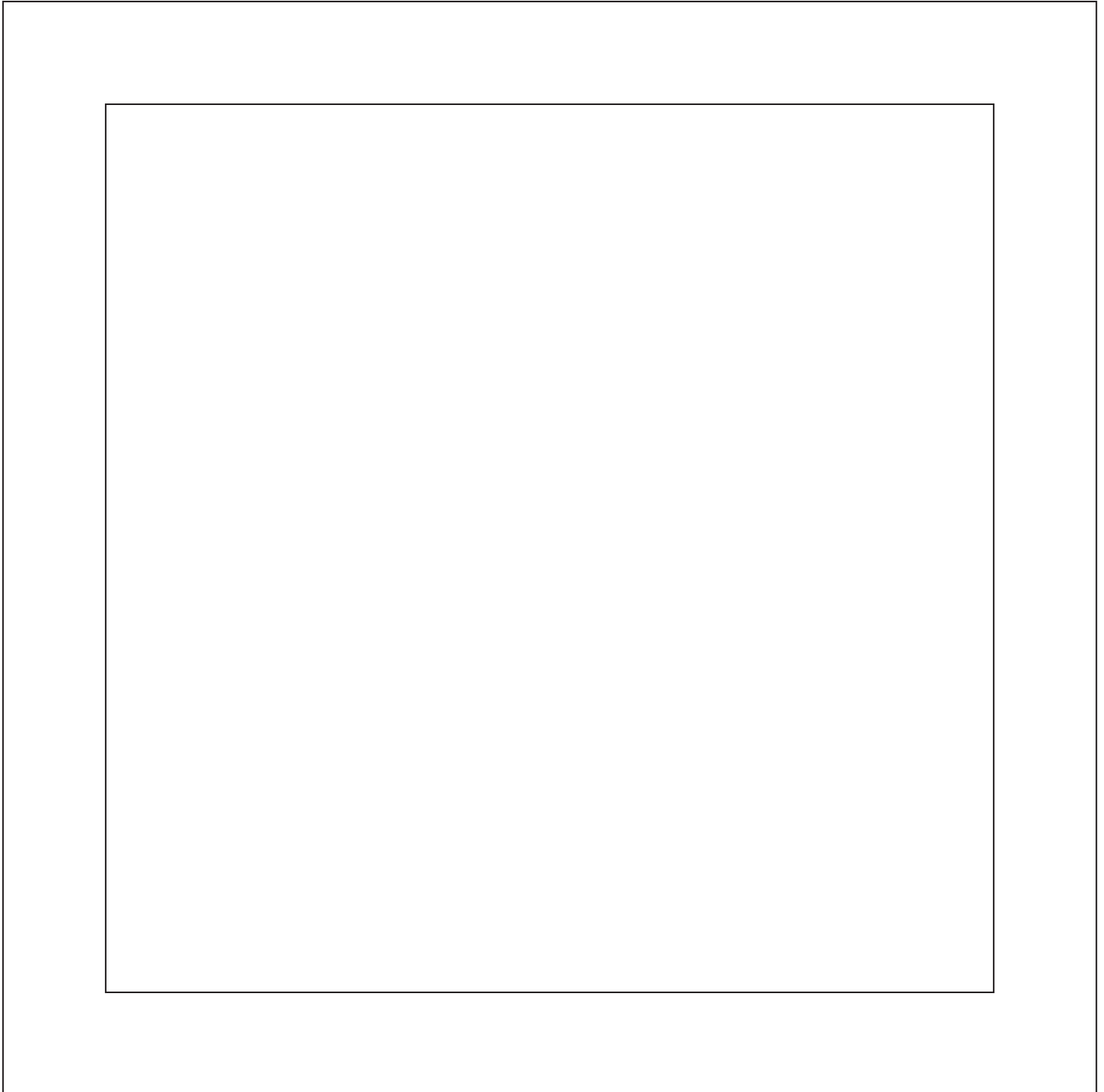




Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Mi tela

**Instrucciones:** Dibuja en el centro una tela que cuente tu historia.  
Diseña un patrón en los bordes.

A large rectangular frame with a smaller rectangular frame inside, intended for drawing a cloth design. The inner frame is centered within the outer frame, leaving a wide border for drawing a pattern.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Escritura narrativa

**Tema**

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**Suceso 1**

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**Suceso 2**

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**Cierre**

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# El barco de la libertad

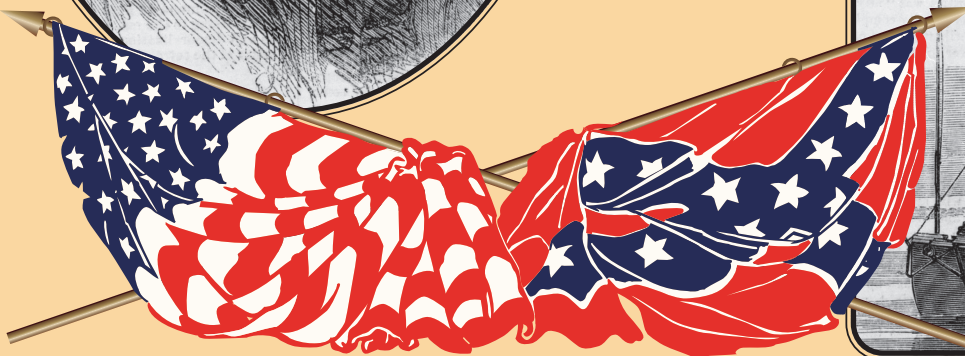
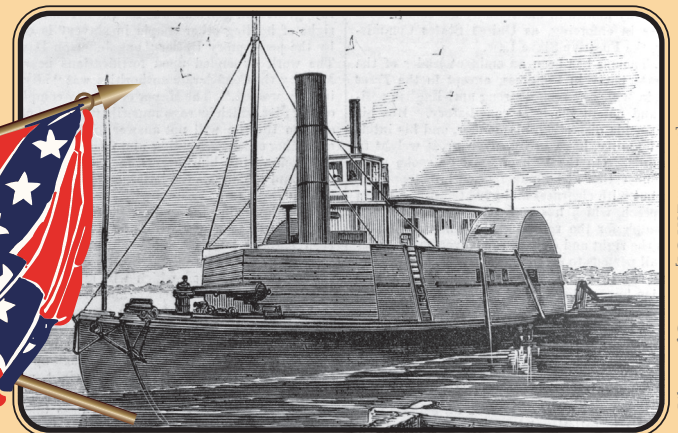
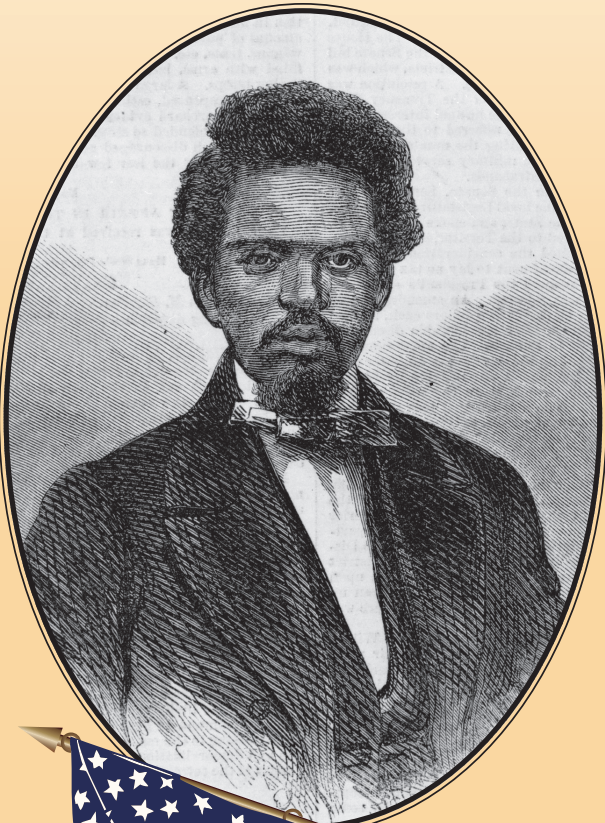
Eran las tres de la madrugada. Todo estaba oscuro y silencioso. Todos en el pueblo dormían. Corría el año 1862. Estados Unidos estaba en plena guerra de Secesión. La esclavitud era legal en el Sur. Pero Robert Smalls escapaba en un barco. Quería ser libre.

Robert llevaba a su esposa e hijos con él. Sabía **pilotear** un barco. Su familia y otras personas estaban escondidos debajo de la cubierta. Pero Robert no se escondió. Se puso un uniforme de capitán. Se paró en la cubierta.

El barco pasó junto a un fuerte del ejército. Pasó al lado de otros barcos de guerra. Nadie sabía la verdad. Robert no era capitán de verdad. Era un hombre **esclavizado**. ¡Y pudo escapar! También ayudó a todas las personas del barco a escapar. Se convirtió en un héroe.

Robert llegó a ser capitán de verdad. Luego, fue **senador** estatal. Tuvo una larga vida. Y fue libre.

—David Scott



# El barco de la libertad



## Fechas clave

1839

Robert Smalls nace en Carolina del Sur.

1856

Se casa con Hannah Jones.

1861

Comienza la guerra de Secesión.

1862

Robert escapa con su familia hacia el norte.

1865

Termina la guerra de Secesión.

1870

Robert es elegido senador en Carolina del Sur.

1915

Muere en Carolina del Sur.



## Palabras clave

**esclavizado:** describe a alguien que le pertenece a otra persona que lo obliga a trabajar sin pagarle

**pilotear:** conducir

**senador:** un miembro del gobierno que trabaja para hacer leyes



## Características clave

Robert fue muy valiente al escapar. Muestra cómo su valentía le cambió la vida. Dibuja a Robert escapando. Luego, dibújalo después de escapar. Rotula tus dibujos.



Robert Smalls

# El barco de la libertad

## FOCUS ON Diversity

Robert Smalls was a Black man who courageously escaped enslavement with his family. In the middle of the night, he piloted a boat with his family hidden below the deck so they could escape. He helped himself and his family. Later in his life, he became a state senator and helped many other people.

## FOCUS ON Words

1. Explain that to *pilot* means to steer a ship or an airplane. Ask students to use the photographs to determine which meaning will be used for this card.
2. Have students turn the card over to the “Words to Know” section and read it aloud. Explain that using the definitions on a card like this is helpful for learning unknown words and words that may be used in a different way.

## FOCUS ON Reading Comprehension

1. Have student pairs read the text together, taking turns reading each paragraph.
2. Remind students that readers use both the words and photographs to help them understand what they are reading. Distribute *Words and Pictures* to students.
3. Have each student choose one of the two images on the card. If possible, provide magnifying glasses for them to use as they study each illustration. Ask students to write what they can learn about the topic through the images. Then, have students write what the text tells about the topic.
4. Place students in pairs based on who chose the same images. Provide time for them to share their responses. Encourage students to add any new details that are not recorded on their sheets.

## FOCUS ON Speaking & Listening

1. Build on the activity from the Focus On Reading Comprehension section. Place students who chose opposite images together in pairs.
2. Have each student in the pair share ideas from their *Words and Pictures* activity sheet. Remind students to speak clearly, and review what an active listener does.
3. Have volunteers representing each image share aloud with the whole group.



Lexile® Level: 410L

## FOCUS ON Writing

1. Re-create this graphic organizer on the board or chart paper. Have students reread the text and identify where it tells about how Smalls escaped. Record students' ideas on the graphic organizer.
2. Provide the following topic sentence to students: *Robert Smalls helped his family escape.* Have each student use the ideas from the graphic organizer to write a few detail sentences and a closing sentence to support the topic sentence.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Red de palabras**

Idea

Idea

Tema

Idea

Idea

## FOCUS ON Content Knowledge

1. Reread the first sentence of the text. Have students identify the time mentioned. Show three o'clock on an instructional clock, or draw it where students can see it.
2. Review or provide a mini-lesson on telling time. Discuss the functions of the hour and minute hands on a clock. Model how to read the hour hand first and then the minute hand. Practice telling several different times.
3. Distribute *Tell the Time* to students. Have students draw the hour and minute hands on each clock to tell the times they do the activities. Discuss the various times students do each activity.

## FOCUS ON Social-Emotional Learning

1. Discuss how Smalls showed social awareness and courage by doing what he could to help himself and others.
2. Allow time for students to list evidence from the text of how Smalls showed courage. Then, have them identify what he did to help others.

### FOCUS ON Action

Explain that courage is needed when something is not easy or it is scary. Read aloud the following story. Have students work in pairs to identify possible courageous ways to respond.

*Maria saw one of her classmates take some stickers off the teacher's desk. When the teacher realized it, she asked if anyone knew who took them. The student who took the stickers looked at Maria and made a mean-looking face. What would be the courageous thing for Maria to do?*



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Palabras e imágenes

**Instrucciones:** Escoge una imagen de la tarjeta. Escribe y dibuja lo que aprendiste al mirar la imagen. Escribe y dibuja lo que dice el texto sobre el mismo tema.

**Imagen**

**Texto**

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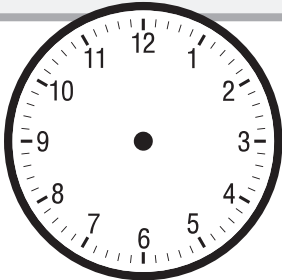
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Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

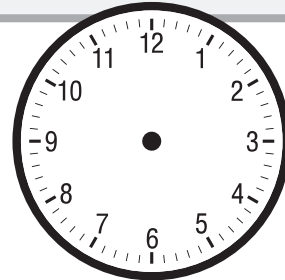
# Di la hora

**Instrucciones:** Dibuja las manecillas del reloj para mostrar la hora a la que haces cada actividad.

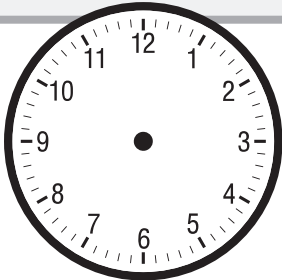
La hora a la que te levantas por la mañana:



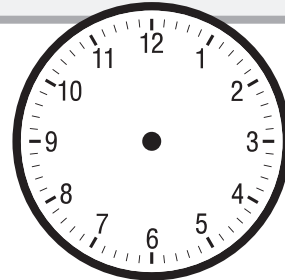
La hora a la que vuelves de la escuela:



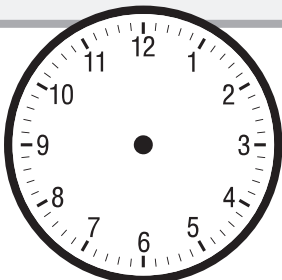
La hora a la que vas a la escuela:



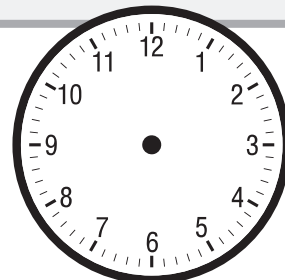
La hora a la que cenas:



La hora a la que almuerzas:



La hora a la que te vas a dormir:





Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Red de palabras

Idea

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Idea

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Tema

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Idea

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Idea

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