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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

Introducing the Resource

Welcome!	5
What Are Untold Stories?.....	6
Why Do Untold Stories Matter?	7

Focusing on Research and Practice

Connect to the C3 Framework	8
Inquiry Arc	8
Meet the Needs of Classrooms Today	9
Cultural Responsiveness	9
Representation and Diversity.....	10
Social Justice Standards	11
Teaching Hard History	12
Make Social-Emotional Connections	13
SEL Competencies	13
Character Education Traits.....	14
Differentiate for All Learners	16
Assess Student Learning	18
Set Up for Successful Classroom Discourse	19

Connecting Educational Practices

Integrate Literacy and the Content Areas	20
Focus On Words.....	20
Focus On Reading Comprehension.....	21
Focus On Writing.....	21
Focus On Speaking & Listening.....	22
Study Primary Sources	23
Incorporate Technology	24
Digital Instruction.....	24
Supporting Learners.....	25

Using This Resource

How to Implement This Resource	26
Text Cards.....	27
Lesson Plans.....	28
Standards Correlations.....	30

Discovering Grade Level Details

Grade K Information	31
About the Cards—Reading Levels	31
About the Cards—Summaries	32
Correlations to Standards—Reading	35
Correlations to Standards—Speaking & Listening	36
Correlations to Standards—Writing	37
Correlations to Standards—Content Areas	38
Correlations to Standards—SEL Competencies	40
Grade 1 Information	41
About the Cards—Reading Levels	41
About the Cards—Summaries	42
Correlations to Standards—Reading	45
Correlations to Standards—Speaking & Listening	46
Correlations to Standards—Writing	47
Correlations to Standards—Content Areas	48
Correlations to Standards—SEL Competencies	50
Biography Mini-Lessons	51
Overview	51
Animal Comparison	52
Talking Hands	56
Time Line Game	60
Change the World	64
Skits	68
Read, Reflect, and Assess	72
Focus On Action Rubrics	73
Writing-Based Activities	73
Presentation-Based Activities	74
Art-Based Activities	75
Cooperative-Learning Activities	76
Individual Culminating Project	77
Whole-Group Culminating Project	81

Appendices

References Cited	85
Website Resources	87
General Websites	87
Grade-Specific Websites	87
Digital Resources	88

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.



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.



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.

Make Social-Emotional Connections (cont.)

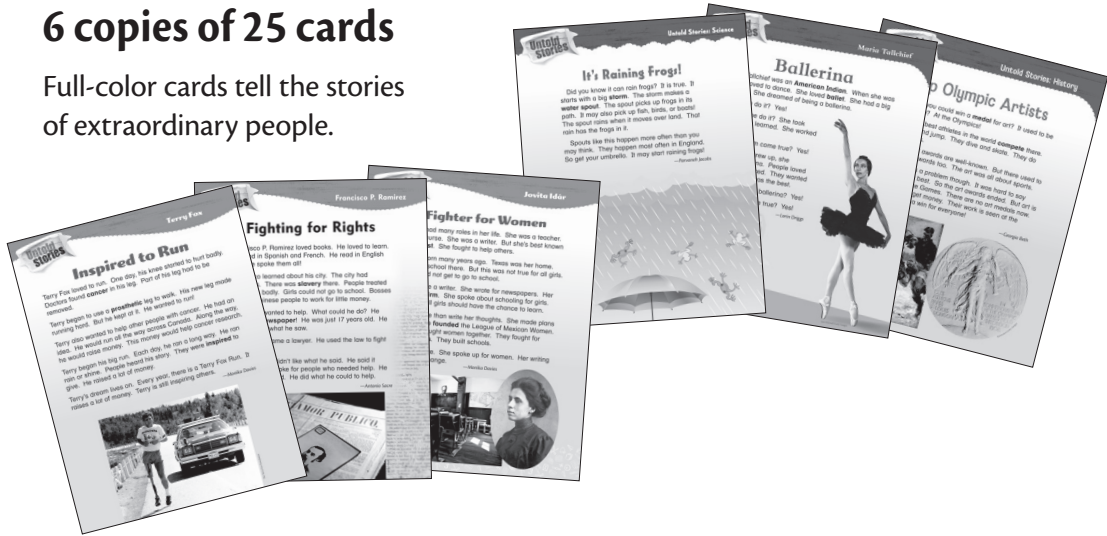
Character Education Traits (cont.)

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

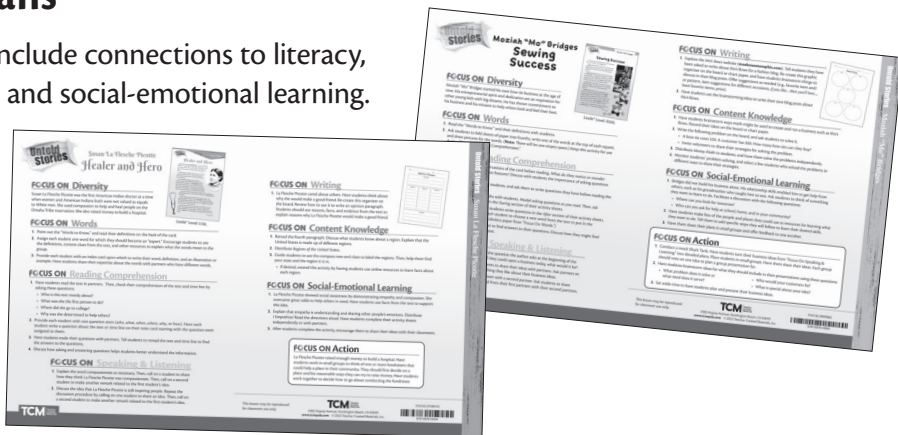
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



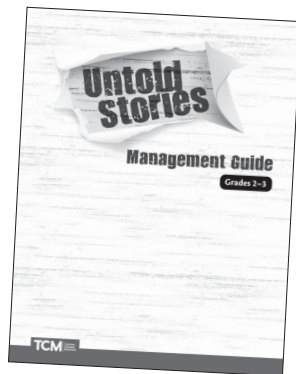
Lesson Plans

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



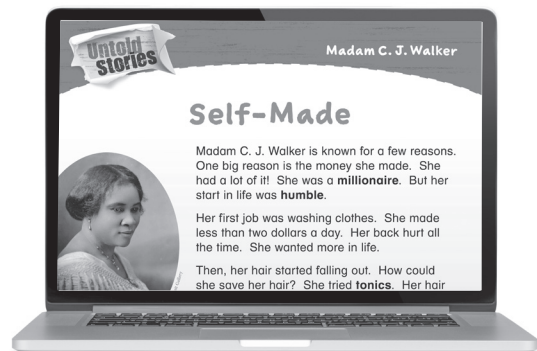
Management Guide

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.

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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!

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 [®] 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. Note: 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

Focus On Action Rubrics

Presentation-Based Activities

Student Name: _____

	4—Excellent	3—Great Job	2—Good Work	1—Not Quite
Presentation Content	All information was shared in an interesting and engaging way.	Most information was shared in an interesting and engaging way.	Some information was shared in an interesting and engaging way.	Little information was shared in an interesting and engaging way.
Presentation Skills	Student spoke very clearly and used appropriate volume.	Student spoke clearly and used appropriate volume.	Student spoke somewhat clearly and/or did not use appropriate volume.	Student did not speak clearly and/or did not use appropriate volume.
Work Completion	All parts of the activity were completed.	Almost all parts of the activity were completed.	Only a few parts of the activity were completed.	Little of the activity was completed.
Content Understanding	Presentation shows deep, complex understanding of the content.	Presentation shows strong understanding of the content.	Presentation shows some understanding of the content.	Presentation shows little understanding of the content.
Connection to Self or Others	Presentation shows complete connection to self or others with both factual and personal content.	Presentation shows strong connection to self or others with either factual or personal content.	Presentation shows some connection to self or others with little factual or personal content.	Presentation shows little connection to self or others and has missing factual and personal content.

Comments: _____

A New Home

The Hmong people come from countries in Asia. Today, many of them live in Minneapolis. It is a city in the United States. The city has become home to them. The people came to the city for **opportunities**. They stayed in the same place to keep their culture.

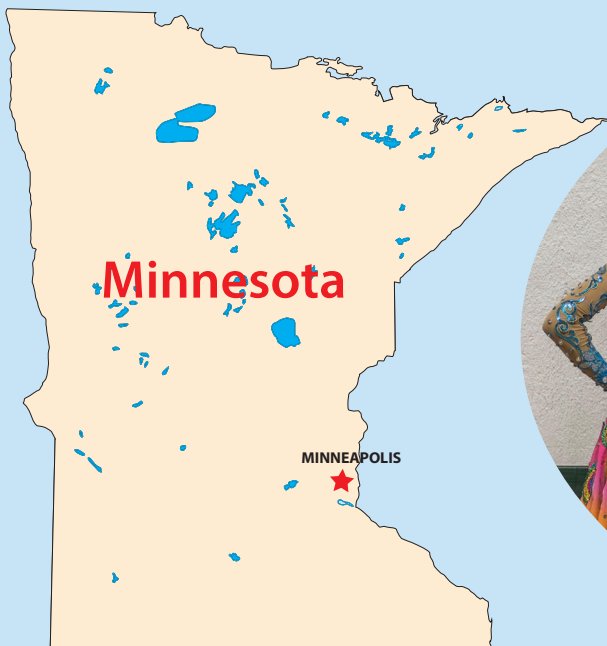
The Hmong people in Minneapolis have a radio **station**. It helps them connect with one another. There is also a Hmong newspaper.

The new year is a big event for the Hmong people. It is a time to think about the past and the future. Families come together. People play games. There is food and music. It is a time to celebrate.

The Hmong people try to help others. They lead. They teach. They build. They help other **immigrants**.

The Hmong people came to the United States for a better life. They helped build a better place for all people.

—Georgia Beth



Greg Ryan/Alamy Stock Photo

A New Home



Dates to Know

1975

The Hmong people begin arriving in Minneapolis.

1980

The first public Hmong New Year Festival in Minneapolis is held.

2004

The Hmongtown Marketplace opens.

2006

The Hmong radio station is created.

2021

The largest group of Hmong people in America live in Minneapolis.



Words to Know

immigrants—people who come to a country from another country to live there

opportunities—chances to try something

station—building or equipment that sends out radio signals; a radio channel that people listen to



About Character

The Hmong people wanted to be in a place where they could live peacefully. Help them celebrate their culture. Make a poster for a Hmong new year event. Use words and pictures to tell about it.



Hmong People in Minneapolis

A New Home

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.

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.



Lexile® Level: 460L

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.

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.



Name: _____ Date: _____

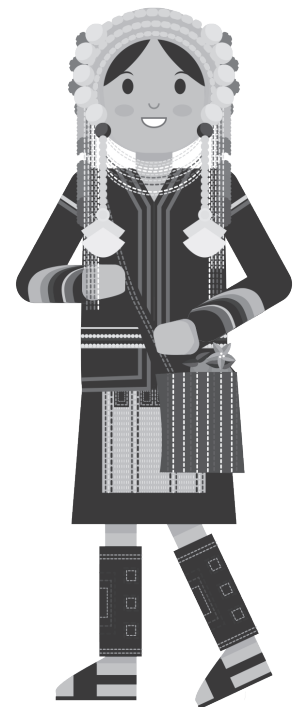
Tell More

Directions: Read the sentence. Write the ways the author tells more to support her point.

The new year is a big event.

Detail 1

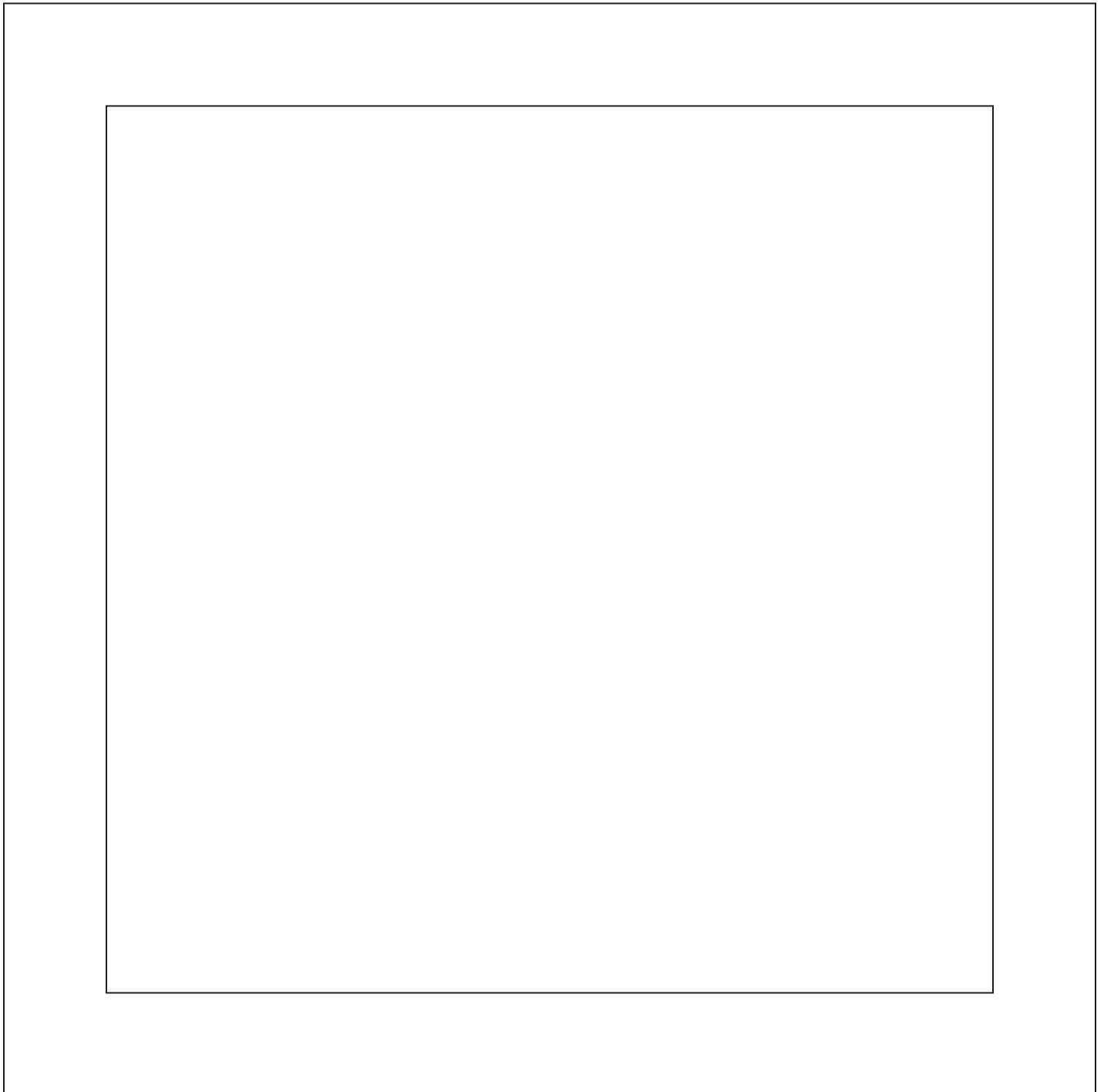
Detail 2



Name: _____ Date: _____

My Story Cloth

Directions: Draw a story cloth in the center. Design a pattern around the edge.

A large rectangular frame with a smaller rectangular frame inside it, intended for drawing a story cloth. The outer frame is approximately 870x870 units, and the inner frame is approximately 700x700 units, leaving a wide border for design.

Name: _____ Date: _____

Narrative Writing

Topic

Event 1

Event 2

Closing

The Freedom Boat

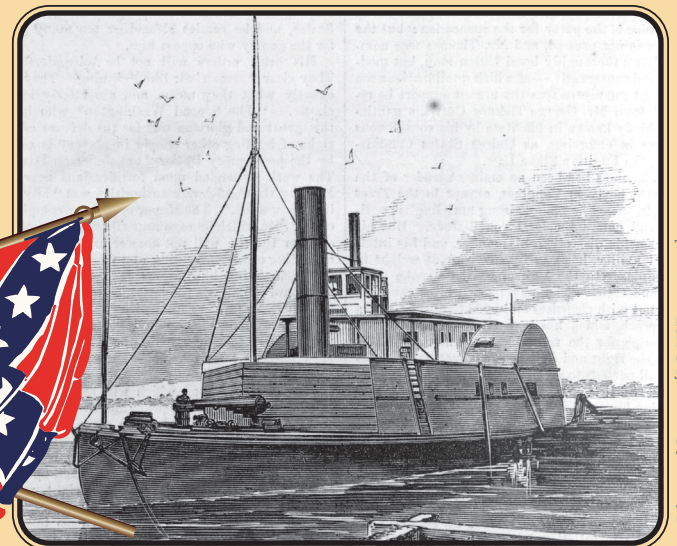
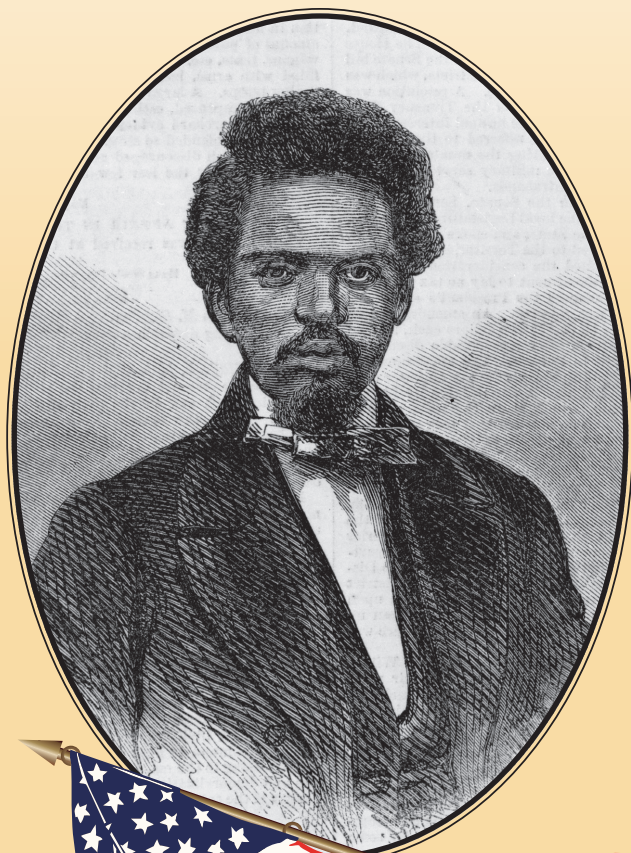
It was three o'clock in the morning. The world was dark and quiet. Everyone in town was asleep. The year was 1862. America was in the Civil War. Slavery was legal in the South. But Robert Smalls was escaping on a boat. He wanted to be free.

Robert had his wife and children with him. He knew how to **pilot** a boat. His family and others hid below deck. But not Robert. He put on a captain's uniform. He stood on the deck.

The boat passed an army fort. It passed navy ships. No one knew the truth. Robert was not a real captain. He was an **enslaved** man. And he escaped! He helped everyone on the ship escape too. He was a hero.

Robert became a real captain. Then, he became a state **senator**. He lived a long life. And he was free.

—David Scott



The Freedom Boat



Dates to Know

1839

Robert Smalls is born in South Carolina.

1856

He marries Hannah Jones.

1861

The Civil War begins.

1862

He and his family escape north.

1865

The Civil War ends.

1870

He is elected to the South Carolina Senate.

1915

Robert dies in South Carolina.



Words to Know

enslaved—owned by another person and forced to work without pay

pilot—to steer

senator—a member of the government who works to make laws



About Character

It took courage for Robert to escape. Show how his courage changed his life. Draw a picture of him during his escape. Then, draw a picture of him after his escape. Label your drawings.

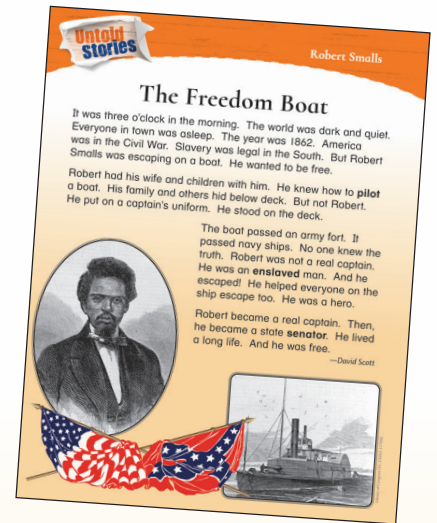


Robert Smalls

The Freedom Boat

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.



Lexile® Level: 410L

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.

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.

Name: _____ Date: _____

Word Web

Idea

Idea

Topic

Idea

Idea

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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?



Name: _____ Date: _____

Words and Pictures

Directions: Choose one of the images on the card. Write and draw what you learn from the image. Write and draw what the text tells you about the same topic.

Image

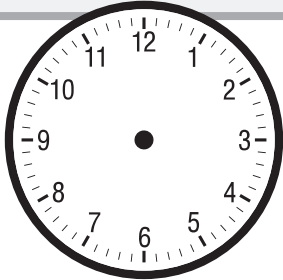
Text

Name: _____ Date: _____

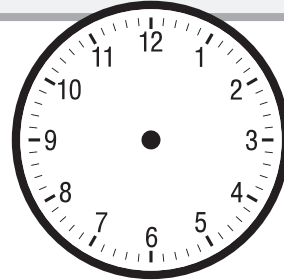
Tell the Time

Directions: Draw hands on the clock to show the time you do each activity.

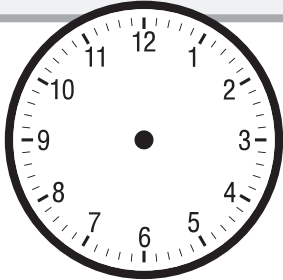
The time you get up in the morning:



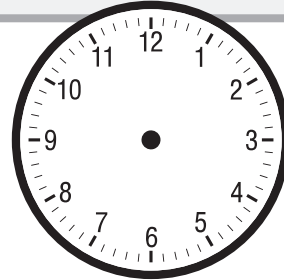
The time you go home from school:



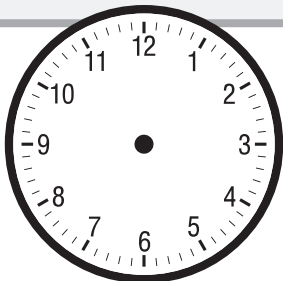
The time you go to school:



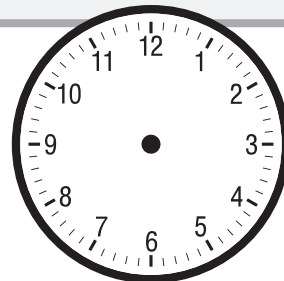
The time you eat dinner:



The time you eat lunch:



The time you go to bed:



Name: _____ Date: _____

Word Web

