



Read to Be Ready plans for: Henry's Freedom Box First Grade

ELA Standards:

- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) Decode two-syllable words following basic patterns by breaking the words into syllables.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final-y, and r-controlled vowels.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. e) Use frequently occurring adjectives.
- 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or less.
- 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.
- 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
- 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Social Studies:

- Culture 1.01 Describe the cultural aspects of a place, including a student's community and state.
- 1.02 Define multiculturalism as many different cultures living within a community and state.
- 1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures.

<https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>BEFORE reading this book, make sure you have studied the book and are aware of the pictures. If you feel uncomfortable showing certain pictures, just read the words.</p> <p>BEFORE reading this story, have a conversation with your students about "is it okay to be treated differently?" Give examples—color of your hair, color of your skin, one who is athletic/one who is not, etc. Have students come up with other ideas. Let them lead this conversation as much as possible. Have them explain when they give you an answer.</p> <p>Do the brown egg/white egg presentation. Have students examine the outside of each egg. It would be great if 2 students could share a brown egg and a white egg. Break open the egg into a clear small cup. Ask students to examine the inside of eggs. Are they</p>	<ul style="list-style-type: none"> • Beckoned • Soar • Crate • Factory • Hummed • Master • Steamboat- • Warehouse • Tolerant • Slave • Bittersweet 	<p>How are people treated differently in this story? Do you agree with how they were treated? How would you feel if you were singled out and treated differently? This would be a great time to discuss students who are handicapped and that just because they have a handicap, they should not be treated differently. They still want friends, etc...</p> <p>What things was Henry not allowed to do that were shared in the story?</p> <p>Why did Henry want to go where he could be free? If you were Henry, would you feel the same way.</p> <p>Why did Dr. Smith help Henry? Bring up words like caring, helpful, nice, etc. Do you know people like Dr. Smith? Have students discuss what makes a caring person.</p>	<p>First, make a double bubble map about things Henry was not allowed to do and things you are not allowed to do (go out in the middle of the night alone, steal from anyone).</p> <p>Then have a discussion about how the things that we are not allowed to do are for our protection and for doing the right thing. That was not the reason Henry was not allowed to do things.</p>	<p>Fun Activity: Pick 3 songs that the students will listen to. When choosing the songs, think about how they make you feel and pick ones that make you have different moods.</p> <p>Ex: Opera Aria, Country Song, Gospel song, Church Song, etc.</p>

	<p>similar? Are they exactly the same? Ask them how this could relate to something in real life. (The color of our skin is what we are searching for).</p> <p>Explain to the students that they will be listening to a story about a boy named Henry and his journey through life.</p> <p>Read the story Henry's Freedom Box with little interruptions.</p>				
T U E S D A Y	<p>Reread the story and as you do have students' identity character traits of Henry. (brave, crazy, smart, etc)</p> <p>Share the pictures and discuss the way the artist uses lines as he draws.</p>		<p>Think about your games at home. What if you didn't have those games and couldn't afford any? Share with a partner the feelings you might have.</p> <p>At home your parents tell you what to do and at school your teacher tells you what to do. Discuss what it would feel like if some person told you what to do ALL the time. Would you like that? Discuss why our parents and teachers tell us what to do.</p>	<p>Using the chart made during the reading of the story, students will write a paragraph about Henry and his character traits. Ex: Henry was _____ because _____.</p>	
W E D N E S D A Y	<p>PLEASE PREVIEW: Have students watch the video of Henry's Freedom Box https://youtu.be/L6rf9bxDK1o</p>	<p>Be aware that students may come from divorced parents and may feel as though they are "separated" from their parents. Be ready to discuss this.</p> <p>Be aware of children from military families where one parent is separated from their mother or father and feelings associated with that.</p>	<p>Do you think it was hard for Henry to be separated from his parents? Compare this to a parent who is overseas on military duty or even when a parent has to go away on a business trip.</p> <p>Henry watched a bird up in the sky. He thought: "Free bird! Happy bird!" What did Henry mean by these words and do you think Henry might be jealous of the bird.</p> <p>Why couldn't Henry hum or sing anymore? How would you feel if someone told you that you couldn't do something?</p> <p>If you didn't know this book was written about the past, what in the pictures could have helped you figure this out?</p>	<p>List ways that you can be respectful and show kindness to other people.</p>	
T H U R S D A Y	<p>https://www.getepic.com/app/read/48957</p> <p>Different Appearances</p> <p>Read this book to the class.</p> <p>Or</p> <p>R2BR video of Each Kindness by Jacqueline Woodson</p>		<p>Discuss how we are all different but we are all alike. Ex: John is a boy and Suzie is a girl./ Tom has red hair but Mike has black hair/ Manuel is Hispanic and Mr. Chung is Chinese.</p> <p>Or</p> <p>Were the students friendly with Maya? What could they have done to make her feel more welcome? How does the main character feel</p>	<p>I am like _____ because we both have _____.</p> <p>I am not like _____ because _____.</p>	

			<p>towards the end of the story? Do you think she will change in her way of thinking and be nice to others?</p> <p>Explain what the author meant that kindness was like throwing a rock into the water.</p>		
F R I D A Y	<p>Epic Book: Everyone is Equal: The Kids' Book of Tolerance</p> <p>https://www.getepic.com/app/read/10729</p>	Tolerant-	<p>Let children discuss ideas of how they can be more tolerant of others. As you walk around and listen, make a chart of what you hear. Afterwards, ask students to elaborate on each idea.</p>	<p>The word tolerant means accepting of people who are different from ourselves. How can you be more tolerant of other people? (at school, in your neighborhood, etc).</p> <p>I can be more tolerant of other people by....</p>	