

# Here's What You'll Get in the Frederick Douglass Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**Summary**  
**Frederick Douglass** is a nonfiction book by Barbara Kramer that tells about the life and accomplishments of a remarkable man that helped shape history. Frederick Douglass spent the first 20 years of his life as a slave. Once he became free, he spoke out against slavery through speeches, writing books, and publishing a newspaper. The end of the Civil War brought an end to slavery and Douglass spent his remaining years helping freed slaves live better lives. While reading, be sure to pay attention to the interesting features such as artwork and photographs from the time when Douglass lived, surprising facts about his life, and a fun quiz to test out your knowledge once you've read the book!

**Link to What You Know**  
• Working with a partner, choose a popular fairy tale that you both know well. If you were going to retell that fairy tale to someone who had never heard it, what details would be important to include? (What details could you probably leave out?)  
• This book is going to teach you about Frederick Douglass. Write a summary of who he was. Write a list of questions about him to guide your reading.

**Important Words to Know and Understand**  
**Rights**—Certain freedoms that are guaranteed to all Americans  
**Underground Railroad**—A group of people who worked together to help runaway slaves escape to safety

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real life, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

©BookPages.com

### Guided Reading Level

### Retelling and Summarizing Lesson Plan

**Retelling and Summarizing**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5**—This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9**—This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13**—These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21**—These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25**—These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think**—What type of information did you use when you retold and summarized **Frederick Douglass**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk**—Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect**—Think about the characters, events, and the settings in **Frederick Douglass**. How does paying attention to the story elements help you to be a better reader?  
**Write**—Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading **Frederick Douglass**. (Remember to include examples from the book!)

©BookPages.com

### Key Vocabulary

### Explanation of Strategy

### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**3**  
**Make Connections**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5**—This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9**—This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13**—These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21**—These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25**—These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

©BookPages.com

### Making Connections

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**3**  
**Visualizing**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5**—This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9**—This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13**—These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21**—These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25**—These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

©BookPages.com

### Visualizing

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**3**  
**Determining Importance**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5**—This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9**—This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13**—These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21**—These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25**—These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

©BookPages.com

### Determining Importance

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Know what to do when you get confused

**3**  
**Understanding Text Structure**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Pages 4 and 5**—This book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages. Why do you think the author chose to begin the book in this way?  
**Pages 6 to 9**—This section, "Born a Slave", shares information about Douglass's early life. Summarize what you learned about his early life on these pages. How do the pictures and captions on these pages help you retell and summarize?  
**Pages 12 and 13**—These pages explain how Douglass learned to read. In one or two sentences, tell how Douglass learned to read. Be sure to include details from the text in your answer.  
**Pages 16 to 21**—These pages explain Douglass's journey to becoming a free man. In your own words, summarize this journey. Use the sequencing words first, next, then, and last as you write your summary.  
**Pages 24 and 25**—These pages tell about Douglass's involvement in the fight to end slavery. Summarize Douglass's role in ending slavery.

©BookPages.com

### Understanding Text Structure

**Answer Key for Retelling and Summarizing with Frederick Douglass**

**Your Turn to Practice Retelling and Summarizing with Frederick Douglass**

**Pages 4 and 5:**  
The book begins with a chapter titled, "Who Was Frederick Douglass?" In one or two sentences, summarize what you learned about Douglass on these pages.

**Answer Key for Making Connections with Frederick Douglass**

**Your Turn to Practice Making Connections with Frederick Douglass**

**Pages 4 and 5:**  
How does your text-to-self connection help you understand more about Frederick Douglass?

**Answer Key for Determining Importance with Frederick Douglass**

**Your Turn to Practice Determining Importance with Frederick Douglass**

**Pages 6 and 7:**  
These pages describe where Frederick Douglass lived to visualize where Frederick Douglass grew up.

**Answer Key for Visualizing with Frederick Douglass**

**Your Turn to Practice Visualizing with Frederick Douglass**

**Pages 6 and 7:**  
How did the pictures on these pages help you visualize?

**Answer Key for Understanding Text Structure with Frederick Douglass**

**Your Turn to Practice Understanding Text Structure with Frederick Douglass**

**Pages 4 and 5:**  
The authors give a short summary of Douglass's life using description. In one sentence, tell how the author describes who Frederick Douglass was.

**Pages 10 and 11:**  
Here, the author uses a compare and contrast text structure, along with text, photographs, and captions, to explain how growing up as a slave was very different from growing up free. How was life for children who were slaves different from free children?

**Pages 16 and 17:**  
Here we learn more about Douglass's escape. C. of his escape. What do you see?

**Pages 24 and 25:**  
How do the visual elements on these pages help you understand more about life in Douglass's time?

©BookPages.com

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**Frederick Douglass: Understanding Text Structure**

In the chapter, "Learning to Read", the author tells about the struggle between Mr. and Mrs. Auld when he discovers that his wife is teaching Douglass to read.

Which of the options below best describes the text structure used in this part of the story? Could the paragraph fit into more than one of these text structures? Explain your reasoning.

- Description
- Compare and Contrast
- Sequence
- Problem and Solution
- Cause and Effect

☐ I can describe the structure of information in a text. CCSS: RI.4.5

**Frederick Douglass: Understanding Text Structure**

In the chapter, "Learning to Read", the author tells about the struggle between Mr. and Mrs. Auld when he discovers that his wife is teaching Douglass to read.

Which of the options below best describes the text structure used in this part of the story? Could the paragraph fit into more than one of these text structures? Explain your reasoning.

- Description
- Compare and Contrast
- Sequence
- Problem and Solution
- Cause and Effect

☐ I can describe the structure of information in a text. CCSS: RI.4.5

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPages.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

**Frederick Douglass: Understanding Text Structure**

In the chapter, "Learning to Read", the author tells about the struggle between Mr. and Mrs. Auld when he discovers that his wife is teaching Douglass to read.

Which of the options below best describes the text structure used in this part of the story? Could the paragraph fit into more than one of these text structures? Explain your reasoning.

- Description
- Compare and Contrast
- Sequence
- Problem and Solution
- Cause and Effect

**Frederick Douglass: Understanding Text Structure**

In the chapter, "Learning to Read", the author tells about the struggle between Mr. and Mrs. Auld when he discovers that his wife is teaching Douglass to read.

Which of the options below best describes the text structure used in this part of the story? Could the paragraph fit into more than one of these text structures? Explain your reasoning.

- Description
- Compare and Contrast
- Sequence
- Problem and Solution
- Cause and Effect

Reader's Notebook: Comprehension Strategy Slips | ©BookPages.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

**Retelling and Summarizing**

What is the topic of your book?

Retelling and Summarizing

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

**Making Connections**

What is the topic of your book?

Making Connections

Title: \_\_\_\_\_

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below.

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

**Visualizing**

What is the topic of your book?

Visualizing

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

**Determining Importance**

What is the topic of your book?

Determining Importance

Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

**Understanding Text Structure**

What is the topic of your book?

Understanding Text Structure

Title: \_\_\_\_\_

Tell how the text features in your book helped you understand text structures by completing the chart below.

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structures You Might See While Reading

Description	Sequence	Problem and Solution	Cause and Effect
Compare and Contrast			

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPages.com

Retelling and Summarizing

Making Connections

Visualizing

Determining Importance

Understanding Text Structure

# Vocabulary Connections Resources

## Important Words to Know and Understand in Frederick Douglass Word List

**Vocabulary Connections**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Important Words to Know and Understand in Frederick Douglass**

**Abolish**  
To officially stop something, such as a law

**Civil War**  
A war between different groups of people in the same country

**Escape**  
To get away from a place where you are being held or kept

**Freedom**  
The power to move or act as you wish and do what you want to do

**Free state**  
A U.S. state that did not allow people to own slaves

**Master**  
A person who owns slaves

**North Star**  
A bright star that can be seen in the sky when you look directly toward the north; slaves followed it to escape to freedom

**Rights**  
Certain freedoms that are guaranteed to all Americans

**Slavery**  
The practice of owning slaves

**Underground Railroad**  
A group of people who worked together to help runaway slaves escape to safety

Vocabulary Word List | @BookPages.com

**Vocabulary Connections**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Abolish** **Civil War** **Escape**

**Freedom** **Free state** **Master**

Picture Vocabulary Sorting Cards | @BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**North Star** **Rights** **Slavery**

**Underground Railroad**

Definition Vocabulary Sorting Cards | @BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Abolish is a/an** **Civil War is a/an** **Escape is a/an**  
noun verb noun verb noun verb  
adverb adjective adverb adjective adverb adjective

**Abolish** **Civil War** **Escape**  
Definition of Abolish: Definition of Civil War: Definition of Escape:

**Abolish** looks like this: **Civil War** looks like this: **Escape** looks like this:

**Abolish** reminds me of: **Civil War** reminds me of: **Escape** reminds me of:

**I saw this word in** **I saw this word in** **I saw this word in**

Interactive Vocabulary Notebook Cards | @BookPages.com

**Word Games**  
with Words from Frederick Douglass

**Directions:** Read the vocabulary words around the star. Find each of these words in the word search.

**abolish** **slavery** **rights** **escape**

**Directions:** Write a sentence for each of the vocabulary words found in the word search.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Name: \_\_\_\_\_

**Answer Key**  
Frederick Douglass

**Directions:** Read the vocabulary words around the star. Find each of these words in the word search.

**abolish** **slavery** **rights** **escape**

**Directions:** Write a sentence for each of the vocabulary words found in the word search.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Name: \_\_\_\_\_

Answer Key | @BookPages.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Frederick Douglass**  
By Barbara Kramer

A new word that I learned in this book is: \_\_\_\_\_  
It means: \_\_\_\_\_  
I saw it in: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | @BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**  
Name: \_\_\_\_\_

**Directions:**  
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

**Word** **What I Think the Word Means** **Context Clues** **Real Definition** **✓**

Independent Word Exploration | @BookPages.com



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Instructional Focus:**  
Suffixes

**Background:**  
When suffixes are added to a base word, it changes the meaning of the word.

**Examples:**

Base Words	Suffixes	New Words
Please	-ed	pleased
Create	-ion	creation
Act	-ing	acting
Appear	-ance	appearance
Courage	-ous	courageous

**Materials and Preparation:**

- A copy of *Frederick Douglass* by Barbara Kramer
- Chart Paper
- Marker
- Sticky Notes
- Pencils
- Suffixes Hunt Card (1 sheet for each pair)
- Magazines, Newspapers, or Books
- Base Words and Suffixes Practice Page (1 page)
- Optional - Word Detective Extension Works
- Optional - Extend Engagement Activity (see Engagement in Step 2)

Word Work Lesson Plan | @BookPages.com

**Word Work**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Step 1: Introduce the Focus of Word Work**

**Introduce Suffixes**

- Direct students' attention to the anchor chart.
- Review the definition and purpose of base words and suffixes.
- Prompt students to look at the base words in the first column and the suffixes in the second column.
- Next, have students identify how the word changed in the "New Word" column. Circle the base word and underline the suffix in each example. Be sure to point out that sometimes letters are dropped or added when using a suffix.
- Have students turn and talk with a partner to brainstorm more examples of words with suffixes. Add each example to the chart as you discuss.

**Sample Anchor Chart**

Base Words	Suffixes	New Words
Please	-ed	Pleased
Create	-ion	Creation
Hop	-ing	Hopping

**Step 2: Connect Word Work to Reading**

**Suffixes in the Text**

- Explain to students that the book they are reading today will have many examples of words with suffixes.
- Give each student a sticky note and a pencil.
- Show students *page 5* of *Frederick Douglass*. Tell the students to listen carefully for words with suffixes and look at the page while you read. When they hear or see a word with a suffix, they should write it on the sticky note.
- After reading this page, students should be able to identify the words *worked*, *escaped*, and *freed*. Talk through each example and add it to the chart, circling the base word and underlining the suffix as you go.
- Read the remainder of the book. After each page, pause and instruct students to circle the base word and underline the suffix in the words they have identified. Add them to the chart as you go.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

**Word Work**  
Frederick Douglass  
By: Barbara Kramer  
Grade Level: 4 / Guided Reading Level: Q

**Step 2: Connect Word Work to Reading (continued)**

**Examples of Suffixes Found in the Text:**

- worked
- escaped
- speaking
- freed
- owning
- died
- engraving
- looked
- lived
- owner
- expected
- excited
- wanted
- teaching
- education
- given

**Extend Engagement**

To extend this activity, explain to students that another way to modify a base word is by adding a prefix. Prefixes are added to the beginning of words to change the meaning. Challenge students to determine what each of these prefixes mean based on the context of the sentences provided.

**Anti:** Douglass was very much anti-slavery.

**Re:** Douglass reappeared in the United States in 1847 after fleeing in England for a while.

**Dis:** Mr. Auld disapproved of Mrs. Auld teaching Douglass how to read.

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to students that they are now going to practice what they've learned by playing a game called **Suffix Hunt**.
- Divide students into pairs.
- Give each pair a **Suffix Hunt** card and a stack of magazines, newspaper, or books.
- Explain to students that their job is to hunt for an example of a word with each suffix on the hunt card. When they find a word, they should write it in the box, circle the base word, and underline the suffix. They should also record the source where they found the word.
- The pair who fills up their hunt card first wins!

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Interactive Activity

**Suffixes Hunt Interactive Activity**

**Directions:**

- Find an example of a word with each of these suffixes and write the word in the box.
- Circle the base word and underline the suffix.
- Identify the source where you found the word (book title, magazine or newspaper name, etc.).

-ious/-ous	-ment	-ness	-ship	-able
Word:	Word:	Word:	Word:	Word:
Source:	Source:	Source:	Source:	Source:
-ed	-ion, -ion	-s, -es	-ing	-er
Word:	Word:	Word:	Word:	Word:
Source:	Source:	Source:	Source:	Source:
-est	-ly	-ful	-like	-y
Word:	Word:	Word:	Word:	Word:
Source:	Source:	Source:	Source:	Source:

Guided Word Work Practice | @BookPages.com

Extension Activity

**Word Detective: Suffixes Extension Activity**

**Directions:**

Be a word detective!

Be on the lookout for **suffixes** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPages.com

Independent Practice Page

**Base Word and Suffix Word Work Practice Page**

**Directions:** In each of the following words, circle the base word and underline the suffix.

- Careful
- Courageous
- Happiness
- Likeable
- Singing

**Directions:** Look at the base words in parentheses in each of the sentences below. Complete each sentence by adding one of the suffixes from the Word Bank. Record the new word on the blank provided. Remember that the spelling of some words changes when a suffix is added.

**Word Bank:** -ly, -ful, -ing, -ness, -able

- Be careful! That glass vase is very (break) \_\_\_\_\_.
- The two girls were (weak) \_\_\_\_\_ down the street when they heard the ice cream truck.
- The boy was (thank) \_\_\_\_\_ for his teacher's help on the difficult math problem.
- The students showed (kind) \_\_\_\_\_ by making a card for their sick classmate.
- The dog chased the ball (happy) \_\_\_\_\_ through the backyard.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPages.com

# Assessments

Running Record					
Title: Frederick Douglass		Guided Reading Text Level: Q		Word Count: 100	
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words)					
Error Rate: (# of incorrect words/100 words)					
Self-Correction Rate: (# of words self-corrected/100 words)					
Time: (in seconds)		Words Per Minute: (100/seconds read x 60)			
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
4	Who Was Frederick Douglass?				
5	Frederick Douglass was born a slave. He worked hard for his master for no money. His master told Douglass where to live, what to eat, and what to do. After 20 years as a slave, Douglass escaped. He began speaking out against slavery. He didn't stop until				
Tested By: _____		©BookPagez.com			

## Running Record Assessment

Frederick Douglass CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <b>Frederick Douglass</b> to answer each of the following questions.		
<b>1. After reading this book, we can infer that Frederick Douglass was very important in the fight to end slavery. Which of these details from the text best supports this inference?</b>		
<input type="radio"/> (A) After President Lincoln's death, Mrs. Lincoln gave Douglass Lincoln's favorite walking stick as a gift. <input type="radio"/> (B) Frederick Douglass was a talented violinist and wonderful storyteller. <input type="radio"/> (C) After escaping from slavery, Douglass spent his life making anti-slavery speeches all over the world and writing books about his life. <input type="radio"/> (D) Douglass was sent to work on his master's farm when he was just six years old.		
<b>2. Which of these sentences best explains the main idea of this book?</b>		
<input type="radio"/> (A) Frederick Douglass was a former slave working to end slavery and ensuring <input type="radio"/> (B) Frederick Douglass was taught to read <input type="radio"/> (C) Frederick Douglass fell in love with a New York, a free state. <input type="radio"/> (D) Frederick Douglass died on February to a woman's group.		
<b>3. Which of these best describes the first step in author and speaker?</b>		
<input type="radio"/> (A) Douglass's mother passed away when <input type="radio"/> (B) Mrs. Auld, his master's wife, began to <input type="radio"/> (C) Douglass and his wife Anna had 5 children <input type="radio"/> (D) Douglass wrote a book about his life		
<b>4. In this book there are some words that may be following choices is the best place to look for</b>		
<input type="radio"/> (A) Photographs <input type="radio"/> (B) Captions <input type="radio"/> (C) Table of Contents <input type="radio"/> (D) Glossary		
<b>5. The author includes a timeline of Frederick Douglass's life. How is the information on a timeline organized?</b> (RI.4.5)		
<input checked="" type="radio"/> (A) A timeline gives information in time order. <input type="radio"/> (B) A timeline compares and contrasts information. <input type="radio"/> (C) A timeline organizes information alphabetically. <input type="radio"/> (D) A timeline organizes information by showing different areas of the world.		
<b>6. While reading, we learned that Frederick Douglass wrote books about his life. How would one of the books he wrote be different than this book, written by Barbara Kramer?</b> (RI.4.6)		
<input type="radio"/> (A) Kramer's book is probably more interesting than a book written by Douglass. <input type="radio"/> (B) This book is being told by Frederick Douglass himself. <input type="radio"/> (C) Kramer's book probably has false information in it, while Douglass's book probably has true information. <input checked="" type="radio"/> (D) Douglass's book probably has more personal stories about his life and is probably written from his perspective.		
<b>7. The timeline lists the following information: "1824- Sent to live on master's farm 1824- Begins work as a house slave in Baltimore." Which of these statements is NOT true according to this information?</b> (RI.4.7)		
<input type="radio"/> (A) Douglass first lived on his master's farm in 1824. <input type="radio"/> (B) Douglass began work as a house slave in Baltimore in 1826. <input type="radio"/> (C) Douglass was sent to live on his master's farm BEFORE he became a house slave. <input checked="" type="radio"/> (D) Douglass was sent to live on his master's farm AFTER he became a house slave.		
<b>8. Which of these is NOT an important point the author is trying to make in this text?</b> (RI.4.8)		
<input type="radio"/> (A) Frederick Douglass was committed to helping freed slaves have better lives. <input checked="" type="radio"/> (B) Frederick Douglass's work was not as important as Abraham Lincoln's work. <input type="radio"/> (C) Frederick Douglass worked hard to end slavery by making speeches and writing books. <input type="radio"/> (D) Frederick Douglass's words still inspire people all over the world today.		
<b>9. If you were to read another book about Frederick Douglass, which of these facts from this book would most likely be found in the other book?</b> (RI.4.9)		
<input checked="" type="radio"/> (A) Frederick Douglass wrote three books about his life and made anti-slavery speeches all over the world. <input type="radio"/> (B) As an adult, Douglass had a cabin built in his backyard to look like his grandparents' cabin. <input type="radio"/> (C) Douglass was a talented violin player. <input type="radio"/> (D) Douglass gave biscuits to poor children so they would help him learn to read.		
CCSS Assessment 4th Grade Reading Standards for Information   BookPagez.com		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
On page 10 in the "School" box, the text explains that during Douglas's time, slaves were not allowed to attend school or learn to read because "an education would give a slave power."  
Complete the circle map below by adding 5 details from the text or your own experience that demonstrate how education gives you power.

Education is Power!

Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Retelling and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b> <b>RA.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text. <b>RA.3</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>RA.8</b> - Explain how an author uses reasons and evidence to support particular points in a text. <b>RA.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b> <b>RF.4.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.4.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b> <b>W.8</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b> <b>SL.16</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>SL.18</b> - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>SL.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b> <b>L.4</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Visualizing Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b> <b>RA.1</b> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RA.7</b> - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flowcharts, timelines, visual models or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>RA.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b> <b>RF.4.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.4.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b> <b>W.8</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b> <b>SL.16</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>SL.18</b> - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>SL.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b> <b>L.4</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Impacting Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b> <b>RA.1</b> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RA.7</b> - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flowcharts, timelines, visual models or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>RA.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b> <b>RF.4.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.4.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b> <b>W.8</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b> <b>SL.16</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>SL.18</b> - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>SL.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b> <b>L.4</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Understanding Text Structure Lesson Plan and Resources</b></p> <p><b>Reading: Informational Text</b> <b>RA.1</b> - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>RA.3</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <b>RA.7</b> - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flowcharts, timelines, visual models or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. <b>RA.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b> <b>RF.4.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.4.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b> <b>W.8</b> - Recall information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening</b> <b>SL.16</b> - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <b>SL.18</b> - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <b>SL.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Language</b> <b>L.4</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>
--	--	--	--

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b> <b>L.4.4</b> - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <b>L.4.6</b> - Consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>L.4.7</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stomped) and that are basic to a particular topic.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Frederick Douglas Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Frederick Douglas correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b> <b>RF.4.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.4.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Frederick Douglas CCSS Alignment   ©BookPagez.com</p>
--	--

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for Frederick Douglass Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para Volver a contar y Resumir con Frederick Douglass**

**Páginas 4 y 5:**  
Este libro comienza con un capítulo titulado "¿Quién fue Frederick Douglass?" En una o dos oraciones, resume lo que aprendió sobre Douglass en estas páginas.

¿Por qué crees que el autor eligió comenzar el libro de esta manera?

**Páginas 6 a 9:**  
Esta sección, "Nacido Esclavo", comparte información sobre la vida temprana de Douglass. Resume lo que aprendió sobre su vida temprana en estas páginas.

¿Cómo te ayudan las fotos y los subtítulos en estas páginas a volver a contar y resumir?

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

©BookPages.com

### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Volver a contar y Resumir con Frederick Douglass**

**Páginas 4 y 5:**  
Este libro comienza con un capítulo titulado "¿Quién fue Frederick Douglass?" En una o dos oraciones, resume lo que aprendió sobre Douglass en estas páginas.  
Las respuestas varían. Podrían incluir: Frederick Douglass nació como esclavo pero después de 20 años escapó a la libertad. Habló en contra de la esclavitud, trabajó para liberar esclavos e intentó asegurarse de que los esclavos liberados tuvieran mejores vidas.

¿Por qué crees que el autor eligió comenzar el libro de esta manera?  
Las respuestas varían. Podrían incluir: Creo que el autor comenzó el libro de esta manera para que el lector tenga algunos antecedentes sobre los que construir el resto del libro.

**Páginas 6 a 9:**  
Esta sección, "Nacido Esclavo", comparte información sobre la vida temprana de Douglass. Resume lo que aprendió sobre su vida temprana en estas páginas.  
Las respuestas varían. Podrían incluir: Douglass creció viviendo con sus abuelos en una pequeña cabaña porque su madre fue enviada a otra granja y nunca conoció a su padre. A las seis, se fue a trabajar y vivió en la granja de su amo y después de eso, fue enviado a Baltimore a trabajar.

¿Cómo te ayudan las fotos y los subtítulos en estas páginas a volver a contar y resumir?  
Las respuestas varían. Podrían incluir: Las imágenes y los subtítulos me ayudan a volver a contar y resumir mostrándome los detalles importantes en esta parte del texto.

Answer Key | ©BookPages.com

### Hacer conexiones con Frederick Douglass

**Páginas 4 y 5:**  
Estas páginas de texto explican cómo trabajó duro. ¿Nombra a una persona que trabajó duro?

**Páginas 6 y 7:**  
Estas páginas ofrecen una visión de la vida temprana de Douglass. ¿Nombra a otra persona que trabajó duro?

**Páginas 10 y 11:**  
El cuadro de "Eventos" muestra un grupo de personas que trabajaron duro. Haz una conexión entre la vida de Douglass y la vida de una de estas personas.

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

### Tu turno para Hacer conexiones con Frederick Douglass

**Páginas 4 y 5:**  
Estas páginas de texto explican cómo trabajó duro. ¿Nombra a una persona que trabajó duro?

**Páginas 6 y 7:**  
Estas páginas ofrecen una visión de la vida temprana de Douglass. ¿Nombra a otra persona que trabajó duro?

**Páginas 10 y 11:**  
El cuadro de "Eventos" muestra un grupo de personas que trabajaron duro. Haz una conexión entre la vida de Douglass y la vida de una de estas personas.

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

### Visualizar con Frederick Douglass

**Páginas 6 y 7:**  
Estas páginas describen dónde vivió Frederick Douglass cuando era un niño pequeño. Usa el texto para visualizar dónde creció Frederick Douglass. ¿Qué palabras te ayudaron a visualizar?

**Páginas 10 y 11:**  
Estas páginas proporcionan información sobre cómo fue vivir como esclavo durante la vida de Douglass. ¿Cómo te ayudan las imágenes de esta página a visualizar su vida en tu mente?

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

### Tu turno para Visualizar con Frederick Douglass

**Páginas 6 y 7:**  
Estas páginas describen dónde vivió Frederick Douglass cuando era un niño pequeño. Usa el texto para visualizar dónde creció Frederick Douglass. ¿Qué palabras te ayudaron a visualizar?

**Páginas 10 y 11:**  
Estas páginas proporcionan información sobre cómo fue vivir como esclavo durante la vida de Douglass. ¿Cómo te ayudan las imágenes de esta página a visualizar su vida en tu mente?

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

### Entender la estructura del texto con Frederick Douglass

**Páginas 4 y 5:**  
El autor da una breve descripción de la vida de Douglass. ¿Qué palabras te ayudaron a entender la estructura del texto?

**Páginas 10 y 11:**  
Aquí, el autor utiliza una estructura de texto de comparación para explicar cómo la vida de Douglass era diferente de la de los niños libres. ¿Qué palabras te ayudaron a entender la estructura del texto?

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

### Tu turno para Entender la estructura del texto con Frederick Douglass

**Páginas 4 y 5:**  
El autor da una breve descripción de la vida de Douglass. ¿Qué palabras te ayudaron a entender la estructura del texto?

**Páginas 10 y 11:**  
Aquí, el autor utiliza una estructura de texto de comparación para explicar cómo la vida de Douglass era diferente de la de los niños libres. ¿Qué palabras te ayudaron a entender la estructura del texto?

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

### Determinar la importancia con Frederick Douglass

**Páginas 6 a 9:**  
En estas páginas, el autor da detalles sobre la infancia de Douglass. ¿Qué información importante aprendiste sobre su infancia?

**Páginas 10 y 11:**  
Esta sección, titulada "En su tiempo", explica más sobre el período de tiempo en que vivió Douglass. ¿Cuál de estas cosas crees que es la más importante para entender esta vez en la vida de Douglass?

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

### Tu turno para Determinar la importancia con Frederick Douglass

**Páginas 6 a 9:**  
En estas páginas, el autor da detalles sobre la infancia de Douglass. ¿Qué información importante aprendiste sobre su infancia?

**Páginas 10 y 11:**  
Esta sección, titulada "En su tiempo", explica más sobre el período de tiempo en que vivió Douglass. ¿Cuál de estas cosas crees que es la más importante para entender esta vez en la vida de Douglass?

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

### Making Connections

### Understanding Text Structure

### Visualizing

### Determining Importance

## Writing About Reading with Optional CCSS Alignment

## Strategy and Text Based Reader's Response Prompt

Common Core State Standard

“I Can”  
Statement  
written in  
Spanish

## Common Core Free Option

## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy (with Nonfiction) Graphic Organizers

[illegible]

## Retelling and Summarizing

Making Connections

Title:

Circle the features of nonfiction text that were used in your book.

Making Connections

Title:

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text-to-Self
 ☐ Text-to-Text
 ☐ Text-to-World

Draw a picture of your connection in the box below.

Directions:

- Answer each of the questions.
- Carefully cut out on the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

Connections/Strategies/Concepts Chapter 1 Bookends

## Making Connections

<p><b>Visualizing</b></p> <p><b>Title:</b></p> <p>List the features of nonfiction text that can be found in your book.</p>	
<p><b>Visualizing</b></p> <p><b>Title:</b></p> <p>What page did you use to practice visualizing?</p> <p>Draw a picture of your mental image in the space below.</p> <p>Write down some of the words that the author used to help you make this picture in your mind.</p> <p>Show your picture to someone. Make sure that you draw all of the words that helped you visualize.</p>	
<p><b>Directions:</b></p> <ol style="list-style-type: none"><li>1. Answer each of the questions.</li><li>2. Carefully cut on the dotted line.</li><li>3. Glue, tape, or staple into your Reader's Notebook.</li></ol>	

## Visualizing

### Determining Importance


**Title:**

What is the topic or your book?

### Determining Importance

**Title:**

Think about the book. Write all of the important information in the thought bubble below.



Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1

#2

#3

**Directions:**

- Answer each of the questions.
- Connect, cut out the dotted line.
- Glue, tape, or staple into your Reader's Notebook.

## Determining Importance

### Understanding Text Structure

**Title:**

Tell how how the text features in your book helped you understand text structures by completing the charts below.

### Understanding Text Structure

**Title:**

Text Structure	Where the Text Structure was Used	How the Text Structure helped me
	Page:	
	Page:	
	Page:	
	Page:	
	Page:	

**Text Structures, You Might See While Reading:**

Descriptions, Compare and Contrast	Inquire, Problem and Solution	Class and Effect

**Directions:**

- Answer each of the questions.
- Carefully cut out on the dashed lines.
- Glue, tape, or staple into your Reader's Notebook.

## Understanding Text Structure



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En la página 10 en el cuadro "Escuela", el texto explica que durante el tiempo de Douglass, a los esclavos no se les permitía asistir a la escuela o aprender a leer porque "una educación daría poder a los esclavos".

Complete el siguiente mapa circular agregando 5 detalles del texto o su propia experiencia que demuestre cómo la educación le da poder.

