

Here's What You'll Get in the Henry's Freedom Box Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Synthesizing Lesson Plan

Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Synthesizing

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
Henry's Freedom Box is the story of how one slave found his way to freedom. Henry Brown was born into slavery. He did not know his birthday because nobody kept records of slaves' birthdays. When he was very young he was taken away from his mother and sent to work in a warehouse. Henry dreamed about his freedom each and every day. When he got older Henry married and had children. But just as he was sent away, so were his wife and children. Henry was devastated when he was separated from his family. He decided that it was time to set himself free. Henry came up with a brilliant plan and is now remembered as one of the Underground Railroad's most famous runaway slaves.

Link to What You Know

- Think of a time when you were treated unfairly. How did you feel? What lessons did you learn from that experience?
- Name some of the reading comprehension strategies that you use as a reader. Which are your favorite strategies?

Important Words to Know and Understand

Factory - A building or group of buildings where products are made

Tobacco - The leaves of a tobacco plant used for smoking or chewing

2
Learn About Comprehension Strategies

Think about the text you read.

Know when to ask when you get confused.

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

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Synthesizing

3
Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

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.

Page 2 - Notice the picture of Henry on this page. What do you know about Henry from looking at the picture?

Pages 12 to 14 - Why did Henry feel like singing after meeting Nancy? What does this tell us about Henry? How does meeting Nancy change Henry?

Page 22 - Henry's family has been separated. How has this changed Henry?

Page 30 - Henry has decided to mail himself to freedom. What is your opinion of Henry's plan? Explain why you feel this way.

Page 38 - Henry had a difficult life as a slave. How do you suppose his life will be different now that he has become free? How is the picture of Henry on this page the same or different from the first picture you saw of Henry?

4
Notice the Work You Did While Reading

- Talk
- Reflect
- Write

Time to Reflect
Think - How did your thinking change while you read *Henry's Freedom Box*? What information helped you to gain a better understanding of the characters or the problem in the book?
Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect - Think about the synthesizing work you did while reading *Henry's Freedom Box*. How does paying attention to the way your thinking changes across a text help you to be a better reader as you read today?

Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading *Henry's Freedom Box*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Answer Key for Making Connections with Henry's Freedom Box

Your Turn to Practice Making Connections with Henry's Freedom Box

Answer Key for Identifying the Author's Purpose with Henry's Freedom Box

Your Turn to Practice Identifying the Author's Purpose with Henry's Freedom Box

Answer Key for Visualizing with Henry's Freedom Box

Your Turn to Practice Visualizing with Henry's Freedom Box

Answer Key for Asking Questions with Henry's Freedom Box

Your Turn to Practice Asking Questions with Henry's Freedom Box

Answer Key for Synthesizing with Henry's Freedom Box

Your Turn to Practice Synthesizing with Henry's Freedom Box

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Henry's Freedom Box: Making Connections

How does Henry's story make you feel? Use details from the story to explain why you feel the way you do.

I can explain a story by referring to details and examples in the text. CCSS: RL.4.1

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Henry's Freedom Box: Making Connections

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Henry's Freedom Box: Making Connections

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Henry's Freedom Box: Making Connections

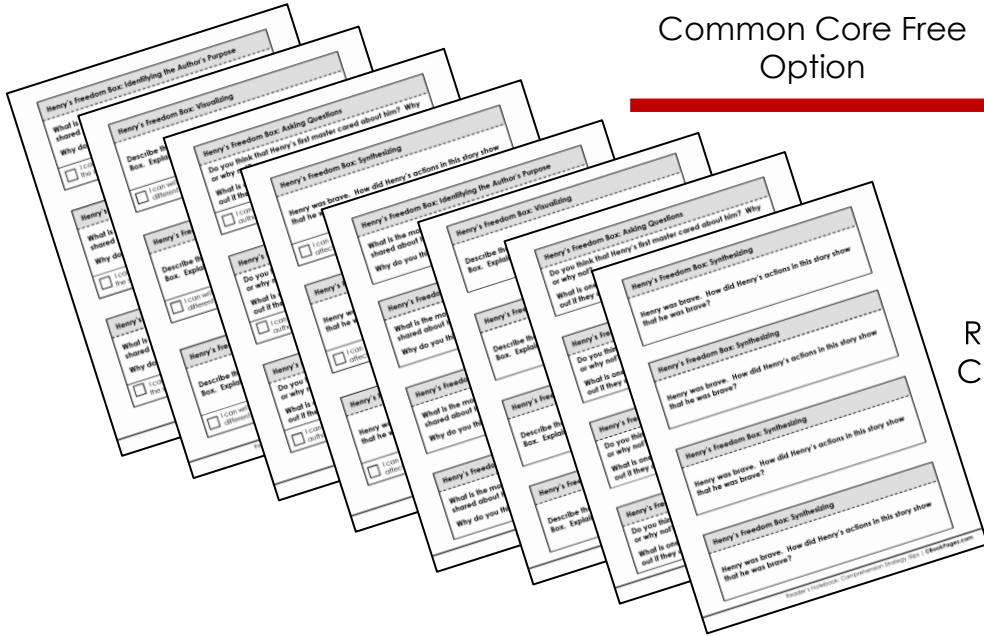
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Henry's Freedom Box: Making Connections

How does Henry's story make you feel? Use details from the story to explain why you feel the way you do.

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

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because.....

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

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:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
I am confused... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer
Question	Answer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Asking Questions

Synthesizing

Title: _____

All I feel was feeling...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	I now understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Important Words to Know and Understand in Henry's Freedom Box Word List

Vocabulary Connections Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Important Words to Know and Understand in "Henry's Freedom Box"

Beckoned
To signal someone with your arm or hand in order to tell that person to come closer

Factory
A building or group of buildings where products are made

Master
Someone who has control or power over others such as a servant or slave

Mistress
A woman who has control or power over others such as a servant or slave

Pry
To raise, move, or open with a tool

Quilt
A bed cover made of cloth and filled with cotton, wool or feathers

Slave
Someone who is legally owned by another person and is forced to work for that person without pay

Tobacco
The leaves of a tobacco plant used for smoking or chewing

Vitrol
An old fashioned word for sulfuric acid

Warehouse
A large building used for storing goods

Vocabulary Word List | @BookPages.com

Vocabulary Connections Henry's Freedom Box
By: Ellen Levine
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Beckoned **Factory** **Master**

Mistress **Pry** **Quilt**

Picture Vocabulary Sorting Cards | @BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Beckoned **Factory** **Master**

To signal someone with your arm or hand in order to tell that person to come closer

A building or group of buildings where products are made

Someone who has control or power over others such as a servant or slave

Mistress **Pry** **Quilt**

A woman who has control or power over others such as a servant or slave

To raise, move, or open with a tool

A bed cover made of cloth and filled with cotton, wool or feathers

Definition Vocabulary Sorting Cards | @BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Mistress is a/an noun verb adverb adjective
Definition of **Mistress**:

Pry is a/an noun verb adverb adjective
Definition of **Pry**:

Quilt is a/an noun verb adverb adjective
Definition of **Quilt**:

Mistress looks like this:

Pry looks like this:

Quilt looks like this:

Mistress reminds me of:

Pry reminds me of:

Quilt reminds me of:

I saw this word in _____

I saw this word in _____

I saw this word in _____

Interactive Vocabulary Notebook Cards | @BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Henry's Freedom Box
By: Ellen Levine

Name: _____

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

Personalized Vocabulary Bookmark

Word Games
with Words from Henry's Freedom Box

Directions: Read the vocabulary words. Then shade the box's flaps according to the number of syllables for each word (the first one has been done for you). Afterwards, use the letters written on the front of each box to make a hidden message.

Quilt **Slave** **Factory**

Tobacco **Mistress** **Pry**

Warehouse

Hidden Message: _____

Name: _____

Answer Key:
Henry's Freedom Box
E R E F D M O
E M
R E E D O M

Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections

Directions:
1. 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?

Name: _____

Vocabulary Connections

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

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

Independent Word Exposition | @BookPages.com

Vocabulary Word Extension Activities

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
Inflectional endings past and present 'ed' and 'ing' and identification of root words

Background:
An **inflectional ending** is a modification to a word (usually a suffix) to specify a change in its verb itself. In this lesson of Word Work, students will learn about inflectional endings 'ing' and 'ed'.

Examples:

try	tr
follow	fo
vote	v
twist	tw
worry	w
slip	sl

Materials and Preparation:

- A Copy of Henry's Freedom Box
- White board, chalkboard
- Graphic Organizer for Inflected Endings
- All Boxed Up practice page
- Optional - Word Detective Worksheet

Step by Step Lesson Plan

Word Work
Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Step 1: Introduce the Focus of Word Work

Introduce Inflectional Endings

- Explain to students that we can add suffixes to a verb to show whether the action is present or past.
- Today you'll be discussing adding 'ing' for present tense, and 'ed' for past tense, and identifying root words.
- Show students the anchor chart that has been transcribed onto chart paper (or other medium).
- Have student volunteers fill in and add other examples to the list.

ROOT (BASE) WORD	PRESENT TENSE	PAST TENSE
create	creating	created
manage	?	managed
?	spelling	?
cry	?	?
rub	?	?
?	?	malted

Step 2: Connect Word Work to Reading

Inflectional Endings in the Text

- Explain to students that today you will be reading the book, *Henry's Freedom Box*.
- Pass out the Graphic Organizer for Inflected Endings (one per student).
- Explain that while students are reading, they should write down a verb that they hear under the appropriate heading.
- After reading, students may work together in pairs to complete their organizer as much as possible. At this point you should circulate around the room answering questions, and making suggestions for corrections in spelling.

Examples of Inflectional Endings Found in the Text:

allowed	nodded	counted
worked	worked	burned
lived	yelled	bandaged
blowing	poned	opened
called	asked	printed
climbed	agreed	needed
backoned	cried	delivered
beat	mamed	rushed
giving	worried	ached
clay	whispered	placed

Word Work Lesson Plan | @BookPages.com

List of words in the book that match the instructional focus

Word Work
Henry's Freedom Box
By: Ellen Levine
Grade Level: 4 / Guided Reading Level: Q

Step 3: Guided Word Work Practice

Interactive Exploration

- Ask for volunteers to continue adding verbs on the class anchor chart.
- If a student mistakenly writes a noun with 'ing' (such as morning on page 5), explain that not every word ending in 'ing' is a verb. At the same time explain that not every verb will end in 'ing' or 'ed'. (For example, 'wear' has a past tense of 'wore,' irregularly spelled.)

Step 4: Independent Word Work Practice

Practice Page

- Pass out the ALL BOXED UP practice page.
- Go over directions with students.
- Answer any questions.
- Students may work independently or in pairs.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **inflectional endings** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPages.com

Interactive Activities

Graphic Organizer for Inflected Endings

ROOT (BASE) WORD	PRESENT TENSE	PAST TENSE
Example: bark	barking	barked

Name: _____ Guided Word Work Practice | @BookPages.com

Independent Practice Page

Inflectional Endings Ended
Word Work Practice Page

Directions: Write the missing verb forms ('ing' and 'ed') for each of the bold face words on the freedom boxes below.

Name: _____ Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Inflectional Endings
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **inflectional endings** 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

Assessments

Running Record					
Title: Henry's Freedom Box		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	M	SV
1	Henry Browns wasn't sure how old he was. Henry was a slave. And slaves weren't allowed to know their birthdays.				
4	Henry and his brothers and sisters worked in the big house where the master lived. Henry's master had been				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Henry's Freedom Box CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Henry's Freedom Box</i> to answer each of the following questions.		
1. Henry's master gave him to his son, but Henry did not say thank you. What can you infer about Henry's feelings from that action?		
<input type="radio"/> A He was angry and decided to be rude. <input type="radio"/> B He was not thankful for being given away as a slave. <input type="radio"/> C He was thankful, but he was not allowed to talk to the master. <input type="radio"/> D His mother did not teach him good manners.		
2. Which answer best explains the story's main message?		
<input type="radio"/> A Henry was a clever person. <input type="radio"/> B Mailing yourself in a box is a good way to travel. <input type="radio"/> C Philadelphia was a city where all men were free. <input type="radio"/> D Freedom is so important, people will do anything to get it.		
3. Which words let you know that Henry was thoughtful?		
<input type="radio"/> A Henry worked in his new master's factory. <input type="radio"/> B At lunchtime, Henry rushed to the ceiling. <input type="radio"/> C Henry heard singing. A little bird flew out of the window. <input type="radio"/> D James pointed to Henry's sore finger.		
4. When Nancy and their children are sold, it is a sad moment. What does that mean?		
<input type="radio"/> A He was heart-broken and worried, and he didn't know what to do. <input type="radio"/> B He had a heart attack. <input type="radio"/> C He was angry. <input type="radio"/> D He did not believe his friend who had told him the news.		
5. Henry's Freedom Box can best be described as _____? (RL.4.5)		
<input type="radio"/> A drama/play <input type="radio"/> B poem <input type="radio"/> C interview <input checked="" type="radio"/> D prose		
6. This story is told by a 3 rd person narrator. How would it be different if it were told by Dr. Smith? (RI.4.6)		
<input type="radio"/> A We would know all the same information. <input type="radio"/> B We would know more about Henry's life. <input checked="" type="radio"/> C We would not know about Henry's childhood or how he met Nancy. <input type="radio"/> D We would know what happened to Nancy and the children.		
7. If Henry's story were made into a play or movie, what part would be the climax (the turning point in the story)? (RL.4.7)		
<input checked="" type="radio"/> A When the four men get Henry out of the box safely and he has his first birthday. <input type="radio"/> B When Henry gets married and starts a family. <input type="radio"/> C When Henry worked in the tobacco factory. <input type="radio"/> D When Henry burned his hand on purpose.		
8. How might Henry's Freedom Box be the same as other stories that are about slavery? (RI.4.9)		
<input type="radio"/> A They might have boxes in common. <input checked="" type="radio"/> B The theme of wanting freedom might be the same. <input type="radio"/> C All stories about slavery happen in the future. <input type="radio"/> D All stories about slavery happen in Philadelphia.		
9. What is one reason readers might enjoy fiction based in history like <i>Henry's Freedom Box</i> ? (RI.4.10)		
<input type="radio"/> A It rhymes. <input checked="" type="radio"/> B It is entertaining and gives information. <input type="radio"/> C None of the characters are real. <input type="radio"/> D You can learn many facts about nature.		
CCSS Assessment 4th Grade Reading Standards for Literature BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book **Henry's Freedom Box**, we learned that Henry did not have a lot of control over his life. Henry experienced many events that effected his life and caused change. Read each of the events below. Then tell what happened to Henry as a result of the event.

Event that Caused Change:

Henry's master died.

Effect: _____

Event that Caused Change:

Henry met Nancy.

Effect: _____

Event that Caused Change:

Henry's wife and children were sold.

Effect: _____

Event that Caused Change:

Henry stayed home from work.

Effect: _____

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p style="text-align: center; font-size: x-small;">Henry's Freedom Box Lesson Plans, Resources, and Activities</p> <p style="text-align: center; font-size: x-small;">The lesson plans, resources, and activities for use with "Henry's Freedom Box" correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p style="text-align: center; font-size: x-small;">Reading: Literature</p> <p style="text-align: center; font-size: x-small;">RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p style="text-align: center; font-size: x-small;">RL.2 - Analyze a main idea and supporting details from a text, explaining how the ideas or details are related and how they support the main idea or topic.</p> <p style="text-align: center; font-size: x-small;">RL.3 - Compare and contrast the point of view from which different stories are narrated, including the differences between first and third-person narrators.</p> <p style="text-align: center; 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Henry's Freedom Box Super Pack

5 Comprehension Strategy Practice Pages

Making Connections Practice Page


Tu turno para practicar: Hacer conexiones
con Henry's Freedom Box (La caja de la libertad de Henry)

Página 8:
¿Qué has aprendido sobre la esclavitud hasta ahora? ¿Cómo se conecta la nueva información en este libro con lo que ya sabes sobre la esclavitud?

Página 14:
La esposa de Henry está preocupada por el futuro. Ella tiene miedo de que los niños estén separados. Haz una conexión **texto a tu mismo**. ¿Cuáles son algunas de las cosas que preocupan a tu familia? ¿Cómo se siente preocuparse? ¿Cómo te ayuda tu conexión a comprender mejor la historia?

Página 27:
Henry debe tener una excusa para faltar al trabajo. Haz una conexión **texto a texto**. Piensa en otro personaje que inventó una excusa para salir de algo. ¿Es tu conexión una conexión significativa? ¿Por qué o por qué no?

Nombre: _____



Page by Page Guided Questions

Answer Key


Hacer conexiones
con Henry's Freedom Box (La caja de la libertad de Henry)

Página 8:
¿Qué has aprendido sobre la esclavitud hasta ahora? ¿Cómo se conecta la nueva información en este libro con lo que ya sabes sobre la esclavitud?
Las respuestas varían. Podrían incluir: Aprendí que la esclavitud hacía difícil que las familias permanecieran juntas. Esta información demuestra que la esclavitud era mala, que es algo que ya sabía.

Página 14:
La esposa de Henry está preocupada por el futuro. Ella tiene miedo de que los niños estén separados. Haz una conexión **texto a tu mismo**. ¿Cuáles son algunas de las cosas que preocupan a tu familia? ¿Cómo se siente preocuparse? ¿Cómo te ayuda tu conexión a comprender mejor la historia?
Las respuestas varían. Podrían incluir: Mi familia se preocupa por tener suficiente tiempo juntos porque estamos muy ocupados. Me hace sentir triste cuando me preocupó. Mi conexión me ayuda a saber cómo se siente Henry.

Página 27:
Henry debe tener una excusa para faltar al trabajo. Haz una conexión **texto a texto**. Piensa en otro personaje que inventó una excusa para salir de algo. ¿Es tu conexión una conexión significativa? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Baloney, Henry P. es otro libro que he leído donde un persona je hace una excusa. Pero esta conexión no es muy significativa porque no me ayuda a pensar más sobre Henry.

Answer Key | @BookPages.com



Sample answers written in Spanish

Identifica el propósito del autor
con Henry's Freedom Box (La caja de la libertad de Henry)

Página 10:
¿Qué intentan los esclavos? ¿Por qué?
Las respuestas varían. Podrían incluir: quieren escapar de la esclavitud.

Página 21:
¿Cómo ha sido la vida de Henry? ¿Por qué?
Las respuestas varían. Podrían incluir: es difícil, pero valiente, y muestra su amor por su familia.

Página 34:
El autor se refiere a la caja. ¿Qué es? ¿Por qué es importante?
Las respuestas varían. Podrían incluir: es un símbolo de libertad y esperanza.

Página 38:
El autor describe que Henry es el autor. ¿Por qué es importante entender esto?
Las respuestas varían. Podrían incluir: porque muestra que Henry es un personaje real y no solo un nombre.

Página 38:
El autor describe los primeros momentos de libertad de que Henry elige su primer día de libertad para celebrarlo. ¿Por qué es importante entender esto?
Las respuestas varían. Podrían incluir: porque muestra que Henry es un personaje real y no solo un nombre.

Nombre: _____

Visualizar
con Henry's Freedom Box (La caja de la libertad de Henry)

Tu turno para practicar: Visualizar
con Henry's Freedom Box (La caja de la libertad de Henry)


Páginas 5 y 6:
Fíjate en la descripción del maestro de Henry. ¿Qué palabras visualizan el personaje? Observa la forma en que Henry nos su Maestro. ¿La imagen mental en tu mente coincide con o por qué no?
Las respuestas varían. Podrían incluir: grande, fuerte, serio.

Página 19:
Nota las palabras que el autor usa en esta página. Imagina de la ciudad también. ¿Qué ves? ¿Qué escuchas? ¿Qué te ayuda a visualizar la escena?
Las respuestas varían. Podrían incluir: calles, edificios, gente.

Página 31:
La caja de la libertad de Henry es un símbolo de libertad. ¿Qué palabras visualizan la importancia de la libertad?
Las respuestas varían. Podrían incluir: libertad, esperanza, futuro.

Páginas 37 y 38:
Henry es finalmente libre. ¿Cómo te sientes cuando lees esta página? ¿Qué palabras afectan la forma en que te sientes? ¿Qué palabras te ayudan a visualizar la acción de esta escena? Señala las palabras.
Las respuestas varían. Podrían incluir: feliz, libre, aliviado.

Nombre: _____



Hacer preguntas
con Henry's Freedom Box (La caja de la libertad de Henry)

Tu turno para practicar: Hacer preguntas
con Henry's Freedom Box (La caja de la libertad de Henry)

Página 1:
¿Qué te está preguntando acerca de los esclavos? ¿Cómo respondes a su pregunta a comprender mejor la historia?
Las respuestas varían. Podrían incluir: ¿cómo se sentían los esclavos?

Página 9:
¿Cómo es la vida para Henry ahora? ¿Qué preguntas tienes sobre la fábrica de su maestro? ¿Por qué quieres saber?
Las respuestas varían. Podrían incluir: ¿cómo se siente Henry?

Página 24:
Aquí el autor presenta a Dr. Smith. El Dr. Smith es diferente a los blancos en el Sur. ¿Qué preguntas tienes sobre el Dr. Smith? ¿Qué te ayuda a comprender mejor la historia?
Las respuestas varían. Podrían incluir: ¿cómo se relaciona con Henry?

Nombre: _____

Sintetizar
con Henry's Freedom Box (La caja de la libertad de Henry)

Tu turno para practicar: Sintetizar
con Henry's Freedom Box (La caja de la libertad de Henry)


Página 2:
Observe la imagen de Henry en esta página. ¿Qué sabes sobre Henry por mirar la foto?
Las respuestas varían. Podrían incluir: es un niño, parece feliz.

Páginas 12 a 14:
¿Por qué Henry tenía ganas de cantar después de conocer a Nancy? ¿Qué nos dice esto acerca de Henry? ¿De qué manera la reunión con Nancy cambió a Henry?
Las respuestas varían. Podrían incluir: porque se sintió escuchado.

Página 22:
La familia de Henry ha sido separada. ¿Cómo ha cambiado esto Henry?
Las respuestas varían. Podrían incluir: se ha vuelto más fuerte.

Página 30:
Henry ha decidido enviarse a sí mismo a la libertad. ¿Cuál es tu opinión sobre el plan de Henry? Explica por qué te sientes así.
Las respuestas varían. Podrían incluir: me gusta porque es valiente.

Nombre: _____



Author's Purpose

Asking Questions

Visualizing

Synthesizing

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

Henry's Freedom Box (La caja de la libertad de Henry):
Sintetizar

Henry fue valiente. ¿Cómo las acciones de Henry en esta historia demuestran que fue valiente?

Puedo resumir la ficción usando mis propias palabras. CCSS: RL.4.2

Henry's Freedom Box (La caja de la libertad de Henry):
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Henry fue valiente. ¿Cómo las acciones de Henry en esta historia demuestran que fue valiente?

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPage.com

Henry's Freedom Box (La caja de la libertad de Henry):
Sintetizar

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Henry's Freedom Box (La caja de la libertad de Henry):
Sintetizar

Henry fue valiente. ¿Cómo las acciones de Henry en esta historia demuestran que fue valiente?

Henry's Freedom Box (La caja de la libertad de Henry):
Sintetizar

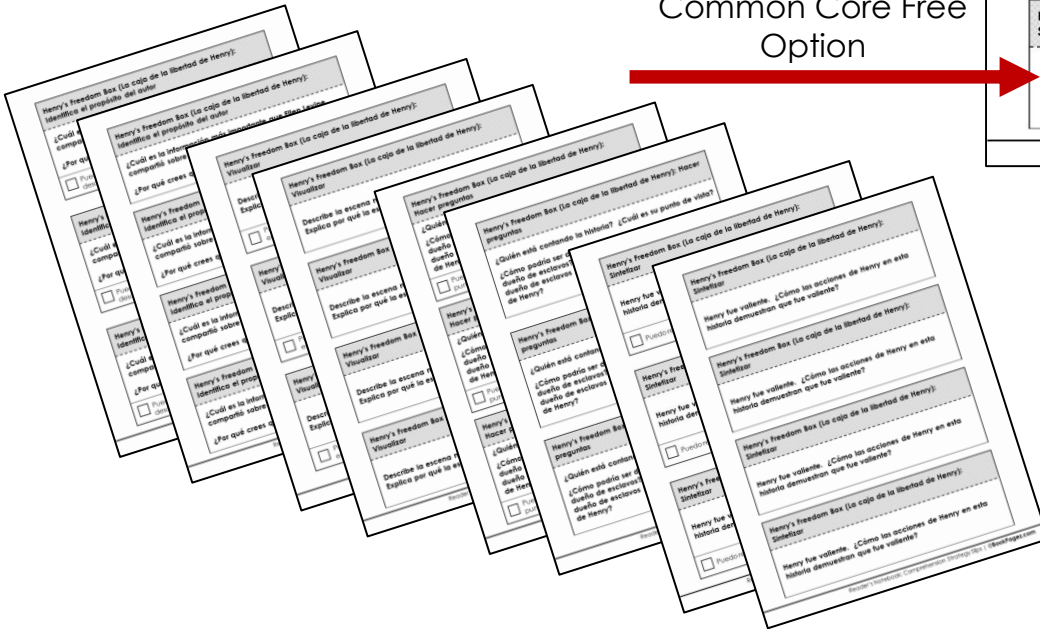
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Henry's Freedom Box (La caja de la libertad de Henry):
Sintetizar

Henry fue valiente. ¿Cómo las acciones de Henry en esta historia demuestran que fue valiente?

Reader's Notebook: Comprehension Strategy Slips | @BookPage.com

Common Core Free
Option



Reading Response
Prompts for Each
Comprehension
Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____
Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?
 Text a mí mismo
 Texto a texto
 Texto al mundo

Haz un dibujo de tu conexión abajo.

Indicaciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Making
Connections

Identificar el propósito del autor
Título: _____
¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?
 Para persuadir
 Para informar
 Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Indicaciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Author's
Purpose

Visualizar
Título: _____
¿Qué página usaste para practicar o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunos de las palabras que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Anégote de haber dibujado todas las palabras que te ayudaron a visualizar.

Indicaciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Visualizing

Hacer preguntas
Título: _____
Anúntalo para empaparar una página

¿Quién sabe...? ¿Por qué no...? ¿Cómo...? ¿Por qué...?
Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

Indicaciones:
1. Contesta cada pregunta.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Asking
Questions

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Pero ahora pienso...
		Porque...

Mi nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Indicaciones:
1. Contesta las siguientes preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engropa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPage.com

Synthesizing