



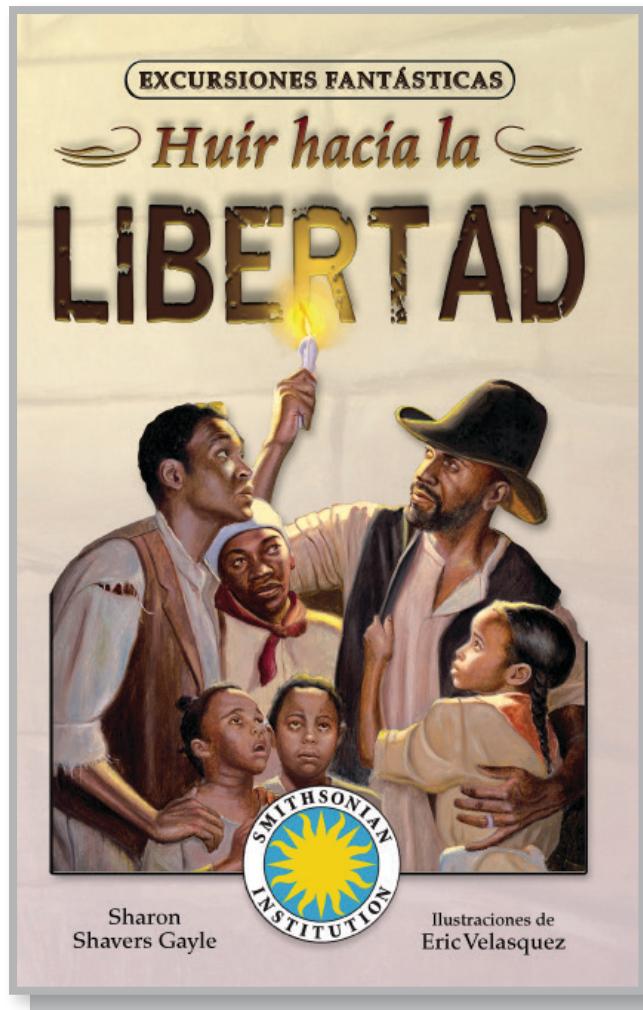
GRADE 3

## LESSON PLAN AND ACTIVITIES

Written in accordance with the Language Arts,  
Social Studies, and Science Standards

Author: SHARON SHAVERS GAYLE

Illustrator: ERIC VELASQUEZ



Together we foster lifelong readers

## COMPLEXITY

F&P Guided Reading Level N / Lexile Level 560L

### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



## TEXT TYPE

Literary Text: Fantasy, Historical Fiction

### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



## OBJECTIVES

- Explain how authors choose vocabulary to create a specific mood.
- Use abstract nouns (e.g., *libertad*).
- Count the number of syllables, and identify and use the orthographic accent.
- Distinguish between historical fiction, elements of fantasy, and actual historical facts.
- Explain a character's motivation for taking certain actions.
- Infer possible causes for a character's actions and experiences.

- Identify and explain the sequence of events in a literary text.
- Refer to parts of stories using terms such as chapter to describe how each successive part builds on earlier sections.
- Compare two texts.
- Add details to a political map to show boundaries and possible travel routes along the Underground Railroad.
- Research the Underground Railroad.
- Prepare and present an oral presentation with a graphic to clarify content.

## MATERIALS

- outline map of the United States with states labeled
- large paper or poster board
- library and Internet resources related to the Underground Railroad
- *Diagrama de Venn, Tabla de dos columnas, Tabla de tres columnas, Tabla S, Q, F* (Graphic Organizers #6, #30, #31, and #35)\*
- flash cards

## SUMMARY

Emma and her friends are visiting the Anacostia Community Museum of the Smithsonian Institution. Emma stops to sketch the tulips and is taken back in time to travel the Underground Railroad from Georgia to Canada, experiencing danger and hardships on the way to freedom. She returns to the present with a clear understanding and deep appreciation of the people who risked their lives to help others gain their freedom from slavery.

## STANDARDS

**SLAR CCSS** RL 3.1, RL 3.3, RL 3.4, RL 3.5, RL 3.7, RL 3.10, RI 3.1, RI 3.2, RI 3.4, RI 3.5, RI 3.7, RI 3.9, RI 3.10, RF 3.3.c, RF 3.j.1–5, RF 3.4, W 3.2, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8, W 3.10, SL 3.1, SL 3.4, SL 3.6, L 3.1.d, f, i; 3.2.a, e, g; L 3.3.a, L 3.4.a, L 3.4.d, L 3.5.c, L 3.6

**SLAR TEKS** 3.1.A, 3.1.F–G, 3.2.A, 3.2.B, 3.2.C, 3.3.A, 3.4.B, 3.5.A, 3.8.A, 3.11.A, 3.13.B, 3.17.A–E, 3.20, 3.23.A–B, 3.24.D–F, 3.24.K, 3.25.A–B, 3.26.A.ii, 3.28.A, 3.29.A, 3.30.A, 3.31.A

**Social Studies TEKS** 3.3.A, 3.5.A, 3.5.D, 3.11.C, 3.11.D, 3.14.A, 3.14.B, 3.17.A

**NCSS** II. Time, Continuity, and Change; III. People, Places, and Environments; V. Individuals, Groups, and Institutions

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY

INSTRUCTIONAL FOCUS:  
Academic Vocabulary

**acurrucarse** – encogerse para protegerse del frío o para estar a gusto / to huddle

**anhelar** – desear mucho una cosa / to long, to yearn

**ansiedad** – estado de inquietud y nerviosismo / anxiety

**atreverse** – tener valor suficiente para hacer o decir algo / to dare to

**estrondo** – ruido muy fuerte / thundering

**fugitivo** – que huye o se esconde / fugitive

**murmurar** – hablar en voz muy baja y sin pronunciar claramente / murmur; mutter

### Advanced Vocabulary

**abolición** – acción de abolir o eliminar una ley o una costumbre / abolition

**afroamericano** – americano de origen africano o relacionado con ellos / African American

**esclavitud** – situación de una persona que pertenece a un dueño para el cual trabaja, y que no tiene ningún derecho / slavery

**estrella Polar** – la estrella visible desde el hemisferio norte más cercana al polo norte / North Star

**exposición** – presentación de una cosa para que la vean los demás / exhibit

**Guerra Civil** – guerra interna en la que Estados Unidos se dividió en dos, el Norte y el Sur, y tuvo lugar entre 1861 y 1865 / Civil War

**libertad** – estado de la persona que no está presa o sometida a otro / freedom; liberty

**sabueso** – tipo de perro que tiene el oído y el olfato muy finos, por lo que se usa para cazar / hound

## VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., género, organización, secuencia) and instruction words, such as compara, contrasta, define, organiza, revisa.
- Have students take turns explaining new vocabulary in their own words by having them say what the words mean. Monitor and correct their explanations as necessary. Encourage them to use context clues and illustrations from the book.
- Explain to students that in Spanish, words fall into three categories, according to the way they are pronounced: agudas, llanas o graves, and esdrújulas. Tell students: *Las palabras agudas tienen la fuerza de la pronunciación en la última sílaba. Llevan acento escrito si terminan en “n”, “s”, o en vocal. Las palabras llanas o graves tienen la fuerza de pronunciación en la penúltima sílaba. No llevan acento escrito si terminan en una vocal, en “n” o “s”. Las palabras esdrújulas tienen la fuerza de la pronunciación en la antepenúltima sílaba. Todas las palabras esdrújulas llevan acento escrito.* Ask students to find examples in the text for each category and have them use a three-column chart (Graphic Organizer #31) to record their findings. Have students label the columns Agudas, Llanas, Esdrújulas.
- Tell students that authors use words to create a mood. Ask them to repeat the words *acurrucarse, anhelo, ansiedad, estrondo, fugitivo, incorporarse, and murmurar*. Ask: *¿Qué estado de ánimo sugieren esas palabras?* (What kind of mood do those words suggest?) ✓
- Group students in pairs. Have them play Password with the vocabulary words, using the definitions as clues.

## ► READING

### PRE-READING

- ▶ Explain to students that historical fiction is a genre in which the author narrates a fictional story set in a particular time in history, combining real people and events with made-up characters. Add that fantasy is a fictional story that relates events that could not happen in the real world.
- ▶ Have students look at the title and cover of the book. Ask: *¿De qué creen que va a tratar este libro?* (What do you think this book is about?)
- ▶ Tell them that they are going to read a story about Emma, a modern-day girl who goes back in time to travel on the Underground Railroad. Ask: *¿Qué parte de esta historia es real, qué parte podría haber sucedido y qué parte es fantasía?* (Which part of this story is real, which part could have happened, and which part is fantasy?) *¿Por qué creen que la autora hizo que Emma viajara en el tiempo?* (Why do you think the author had Emma travel back in time?) Show students the glossary and ask: *¿Por qué la autora incluyó un glosario?* (Why did the author include a glossary?)
- ▶ Distribute the KWS chart (Graphic Organizer #35). Have students complete the *Sé* column with what they know about the text and the Underground Railroad, and the *Quiero saber* column with what they want to learn from the story. Tell them they will complete the organizer as they read the book.

### READING

- ▶ Read the text aloud and have students read along with you. Encourage advanced readers to do an individual independent reading.
- ▶ Have students take turns reading aloud with you. Write a list of students on the board as a guide. As you give a signal, the first student will begin to read the text aloud with you. After you give another signal, the student who is reading with you stops, and the following student on the list begins to read aloud with you. Be sure all students participate. Regulate how fast you read depending on the reading proficiency level of each student.
- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into chapters, a glossary, and an informational passage.
- ▶ Reread page 6. Ask students: *¿Cuáles son las pistas de que algo extraño está a punto de pasar?* (What clues are there that something strange is about to happen?)
- ▶ Reread page 14. Ask students: *¿Por qué creen que Emma esperó hasta ahora para preguntar dónde estaba?* (Why do you think that Emma waited until now to ask where she was?) *¿Cómo cambió Emma cuando descubrió que estaba escapando de la esclavitud?* (How did Emma change when she discovered that she was escaping from slavery?)
- ▶ Reread page 18. Ask: *¿Qué evidencia en el texto apoya lo que dice Papá Rolando acerca de la mamá de Emma?* (What evidence is there in the text to support what Papá Rolando says about Emma's mother?)
- ▶ Direct students' attention to the third paragraph on page 24. Ask: *¿Qué opinan sobre la forma en que los rastreadores de esclavos trataron al viejo?* (What do you think about the way the slave trackers treated the old man?) *Si era ilegal albergar esclavos fugitivos, ¿estaban los rastreadores haciendo lo correcto? Explica tu respuesta.* (If it was against the law to harbor fugitive slaves, were the slave trackers doing the right thing? Explain your answer.)
- ▶ Show students the illustration on page 26, saying: *Esta es una ilustración de una de las rocas talladas que todavía marcan la línea Mason-Dixon. Hoy en día estas rocas son monumentos a la libertad. ¿Por qué creen que los esclavos se emocionaban tanto cuando pasaban cerca de la roca?* (This is an illustration of one of the carved rocks that still mark the Mason-Dixon line. Nowadays they are monuments to liberty. Why do you think that the slaves were so excited when they passed the rock?)
- ▶ Reread the title of Chapter 5. Then ask: *¿Por qué creen que la autora le dio ese título al capítulo? ¿Qué sucesos de la historia apoyan su respuesta?* (Why do you think the author gave this title to Chapter Five? What events from the story support your answer?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### B BELOW-LEVEL STUDENTS

- Read the text aloud several times. Have the students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Allow students to respond in phrases or incomplete sentences. Ask these or similar questions: *En el primer capítulo, ¿qué le pasa a Emma?* (In the first chapter, what happens to Emma?) *¿Dónde se esconden Emma y su grupo en la primera etapa del viaje?* (Where did Emma and her group hide in the first stage of their journey?) *¿Qué distrajo a los rastreadores de esclavos?* (What distracted the slave trackers?)

### AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read with a partner. Encourage students to stop and discuss what they've read with their partners.
- Allow students to think and draw their own conclusions, using short sentences. Ask these or similar questions: *¿Qué pistas nos da la autora de que Emma ya no está en el presente?* (What clues does the author give us that Emma is no longer in the present?) *¿Por qué crees que el grupo viaja solamente de noche?* (Why do you think the group travels only by night?)

### ABOVE-LEVEL STUDENTS

- Read the text aloud with students. Then have students read independently.
- Encourage students to analyze and evaluate various elements of the text, especially the characters' motivations, using complete and elaborate answers.
- Ask these or similar questions: *¿Por qué crees que Emma se fue con la muchacha desconocida?* (Why do you think Emma went with the unknown girl?) *¿Qué puedes concluir acerca de la actitud de los conductores hacia la esclavitud?* *¿Y de los rastreadores de esclavos?* (What can you conclude about the attitude the conductors had toward slavery? And the slave trackers?) *¿Por qué dice Emma que ha visto suficiente senderos?* (Why does Emma say that she's seen enough paths?)

## POST-READING

- ▶ Have students complete the KWS chart (Graphic Organizer #35), if they have not done so already. Let students use their charts to write a paragraph describing the Underground Railroad.
- ▶ Using a Venn diagram (Graphic Organizer #6), have students compare 20th-century Emma to Underground-Railroad Emma. Invite volunteers to present their diagram to the class.
- ▶ Explain to students: *En la historia hay muchos héroes famosos, como Abraham Lincoln y Harriet Tubman, pero también había muchos héroes cotidianos, cuyos nombres no conocemos, que hicieron una labor importante sin esperar nada a cambio.* (History has many heroes, like Abraham Lincoln or Harriet Tubman, who were famous, but there were many everyday heroes, whose names are unknown, who did important work without expecting anything in return.) Ask: *¿Quiénes eran los héroes cotidianos en el cuento? ¿Creen que había personas así en la época del Tren Clandestino? ¿Por qué?* (Who were the everyday heroes in the story? Do you think there were people like them in the time of the Underground Railroad? Why?)
- ▶ Ask students to identify contemporary everyday heroes, asking: *¿Creen que hoy en día hay héroes cotidianos? ¿Quiénes son y por qué creen que son héroes?* (Do you think we have everyday heroes today? Who are they and why do you think they are heroes?)



## ► CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES

### INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas



- ▶ Give students a map of the United States with the states labeled. Have them mark the Mason-Dixon line and identify the states that Emma traveled through on the way to Canada. Then have students draw a possible route.
- ▶ Give students time to read about Harriet Tubman and her role in the Underground Railroad. Then, have them write a short report to share with the class. 
- ▶ Have students reread the informational section at the end of the book, completing a two-column chart (Graphic Organizer #30) labeled *La historia de Emma* and *Datos acerca del Tren Clandestino*. Have students use this chart to write a paragraph comparing the literary and the informational texts. 

## ► WRITING

### INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand



Have students research the Underground Railroad, using print and Internet resources. Assign groups topics such as *Personajes del Tren Clandestino*, *El camino hacia la libertad*, or *La Línea Mason-Dixon*. Students will prepare an oral presentation with a graphic to show the class. As part of this presentation, have them first write a rough draft, then peer edit, revise, and publish their writing. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. 



### Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

- A** Busca en el diccionario dos significados para la palabra *libertad* diferentes al que se usa en el libro. Escribe una oración con cada uno.

1. Definición: Capacidad que poseen las personas para hacer o no hacer algo.

Possible answer: Tu libertad te permite elegir lo que quieras hacer.

2. Definición: Condición del que no está preso.

Possible answer: El juez lo declaró no culpable y lo dejó en libertad.

- B** Completa las oraciones con las palabras del recuadro.

acurrucan anhela abolición atreverse

1. El esclavo anhela su libertad.

2. Es importante atreverse a luchar contra la injusticia.

3. Los cachorros se acurrucan para protegerse del frío.

4. El presidente declaró la abolición de la esclavitud.

- C** Lee las palabras. Marca el acento en la sílaba correcta.

1. jardin: jardín

2. agachate: agáchate

3. dificil: difícil

4. linea: línea

5. sotano: sótano

6. Canada: Canadá

7. estacion: estación

8. cesped: césped



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Ordena del 1 al 5 los sucesos del cuento.

- 4 Emma se reúne con su mamá.
- 2 Una muchacha insiste en que Emma tiene que irse inmediatamente.
- 5 Emma vuelve al presente, al museo y a sus compañeros.
- 1 Emma y sus compañeros visitan el museo.
- 3 Emma corre peligro cada día en su viaje al Norte.

#### B Contesta.

1. ¿Por qué se arriesgaban los conductores del Tren Clandestino?

Possible answer: Ellos creían que la esclavitud no era justa.

---

---

2. Da tres ejemplos de las dificultades que experimentó Emma en su viaje en el Tren Clandestino. Escribe oraciones completas.

Possible answers: Tuvo que esconderse en un pozo. / Siempre hubo sabuesos persiguiéndola. / Siempre viajó de noche.

---

---

#### C En un texto literario, el autor tiene que convencer al lector de que los sucesos que está narrando realmente sucedieron. ¿Qué hechos en el texto nos hacen creer que Emma realmente escapó en el Tren Clandestino?

Possible answers: El Tren Clandestino sí existió y hubo familias que se separaron para alcanzar la libertad. / Los rastreadores de esclavos persiguieron al grupo de Emma. / Los conductores ayudaron a Emma y a los otros esclavos a escapar.

---



Nombre \_\_\_\_\_

## Vocabulario

- A** Busca en el diccionario dos significados para la palabra *libertad* diferentes al que se usa en el libro. Escribe una oración con cada uno.

1. Definición: \_\_\_\_\_

\_\_\_\_\_

2. Definición: \_\_\_\_\_

\_\_\_\_\_

- B** Completa las oraciones con las palabras del recuadro.

acurrucan anhela abolición atreverse

1. El esclavo \_\_\_\_\_ su libertad.

2. Es importante \_\_\_\_\_ a luchar contra la injusticia.

3. Los cachorros se \_\_\_\_\_ para protegerse del frío.

4. El presidente declaró la \_\_\_\_\_ de la esclavitud.

- C** Lee las palabras. Marca el acento en la sílaba correcta.

1. jardin: \_\_\_\_\_

2. agachate: \_\_\_\_\_

3. dificil: \_\_\_\_\_

4. linea: \_\_\_\_\_

5. sotano: \_\_\_\_\_

6. Canada: \_\_\_\_\_

7. estacion: \_\_\_\_\_

8. cesped: \_\_\_\_\_



Nombre \_\_\_\_\_

### Comprensión lectora

#### A Ordena del 1 al 5 los sucesos del cuento.

- \_\_\_\_\_ Emma se reúne con su mamá.  
\_\_\_\_\_ Una muchacha insiste en que Emma tiene que irse inmediatamente.  
\_\_\_\_\_ Emma vuelve al presente, al museo y a sus compañeros.  
\_\_\_\_\_ Emma y sus compañeros visitan el museo.  
\_\_\_\_\_ Emma corre peligro cada día en su viaje al Norte.

#### B Contesta.

1. ¿Por qué se arriesgaban los conductores del Tren Clandestino?

---

---

2. Da tres ejemplos de las dificultades que experimentó Emma en su viaje en el Tren Clandestino. Escribe oraciones completas.

---

---

---

#### C En un texto literario, el autor tiene que convencer al lector de que los sucesos que está narrando realmente sucedieron. ¿Qué hechos en el texto nos hacen creer que Emma realmente escapó en el Tren Clandestino?

---

---

---