THE SCHOOL DISTRICT OF PHILADELPHIA

5th Grade Learning Guide ELA

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Note to Parents: The learning guides can be translated using your phone!

How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap “Select all”

How to Use This Learning Guide:

There are 3 core parts to this learning guide.

First: Parents/students are provided with the text/story that can be read.

- In grades levels K-2, the text is found at the end of the learning guide.
- In grades levels 3 -5, the texts are found at the start of each lesson.

Next: Parents/students are provided with an overview of what will be learned and are provided supports to help with learning (vocabulary, questions, videos, websites).

- Vocabulary words in **bold** are the most important for understanding the text.

Finally: Parents/students are provided with the activities that can be completed using the text/story.

- Directions for the activities are provided and the directions for the choice board activities tell students how many tasks to complete.
- For choice boards, students should pick activities that interest them and that allow them to demonstrate what they have learned from the text/story.
- The Answer Key and Modifications Page are at the end of the Learning Guide to support your child.
- The Modifications Page includes Language Development resources for Newcomers.

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Grade: 5 Subject: English Language Arts

Topic: *African American Suffragists* by Margaret Gushue and *Learning to Read* by Francis Ellen Watkins Harper

Access the text HERE and HERE or Embedded HERE

What Your Student is Learning:

Your student will read paired texts ***African American Suffragists*** and ***Learning to Read.*** While working with this text, your child will practice the following skills:

- Finding the **main idea** and **supporting detail**s in the text to describe the characters
- Building their vocabulary knowledge in context
- Writing a **summary** of their reading that states and **supports a theme**
- **Compare** and **contrast** text to gain a deeper understanding of the **theme**
- Use **facts** and details to write a **biography**

Translation, Definition, and Pronunciations *(resource: **wordreference.com** - The language is set to Spanish BUT can be changed to many different languages.)*

- **main idea (n.) -** most important point about a part of a text or of a whole text **https://www.wordreference.com/es/translation.asp?tranword=main%20idea**
- **detail (n.) -** specific information from the text that supports an idea **https://www.wordreference.com/es/translation.asp?tranword=detai**
- **summary (n.) -** a short explanation of a text in your own words **https://www.wordreference.com/es/translation.asp?tranword=summary**
- **theme (n.) -** central message of a text **https://www.wordreference.com/es/translation.asp?tranword=theme**
- **fact (n.) -** a true statement that can be supported by evidence **https://www.wordreference.com/es/translation.asp?tranword=fact**
- **compare (v.) -** to analyze two things for their similarities, or what they have in common **https://www.wordreference.com/es/translation.asp?tranword=compare**
- **contrast (v.) -** to analyze two things for their differences, or what they do not have in common **https://www.wordreference.com/es/translation.asp?tranword=contrast**
- **biography (n.) -** a life story written about a famous person **https://www.wordreference.com/es/translation.asp?tranword=biography**
- **predict (v.) -** to use images, titles, and headings and your own personal experiences to imagine what will happen next https://www.wordreference.com/es/translation.asp?tranword=predict

Background and Context for Parents and Guardians:

- In this unit, students read an **informational** text *African American Suffragists* and a **poem** *Learning to Read*. In both texts, African Americans are fighting **injustices** (right to vote and learning to read).
- They will be asked to **cite evidence** (details) to describe a story's characters and their actions.
- They will be asked to **compare** and **contrast** information about a text presented in a different medium.
- They will also learn to use context clues to build their vocabulary around this topic.

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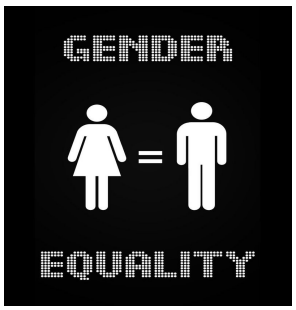
Ways to support your student:

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.

suffragists (n.)	frustrating	amendment
equal (adj.) 	**struggle (n.)**	**politics (n.)**
resources	alongside	**injustice (n.)**

treatment	rebels	knowledge
sneer	frown	independent

- Introduce the text by reading the title ***African American Suffragists*** and ***Learning to Read*** and looking at the **pictures** and **subtitles**.
- Discuss what makes the story a **poem** (structure, rhyme scheme).
- Read the text **aloud** with your child.
- After reading, ask questions about the text. These **questions** could include: *For a full translation consider using **translate.google.com.***
    - What did you think the text was mostly about?
    - What do you think the author wanted you to know about the topic? That is an interesting point. What made you think that?
    - What challenges (problems) do the characters experience? How are the problems solved?
    - What lesson do the characters learn from this text?
    - What is the theme of this text?

Online Resources for Students:

Videos:

- History Channel : Video on Women's Suffrage Movement : https://www.youtube.com/watch?v=a9LmBgY-F5A
- TedEd Video on the history of voting: https://www.youtube.com/watch?time_continue=35&v=P9VdyPbbzII&feature=emb_logo
- Reading of *Learning to Read :* *https://www.youtube.com/watch?time_continue=22&v=adKddL4_TWg&feature=emb_logo*

Power Library: is the online portal to all that Pennsylvania libraries offer. This is the place to find 24/7 access to newspapers, magazines, journals, historical documents and photos, online databases, and eBooks. Research a subject. Learn about your family history. Locate a title. Explore career options. It's all here at POWER Library.

Link: https://sites.google.com/philasd.org/sdppowerlibrary/home

Building Background Knowledge: This article explains and provides support on why background knowledge is key to student's being able to read with comprehension.

Link: https://www.readingrockets.org/article/building-background-knowledge

NOTE: There is a parent/guardian-friendly answer key at the end of this packet that you can use to help your student

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AFRICAN AMERICAN SUFFRAGISTS

by Margaret Gushue, 2018

In the United States, **women** didn't have the **right** to **vote** until the 19th **amendment**, which was passed in 1920. Until the law was passed, **women** fought tirelessly for the right to vote. These **women** were known as **suffragists**. In this informational text, Margaret Gushue discusses the African American **suffragists** who contributed to the **fight** for **women's** right to **vote**. As you read, take notes on how African American women were treated during the women's suffrage movement.

[1]

*White women **suffragists***

Imagine being in class and your teacher asks a question to the whole room. You're excited because you have the answer, and you *cannot wait* to share it. But the teacher will not call on you. The teacher doesn't even seem to notice that you have your hand in the air, waiting to be called on. Your fellow students don't seem to notice you either. No matter what you do, the teacher is not going to let you speak. Imagine how **frustrating** that would feel.

Being ignored in class is a little like what women faced before the passing of the 19th amendment.[1] **Before this amendment — no matter your age, race, or job — if you were a woman, you were not allowed to vote**. This meant you had no say when it came to politics. You had no power to change things. If you tried to vote, you could be sent to jail!

Women had to **fight** to get the right to vote through **marches** and **protests**. Women's suffrage, which means women's right to vote, became a popular movement in the United States after the Civil War. The women who fought for these rights were known as **suffragists**. The larger movement ended in 1920 with the passing of the 19th amendment, which gave female U.S. citizens the right to vote.

Before the passing of this amendment, **African American women wanted to join the movement for voting rights, but the white suffragists would not let them.** White suffragists tried to **distance** themselves from the African American suffragists. White women believed they had a better chance on their own of convincing men to let them vote. This meant that not only were **African American women denied rights by the government for being women but they were also ignored by white women because of the color of their skin**. African American women responded to being ignored by forming their own groups in the fight to become equal citizens.

[5]

While there were many African American women who fought for women's suffrage, there were a few that became famous for their work. Harriet Tubman, for instance, was quite frail[2] by the time women's suffrage became a popular issue, but she still gave speeches to crowds. Her message was that all people, regardless of gender or color, were equal and should be able to participate in politics. Harriet Tubman died before the 19th amendment was passed, but other African American women continued the fight, such as Sojourner Truth, Ida B. Wells, and Mary Church Terrell.

SOJOURNER TRUTH

Sojourner Truth was **born a slave** but was freed at the age of 29, when New York ended slavery within the state in 1827. Once she was free, she traveled all over the United States, giving speeches about her life as a slave. **Truth believed all people were equal, and her speeches helped others understand the struggles African Americans and women of all races faced.** Her most famous speech is "Ain't I A Woman," which she gave at the 1851 Women's Convention. In it, she highlighted the different ways African American women were treated compared to white women. While Sojourner Truth did not live to see women granted the right to vote, her speeches and writing inspired other African American activists.

IDA B. WELLS

Ida B. Wells was a **writer** inspired by the work of Sojourner Truth. **Wells was never a slave, but she was still mistreated because of the color of her skin**. Because of these experiences, she decided to become an activist who fought for equality for all people. At first, her work focused on equality for African Americans, but she later focused on women's rights. **She learned that many African American women did not have the resources to**

learn about politics, which made her work even harder to educate them. She started the Alpha Suffrage club, bringing African American suffragists together to become a more powerful group.

Ida B. Wells attended the National American Woman Suffrage Association parade in Washington D.C. in 1913. **The white suffragists tried to make her and other African American women march at the back of the parade.** Wells refused to participate until she was allowed to march alongside the white women. **This story became widely told and drew attention to the struggles African American women faced within the women's suffrage movement**.

MARY CHURCH TERRELL

Mary Church Terrell, like Ida B. Wells, became famous for her activism. She was born in 1863 to former slaves in Memphis, Tennessee. At a young age, she became aware of the treatment she received as both a woman and an African American. **Terrell and Wells worked together multiple times in their lives to bring attention to the mistreatment of African Americans. Terrell wanted to be active in the women's suffrage movement but was overlooked due to the color of her skin.** As a result, she founded the National Association of Colored Women and became their first president.

[10]

Both Wells and Terrell became important members of the National Association for the Advancement of Colored People (or NAACP). The group played a key role in the fight against racial injustice after women received the right to vote.

"African American Suffragists" by Margaret Gushue. Copyright © 2018 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Notes

All Definitions Footnotes

1. An amendment is a new rule or regulation added to the U.S. Constitution
2. Frail *(adjective) :* weak and feeble

LEARNING TO READ

by Frances Ellen Watkins Harper, 1872

Frances Ellen Watkins Harper (1825-1911) was the child of free African-American parents. She attended the Academy for Negro Youth until she was 13 years old. In her adult life, Harper helped slaves escape through the **Underground Railroad (a network of routes and safe houses used by slaves in the 19th century)** and wrote for anti-slavery newspapers. As you read, take notes on the **obstacles** the students face while learning to read.

"Slaves" by elycefeliz is licensed under CC BY-NC-ND 2.0.

[1]

Very soon the Yankee[1] teachers

Came down and set up school;

But, oh! how the **Rebs**[2] did **hate it,**—

It was agin' their rule.

]

Our **masters** always tried to hide

Book learning from our eyes;

Knowledge didn't agree with slavery—

'Twould make us all too wise.

But some of us would try to steal

A little from the book,

And put the words together,

And learn by hook or crook.

I remember Uncle Caldwell,

Who took pot-liquor fat

5]

And greased the pages of his book,

And hid it in his hat.

And had his master ever seen

The leaves up on his head,

He'd have thought them greasy papers,

But nothing to be read.

And there was Mr. Turner's Ben,

Who heard the children spell,

And picked the words right up by heart,

And learned to read 'em well.

5]

Well, the Northern folks kept sending

The Yankee teachers down;

And they stood right up and helped us,

Though **Rebs** did **sneer** and **frown**.

And, I longed to read my Bible,

For precious words it said;

But when I begun to learn it,

Folks just shook their heads,

And said there is no use trying,

Oh! Chloe, you're too late;

5]

But as I was rising sixty,

I had no time to wait.

So I got a pair of glasses,

And straight to work I went,

And never stopped till I could read

The hymns and Testament.[3]

Then I got a little cabin—

A place to call my own—

And I felt as **independent**

As the queen upon her throne.

Learning to Read by Frances Ellen Watkins Harper is in the public domain.

Notes

1. "Yankees" are people from the northern Union states. During the Civil War, Union states fought against Confederate states.
2. "Rebs" is short for "rebels." The term refers to Confederate sympathizers, who, during the Civil War, fought to maintain Southern society (including slavery).
3. The Christian Bible is divided into two sections, the New and Old Testament.

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Tic-Tac-Toe Choice Board 1: *African American Suffragists* and *Learning to Read*

Directions: Read the text *African American Suffragists* and *Learning to Read* Choose **3** activities from the choice board below. You should complete at least one activity from each **row.**

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

Row 1	**Activity 1** Skim and scan at the pages of *African American Suffragists* and *Learning to Read.* Please use both texts to answer the questions. Write: ● 3 things that you noticed ● 3 questions you have about the texts ● 1 prediction you have about the texts	**Activity 2** Read the first 2 paragraphs of the text *African American Suffragists*. Stop and make 3 predictions about what you will learn in the text. Write: ● 3 predictions of what you will learn in the text	**Activity 3** Word Study: Read the Vocabulary Chart 1. Find the sentence where the author uses each word. 2. Choose two of the words. 3. Write a sentence with each word you chose
Row 2	**Activity 4** After reading *African American Suffragists* and *Learning to Read*, think about the challenges in both texts. Write: ● What were the challenges? ● How were they solved?	**Activity 5** After reading *African American Suffragists*, write a reply to the following question: How did race impact African American women's experiences during the women's suffrage movement? Support your response with evidence from the text.	**Activity 6** In the text *African American Suffragists,* you learn about three women: Sojourner Truth, Ida B. Wells, and Mary Church Terell. Pick one of the women and identify three facts about their life.

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Activity 1: Preview the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

Skim and scan the pages of *African American Suffragists* and *Learning to Read*. Answers can come from both texts. Pay attention to the **pictures** and the **section headings**.

Write 3 things that you noticed as you looked through the text:
1. One thing I noticed that is interesting to me is
2. Something else I noticed that is interesting to me is
3. I also noticed that
Write 3 questions you have about the text:
1.
2.
3.
Think Ahead: Write your prediction about the text:
I predict that

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Activity 2: Preview the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

Read the first 2 paragraphs of the story. Stop and make 3 predictions about what will happen next. ***Use images, headings, titles, and your own personal experiences to imagine what will happen next.***

After reading the first paragraph, write 3 predictions you have about the story.
1. I predict that
2.
3.

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Activity 3: Preview the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

Word Study: Practice reading the story vocabulary. Choose two words from each column. Write a complete sentence with each word you chose. Refer back to the text to check for meaning.

Word 1:
Sentence:

Word 2:
Sentence:

Word 3:
Sentence:

Word 4:
Sentence:

Word 5:
Sentence:

Word 6:
Sentence:

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Activity 4: Engage with the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

After reading *African American Suffragists* and *Learning to Read*, think about the **challenges** in both texts.

Write:

- What were the **challenges**? (problem; something difficult to overcome)
- How were they **solved**? (to find the answer to the problem)

African American Suffragists	
What were the challenges?	**How were they solved?**
One challenge the African American Suffragists dealt with was	They solved it by
Learning to Read	
What were the challenges?	**How were they solved?**

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Activity 5: Engage with the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

After reading *African American Suffragists*, write a **reply** to the following question:

How did **race impact** African American women's experiences during the women's suffrage movement? Support your response with **evidence** from the text.

Race impacted African American women's experience during the suffrage movement by
One piece of evidence that supports this is

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Activity 6: Engage with the Text

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

In the text *African American Suffragists,* you learn about three women: Sojourner Truth, Ida B. Wells, and Mary Church Terell. Pick **one of the women** and identify **three facts** about their life.

Person:
Fact 1:
Fact 2:
Fact 3:

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Optional: Extension Activity

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

What is something that is **important** to you? Write a **poem** about it.

Topic:

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Optional Extended Writing Activity

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

In the poem *Learning to Read,* the narrator feels "like a queen on her throne" after learning to read. What is something that **makes you feel powerful**?

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Optional Activity: Writing a Biography

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below, especially the **bolded** words. For a full translation consider using **translate.google.com**)*

Interview someone in your family. Write a **short biography** including **5 facts** about their lives and **one thing that is important to him or her**.

PARENT ANSWER KEYS

Activity 1: Preview the Text

Skim and scan the pages of *African American Suffragists* and *Learning to Read*. Answers can come from both texts. Pay attention to the pictures and the section headings.

Write 3 things that you noticed as you looked through the text:
1. There are three people identified in the subtitles: Sojourner Truth, Ida B Wells, and Mary Church Terrell.
2. The first text is about women.
3. The second text is about people learning to read.
Write 3 questions you have about the text:
1. What is a suffragist?
2. Why did people want to learn to read?
3. When did women get the right to vote?
Think Ahead: Write your prediction about the text:
I think the first text is going to be about African American women who wanted to
vote. I think the second text is about people wanting to learn to read.

Activity 2: Preview the Text

Read the first 2 paragraphs of the story. Stop and make 3 predictions about what will happen next.

After reading the first paragraph, write 3 predictions you have about the story.
1. I think this story is going to be about women getting to vote.
2. I think the women feel like they are ignored in the world.
3. I think this text is about the 19th amendment.

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Activity 3: Preview the Text

Word Study: Practice reading the story vocabulary. Choose two words from each column. Write a complete sentence with each word you chose. Refer back to the text to check for meaning.

Word 1:	suffragist
Sentence:	A suffragist is a woman who fought for the right to vote.

Word 2:	resources
Sentence:	My mom and I went to the store to get the resources we needed for me to finish
my science experiment.	

Word 3:	frustrating
Sentence:	It is frustrating that I am stuck in my house and my friends are playing outside.

Word 4:	frown
Sentence:	I knew my brother was sad because he had a frown and not a smile on his face.

Word 5:	knowledge
Sentence:	Reading and learning is important to get new knowledge in your brain.

Word 6:	independent
Sentence:	My dad tells me to go to school and learn a lot so I can be an independent person.

Activity 4: Engage with the Text

After reading *African American Suffragists* and *Learning to Read*, think about the challenges in both texts.

Write:

- What were the challenges?
- How were they solved?

African American Suffragists	
What were the challenges?	**How were they solved?**
African American suffragists did not have the right to vote and were not accepted by other women's movements.	They did not give up, and started their own organizations.
Learning to Read	
What were the challenges?	**How were they solved?**
The slaves were not taught to read.	They were taught by Yankee teachers, they listened in on lessons, and taught each other to read.

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Activity 5: Engage with the Text

After reading *African American Suffragists*, write a reply to the following question:

How did race impact African American women's experiences during the women's suffrage movement? Support your response with evidence from the text.

African American women were not included in the organizations that were fighting
for the right to vote. These women were excluded just because of the color of their
skin. The author says they were "ignored by white women because of the color of
their skin." The women did not just sit there, they made groups to help fight for the
African American's women right to vote. They marched, and fought for everyone's
right to vote. The text says "African American women responded to being ignored
by forming their own groups in the fight to become equal citizens." They fought for
their rights to vote and have the same rights as all women and men.

Activity 6: Engage with the Text

In the text *African American Suffragists,* you learn about three women: Sojourner Truth, Ida B. Wells, and Mary Church Terell. Pick one of the women and identify three facts about their life.

Person: Ida B Wells
Fact 1: Ida B Wells refused to participate in the National American Woman Suffrage Association parade unless she was allowed to march with the white women, not behind them.
Fact 2: Ida B Wells thought it was important to teach women about politics.
Fact 3: Ida B Wells started the Alpha Suffrage Club for African American women to earn the right to vote.

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Optional: Extension Activity

What is something that is important to you? Write a poem about it.

Topic: Animals

Animals are our friends
We must show them love
Cats, dogs, hamsters, snakes
Guinea pigs, rats and doves
Animals need our help
We must protect them
Food, water, house and bath
We treat animals like gems

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Optional Extended Writing Activity

In the poem *Learning to Read,* the narrator feels “like a queen on her throne” after learning to read. What is something that makes you feel powerful?

I feel like a queen on a throne when I get to run. Running is an exercise that makes
my body strong. Running keeps me healthy. I run almost every day. I like to run at
the park so I can see people. I run fast! So fast that the wind feels like a tornado
around my body. I wear my favorite sneakers. I listen to my favorite songs on my
iPod. The songs are fast songs that are easy to dance to but they help me stay
focused on running.

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Activity 9:

Interview someone in your family. Write a short biography including 5 facts about their lives and one thing that is important to them.

My brother's name is Patrick. He is 12 years old and was born on February
14th.He is very smart and gets good grades at school. He is taller than me. He likes
to play with legos and build things. He has an xBox and shares it with me. He is kind.
He likes to read stories about animals, and magic. He likes books about soccer the
Most.
His favorite sport is soccer and he plays on a team on Saturdays at the park
near our house. He would rather be playing soccer than anything else. Soccer is very
important to him. He teaches our little brother how to kick and block. When he gets
home from school he finishes his homework and then goes to the back yard and
plays with a soccer ball until my mom calls him for dinner.

*Translation, Definition, and Pronunciations (resource: **wordreference.com** - Use this site to better understand the vocabulary words below. For a full translation consider using **translate.google.com**)*

What if my child needs modifications?

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- Before reading, look at the pictures from the story *African American Suffragists and Learning to Read***,** write or draw anything you know about the story
- Before reading, look at the pictures from the story *African American Suffragists and Learning to Read***,** write or draw a prediction (things you think will happen in the story) for each story.
- If you choose Activity 3- Find where the author uses these 5 vocabulary words **(suffragist**, **equal, struggle, politics, injustice)** write the page number. Then choose 2 of these words and write a sentence using each word or draw a picture about each word.
- If you choose Activity5- Use the sentence frame to answer the question:How did race impact African American women's experiences during the women's suffrage movement?
- "Race impacted African American women's experience during the suffrage movement by _____ and _____."

More Online Resources for Additional Support:

World news for students
Link: https://www.newsinlevels.com

Video lessons and activities for learning English
Link: http://www.usalearns.org

Additional Online Resources:
The International Children's Library has a multicultural collection of free digital books.
Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.
Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.
Link: learnenglishkids.britishcouncil.org

Cambridge has online activities for students learning English.
Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.
Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.
Link: https://www.colorincolorado.org/families