

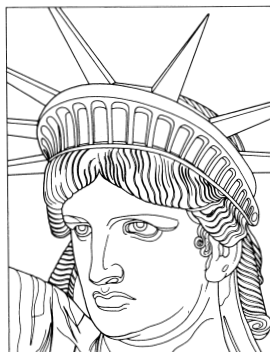
STATUE OF LIBERTY AND ELLIS ISLAND TEACHER'S MANUAL

The *Statue of Liberty and Ellis Island* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–4, the *Statue of Liberty and Ellis Island* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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STATUE OF LIBERTY AND ELLIS ISLAND TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Foundational Skills</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3, RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.6, W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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<p>Writing, continued</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

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CCSS

Common Core State Standards

Language

L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2, L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 (grade 2) reading and content*, choosing flexibly from an array of strategies.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

STATUE OF LIBERTY AND ELLIS ISLAND

Summary

The book uses pictures and text to introduce information about the Statue of Liberty and Ellis Island to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Show the cover of the book. Help children name the statue and tell about other things they see in the picture. (RI.1.7, SL.1.1, SL.1.2, RI.2.7, SL.2.1, SL.2.2)• Read the Introduction with children to help them gain background information about the Statue of Liberty and immigrants who came to America through Ellis Island. Ask: <i>Where are the Statue of Liberty and Ellis Island located?</i> (RI.1.1, SL.1.4, RI.2.1, SL.2.4)
	Present a Reading Routine <ul style="list-style-type: none">• Read aloud the text on page 1. Allow time for children to look at the text. Have them recognize the features of the sentence, including capitalization and punctuation. Then have children reread the sentence aloud accurately and fluently. (RI.1.10, RF.1.1.a, RF.1.4, RI.2.10, RF.2.4.a)• After you read a page aloud, ask questions about the pictures on the page. Help children distinguish between information provided in the pictures and information provided by the text. (RI.1.1, RI.1.6, RI.1.7, SL.1.2, RI.2.1, RI.2.7, SL.2.2)
	Provide Activities for Reading <ul style="list-style-type: none">• Read the sentence on page 7. Pause and ask: <i>What does the word framework mean?</i> Help children recognize that the structure in the picture is the framework. Say each word part out loud: <i>frame, work</i>. Have children repeat the word parts. Explain that this word is a compound word made from two smaller words and identifies the way something is put together. (RI.1.1, RI.1.4, RI.1.6, RI.1.7, RF.1.3.e, L.1.4, L.1.6, RI.2.1, R.2.4, RI.2.7, RF.2.3.c, L.2.4, L.2.4.d)• Show page 38 and reread the text. Ask children to describe what the people in the picture are doing using key details from the text and the picture. Then ask them what kind of games they play in their neighborhood. Have children draw a picture of themselves playing a game in their neighborhood. (RI.1.1, RI.1.2, RI.1.6, RI.1.7, RI.1.10, SL.1.2, SL.1.4, SL.1.5, RI.2.1, RI.2.2, RI.2.7, RI.2.10, SL.2.2, SL.2.5)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Read the text on the bottom of page 19 aloud. Explain that “The New Colossus” is a poem about the hopes of and opportunities for immigrants in America. Read the poem aloud and help children read the poem together as a group. If possible, make an audio recording of them reading the poem. (SL.1.1, SL.1.6, SL.2.1, SL.2.5, SL.2.6)• Language Skills: Reread page 27. Write the phrase <i>coat of arms</i> on the board. Explain that a coat of arms is not a coat that is made out of arms but rather a symbol or emblem that represents something. This coat of arms represents America and the U.S. flag. Have children draw a coat of arms for their family using symbols, colors, and words that remind them of their family. Ask volunteers to present their coat of arms to the class. (SL.1.5, L.1.5, L.1.6, SL.2.5, L.2.5, L.2.6)

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Vocabulary	
Summary Have children use the following strategy to understand why certain words are capitalized in a reading selection.	
Vocabulary Activities	<p>Capitalized Words</p> <p>Read page 7 aloud to children. Explain that <i>Alexandre-Gustave Eiffel</i>, <i>Eiffel Tower</i>, and <i>Paris</i> are capitalized because they are a person's name, a national landmark, and a city/geographic location, which are all proper nouns. Have children practice writing and saying these words. Then go through each page of the book. Have children identify each word that begins with a capital letter and explain why the word is capitalized. (SL.1.4, L.1.1.a, L.1.2.a, SL.2.2, L.2.1, L.2.2.a)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Explain to children that a story tells about events that happen first, next, and last. Have them look at the picture on page 33. Write this story on the board: <i>This man is an immigrant from Europe. He sailed to America on a ship. He passed the medical examination at Ellis Island. He looked for his relatives in New York City.</i> Read the story aloud and have children identify what happens first, next, and last. Then have groups of children write or dictate other events to create a story about this man or another immigrant in the book. (W.1.3, SL.1.4, W.2.3, SL.2.4)</p>
	<p>Informative/Explanatory Writing</p> <p>Have children choose a famous immigrant from pages 42–43 and write a report about that person. Help them use encyclopedias and other sources, including digital tools, to gather information about the immigrant. Remind children that informative reports name a topic, supply facts and details about the topic, and give the reader a sense of closure at the end. Suggest that children can draw or color the picture from the book to accompany their writing and present the report to the class. (W.1.2, W.1.6, W.1.8, SL.1.5, W.2.2, W.2.6, W.2.8, SL.2.5)</p>
	<p>Opinion Writing</p> <p>Remind children that opinion pieces state an opinion and give reasons to support the opinion. Ask: <i>If you could move to a new country, which country would it be and why?</i> Have children write their answer using complete sentences. If they have difficulty, provide this sentence frame: <i>I want to move to _____. It would be nice to live there because _____.</i> Then have them draw a picture of themselves in that country. Have volunteers share their sentences and drawings with the class. (W.1.1, SL.1.5, L.1.1.j, W.2.1, SL.2.5, L.2.1.f)</p>

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