



**SARASOTA**  
County Schools

# **At Home Learning Opportunities**

## **First Grade**

May 11th - 15th, 2020



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# Overview

The value of learning remotely is that learning can and should occur based on a family's need and during times that are most convenient for them. Our goal is to keep students engaged in continuous learning throughout the day. When considering a schedule that works for your family, keep in mind that the time spent on learning matters more than the time of day in which that learning occurs.

The suggested daily minutes per subject in the chart below can be used to help guide families in determining a schedule that will best suit their needs that reflects approximately 3 hours of learning time. A daily schedule can be created by families with the assumption that if a student is engaged in a particular task that takes longer than the given time on a daily schedule, flexibility is reasonable so long as by the end of the week there is evidence that students have put forth their best effort to meet the weekly requirements.

<b>Subject</b>	<b>Time Consideration and Resources</b>
<b>Social Emotional Learning</b>	<b>10 minutes per day</b> <b>Choose from activities for the classroom resources provide.</b>
<b>English Language Arts (Reading and Writing)</b>	<b>60 minutes per day</b> <b>Complete one i-Ready lesson every 1-2 days, additional time can be spent doing independent reading of a book and journal writing (see prompt ideas attached).</b>
<b>Mathematics</b>	<b>45 minutes per day</b> <b>Math Menu: each grade level has a math menu that gives the specific amount of activities each student needs to complete each day.</b>
<b>Science</b>	<b>10 minutes per day</b> <b>Science Choice Board- Choose one activity each day.</b>
<b>Social Studies</b>	<b>10 minutes per day</b> <b>History Lab</b> <b>(done across 5 days)</b>
<b>Brain Breaks</b>	<b>5-10 minutes as needed between subjects (see Brain Break suggestions attached)</b>
<b>Special Courses</b>	<b>30 minutes per day</b> <b>Free Play Activities (Physical Activities, Drawing/Art Project, Play a Musical Instrument)</b>

# Writing at Home

Write in a personal journal for 15 minutes per day. Use the prompts below or write about personal stories, what you have read, or write about daily experiences.

<b>Sample Writing Prompts</b>		
<b>Respond to Reading</b>	<b>Personal Narrative</b>	<b>Opinion/Expository</b>
<b>This character reminds me of my self...</b>	<b>Write about something funny that happened to you.</b>	<b>Think of a person you consider to be a hero. Explain why other people should admire this person.</b>
<b>This character reminds me of someone I know...</b>	<b>Write about the day you got your first pet.</b>	<b>Think about a famous person you would like to meet. Explain why you would like to meet him/her.</b>
<b>I think the setting is important because</b>	<b>Write about your most exciting day of school.</b>	<b>Explain why it is important to eat healthy foods.</b>
<b>I like/dislike this authors' writing because....</b>	<b>Write about your most exciting moment.</b>	<b>Think about what you want to be when you grow up. Explain why you think it would be the best job.</b>
<b>As I read, I felt...</b>	<b>Write about a difficult decision you had to make.</b>	<b>Explain what you favorite thing to do after school is.</b>
<b>Questions I have after reading are...</b>	<b>Write about your best friend and what you have in common.</b>	<b>What should be a reasonable bedtime for someone your age?</b>
<b>The character I most admire is _____ because.</b>	<b>Write about a time you completed a random act of kindness.</b>	<b>Persuade others on why you should be allowed to have a certain pet?</b>
<b>I wonder why...</b>	<b>Write about your favorite vacation.</b>	<b>Should children be allowed to eat whatever they want?</b>
<b>The most important thing I learned about _____ is _____.</b>	<b>Write about something embarrassing that happened to you.</b>	<b>Is it better to have siblings or be an only child?</b>
<b>If I could be one of the characters in the story it would be _____ because _____.</b>	<b>Write about a time you had to deal with change.</b>	<b>Would you rather receive a gift or give a gift?</b>

# Brain Breaks

Complete at least one of the activities on the Brain Break chart below each day. Consider setting a goal for completing a certain number of activities in various categories (e.g. art, music, physical activity, etc.) each week.

<b>30 At-Home Brain Breaks</b>		
<b>5-minute break</b>	<b>15-minute break</b>	<b>30-minute break</b>
<b>View GoNoodle Videos on YouTube</b>	<b>Sidewalk Chalk</b>	<b>Play Outside</b>
<b>Jump Rope</b>	<b>Watercolor Painting</b>	<b>Bake a Special Sweet Treat (with an Adult)</b>
<b>Play-Doh Sculptures</b>	<b>Play Outside</b>	<b>Play with Your Favorite Toys</b>
<b>Color a Picture</b>	<b>Ride a Bike</b>	<b>Make a Fort out of Sheets and Pillows</b>
<b>Dance Party to your Favorite Song</b>	<b>Play Hide and Seek with Your Sibling</b>	<b>Play a Card Game (Go Fish! Old Maid, etc.)</b>
<b>Sing your Favorite Song and Make up Silly Dance Moves</b>	<b>Build a LEGO Sculpture</b>	<b>Play a Board Game with Your Sibling(s) or parent(s)</b>
<b>Kid's Yoga YouTube Video</b>	<b>Read your Favorite Book</b>	<b>Create and Complete a Nature Scavenger Hunt</b>
<b>Do 5 Different Exercises for One-Minute Each</b>	<b>Strength Challenge: Planks, Push-ups, Sit-ups, etc</b>	<b>Make a Craft from Recycled Materials</b>
<b>Build a Paper Airplane and Fly It Down the Hall or Outside</b>	<b>Take Pictures of Nature in Your Front and Back Yard</b>	<b>Make an Obstacle Course with Simple Toys and Complete It</b>
<b>Look at Your Favorite Picture Book</b>	<b>Take Turns Telling Silly Jokes with Your Sibling(s) or Parent(s)</b>	<b>Play Dress Up</b>

# **Section 1**



# **Social Emotional Learning**

# GROWING GRATITUDE



GROW STRONG ROO



LOOKING FOR GRATITUDE IN THE EVERYDAY THINGS HELPS KEEP OUR BRAINS HEALTHY AND HAPPY. GRATITUDE IS LIKE MAGIC FOR OUR BRAINS AND BODIES. WITH YOUR WAND BE SURE TO FIND FIND THREE THINGS YOU ARE GRATEFUL AND THANKFUL FOR EVERYDAY THIS WEEK. WRITE THEM /DRAW THEM IN THE STARS.

## I FOUND THESE 3 THINGS TO BE GRATEFUL FOR TODAY

1

2

3



Name \_\_\_\_\_

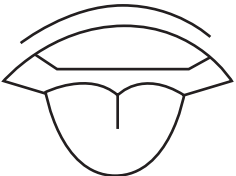


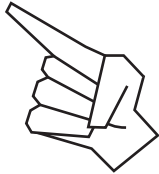

Date \_\_\_\_\_

# MINDFUL EATING

When you practice mindful eating, think about how your food tastes, sounds, feels, and smells.

Practice mindful eating as you enjoy a piece of fruit. Write or draw your reflections below:

How did what you eat ...

 taste?	 look?	 smell?	 feel?	 sound?

What did you notice that you haven't noticed before?

Draw a picture of the fruit and all the things (including people) that it needed to grow.

# Move and Breathe

## To Feel More Energy!

Try these poses to feel more energy! Take 3 deep breaths in each pose.



1. Circle your favorite pose. Teach a family member how to do it.
2. Put an X next to the pose that was the most challenging.
3. How do you feel after moving through the poses?

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# **Section 2**



# **English Language Arts**



# Grades K-1 Independent Reading Support

## Student At-Home Activity Packet 3

This At-Home Activity packet includes two supports for independent reading. These supports can be used alongside any reading the student does.

The **Word Learning Routine Bookmark** provides a reminder of concrete steps to discover the meaning of unknown words and phrases.

The **Reading BINGO** card offers a set of activities to support independent reading. The activities encourage the student to share reading with others, write in response to reading, and build curiosity about words and topics from their reading. Each time the student reads, they can choose one activity and mark the square. Once they mark five in a row they will get B-I-N-G-O!

**Looking for reading materials? Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

Flip to see the Grades K-1  
Independent Reading Supports  
included in this packet!





# READING

## B I N G O



**Directions:** Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

**B**

Read someplace new, like outside.

**I**

Search through a book to look for letters. Can you find all the letters in the alphabet?

**N**

Use a whisper voice while you read. If an adult is reading to you, repeat what they read in a whisper voice.

**G**

Look at the cover of a book and write two questions you have before reading.

**O**

Read a book you've never read before.

Make yourself a reading tent using sheets or blankets and cuddle up to a book inside.

Find one word you don't know the meaning of and ask someone what it means.

Read a fiction story using different voices for each character.

Write or draw two details about the main character in a fiction story.

Re-read your favorite book.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Pick a word from a book and tell or write two words that rhyme with it.

**Free Space**

Draw your favorite part of a book.

Read a nonfiction book.

Read to someone who is older than you.

Search through a book and find question words: who, what, where, when, why, how.

Read to your favorite toys or stuffed animals.

Write or tell two questions you have after reading a book.

Read a book that someone in your home picks out for you.

Read to someone who is younger than you.

Search through a book to find any words that have these blends at the beginning of a word: br, cr, dr.

While you read aloud, pay attention to punctuation at the end of sentences.

Use your favorite page of a book to practice handwriting. Rewrite the sentences from one page.

Find things to read in your home that aren't books—mail, labels on food, directions, or other things.

# Word Learning Routine



## 1 Say the Word or Phrase Aloud

- Circle the word or phrase that you find confusing.
- Read the sentence aloud.



## 2 Look Inside the Word or Phrase

- Try breaking the word into smaller parts.
- Look for familiar word parts, such as prefixes, suffixes, and root words.
- Can you figure out a meaning from the word parts you know?



## 3 Look Around the Word or Phrase

- Look in nearby words or sentences for clues about meaning.
- Think about the word or phrase in the context of the paragraph.



## 4 Look Beyond the Word or Phrase

- Look for the meaning in a dictionary, glossary, or thesaurus.



## 5 Check the Meaning

- Ask yourself, "Does this meaning make sense in the sentence?"



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 **Ready | Reading**

## Word Learning Routine Bookmark

### Help your student learn new words while reading!

As the student reads with you or independently, they will likely encounter unknown words or phrases. Pausing to focus on these words can support comprehension and expands the student's vocabulary.

- Use the Word Learning Routine to give the student concrete ways to determine how to find the meanings of unknown words and phrases.
- Encourage the student to record new words they encounter on the back of the bookmark.
- Celebrate all the new words the student discovers!



# Grades K–1

## Writing and Comprehension

### Student At-Home Activity Packet 3

This At-Home Activity Packet includes writing and language activities.

We recommend that the student complete one lesson each day.

**Children will need the support of an adult or older student to complete these lessons unless they can read and write independently.** Most of the

prompts in the beginning of the packet offer to have the student write or draw a response. This is to allow flexibility for different ages and abilities.

Please direct the student accordingly for what will best fit their needs.

For those working on writing tasks, it is not as important for the student to have correct spelling as it is for them to clearly communicate their thoughts. You can guide the student to get their thoughts on paper, but try not to let them get stuck on making sure each word is spelled correctly.

Encourage the student to do the best they can with this content. The most important thing is that they continue to work on their writing and language skills.

#### **Directions for this packet:**

- Read the prompt.
- Think about what you want to write.
- Draw a picture if the prompt calls for one.
- Write your response on the lines.
- Use the Writing Checklist to check your work.



 Add some details to the picture.



 Add some details to the picture.







What is the most important idea in the picture?

- A The girl is happy.
- B The girl is sad.
- C The girl is sleepy.

Which of these is a detail in the picture?

- A the sun
- B the stars
- C the rain



Journal Entry 1



©alexkatkov/Shutterstock

Closely study this picture. Look at all the details. What do you think is happening? Write a fiction story telling about it.

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Writing Checklist—I have checked my writing for:

<input type="checkbox"/> Neat Handwriting	<input type="checkbox"/> Spaces Between Words
<input type="checkbox"/> Capital Letters	<input type="checkbox"/> Punctuation



Look at this picture.



What is the main idea of the picture?

- A Jake mixes.
- B Jake cleans.
- C Jake eats.

What is Jake making?

- A eggs
- B cookies
- C sandwiches

Which detail in the picture helps you figure out what Jake is making?

- A the bowl
- B the egg
- C the box

1. The puppy is  
A afraid.  
B hurt.  
C tired.



2. The mouse is  
A wet.  
B hungry.  
C noisy.



## Journal Entry 2

Who do you miss from school? Write a letter telling them how much you miss them. Let them know what you've been up to.

Dear \_\_\_\_\_,

Your friend,

Writing Checklist—I have checked my writing for:

Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation



Look at the picture.



3. The boy lost his
- A friend.
  - B balloon.
  - C money.



Look at the picture.



4. Where is Mrs. Wong?
- A at the park
  - B at her front door
  - C inside her house





## Journal Entry 3

What makes a good friend? Write three sentences telling what good friends do for you. Pick one thing from your writing that good friends do and draw a picture of it in the box.

A good friend

.....

.....

.....

.....

.....

.....

.....

.....

Writing Checklist—I have checked my writing for:

Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation





Look at the picture. Think about the details in the picture.

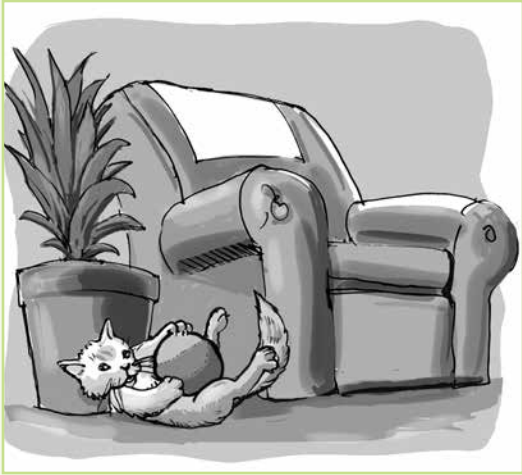


Read this story. Think about the details in the story.

Ana just finished breakfast. Now she is getting ready to leave for school. The bus is waiting for her. Ana needs to hurry!



Look at the picture. Then read the story.



Fluffy is my cat. Fluffy likes to play.

5. What is one detail in the picture?

- A a cozy bed
- B a bowl of food
- C a ball of yarn

Look at the picture. Then read the story.



Maya and Grandpa go to the lake every Saturday. They sail across the lake in Grandpa's boat. Maya likes to sail.

6. What are two details in the picture?

- A a lake and a boat
- B a kite and the sun
- C a plane and some clouds



Journal Entry 4



© Rigo/Shutterstock

Think about all you have done this school year. What one thing are you the most proud of doing? Write to tell others about it.

I am the most proud

of

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Writing Checklist—I have checked my writing for:

Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation



Read this story. Think about the details.

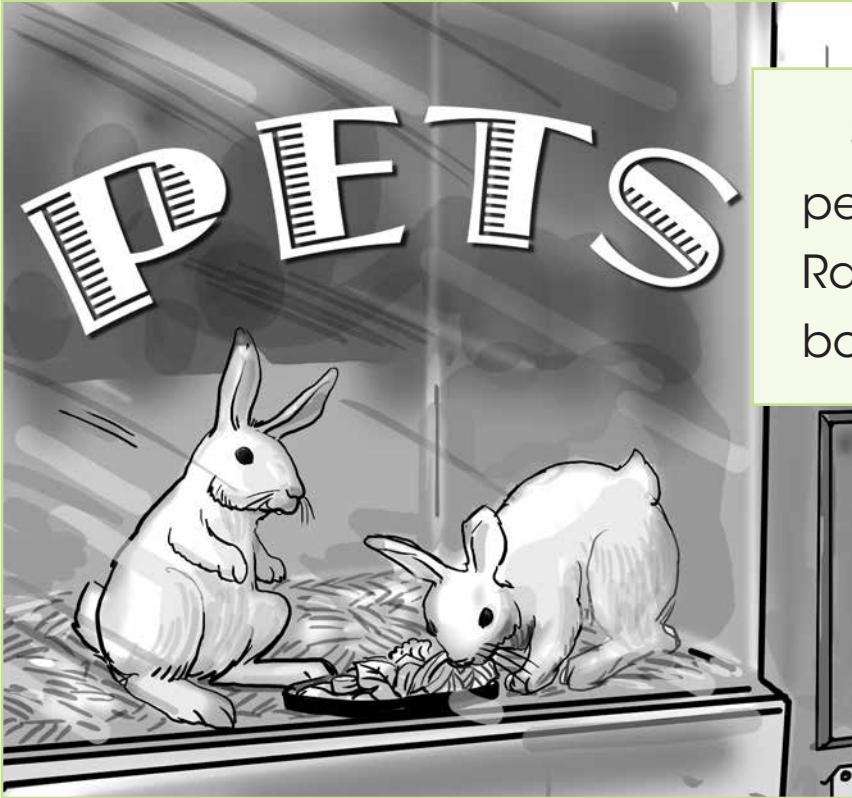


Oak trees have leaves. The leaves are green in the spring. The leaves change color in the fall. They get dry and fall to the ground.

7. The story is mostly about
- A colors.
  - B spring.
  - C leaves.
8. When do oak leaves change color?
- A in the spring
  - B in the fall
  - C in the summer



Read this story. Think about the details.

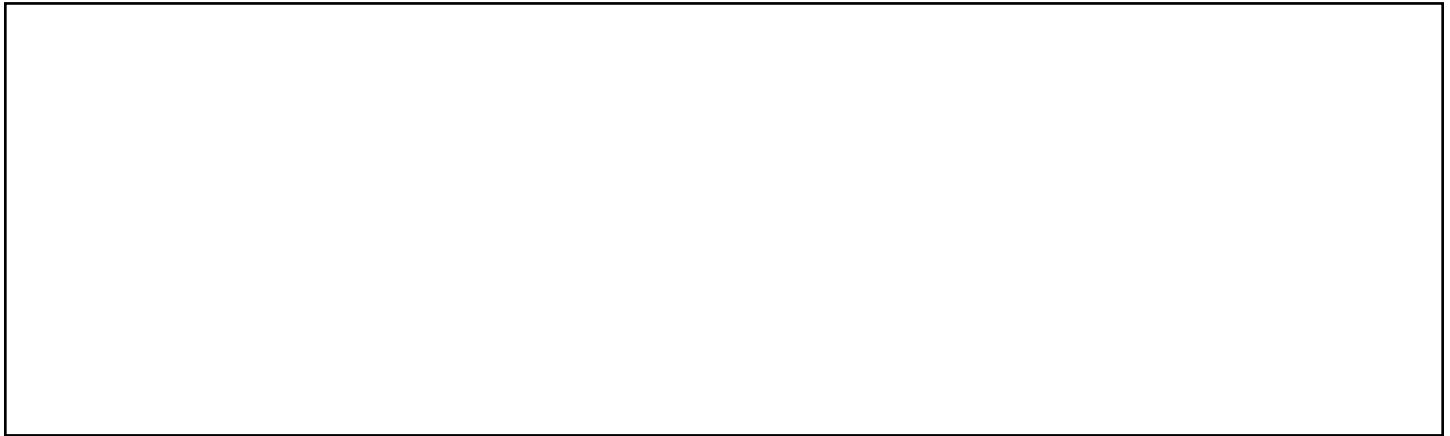


Su and Ray went to the pet store. Su liked the birds. Ray liked the puppies. They both liked the rabbits.

9. Where did Su and Ray go?
- A to the zoo
  - B to the market
  - C to the pet store
10. What did Su and Ray both like?
- A puppies
  - B rabbits
  - C birds



## Journal Entry 5



Think about a really fun day you have had. Draw a picture of something that happened that day. Then write or tell a story about the best day ever.

The best day ever

was

Writing Checklist—I have checked my writing for:

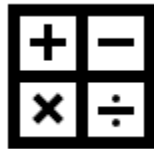
Neat Handwriting

Spaces Between Words

Capital Letters

Punctuation

# Section 3



# Mathematics

# Math Choice Menu

# First Grade

Directions: Pick 2-3 shapes each day.

Color the shapes after you complete the activities.

Number Knowledge

### Subtracting Tens on the Hundreds Chart

Use a hundreds chart to practice subtracting 10 from two-digit numbers.

### Missing Numbers

Practice skip counting by 2's. Fill in the missing numbers on a chart and number line.

### Compare Numbers

How are these 2 numbers the same?  
How are they different?

Problem Solving

### Draw and Solve

There are 8 packs of jelly beans. Each pack has 10 jelly beans. How many jelly beans in all?

### Draw and Solve

There were 55 bananas on a shelf at the store. Then, 20 more were added. How many bananas on the shelf now?

### Draw and Solve

Under a log there were 34 beetles and 8 ants. How many bugs were under the log?

Geometry and Measurement

### Which one does not belong?

Tell why you think one of these 3D shapes does not belong.

### Nearest Inch

Measure shoes to the nearest inch.

### Sharing Chocolate

3 siblings have to share chocolate to make smores. Can you help them?

Fact Practice

### Fast Nines and Fast Tens

Practice your +9s and +10s with some facts and ten frames.

### Flip and Count Back

Flip over a card, roll a dice. Count backwards to find the difference.

### Roll and Add 9

Roll the number cube and add 9 to practice this addition strategy.



## Subtracting Tens on the Hundreds Chart

Use a hundreds chart to practice subtracting 10 from two-digit numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### 2 Subtract.

$41 - 10 = \underline{\quad}$

$85 - 10 = \underline{\quad}$

$25 - 10 = \underline{\quad}$

$97 - 10 = \underline{\quad}$

$52 - 10 = \underline{\quad}$

$31 - 10 = \underline{\quad}$

$55 - 10 = \underline{\quad}$

$18 - 10 = \underline{\quad}$

$96 - 10 = \underline{\quad}$

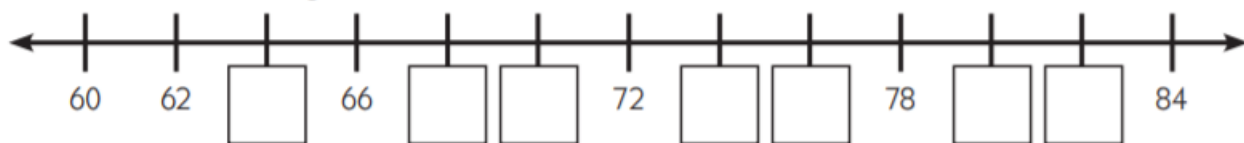
### Missing Numbers

Practice skip counting by 2's. Fill in the missing numbers on a chart and number line.

**1a** Fill in the missing numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13		15	16	17		19	20
21		23	24	25		27	28	29	
31	32	33		35	36	37		39	40
41		43	44	45		47	48	49	

**b** Write the missing numbers on the line.

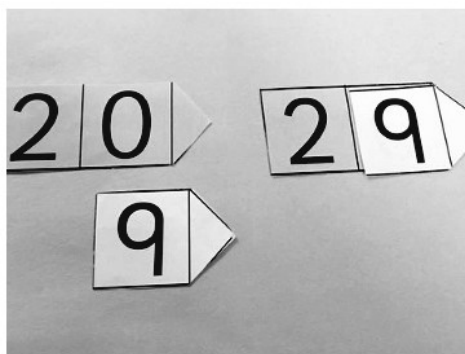


### Compare Numbers

How are these 2 numbers the same?

How are they different?

Tell how the set of numbers are the same. How are they different?



Same

Different

--	--

**Draw and Solve**

There are 8 packs of jelly beans. Each pack has 10 jelly beans. How many jelly beans in all?

**Draw and Solve**

There were 55 bananas on a shelf at the store. Then, 20 more were added. How many bananas on the shelf now?

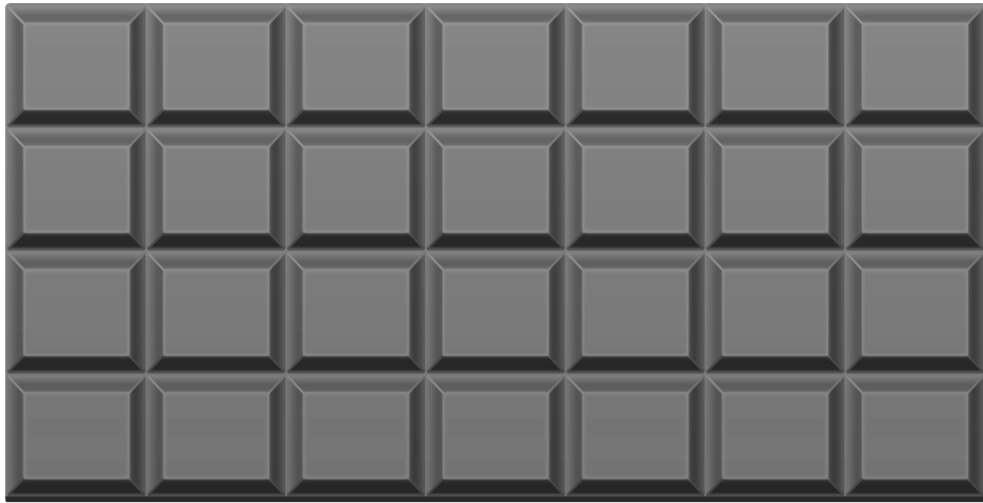
**Draw and Solve**

Under a log there were 34 beetles and 8 ants. How many bugs were under the log?



Sharing  
Chocolate

3 siblings have  
to share chocolate  
to make smores. Can  
you help them?



Tell how you figured out how to share the chocolate equally.

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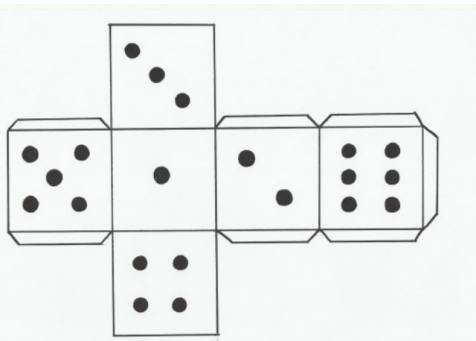
**Flip and Count Back**

Flip over a card, roll a dice. Count backwards to find the difference.

What number did you flip?	What number did you roll?	Count back to find the difference.
8	3	5



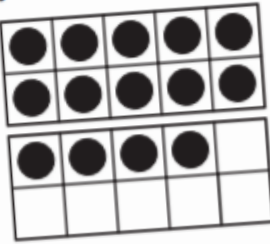
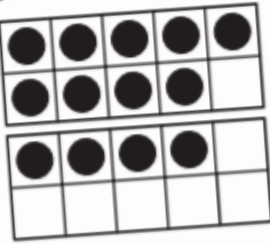
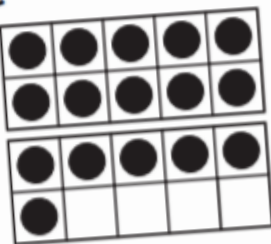
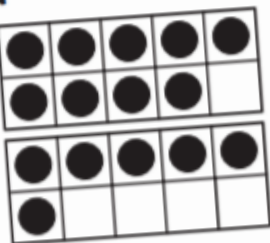
8	7	6	12	10
13	15	14	9	11





Fast Nines and  
Fast Tens

Practice your +9s and  
+10s with some facts  
and ten frames.

<b>a</b>  $10 + 4 = \underline{\quad}$	<b>b</b>  $9 + 4 = \underline{\quad}$
<b>c</b>  $10 + 6 = \underline{\quad}$	<b>d</b>  $9 + 6 = \underline{\quad}$

$10 + 0 = \underline{\quad}$        $9 + 0 = \underline{\quad}$

$10 + 3 = \underline{\quad}$        $9 + 3 = \underline{\quad}$

$10 + 1 = \underline{\quad}$        $9 + 1 = \underline{\quad}$

$10 + 7 = \underline{\quad}$        $9 + 7 = \underline{\quad}$

$10 + 2 = \underline{\quad}$        $9 + 2 = \underline{\quad}$

$10 + 5 = \underline{\quad}$        $9 + 5 = \underline{\quad}$

$10 + 9 = \underline{\quad}$        $9 + 9 = \underline{\quad}$

$4 + 10 = \underline{\quad}$        $4 + 9 = \underline{\quad}$

$6 + 10 = \underline{\quad}$        $6 + 9 = \underline{\quad}$

$8 + 10 = \underline{\quad}$        $8 + 9 = \underline{\quad}$

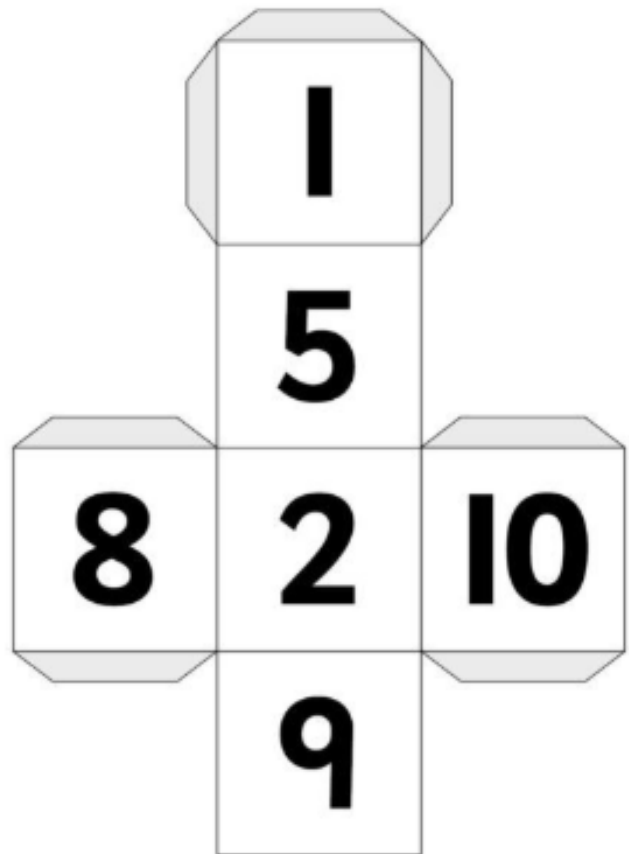
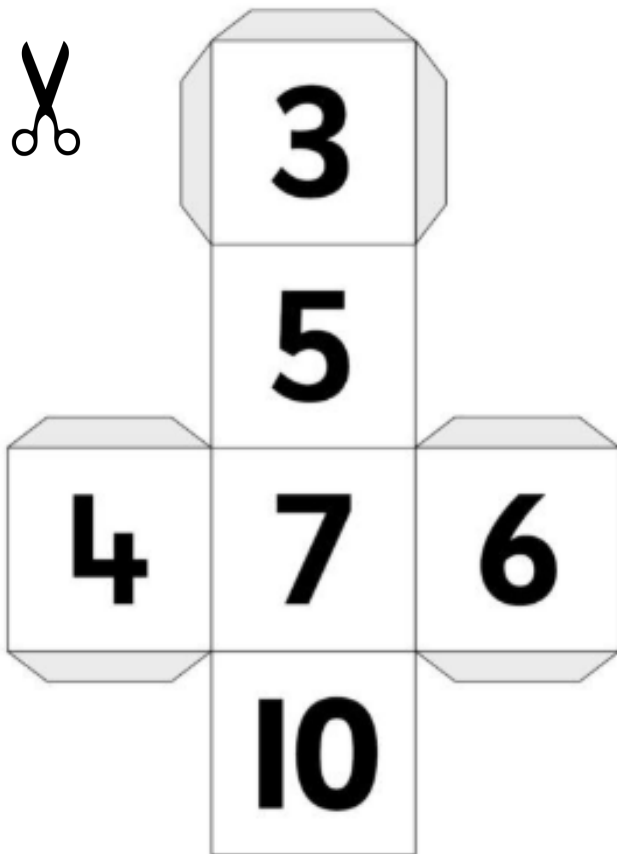
$10 + \underline{\quad} = 17$        $9 + \underline{\quad} = 17$



**Roll and Add 9**

Roll the number cube and add 9 to practice this addition strategy.

What number did you roll?	Add 9
8	$8+9=17$





# Section 4



# Science

# Science Choice Board

Each day, choose one of the activities below. Cross off the activity after you are done.

Do page 121.  
Complete the activity  
on this page.



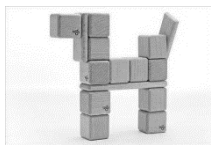
Think of your favorite  
type of scientist.  
Write a rap, rhyme, or  
song to tell others  
what this scientist  
does.



Backyard Field Trip!  
Find 3 places in your yard  
that show something you  
learned in science this year.  
Take a family member on  
your field trip and tell them  
what you know.



Be a researcher. Find  
out more about a plant  
or animal. Make a  
model to show what  
you learned.



Read pages 122-124.  
Complete the  
activities on these  
pages.



Choose an animal or  
plant. Create a set of  
movements to show how  
it meets its basic needs.



Illustrate what it looks  
like to be a safe  
scientist.



Go outside. Try to  
find all the things on  
the attached  
scavenger hunt.



Do page 139.  
Complete the activity on  
this page.





# Science Scavenger Hunt



- A y-shaped twig
- Something to recycle
- An insect
- Something natural and blue
- Something rough
- Two different flowers
- A piece of litter
- Something bumpy
- A flat rock
- A bird
- An animal making a noise
- Something you think is a treasure



# What do the *parts* of a plant look like?

Scientists study plant parts to learn what they do. How can you observe plant parts?

## Materials

- a plant
- hand lens
- crayons

## Procedure

1. **Observe** the parts of the plant. Use all of the materials. Draw a picture of each part.



## Science Practice

You **observe** when you look closely at things.

**! Wash your hands when done.**

## Analyze and Interpret Data

2. **Explain** how you think the shape of the stem helps the plant.

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3. Tell about an object that people make that is like a plant stem.



## Roots

Plants have parts that help them get what they need to live and grow.

Many plants have roots. A **root** is the part of a plant that takes in water.

Roots respond to gravity and moisture and grow into the soil. Roots hold the plant in the ground. Roots grow toward water. Roots get water and nutrients from the soil.

**Identify** Circle where water will go into the daffodil plants.

### Quest Connection



Tell what features of roots people might want to copy. Why would people want to do this?





#### INTERACTIVITY


Go online to learn more about plant parts.

## Stems and Leaves

Many plants have stems and leaves. Leaves and stems respond to the sun by growing toward it.

A **stem** is the part of a plant that takes water from the roots to the leaves and holds the plant up. Water and nutrients move from the roots. They move up the stem and into the leaves.

A **leaf** is the part of a plant that makes food. The leaves use sunlight, water, and nutrients to do this. The spines on a cactus are leaves. They protect the plant.

 **Reading Check** **Compare and Contrast** Draw a line under something a stem does. Draw a circle around something a leaf does.

roots



## Flowers and Fruits

Many plants have flowers and fruits. Flowers and fruits help make new plants. Flowers contain eggs and pollen. These are used to make seeds. The fruit holds the seeds of a plant. The fruit keeps the seeds safe. Animals eat fruit. This helps seeds move from place to place.

### Literacy Toolbox

**Compare and Contrast** Circle words that tell what flowers contain. Underline something fruit does.

LAFS.1.RI.1.3

**Predict** What are some ways seeds can move from one place to another?



## Order Objects by Length

Many kinds of plants have the same parts. The parts are different sizes. Trees have trunks. The trunks are different lengths.

**Compare** Look at the pictures. Order the trunks by their lengths. Label the longest trunk with a 1. Label the shortest trunk with a 3.



# **Section 5**





# **Social Studies**

# Primary History Lab: Grade 1

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

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

**Essential Question:** Who was Harriet Tubman and how did she help African Americans?

First, look at the primary source. Next, draw pictures  or write  about what you see, think and wonder.

**What do I see?**



**What do I think?**



**What do I wonder?**



## Harriet Tubman



Photo: Harriet Tubman Society



## Harriet Tubman

Harriet Tubman was born a slave in Maryland around the year 1820. Her parents named her Araminta. As a slave, she worked very hard, even as a young child. Some of the people that she worked for gave her tough jobs and treated her very badly. Most of the time, she was separated from her mother and this made her sad.

Like many slaves, Harriet or Araminta wanted to be free. In 1849, she decided to escape. She changed her name to Harriet, which was her mother's name. Harriet knew people who helped slaves like her escape to freedom. This system of people and safe houses was called the Underground Railroad. They used railroad words as secret codes. For example, the word "station" really meant a "safe house" where slaves could stay on their journey to freedom. Slaves would communicate with each other by singing songs with the secret code language. Harriet escaped to freedom in Pennsylvania.

Once free, Harriet began her work to free more slaves. In the secret language, she was known as a "conductor". These were persons who helped slaves travel to freedom. Over ten years, Harriet freed more than 300 slaves. She continued her fight to help more people. Harriet spoke out to defend the rights of African Americans and women. She began the Harriet Tubman home for elderly people. She was a brave woman who cared about others. Harriet Tubman spent her life helping African Americans.