

### Focus Question:

*Who was Harriet Tubman, and why is she important?*

### Book Summary

Text Type: Nonfiction/Informational

Harriet Tubman was a brave woman who lived as a slave in the United States long ago. The book *Harriet Tubman* describes the courageous actions she took to help other slaves. The book can also be used to help students determine an author's purpose for writing and understand the proper use of past-tense verbs.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine author's purpose
- ☐ Describe and locate information found on a map
- ☐ Discriminate long vowel /a/ sound
- ☐ Identify VCe pattern
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use the high-frequency word *went*

#### Materials

- ☐ Book: *Harriet Tubman* (copy for each student)
- ☐ Author's purpose, VCe pattern, past-tense verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *her, she, went*
- **Words to Know**  
**Story critical:** *brave* (adj.), *careful* (adj.), *caught* (v.), *danger* (n.), *escaped* (v.), *slavery* (n.)
- **Academic vocabulary:** *become* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Discuss with students the meaning of the word *brave* (having courage when facing something scary, hard, or painful). Ask students to think about a time when they had to be brave. Have students share their story with a partner. Have volunteers share their stories with the whole class.
- Write the name "Harriet Tubman" on the board and read it aloud with students. Explain to students that the book they are about to read is about a brave woman who faced challenging situations and helped others through her actions.

##### Introduce the Book

- Give students their copy of *Harriet Tubman*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy:

#### Ask and answer questions

Explain to students that engaged readers think about what they are reading and ask questions while they are reading. Show students the cover of the book and ask them what they already know about Harriet Tubman. Record their responses on the board in the *K* section of a KWL chart. Have students look through the book at the photographs and illustrations to generate questions about Harriet Tubman. Record responses in the *W* section on the KWL chart on the board.

##### Introduce the Comprehension Skill:

#### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.

### Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work in groups to determine the author's purpose, and guide students to a class consensus. Have students work with a partner to predict the author's purpose for *Harriet Tubman*.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about Harriet Tubman. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who was Harriet Tubman, and where did she live?* (level 1) pages 3 and 4
- *Where did Harriet go to be free?* (level 1) page 6
- *Why did Harriet go back to the South?* (level 2) pages 7–8
- *Why is Harriet a hero?* (level 3) multiple pages
- *Why did the author write this book about Harriet Tubman?* (level 3) multiple pages

#### Text Features: Maps

Ask students to turn to page 6 and locate the map. Explain to students that maps are used to help readers locate where in the world something happens. Point out that this map shows where slavery was allowed in the United States in 1860. Ask students: *Where did Harriet Tubman originally live? Where did she escape to be free? Where did she return to help her family and friends escape?* Have students answer the questions by locating the places on the map with a partner. Invite volunteers to share their thoughts with the rest of the class.

### Skill Review

- Review with students the KWL chart that the class created. Ask students to share an answer that they found for one of the recorded questions. Discuss with students how asking questions while they were reading helped them understand the text better.
- Have students work in groups to periodically review the details they have read and discuss why the author may have included those details (to inform, entertain, or persuade). Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.  
*Think-aloud: The book is providing me with many details about Harriet Tubman's life. I have learned she was a slave, she escaped to the North to be free, and she returned to the South to help others escape. All of these facts give me new information about her, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see if he has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include the following: *Harriet Tubman was a black woman who lived in the United States long ago. She was a slave who escaped to the North to be free. She helped other slaves escape, too.*)

## Guiding the Reading (cont.)

### Comprehension Checks

- Book quiz
- Retelling rubric

## Book Extension Activities

### Build Skills

#### Phonological Awareness: Long vowel /a/ sound

- Say the word *brave* aloud to students, emphasizing the long vowel /a/ sound. Have students say the word aloud and then say the long /a/ sound. Repeat this process with the following words: *save, pay, date, state, grape*.
- Read pages 3 and 4 aloud to students. Have them raise their hand when they hear a word that contains the long vowel /a/ sound (*brave, States, slavery*).
- **Check for understanding:** Say the following words one at a time, and have students give a thumbs-up signal if the word contains the long vowel /a/ sound: *skate, cat, brag, made, make, name, same, trace, track, and brat*.

#### Phonics: VCe pattern

- Write the word *state* on the board and read it aloud with students. Have students say the long vowel /a/ sound. Ask students to identify which letter represents the /a/ sound in the word *state*. Cover the letter e with your hand and have students read the word *stat* aloud. Remind students that the letter a can have two sounds, the short sound and long sound. Point out that in the word *stat*, the letter a has the short /a/ sound. Uncover the letter e and have students read the word *state* aloud with you. Explain that the silent e at the end of the word makes the letter a say its name, the long /a/ sound.
- Write the following nonsense words on the board: *lat, nam, blaz, blam*. Read the nonsense words aloud with students. Invite volunteers to the board to add the silent e and read the new word aloud.
- **Check for understanding:** Invite students to work with a partner to reread page 10. Have students circle all words with the VCe pattern (*make, slave, escape*). Have students share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: Past-tense verbs

- Explain to students that a *verb* is an *action word*, and ask students for examples of verbs. Write the following verbs on the board and read them aloud with students: *call, lift, wait, jump*. Explain to students that the words on the board are present-tense verbs, so they occur in the present time.

- Write the sentence *I wait for my lunch* on the board. Ask students when this sentence happens. Add *-ed* to the end of *wait* to make the sentence say *I waited for my lunch*. Have students discuss what the sentence means with the *-ed* ending. Explain to students that *past-tense verbs* are *words that describe actions that have already happened and usually end in -ed*. Have students change each of the words on the board into the past tense (*called, lifted, waited, jumped*).
- Point out to students that for some verbs, the *-ed* ending does not work. Write the sentence *Harriet goes to the south* on the board. Ask students to discuss with a partner whether adding *-ed* to the verb makes sense. Discuss with students that in the example, *went* is the correct way to say and write the past tense of *goes*.
- **Check for understanding:** Have students look through the book to locate past-tense verbs. Ask them to share the past-tense verbs they found with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

#### Word Work: High-frequency word *went*

- Write the word *went* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Ask students to find a sentence in the book that *went* appears in. Ask students to read aloud a sentence containing *went* to a partner. Discuss with them the meaning of the word *went*.
- Have students practice spelling *went* on the palm of their hand.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *went*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *went* correctly.

#### Connections

- See the back of the book for cross-curricular extension ideas.