

Printable  
& Digital

Day Four

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

## LET'S WRITE!

What character trait do you think best describes Mary Walker?

How do Mary Walker's actions, thoughts, and words support the trait you chose? Use details from the text.

### Mentor Text Unit

## THE OLDEST STUDENT

HOW MARY  
WALKER LEARNED  
TO READ

### THINK ABOUT IT!

HOW  
IMPORTANT  
IS READING?

Complete the organizer  
with examples of how  
reading is helpful in your life.



# MENTOR TEXTS

## The Oldest Student

# MENTOR TEXTS

## *The Oldest Student*

### DAY ONE

1. Think About it! Pre-reading Organizer
2. Comprehension Questions

### DAY TWO

1. Commas in a Series Introduction
2. Commas in a Series Practice
3. Sequencing: Timeline Activity

### DAY THREE

1. Cause & Effect Anchor Chart
2. Paired Text: Sharecroppers
3. Cause & Effect Practice

### DAY FOUR

1. Character Traits Anchor Chart
2. Character Trait Writing Prompt
3. Reflection Writing Prompt

### DAY FIVE

1. Show What You Know! Newspaper Article Activity



Thank you for purchasing this Common Core Kingdom digital resource!

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.



# BUILD BACKGROUND!

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We will be reading about a woman that grew up at a time when African Americans were enslaved in America. Discuss the key vocabulary terms with your class. Then, match the pictures to their definition.



A **plantation** is an estate where crops were grown, typically by enslaved people.



The **Emancipation Proclamation** is a document that declared all persons held as slaves were free.

**Sharecropping** is renting someone else's house and farming on their land for little pay.



SAMSUNG

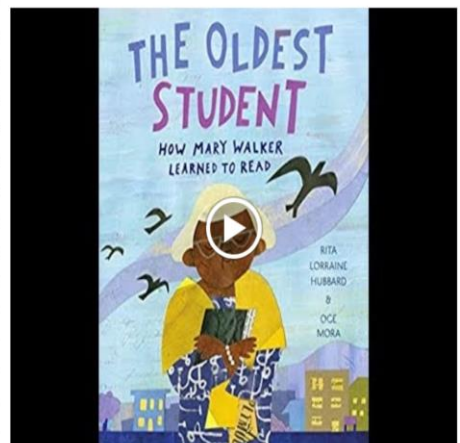
# LET'S READ!

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DAY 1

DAY 2

LISTEN TO  
*The Oldest Student:  
How Mary Walker  
Learned to Read*  
BY RITA LORRAINE  
HUBBARD.



DAY 3

DAY 4

DAY 5

NEXT

SAMSUNG

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# COMMAS IN A SERIES

TABLE OF CONTENTS

DAY 1

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**YOUR TEACHERS WERE WRONG**  
I LIKE CATS, DOGS, AND FISH

COMMAS ARE USED WHEN THERE IS A SERIES (LIST) OF THREE OR MORE ITEMS IN A SENTENCE. THIS HELPS THE READER AVOID CONFUSION.

Read this sentence from our mentor text.

What it didn't say was how a family with nothing except the tattered garments on their backs could find food, clothes, and a place to sleep.

1. Find the commas in the sentence that separate the series. Highlight them.
2. Explain: Why does this sentence need commas?

DAY 3

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DAY 5

NEXT



# SEQUENCING

Sequence the events to complete the timeline of Mary Walker's life.

- 1
- 2
- 3 Mary got married. Her and her husband worked as sharecroppers.

- 6
- 5 Mary was alone. She had outlived her entire family.
- 4

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DONE

CRAYONS

CRAYONS

# PAIRED TEXT

TABLE OF  
CONTENTS

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DAY 2

## SHARECROPPING

After the Civil War, former slaves needed jobs and farmers needed workers. This led to sharecropping. Farmers allowed African Americans to use the land to live and grow crops. In exchange for their labor, they would get a share of the crop. Sharecroppers worked hard to produce the biggest harvest that they could. They could never make enough to leave for other opportunities.



Most sharecroppers grew cotton, tobacco, and rice. They would buy items needed, such as seeds, fertilizer, and tools on credit from the landowners. This was a promise to pay them back later. This kept sharecroppers in constant debt and forcing them to remain on the land and work off what they owed. Strict laws about who they could sell the crops they grew also limited their opportunities.

The Southern Tenant Farmers Union was formed by sharecroppers. They wanted to fight for better rights. They became more powerful in the 1930s. Sharecropping became less common in the 1940s.

DAY 3

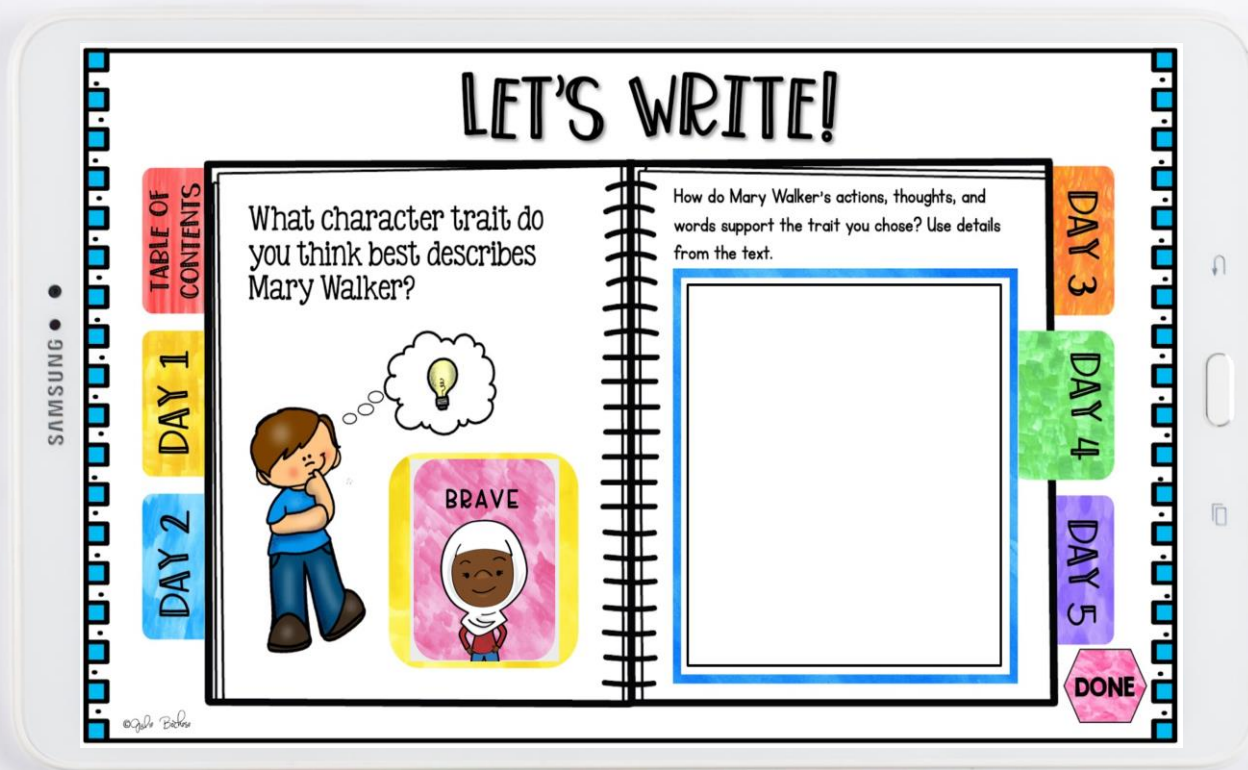
DAY 4

DAY 5

NEXT

SAMSUNG

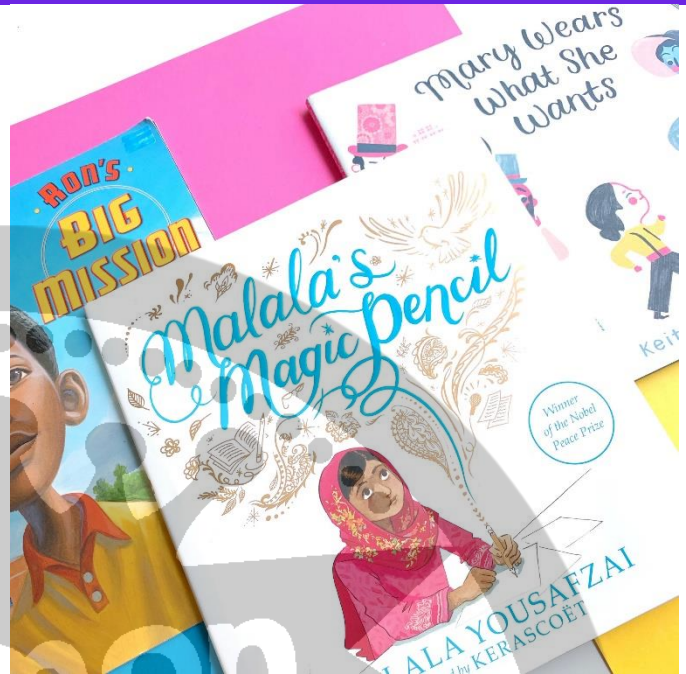
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# PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of becoming lifelong readers. Because the basal reader is focused on routine overdevelopment, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.



I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I am creating literature units focused on mentor texts.

## Carefully selected books

I've carefully selected books that:

- are excellent mentor texts
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

**While developing this curriculum, my focus was to create a process in which:**

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

# Day I

1. Activate Schema: Work together to brainstorm how reading is important. Have students fill in the graphic organizer with examples of how reading helps them.
2. Introduce key vocabulary through the text:
  - a. *Plantation*: an estate where crops were grown, typically by enslaved people.
  - b. *Emancipation Proclamation*: a document that declared all persons held as slaves were free.
  - c. *Sharecropping*: Renting someone else's house and farming on their land for little pay.
3. Read *The Oldest Student: How Mary Walker Learned to Read* by Rita Lorraine Hubbard as a class or have students read independently. [You Tube Read Aloud](#)
4. Discuss comprehension questions as a class.

Day One

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

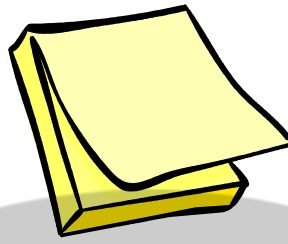
THINK ABOUT IT!

Complete the organizer with examples of how reading is helpful in your life.

HOW IMPORTANT  
IS READING?



# Sticky Note Instructions



1. Print out STICKY NOTE TEMPLATE.
2. Place 3 X 3 sticky notes on template.
3. Place the template with sticky notes upside down in printer.
4. Print each page of vocabulary, preview, and comprehension questions. (If you wish you can make multiple templates to print all at once or do one at a time.)
5. Number the pages in your book *We are Water Protectors* with a sharpie. Begin page 1 with the first page of the story.
6. Place sticky notes on the indicated page.

**Questions are organized by:**

**Vocabulary**



**Preview / Predict**



Questions are leveled based on Bloom's Taxonomy. For more information visit:

<https://www.teachervision.com/teaching-methods/new-teacher/48445.html>

**Comprehension**



## Vocabulary- Place Printed Sticky Note In Book on Page Indicated



### Cover and Jacket

#### Things to Point Out

What can you tell about the main character?

- How does Mary Walker seem to feel about books?
- I wonder what the birds symbolize?
- Explore the photographs. Discuss how this shows us that Mary Walker was a real person.



### “plantation”

Pg. 3-4

An estate where crops were grown, typically by enslaved people.



#### Think, Pair Share

- What do we know about the setting? What do we know about Mary?

This story takes place when African Americans were enslaved in America. Mary is enslaved.



### “Emancipation Proclamation”

Pg. 6

A document that declared all persons held as slaves were free.



Mary and her family have already faced many challenges including slavery, her father's death, and finding her way after she was set free.



Pg. 10

#### Think, Pair Share

- What did Mary realize about books?

She knew books were freedom.

- What did Mary promise herself?

She would learn to read one day.



### “sharecropping”

Pg. 12

Renting someone else's house and farming on their land for little pay.



#### Think, Pair Share

- How does Mary show she didn't forget her goal to learn to read?

She has someone write her son's birthday in the bible.



Pg. 18

#### Think, Pair, Share

- How does Mary feel?

Mary feels defeated. All of her close family has passed, and she still has not learned to read.

# LET'S PRACTICE!: COMMAS IN A SERIES

Listen carefully as your teacher rereads a part of the book.

Answer the questions based on what you read.

1. How many sentences did you hear that used commas in a series?

\_\_\_\_\_

2. List the items in the series for one of the sentences you heard.

\_\_\_\_\_

3. Rewrite the sentence with commas: Then she gripped her cane lifted her chin and walked straight toward that sign.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Create a sentence that uses commas in a series.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# LET'S PRACTICE!: CAUSE & EFFECT

Use the passage you read to complete the graphic organizer.

Some African Americans became sharecroppers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## LET'S WRITE!

What character trait do you think best describes Mary Walker?

\_\_\_\_\_

How do Mary Walker's actions, thoughts, and words support the trait you chose? Use details from the text.

\_\_\_\_\_

\_\_\_\_\_

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