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## Untold Stories

**This sample includes the following:**

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**Introducing the Resource** (1 page)

**Character Trait Chart** (1 page)

**Using This Resource Pages** (4 pages)

**Presentation Rubric** (1 page)

**Text Cards and Lessons**

- Katherine Uses Math (2 pages)
- Shows in Sign (2 pages)

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# Untold Stories

# Management Guide

Grades K-1



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# What Are Untold Stories?

Information is everywhere. In today's highly digitized world, it is easy for students to feel overloaded. The presence of news, social media, blogs, the internet, textbooks, and even their cell phones can overwhelm students to the point where they become distracted from what's really valuable in their learning. Students receive information daily, hourly, and even minute by minute. Some information is good, and some is not so good. Much of the information students take in is about people and places they can't even relate to, as their experiences may differ from the information received.



*Untold Stories* fills a need in today's classroom—the need to add more value and insight to student learning through sharing authentic stories. By focusing student attention on the not-so-familiar stories of ordinary people doing extraordinary things, the learning gives shape to raw emotions and makes the stories come to life. *Untold Stories* conveys the culture, history, experiences, and values that provide readers deeper understandings of the experiences of diverse people from throughout history.

Real-life stories are the essential building blocks of empathy and connection. These stories will connect, engage, and inspire readers as they read about people like you and me who are living examples of empowerment, struggle, joy, resilience, and innovation.

The reality is that everyone has a story to tell—stories not only of struggle, but more importantly, stories of bravery, determination, and hope.



Think about Sheyann Webb, who is a humanitarian, civil rights activist, mentor, and youth advocate. Throughout her life, she has had numerous encounters with racism and poverty, so she has dedicated her life to assisting youth in America to build self-esteem, confidence, overcome adversity, and find real purposes in their lives.



Finally, think of Derek Rabelo, a 23-year-old surfer who is blind. He relies on his heightened sense of hearing to navigate the oceans. This is a skill that took courage and perseverance to perfect.

Consider Vicki Manalo Draves, who despite not being able to practice daily because of racism, found a way to persevere and become the first Asian American woman to win an Olympic gold medal.



# Make Social-Emotional Connections (cont.)

## Character Education Traits (cont.)

Character Trait	Purpose
citizenship	Citizenship means engaging in things that make the community a better place to be. Being a good citizen at school includes respecting the people, rules, and school property.
commitment	Commitment means being dedicated and finishing what you start. This shows the importance of keeping your word and doing what is expected, even when it is challenging or not preferred.
compassion	Compassion means understanding and showing deep care for someone's feelings. This shows the importance of supporting one another by practicing perspective taking and building empathy.
cooperation	Cooperation means working well together to reach the same goal. This shows students how teamwork can accomplish more than working alone.
courage	Courage means doing the right thing, even when it is difficult. This demonstrates that it's expected to be afraid sometimes, but courage is shown when we do the right thing despite those worries.
creativity	Creativity means approaching situations with a unique perspective. When students feel safe and comfortable, they will be more confident in expressing their original ideas and solutions.
fairness	Fairness means treating others justly. This includes following the rules, taking turns, and sharing.
honesty	Honesty means telling the truth. This encourages students to genuinely express their thoughts and feelings.
leadership	Leadership means being a positive role model to their peers. People can be leaders by using their kind words and actions to influence others to create positive change.
loyalty	Loyalty means being devoted and faithful to those you care for. This shows how students can build and keep healthy relationships by remaining true to their family and friends.
perseverance	Perseverance means continuing to do something you value, even when times are tough. This teaches students not to give up in the face of a challenge.
respect	Respect means showing kindness and consideration for others. This reinforces the importance of treating others how you want to be treated.
responsibility	Responsibility means taking ownership of your actions and doing what is expected of you. For students, this includes going to school, doing their work, and being a good friend to others.
trustworthiness	Trustworthiness means acting in ways that make others feel comfortable, especially when they are in need of help. Students can embody trustworthiness when they stick by their word and keep their promises to do what is right.



# How to Implement This Resource

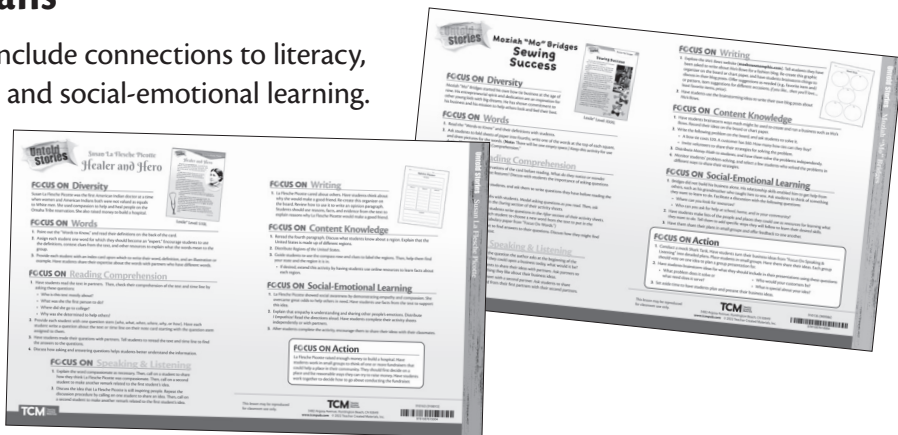
6 copies of 25 cards

Full-color cards tell the stories of extraordinary people.



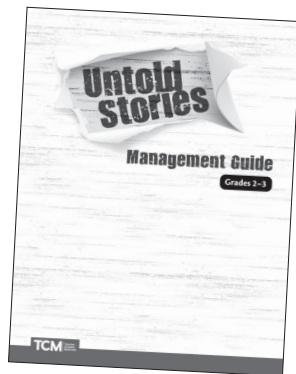
## Lesson Plans

Lesson plans include connections to literacy, content areas, and social-emotional learning.



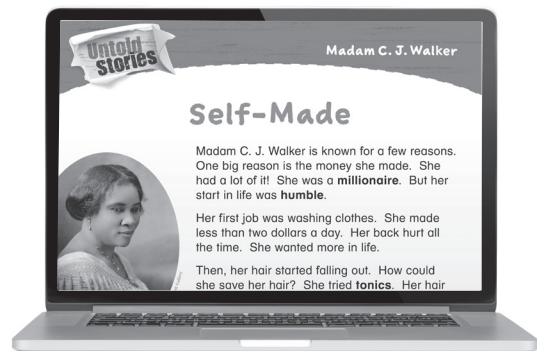
## Management Guide

Management Guide provides program information and research-based teaching ideas. (The activities and rubrics in this book are shared over two grade levels. This allows teachers to better support students' critical analysis of the text cards, rather than focusing on the structure of the lessons.)



## Digital Resources

Ecards, primary sources, and audio recordings increase student engagement and enhance instruction.



# Text Cards

Subjects of the cards are easily identified on both sides of the card.

Titles help students to understand the theme or main idea of the text.

**Untold Stories** Madam C. J. Walker

## Self-Made

Madam C. J. Walker is known for a few reasons. One big reason is the money she made. She had a lot of it! She was a **millionaire**. But her start in life was **humble**.

Her first job was washing clothes. She made less than two dollars a day. Her back hurt all the time. She wanted more in life.

Then, her hair started falling out. How could she save her hair? She tried **tonics**. Her hair grew back.

She started selling hair-care products. Then, she began making them. Her business started small. But it quickly grew. People liked her products.

Madam worked hard. People called her *self-made*. She earned her money through her own hard work!

—Monika Davies

Images support text to aid in student comprehension. These primary source images make great discussion starters.

Authors of texts are identified for group discussions about author's purpose and writing choices.

Words to Know are bolded in the body text and defined on the backs of the cards. The Focus On Words section in each lesson highlights these key words.

**Madam C. J. Walker**  
(MA-duhm SEE JAY WAH-kuhr)

## Self-Made

**Dates to Know**

- 1867 Sarah Breedlove is born in Louisiana. She later changes her name to Madam C. J. Walker.
- 1887 She moves to St. Louis and works as a washerwoman.
- 1904 She starts selling hair products for a company.
- 1906 She starts her own business.
- 1910 She builds a factory for her business.
- 1919 Madam dies in New York.

**Words to Know**

- humble**—not high in rank or status
- millionaire**—a person who has at least one million dollars
- tonics**—medicines that bring back health

**About Character**

Madam showed courage in her life. She took risks and tried new things. Draw a picture of a time you showed courage. Write a caption for your picture.

909810—Untold Stories © TCM | Teacher Created Materials

Phonetic pronunciations are provided for cultural awareness and support while reading the text. Take time to review this before reading the text card aloud.

Time lines help students place each subject in the context of history or a larger world view.

For readability purposes, people are referred to by their first names in student-facing text rather than last names.

Opportunities are provided for students to investigate character traits exemplified by each subject. (See pages 14–15 for more information.)

# Lesson Plans

A short summary is provided for easy recall of key characteristics of the subject.

Each lesson includes strong literacy activities to help students focus on key aspects of the text card. (See pages 20–22 for more information.)

Each card is connected to a content area through an interactive activity. Although many cards connect to social studies, there are other content areas covered as well.

Connections to the five SEL competencies are made through these cooperative activities. (See page 13 for more information.)

These activities provide opportunities for students to apply what they've learned by reading the text cards and participating in the activities. Rubrics are provided to assess student work on these activities. (See pages 73–76 for more information.)

**Untold Stories** Madam C. J. Walker **Self-Made**

**Lexile® Level:** 380L

**FOCUS ON Diversity**  
Madam C. J. Walker was a Black entrepreneur. When her hair started falling out, she used products to try to get it to grow back. Then, she began a small business selling the products she had made. Walker persevered to build her business and eventually became a millionaire.

**FOCUS ON Words**  
1. Discuss the "Words to Know" and their definitions from the back of the card.  
2. Additionally, define the word *effort* for students. Create a two-column chart with the words *mind* and *body* at the top of each column. Record students' ideas of how to complete each column with things that take mental and physical effort.  
3. Review the definition of *humble*. Name the following situations, and have students come up with humble responses for each. Situations: winning the grand prize in a contest; getting a good grade on a test; winning a trophy in a sport; having a lot of money in the piggy bank.

**FOCUS ON Reading Comprehension**  
1. Have students read the text in pairs.  
2. Tell students that when there is an important point in a text, the author usually gives reasons why. The reasons support (or tell more) about the point being made.  
3. Distribute *What's the Point?* to student pairs. Have them read the point in the first box. Have them reread the text to find three ways the author supports the point. Ask students to write the three ideas on their activity sheets.

**FOCUS ON Speaking & Listening**  
1. Ask students to draw pictures of what they think one of Walker's hair care products looked like. Remind students that the products were probably in some sort of container, such as a jar or a tin. Have students cut out the pictures they draw.  
2. Model for students a very short commercial (2–3 sentences long) for why someone should use Walker's hair care products.  
3. Have students work with partners. Have them take turns making up their own commercials. Encourage students to speak in complete sentences and stay on topic. Remind them to display their drawings while they speak.

The Lexile® level for each text card is provided to help with planning and differentiation.

Every writing activity includes a prewriting graphic organizer to help students gather their thoughts. Re-create these where your students can see them, or distribute copies found in the Digital Resources.

**Untold Stories** Madam C. J. Walker **Self-Made**

**FOCUS ON Writing**  
1. Re-create this graphic organizer on the board or chart paper. Display the text card for students to see. Read through each paragraph. After each paragraph, work with students to identify the main idea of the paragraph. Write a single word in each box of the graphic organizer to represent the idea of the paragraph. For example, for box two, the word could be *work*, for box three, the word could be *hair*, and for box four, the word could be *business*.  
2. Tell students they are going to use the graphic organizer and what they know about Walker to help them write about her life. Orally model for students a paragraph with an opening, sentences about the topics of each of the three boxes, and a closing. Have students orally rehearse their writing with partners. Then, ask them to write their own paragraphs.

**FOCUS ON Content Knowledge**  
1. Refer students back to the first and last sentences of the fourth paragraph of the text. Work with students to determine that the goods Walker was selling were hair care products. Discuss various types of hair care products that students may know about, such as shampoo, conditioner, detangler, gel, or hair spray.  
2. Explain that a good is something people spend money on that can be used in some way. It can be physical or virtual. Define service as "something people spend money on so that someone does an act or task for them."  
3. Distribute *Goods or Services?* to students. Have students write each word in the correct column. This activity can be done in pairs for extra support or as a whole group so you can facilitate a discussion about each of the goods and services.  
4. After their charts are completed, have students draw lines to match a few of the goods and services together. Ask them to turn to partners to describe the associations they made between the matched goods and services.

**FOCUS ON Social-Emotional Learning**  
1. When Walker couldn't find hair products for herself, her social awareness made her want to do something to help others. She realized she could make a difference with her words and her actions.  
2. Ask students to think about times they (or a friend) had bad days. Tell students that words can help or hurt. Make a list of words that can be helpful for different situations. Explain that sometimes it is difficult to think of helpful words. Share and discuss with students the following idea: *If you don't have anything nice to say, don't say it at all.* Discuss that this is a way not to be hurtful. Remind them there is no requirement to comment on every situation. Instead, they can just be quiet.

**FOCUS ON Action**  
Walker turned something that was difficult in her life into something great. Ask students to identify something that is hard for them. Discuss the idea of setting goals that can change what is currently hard for them. Have students set goals for themselves. Ask them to identify several small things they can do to work toward their goals. Tell students they can be "self-made" too!

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Subjects of the lesson plans are easily identified on both sides of the folder tab.

**What's the Point?**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Read the sentence. Look at the text card. Write and draw two reasons the author gives to support this idea.  
Madam C. J. Walker was humble.  
\_\_\_\_\_

**Goods or Services?**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Directions: Write each word in the correct column.  
Word Bank: bondage, car, car wash, clothes, doctor, dry cleaner, hair cut, shampoo.  
Goods: \_\_\_\_\_ Services: \_\_\_\_\_

Student reproducibles are provided both on the inside of the lesson folder and in the Digital Resources.



# Lesson Plans (cont.)

## Lesson Plan Pacing Guide

The following example pacing plan shows an option for using a text card and lesson over a one-week period. Teachers should customize this pacing suggestion according to their students' needs.

Lesson Section	Notes	Suggested Time
Focus On Diversity	Share with students key information from the summary, and preview the card with them. Have students pose a few questions that they hope will be answered in the text.	5–10 minutes
Focus On Words	Preview key vocabulary words, and help students prepare to read the text card. Based on the Lexile <sup>®</sup> level of the text, determine if any other preparation is needed before reading with students.	10 minutes
Focus On Reading Comprehension	Read the text card together, and use it to practice important reading comprehension skills. Have students reread the text in pairs or small groups to revisit key parts. <b>Note:</b> Kindergarten text cards are leveled for teacher read alouds.	20–30 minutes
Focus On Speaking & Listening	After the initial interaction with the text, allow focused time for students to work together to practice strong speaking skills and active listening.	15–20 minutes
Focus On Writing	Work together to help students complete graphic organizers to plan their writing. Then, provide time for students to compose their written responses. Re-create the graphic organizer where students can see it, or use the digital copy provided.	30 minutes
Focus On Content Knowledge	Key content is pulled from the text card for a short content-based activity. Connections are made to social studies, science, the arts, and more.	30–45 minutes
Focus On Social-Emotional Learning	Each lesson helps students work toward achieving the five SEL competencies. These activities often connect back to the character traits highlighted on the back of the cards.	20–30 minutes
Focus On Action	Serving as formative assessments, these hands-on activities provide opportunities for students to apply what they've learned. There are four general rubrics to be used with these activities to assess student work.	20–30 minutes



# Enfoque en la acción: pautas de calificación

## Actividades de presentación

Nombre del estudiante: \_\_\_\_\_

	4: Excelente	3: Muy bueno	2: Buen intento	1: Debe mejorar
<b>Contenido de la presentación</b>	Toda la información se compartió de una manera interesante y atractiva.	La mayor parte de la información se compartió de una manera interesante y atractiva.	Parte de la información se compartió de una manera interesante y atractiva.	Una mínima parte de la información se compartió de manera interesante y atractiva.
<b>Destrezas de presentación</b>	El estudiante habló de forma muy clara y con el volumen adecuado.	El estudiante habló de forma clara y con el volumen adecuado.	El estudiante habló con poca claridad y/o no usó el volumen adecuado.	El estudiante no habló con claridad y/o no usó el volumen adecuado.
<b>Nivel de realización</b>	Se completaron todas las partes de la actividad.	Se completaron casi todas las partes de la actividad.	Se completaron solo algunas partes de la actividad.	Se completó una mínima parte de la actividad.
<b>Comprensión de los contenidos</b>	La presentación muestra una comprensión profunda y compleja.	La presentación muestra muy buena comprensión de los contenidos.	La presentación muestra cierta comprensión de los contenidos.	La presentación muestra poca comprensión de los contenidos.
<b>Conexión consigo mismo o con los demás</b>	La presentación muestra una completa conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos y personales.	La presentación muestra una muy buena conexión del estudiante consigo mismo o con los demás mediante contenidos fácticos o personales.	La presentación muestra cierta conexión del estudiante consigo mismo o con los demás, con pocos contenidos fácticos o personales.	La presentación muestra poca conexión del estudiante consigo mismo o con los demás, e incluye muy pocos contenidos fácticos o personales.

Comentarios: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Katherine usa Las matemáticas

Katherine Johnson era una mujer muy inteligente. Le iba bien en la escuela. Le gustaba aprender.

Katherine consiguió un trabajo en la **NASA**. La NASA es un grupo que hace trabajos en el espacio. Katherine era buena en matemáticas. Pocas mujeres trabajaban para la NASA en esa época. Tampoco había muchas personas negras allí. Katherine era las dos cosas.

Katherine se unió a un equipo **especial** de la NASA. El equipo estaba encargado de enviar a un ser humano al espacio. Ella usó las matemáticas para ayudar. Sus matemáticas hicieron posible el viaje.

Katherine tuvo que ser fuerte. Su trabajo era difícil. Pero ¡ella cambió el mundo!

—Kiley E. Smith



## Katherine usa las matemáticas



### Fechas clave

1918

Katherine Johnson nace en Virginia Occidental.

1958

Se une a un equipo especial de la NASA.

1961

La NASA envía al primer estadounidense al espacio.

2020

Katherine muere en Virginia.



### Palabras clave

**especial:** muy importante

**NASA:** un grupo del gobierno de Estados Unidos que viaja al espacio y aprende sobre el espacio



### Características clave

**perseverancia**

Katherine era inteligente. Trabajaba mucho. Ahora, diseña una nueva camiseta para la NASA. Tu camiseta debe ser sobre Katherine. Dibújala trabajando.





# Katherine Johnson

## Katherine usa las matemáticas



Lexile® Level: 330L

## FOCUS ON Diversity

Katherine Johnson was a Black woman who was born in 1918. She was very curious, good with numbers, and moved ahead quickly in school. Johnson attended college and studied math. Her math skills led to a career with NASA, where she was an important part of many space missions. Johnson's intelligence and perseverance make her an American hero.

## FOCUS ON Words

1. Read the "Words to Know" and their definitions on the back of the card.
2. NASA stands for National Aeronautics and Space Administration. This is the organization responsible for the space station, rovers on Mars, rockets, and space shuttles. Share pictures of space vehicles.
3. Katherine's team was special and very important in getting a person into space. Ask students to name things that are special or important to them.

## FOCUS ON Reading Comprehension

1. Before reading the text card aloud to the group, ask students to listen for facts about Katherine.
2. After reading the text, give students a chance to think about what they heard, and then ask them to state facts about Katherine. Make a list of the facts they share on the board or chart paper. Write each fact on a separate line, leaving space between facts.
3. Review the list of facts, and then reread the text. Ask students if there are any other facts to add to the list. Write these ideas on the list.
4. Cut apart each of the statements about Katherine. Mix them up. Have the group work to put the statements together in the order of Katherine's life.

## FOCUS ON Speaking & Listening

1. Ask students to pretend that Katherine is coming to your school to speak. Their job is to introduce her before her speech. Tell students that when you introduce a speaker, you share facts about that person.
2. Place students in pairs. Partners should take turns telling facts about Katherine to each other.
3. After students have practiced introducing Katherine to partners, ask for a volunteer to do an introduction for the whole group.



## FOCUS ON Writing

1. Review the facts generated about Katherine during the Focus On Reading Comprehension activity. Re-create this graphic organizer on the board or chart paper. Model for students how to use it to write a topic sentence about Katherine.
2. Have students use their copies of the graphic organizer and the list of facts to help with ideas as they write about Katherine.

## FOCUS ON Content Knowledge

1. Tell students that Katherine used her math knowledge to check problems and make sure it was safe for people to travel into space. Use the following questions to guide a discussion:
  - Why was it important for Katherine to be correct in her work?
  - How can students be correct in their work?
  - How can finding mistakes help us learn?
2. Write three simple addition problems and the answers on the board or chart paper. Be sure at least one of the answers is wrong. Have student pairs check the math problems. Work through each problem with the group.
3. Distribute *Check the Math* to students. Explain the directions, and have students check the problems. Provide counters if needed.
4. Provide time for students to share correct answers for the math problems they marked as incorrect.

## FOCUS ON Social-Emotional Learning

1. Remind students that Katherine had a strength in math. Others were aware of her math strength. Their social awareness helped them encourage her to learn more and use what she knew to help others.
2. Ask students what strengths they see in people around them. What things do they notice that others do well?
3. Distribute *I See You* to students. Read the directions, and allow time for students to write and draw about strengths they see in others. Encourage students to let these people know about the strengths they see.

### FOCUS ON Action

Provide large sheets of drawing paper for students. Tell them that Katherine worked with a group of people to put a human in space. Ask students to work in groups to draw pictures of space. Pictures can include stars, the sun, planets, a rocket, and any other space items they can imagine.



Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Revisa las cuentas

**Instrucciones:** Revisa los problemas. Pinta los problemas que son correctos. Escribe una X sobre cada problema que es incorrecto.

 $5 + 2 = 7$

 $3 + 3 = 4$

 $4 + 1 = 5$

 $6 + 2 = 8$

 $2 + 2 = 3$

 $3 + 4 = 7$

 $7 + 1 = 9$

 $0 + 4 = 4$

 $6 + 3 = 8$

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Te veo

**Instrucciones:** Escribe y dibuja sobre las fortalezas que ves en las personas que te rodean. Asegúrate de decirles lo que ves.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ es bueno en \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ es buena en \_\_\_\_\_

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Escribir para informar

**Introducción**



**Cierre**





# Solo con señas

¿Cómo es un **espectáculo** en el que no puedes oír nada? El teatro para sordos Deaf West Theatre hace ese tipo de espectáculos.

Los actores usan las manos para hablar. Eso se llama **lengua de señas**. Algunos de los actores no pueden oír. Otros, sí. Usan todo el cuerpo para hablar en el escenario.

Deaf West Theatre está en California. Ha ganado varios premios. Las personas vienen de lejos para ver los espectáculos. Algunas pueden oír. Otras, no. Es un lugar que todos pueden disfrutar.

—Lisa Perlman Greathouse



MAMÁ



PAPÁ



BEBÉ



AMIGO



POR FAVOR



GRACIAS



# Solo con señas



## Fechas clave

1943

El fundador de Deaf West Theatre nace en Wisconsin.

1991

Abre el Deaf West Theatre en Los Ángeles, California.

2005

El teatro gana un premio.



## Palabras clave

**espectáculo:** una función de teatro, música o circo

**lengua de señas:** una manera de comunicarse usando las manos, la cara y el cuerpo



## Características clave

**respeto**

En Deaf West Theatre tienen un objetivo. Quieren que todas las personas disfruten del teatro.

Usan la lengua de señas para que todos puedan entender. Prueba la lengua de señas. Aprende a decir “hola” y “adiós”. Enséñale a otra persona.



# Historias no contadas: las artes

## Solo con señas

### FOCUS ON Diversity

Deaf West Theatre presents plays and shows in both American Sign Language (ASL) and spoken English. Hearing people and people who are deaf can all enjoy theater here. The people at Deaf West Theatre are creative and respectful as they find ways for all to enjoy the theater experience.

### FOCUS ON Words

1. Explain that many people who are deaf use sign language to communicate. Locate an online video showing sign language to share with students.
2. Awards are given when something has been done well. Ask students to name awards they know about or have received.

### FOCUS ON Reading Comprehension

1. Read the text card to students. Use these questions to guide students to understand the main idea and key details of the text:
  - What is Deaf West Theatre?
  - What makes it different from other theaters?
  - How do you know it is a great place?
2. Talk about and list elements that make Deaf West such a special theater. Help students understand that the use of sign language allows people who are deaf or hard of hearing to enjoy a theater experience.
3. Read the directions to *Great Theater!* aloud. Direct students to complete the activity. Allow time for them to work with partners to share ideas.

### FOCUS ON Speaking & Listening

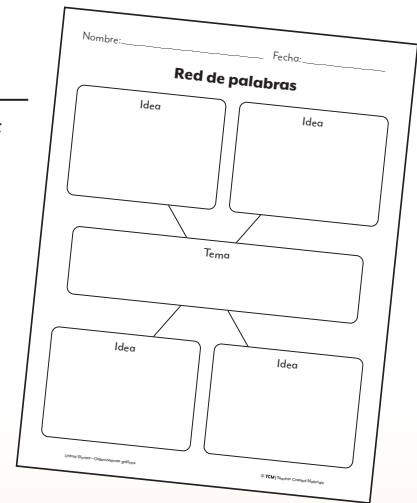
1. Teach students the ASL signs for *yes* and *no*:
  - *Yes* sign: make fist, move fist up and down from the wrist. The signer's head should be nodding *yes* at the same time.
  - *No* sign: tap first two fingers to thumb. The signer's head should be shaking *no* at the same time.
2. Read these statements about the text. Have students use ASL to answer *yes* if they are true or *no* if they are false.
  - Deaf West Theatre is only for people who cannot hear.
  - Some people at the theater can hear and some cannot.
  - Only a few people come to see the shows.
  - Deaf West Theatre has won many awards.



Lexile® Level: 330L

## FOCUS ON Writing

1. Tell students they are going to write to encourage people to attend a show at Deaf West Theatre. People will want to see a show if they think the theater is a good place.
2. Re-create this graphic organizer on the board or chart paper. Write *Why is Deaf West Theatre great?* in the center frame. Show students how to use it to brainstorm words that let people know Deaf West Theatre is a great place.
3. Have students use the ideas in the word web to write about why Deaf West Theatre is a great place to see a show.



## FOCUS ON Content Knowledge

1. Have students brainstorm a list of activities that happen during the school day. For example, lining up for lunch, going to the media center, and arriving at school. List their ideas on the board or chart paper.
2. Place students with partners, and let each pair choose an activity. Each pair should work together to plan a way to demonstrate their selected activity without words.
3. Allow student pairs to take turns acting out their activities, and see if their classmates can guess what they are doing.

## FOCUS ON Social-Emotional Learning

1. ASL is one of many languages. This language uses hand signs to show people who cannot hear what is being said. When practicing relationship skills, it is helpful to know words in different languages.
2. Teach students the ASL sign for the word *friend*.
  - Hold up hands with only the index fingers pointing up. Link index fingers, and hold them together. Then, switch and link them in the opposite direction.
3. Tell students to practice making the sign.
4. Explain and have students complete their *Friend* activity sheets.

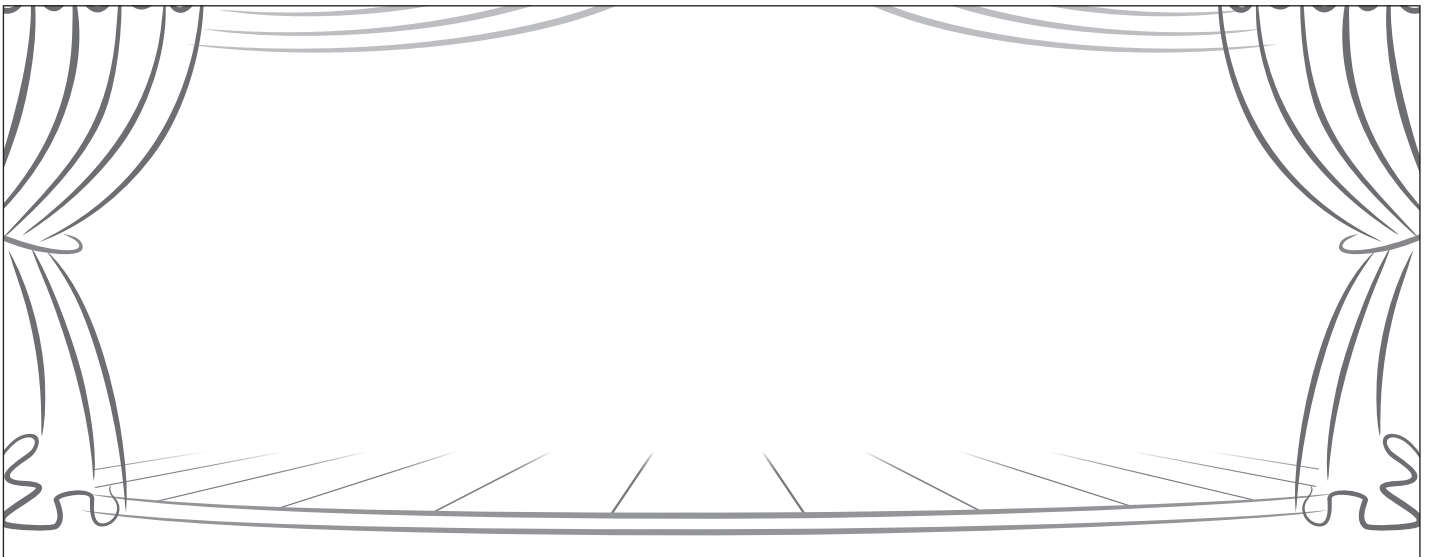
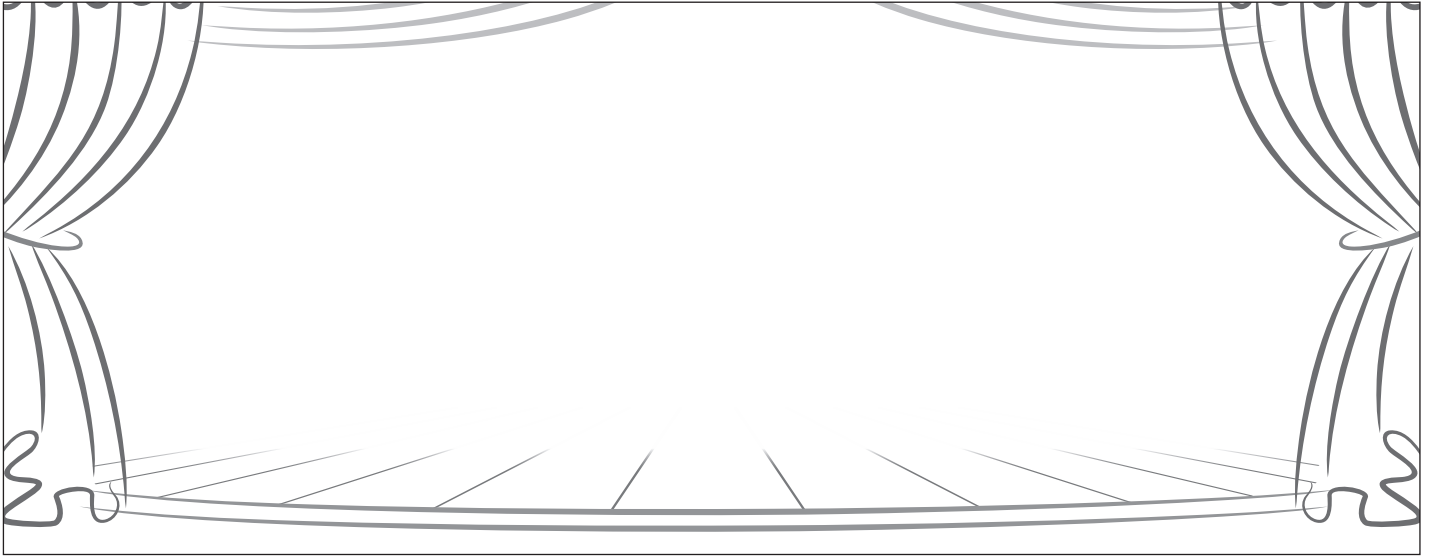
### FOCUS ON Action

Have students share questions they might have about deaf culture or American Sign Language. List their questions on a chart. Use an online source to help answer students' questions, or invite an expert on deaf culture to present to the class.

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Un gran teatro

**Instrucciones:** Deaf West Theatre es un excelente lugar para visitar. Dibuja y rotula dos cosas que hacen que sea un gran lugar.

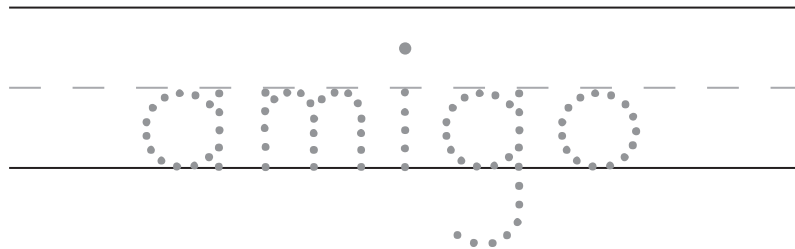




Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Amigo

**Instrucciones:** Usa las manos para formar la palabra *amigo*.  
Traza la palabra *amigo*. Escribe el nombre de tu amigo. Luego,  
dibújate a ti y a tu amigo.



Mi amigo es \_\_\_\_\_

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Red de palabras

