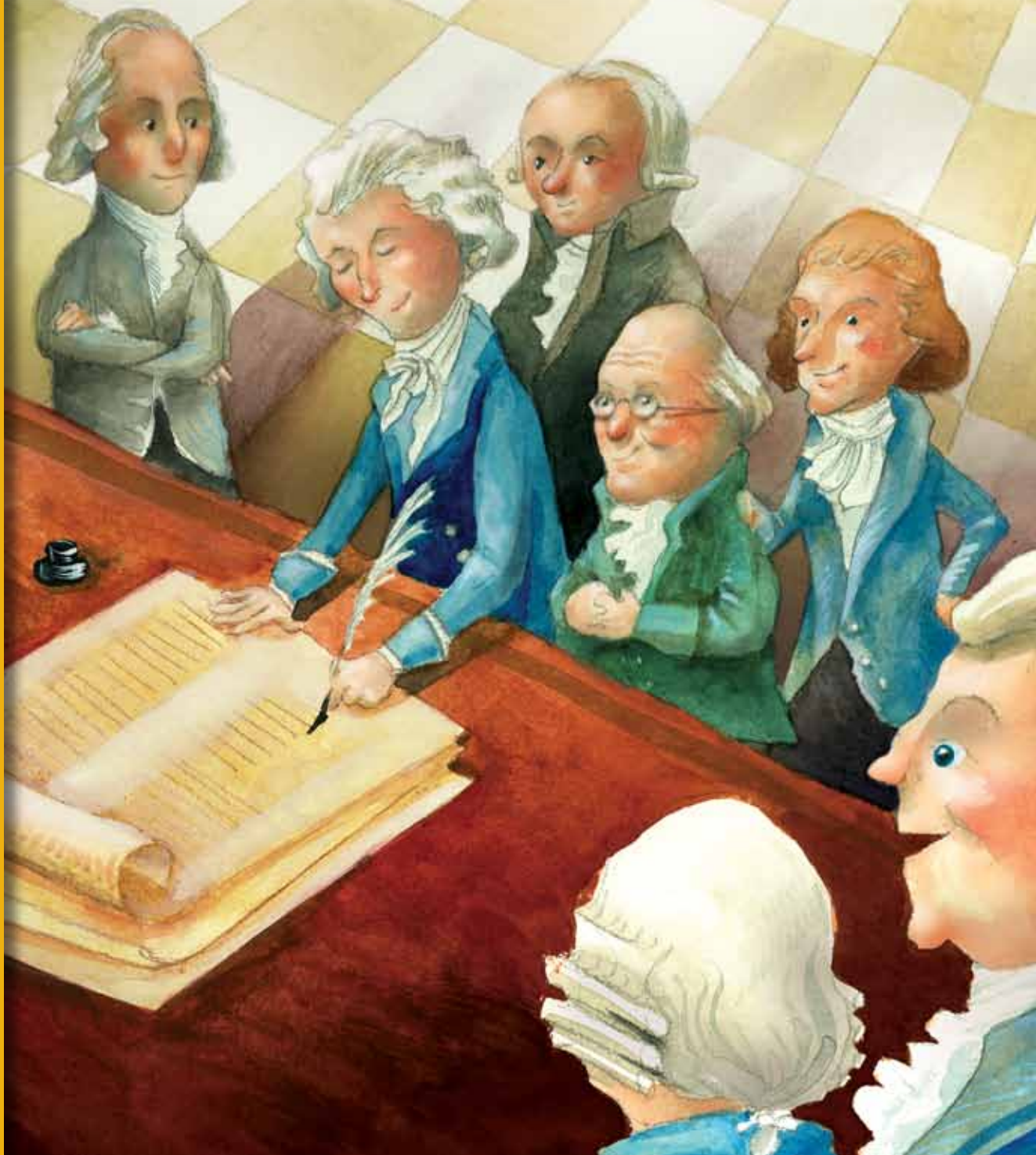




A New Nation

AMERICAN INDEPENDENCE

Tell It Again!™ Read-Aloud Anthology





A New Nation

AMERICAN INDEPENDENCE

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 1

Core Knowledge Language Arts®
New York Edition



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AMERICAN INDEPENDENCE

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Alignment Chart for A New Nation: American Independence

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for

A New Nation: American Independence

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives												
Identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock	✓											
Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves	✓											
Locate the thirteen original colonies	✓											
Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation	✓	✓	✓	✓	✓	✓	✓	✓				
Describe the Boston Tea Party		✓										
Explain the significance of Paul Revere's ride			✓									
Identify "one, if by land, and two, if by sea"			✓									
Identify Minutemen, Redcoats, and "the shot heard round the world"			✓									
Describe the contributions of George Washington as Patriot and military commander				✓		✓	✓					
Describe the contributions of Thomas Jefferson as Patriot, inventor, writer, author of the Declaration of Independence, and the third president of the United States				✓						✓		
Describe the contributions of Benjamin Franklin as Patriot, inventor, and writer				✓					✓			
Explain the significance of the Declaration of Independence				✓								
Identify "We hold these truths to be self-evident, that all men are created equal . . ." as a part of the Declaration of Independence				✓								

Alignment Chart for





A New Nation: American Independence

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Explain the significance of The Fourth of July				✓								
Retell the legend of Betsy Ross and the flag					✓							
Identify Martha Washington as the wife of George Washington							✓					
Describe the contributions of George Washington as first president of the United States								✓				
Identify Washington, D.C., as the nation's capital								✓				
Explain that the nation's capital, Washington, D.C., was named after George Washington								✓				
Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation											✓	
Identify the U.S. flag, the Liberty Bell, and the bald eagle												✓
Explain the significance of the flag, the Liberty Bell, and the bald eagle as U.S. symbols												✓

Reading Standards for Informational Text: Grade 1


Key Ideas and Details

STD RI.1.1		Ask and answer questions about key details in a text.											
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud												
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships												
STD RI.1.2		Identify the main topic and retell key details of a text.											
CKLA Goal(s)	Identify the main topic and retell key details of a nonfiction/informational read-aloud												

Alignment Chart for

A New Nation: American Independence


Lesson

Alignment Chart for A New Nation: American Independence		1	2	3	4	5	6	7	8	9	10	11	12
STD RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.												
CKLA Goal(s)	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud		✓	✓	✓	✓	✓	✓			✓	✓	✓
Craft and Structure													
STD RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.												
CKLA Goal(s)	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions												
STD RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.												
CKLA Goal(s)	Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction/informational read-aloud				✓								
Integration of Knowledge and Ideas													
STD RI.1.7	Use the illustrations and details in a text to describe its key ideas.												
CKLA Goal(s)	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas	✓							✓		✓		✓
STD RI.1.8	Identify the reasons an author gives to support points in a text.												
CKLA Goal(s)	Identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud								✓				
STD RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).												
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓											

Alignment Chart for

A New Nation: American Independence

Lesson

Alignment Chart for A New Nation: American Independence														1	2	3	4	5	6	7	8	9	10	11	12
Range of Reading and Level of Text Complexity																									
STD RI.1.10		With prompting and support, read informational texts appropriately complex for Grade 1.																							
CKLA Goal(s)		Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3																							
																									
Writing Standards: Grade 1																									
Text Types and Purposes																									
STD 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.																							
CKLA Goal(s)		Plan and/or draft and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure																							
		<div>✓</div> <div></div> <div></div> <div></div> <div></div> <div>✓</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>✓</div> <div></div> <div></div> <div></div> <div>✓</div>																							
Production and Distribution of Writing																									
STD W.1.5		With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																							
CKLA Goal(s)		With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed																							
		<div></div> <div></div> <div></div> <div></div> <div>✓</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>																							
Research to Build and Present Knowledge																									
STD W.1.7		Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).																							
CKLA Goal(s)		Participate in shared research and writing projects (e.g., group scientific research and writing)																							
		<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>✓</div> <div></div>																							

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.												
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds					✓							
	With assistance, categorize and organize facts and information within a given domain to answer questions			✓									
Speaking and Listening Standards: Grade 1													
Comprehension and Collaboration													
STD SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.												
STD SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care; speaking one at a time about the topics and texts under discussion).												
CKLA Goal(s)	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.						✓						
STD SL.1.1b	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.												
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age						✓						
STD SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.												
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud						✓						

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud		✓		✓		✓	✓		✓			
STD SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.												
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic									✓			
Presentation of Knowledge and Ideas													
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.												
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		✓	✓	✓	✓	✓	✓		✓	✓		
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.												
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings								✓	✓			✓
STD SL.1.6	Produce complete sentences when appropriate to task and situation.												
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation												

Language Standards: Grade 1

Vocabulary Acquisition and Use

STD L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.												
STD L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.												
CKLA Goal(s)	Provide examples of common synonyms and antonyms				✓								

Alignment Chart for

A New Nation: American Independence

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).												
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at home that are cozy)												
STD 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., <i>because</i>).												
	Learn the meaning of common sayings and phrases			✓					✓	✓			
CKLA Goal(s)	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., <i>because</i>)												
Additional CKLA Goals													
	With assistance, create and interpret timelines and lifelines related to read-alouds	✓	✓	✓	✓	✓		✓	✓				
	Prior to listening to an informational read-aloud, orally identify what they know about a given topic		✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Prior to listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction			✓			✓	✓					✓
	Share writing with others	✓	✓	✓		✓			✓	✓	✓		✓
	Identify new meanings for familiar words and apply them accurately		✓						✓				
	Use regular present-, past-, and/or future-tense verbs correctly in oral language										✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to A New Nation: American Independence

This introduction includes the necessary background information to be used in teaching the *A New Nation: American Independence* domain. The *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence* contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

Week One						
Day 1	#	Day 2	#	Day 3	Day 4	Day 5
Lesson 1A: “The New World” (40 min.)		Lesson 2A: “A Taxing Time: The Boston Tea Party” (40 min.)		Lesson 3A: “The Shot Heard Round the World” (40 min.)	Lesson 4A: “Declaring Independence” (40 min.)	Lesson 5A: “The Legend of Betsy Ross” (40 min.)
Lesson 1B: Extensions (6 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.	60 min.

Week Two								
Day 6	# 10	Day 7	#	Day 8	10	Day 9	Day 10	#
Pausing Point (60 min.)		Lesson 6A: “George Washington, Commander in Chief” (40 min.)		Lesson 7A: “Will This War Never End?” (40 min.)		Lesson 8A: “A Young Nation Is Born” (40 min.)	Lesson 9A: “Never Leave Until Tomorrow What You Can Do Today” (40 min.)	
		Lesson 6B: Extensions (20 min.)		Lesson 7B: Extensions (20 min.)		Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)	
60 min.		60 min.		60 min.		60 min.	60 min.	

Week Three						
Day 11	Day 12	#	Day 13	Day 14	#	Day 15
Lesson 10A: “Building a Nation with Words and Ideas” (40 min.)	Lesson 11A: “Liberty and Justice for ALL?” (40 min.)		Lesson 12A: “What Do a Flag, a Bell, and an Eagle Have in Common?” (40 min.)	Domain Review (60 min.)		Domain Assessment (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)		Lesson 12B: Extensions (20 min.)			
60 min.	60 min.		60 min.	60 min.		60 min.

Week Four	
Day 16	#
Culminating Activities (60 min.)	
60 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *A New Nation: American Independence*
- *Tell It Again! Image Cards* for *A New Nation: American Independence*
- *Tell It Again! Supplemental Guide* for *A New Nation: American Independence*

*The *Tell It Again! Multiple Meaning Word Posters* for *A New Nation: American Independence* are found at the end of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN 978-1890517700

Why A New Nation: American Independence Is Important

In this domain, students will hear about the birth of our country, the United States of America. They will be introduced to many important historical figures and events as the story unfolds to describe how the thirteen colonies evolved slowly over time from their initial dependence on England to the status of an independent nation.

The overriding focus of this domain is from the perspective of a rather wide lens, i.e., to emphasize the story of how the colonies became an independent nation. Although students will hear about many people, events, and dates, it is important to recognize that Grade 1 students are not expected to master or recall all of these details and facts. Some specifics are, of course, necessary so

that students can understand and retell the story of our nation's birth. The details that Grade 1 students should be able to recall are explicitly identified in the Core Content Objectives contained in the Alignment Chart. Other factual information included in the read-alouds is incorporated to accurately tell and expose students to the complete story.

In addition, students will hear about many different places and geographical concepts in this domain, such as Great Britain, North America, New England, etc. When discussing these places and concepts, it is important to direct students' attention to maps or a globe so they can begin to build a solid foundation using the vocabulary and map skills they will continue to strengthen in later years.

In the read-alouds at the beginning of the domain, students will hear about the establishment of the thirteen colonies and will learn about the conflicts that ensued between the colonies and Great Britain. They will learn how the imposition of taxes upon the colonies by Britain led to the Boston Tea Party and, eventually, to war between the colonies and Britain, culminating in the Declaration of Independence and the founding of a new nation. Additional read-alouds highlight several particularly important historical figures—Betsy Ross, George Washington, Benjamin Franklin, and Thomas Jefferson. Finally, the domain concludes with two read-alouds that focus on the role of women, Native Americans, and African Americans during the colonial time period, as well as important symbols of our nation. Understanding the chronology of events and the importance of certain people—and how they fit together during this formative period of American history—will lay the foundation for another Grade 1 domain, *Frontier Explorers*, as well as for other historical topics in later grades.

What Students Have Already Learned in Core Knowledge Language Arts during Kindergarten

The following Kindergarten domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *A New Nation: American Independence*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Native Americans

- Explain that there are many tribes of Native Americans
- Identify the environment in which the Lakota Sioux lived
- Identify the Lakota Sioux as a nomadic tribe
- Describe the food, clothing, and shelter of the Lakota Sioux
- Explain the importance of the buffalo to the Lakota Sioux
- Identify the environment in which the Wampanoag lived
- Understand how the Wampanoag tribe lived
- Identify the Wampanoag as a settled tribe
- Describe the food, clothing, and shelter of the Wampanoag
- Identify the environment in which the Lenape lived
- Understand how the Lenape tribe lived
- Explain that Native Americans still live in the United States today
- Recall that Native Americans were the first inhabitants of North America and that there were many tribes of Native Americans

Columbus and the Pilgrims

- Identify the continents of North America, South America, Europe, Africa, and Asia
- Explain why Europeans wanted to travel to Asia
- Describe the accomplishments of Christopher Columbus
- Recall the year of Columbus's first voyage to America: 1492
- Explain why Columbus called the land "India" and the inhabitants "Indians"
- Explain why Europeans eventually thought Columbus had discovered a "New World"
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims' voyage on the Mayflower
- Explain the significance of Plymouth Rock
- Describe the Pilgrims' first year in America

- Describe the first Thanksgiving Day celebration

Colonial Towns and Townspeople

- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings

Presidents and American Symbols

- Describe George Washington as a general who fought for American independence
- Recognize that General Washington led his army to victory even though it was smaller than the British army
- Recognize George Washington as the first president of the United States
- Describe the differences between a president and a king
- Identify the American flag
- Recognize Thomas Jefferson as the third president of the United States
- Identify Thomas Jefferson as the primary author of the Declaration of Independence
- Describe the purpose of the Declaration of Independence as a statement of America's liberty

Core Vocabulary for A New Nation: American Independence

The following list contains all of the core vocabulary words in *A New Nation: American Independence* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

colony
freedoms
government
indentured servants
settlements
slaves

Lesson 2

goods
harbor
port
representatives
taxes

Lesson 3

belfry
militia
obeyed
signal
spies
volunteers

Lesson 4

commander in chief
Continental Army
Declaration of
Independence
Fourth of July
independent

Lesson 5

alternating
legend
patriotism
seamstress
Stars and Stripes

Lesson 6

daring
defeat
struggled
Lesson 7
confident
surrendering
wilderness

Lesson 8

capital
permanent
president
united

Lesson 9

almanac
apprentice
invention
wise

Lesson 10

anniversary
architecture
domed
university

Lesson 11

equally
justice
liberty

Lesson 12

bald eagle
Liberty Bell
seal
symbols

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *A New Nation: American Independence*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for A New Nation: American Independence

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Fourth of July Story*, by Alice Dalgliesh and illustrated by Marie Nonnast (Aladdin, 1995) ISBN 978-0689718762
2. *American Revolution: A Nonfiction Companion to Revolutionary War on Wednesday*, by Mary Pope Osborne and Natalie Pope Boyce and illustrated by Sal Murdocca (Random House Books for Young Readers, 2004) ISBN 978-0375823794
3. *The Bald Eagle (American Symbols)*, by Norman Pearl and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404826458
4. *The Bald Eagle (Symbols of Freedom)*, by Tristan Boyer Binns (Heinemann, 2001) ISBN 978-1588104021
5. *Betsy Ross*, by Alexandra Wallner (Scholastic, 1999) ISBN 978-0439072250
6. *Boston Tea Party*, by Pamela Duncan Edwards and illustrated by Henry Cole (Putnam Juvenile, 2001) ISBN 978-0399233579
7. *From Colonies to Independence*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050102
8. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032

9. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
10. *The Hatmaker's Sign: A Story by Benjamin Franklin*, retold by Candace Fleming and illustrated by Robert Andrew Parker (Scholastic, 2000) ISBN 978-0531071748
11. *Independent Dames: What You Never Knew About the Women and Girls of the American Revolution*, by Laurie Halse Anderson and illustrated by Matt Faulkner (Simon & Schuster Books for Young Readers, 2008) ISBN 978-0689858086
12. *The Liberty Bell (American Symbols)*, by Mary Firestone and illustrated by Matthew Thomas Skeens (Picture Window Books, 2007) ISBN 978-1404834675
13. *Now and Ben: The Modern Inventions of Benjamin Franklin*, by Gene Barretta (Square Fish, 2008) ISBN 978-0312535698
14. *Paul Revere's Ride*, by Henry Wadsworth Longfellow and illustrated by Ted Rand (Puffin, 1996) ISBN 978-0140556124
15. *A Picture Book of Benjamin Franklin*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408825
16. *A Picture Book of George Washington*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1990) ISBN 978-0823408009
17. *A Picture Book of Paul Revere*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1997) ISBN 978-0823412945
18. *A Picture Book of Thomas Jefferson*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1991) ISBN 978-0823408818
19. *Red, White, and Blue: The Story of the American Flag*, by John Herman and illustrated by Robin Roraback (Penguin Young Readers, 1998) ISBN 978-0448412702
20. *Revolutionary War on Wednesday (Magic Tree House #22)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890683

21. *Roanoke: The Lost Colony*, by G.S. Prentzas (Chelsea House Pub, 2011) ISBN 978-1604139709
22. *Saving the Liberty Bell*, by Megan McDonald and illustrated by Marsha Gray Carrington (Atheneum/Richard Jackson Books, 2005) ISBN 978-0689851674

Websites and Other Resources

Student Resources

1. Colonies Game
<http://www.purposegames.com/game/d4c1306c>
2. “Liberty’s Kids” Word Search
<http://libertyskids.com/wordsearch/index.html>
3. U.S. Symbols Matching Game
http://www.primarygames.com/holidays/july4/games/match_up/usa_match.htm

Teacher Resources

4. Fourth of July Printable Word Search
<http://www.apples4theteacher.com/word-finds/4th-of-july.html>
5. Patriot Symbols Lessons and Activities
<https://sites.google.com/a/solteacher.com/olteacher-com/home/first-grade-virginia-sol-resources/first-grade-social-studies/sol-1-11-patriotic-symbols>
6. School House Rock: “No More Kings”
<http://www.youtube.com/watch?v=t-9pDZMRCpQ>
7. School House Rock: “The Shot Heard Round the World”
<http://www.youtube.com/watch?v=Y6ikO6LMxF4>