

Title: Henry's Freedom Box

Author : Ellen Levine

Genre: Bibliography

Mini Lesson: Problem/Solution

Reading Strategies: Predictions, Self Questioning, Determine Importance

Materials: Henry's Freedom Box, Reader's Toolkit, sticky notes (pink, green and purple), pencil, anchor chart

Text and/or page numbers	Prompt for Think Aloud (Teacher Action)	Prompt for Turn and Talk (Student Activity)	Prompt for Stop-Jot-Share (Student Activity)	Assessment
There are no numbers on the pages so I began numbering my book on the first page that says "Henry Brown wasn't sure how old he was."				
Mini Lesson: Today we are going to read a true story about a boy named Henry that was a slave. Your job is to pay attention and figure out the problem in the story and how the problem is solved. We are going to begin by making a prediction. Read the title and do a picture walk.	What do you think the story is going to be about?		Write your response on a pink "Make and Confirm Prediction" sticky note. Share with a partner and/or class.	Allow students to hold on to their predictions to return to at the end of the story.
Read page one.	Do you think Henry is sad? Why?	Talk to your partner about why he is sad.		
Read page three.	What does the author mean when she said the slave children are like leaves?	Talk to your partner about why slave children are like leaves?		Allow students to share. Clarify responses as needed for deeper comprehension.
Read pages 5 – 10	How are children	Share one way		Allow a few students

	today different from slave children?	they are different.		to share.
Text and/or page numbers	Prompt for Think Aloud (Teacher Action)	Prompt for Turn and Talk (Student Activity)	Prompt for Stop-Jot-Share (Student Activity)	Assessment
Read pages 11 – 16	Why is Henry worried?	Share your thoughts with your partner.		Allow students to share and clarify understanding if needed.
Read pages 17 – 22 <i>NOTE: After students write their problem, clarify that there are many problems in the story; however the main problem is that Henry does not have any rights or control over his own life or his families' lives.</i>	What is the problem in the story?		Write your response on a purple sticky note. Share your response with your partner and/or class. Post on anchor chart.	Allow students to share. Model appropriate response if needed.
Read pages 23 – 26	Why did they write on the box "This side up with care"?		Write your response on a green sticky note. Share your response with your partner/and or class. Post on anchor chart.	Allow students to share. <i>Students should understand that Henry is in the box and is going to be shipped to friends so he can be free. It is also very dangerous.</i>
Read pages 27 – 34	Will Henry make it to Philadelphia?	Share your thoughts with your partner.		Show of hands...how many think he will? How many think he will not?
Read pages 35 – to end of story.	What is the solution		Write the solution	The solution is that

	to the main problem in the story?		on a purple "Determine Importance" sticky note. Share your response with a partner and/or class. Post on anchor chart.	Henry escaped from slavery and is now a free man.
End of lesson	Confirm or clarify your original prediction from the beginning of the story.		Read your prediction from the beginning of the story. Confirm or clarify your prediction.	
Optional Writing Activity: I like to do a writing activity after this story because the students have so many unanswered questions. They want to know if he found his wife and children, if he worked, etc...	What do you think happened to Henry?			Students write an ending to the story.

Make and Confirm Predictions

**What do you think the story
is going to be about?**

(Place sticky notes here.)

**Confirm and/or clarify prediction
Site evidence from the text**

(Place sticky notes here.)

Problem/Solution

What is the problem in the story?

(Place sticky notes here.)

How is the problem solved?

(Place sticky notes here.)