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**Primary Source Readers:  
Content and Literacy in  
Social Studies—  
Grade 1 (Spanish)**

**This sample includes the following:**

**Teachers Guide Cover** (1 page)

**Table of Contents** (2 pages)

**How to Use This Product** (5 pages)

**Lesson Plan** (10 pages)

**Document-Based Assessment** (1 pages)

**Reader** (13 pages)

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**PRIMARY SOURCE READERS**

# **Content and Literacy** **in Social Studies**

**Grade 1**

**Spanish  
Version**

**Teacher's Guide**



**Teacher Created Materials**  
PUBLISHING



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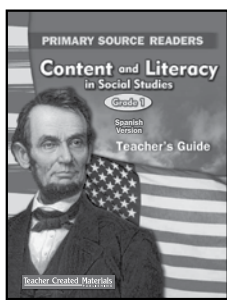


# How to Use This Product

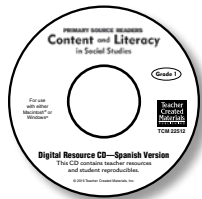
## Kit Components



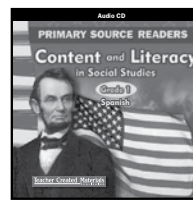
6 copies each of 16 paired books connected by a similar theme



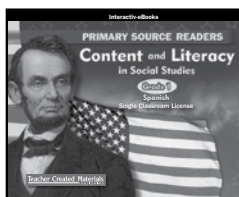
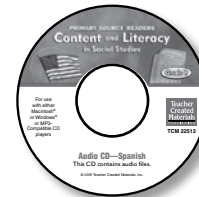
Teacher's Guide



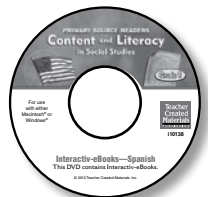
Digital Resource CD



Audio CD



Interactiv-eBook DVD



# How to Use This Product (cont.)

## Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

### Overview Page

**Learning Objectives**

**Standards**

**Materials**

**Timeline for the Lesson**

Day	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 40)	Label images on the book in order of arrival.
Day 2	During Reading (page 41)	Identify one difference between towns in the past and present and explain why that difference exists.
Day 3	After Reading (page 42)	Compare and contrast towns in the past and present.
Day 4	Primary Source Activity (page 43)	Write and read aloud to write a poem about a park.
Day 5	Activities from the Book (pages 20 and 24 in the book)	Use a variety of resources from both books to create a collage or a set of cards they like to play.

Theme

Learning objectives

Standards

Materials list

Preview of student reproducibles

Suggested timeline for lesson

### Primary Source Activity Page

**Primary Source Activity**

**Historical Background**

**Teaching Suggestions**

Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

### Before Reading

### During Reading

### After Reading

Vocabulary word bank

Introductory activity

Bolded differentiation suggestions

Assessments

Activities from the book

## Student Reproducibles and Quiz

Clear directions

Wide write-on lines

Multiple-choice quiz

# How to Use This Product *(cont.)*

## Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



## Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Book Summaries (pages 29–31) to determine which of the paired books you would like to use with your students. For example, you may choose the Money theme, featuring two books: *Ganar dinero* and *Trabajos en la ciudad*.

Once you decide which paired books you want to use with your students, you need to group them according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Trabajos en la ciudad*). Twelve more students could be in two different reading groups to read the on-grade-level book (*Ganar dinero*).

The other six students would be your highest-level students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

## Whole-Class Discussions

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.





# How to Use This Product *(cont.)*

## Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of early American history, use your reading time that week to have students read either *¡Feliz Cuatro de Julio!* or *Juro lealtad a la bandera*. This way, students will become interested in the time period through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

## Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

## Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write letters, draft newspaper articles, or create descriptions of important characters from history. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

## Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.

# How to Use This Product *(cont.)*

## Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

**Multiple-Choice Quizzes**—At the end of each book's lesson in this Teacher's Guide is a short quiz with four multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

**Document-Based Assessments**—Each assessment includes a primary source document and two questions. These questions help students develop and strengthen critical thinking skills.

**Culminating Activity**—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

**Formative Assessments**—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

## Multiple-Choice Quizzes

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

**Prueba sobre ¿Quién hace las reglas?**

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Rellena la burbuja de la respuesta que has elegido.

1. ¿Por qué tenemos reglas?	2. ¿Quién hace las reglas de la escuela?
<input type="radio"/> A para enloquecernos	<input type="radio"/> A la policía
<input type="radio"/> B para nuestra protección	<input type="radio"/> B los padres
<input type="radio"/> C para que seamos felices	<input type="radio"/> C el director
<input type="radio"/> D para evitar la diversión	<input type="radio"/> D el Congreso

3. ¿Cómo se llaman las reglas como nuestra país?	4. Elige la mejor palabra para completar el espacio en blanco. El grupo de personas que hacen las leyes para Estados Unidos se llama _____.
<input type="radio"/> A consecuencias	<input type="radio"/> A enmiendas
<input type="radio"/> B Congreso	<input type="radio"/> B Congreso
<input type="radio"/> C leyes	<input type="radio"/> C director
<input type="radio"/> D juces	<input type="radio"/> D ayuntamiento

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

**Prueba sobre ¡Respeto las reglas!**

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Rellena la burbuja de la respuesta que has elegido.

1. ¿Qué son las reglas?	2. ¿Por qué tenemos reglas?
<input type="radio"/> A una consecuencia	<input type="radio"/> A para iniciar peleas
<input type="radio"/> B un juego	<input type="radio"/> B para estar seguros y ayudarnos a trabajar juntos
<input type="radio"/> C cosas que te dicen que puedes y que no puedes hacer	<input type="radio"/> C para hacer enojar a los niños
<input type="radio"/> D una herramienta	<input type="radio"/> D como diversión

3. ¿Cómo se llaman las reglas hechas para un país?	4. Lee la oración de abajo. Elige la mejor palabra para completar el espacio en blanco. La _____ dice que tratemos a los demás así como queremos ser tratados.
<input type="radio"/> A leyes	<input type="radio"/> A regla roja
<input type="radio"/> B gobierno	<input type="radio"/> B regla de oro
<input type="radio"/> C injustos	<input type="radio"/> C Carta de Derechos
<input type="radio"/> D regla de oro	<input type="radio"/> D Juramento de lealtad

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## Document-Based Assessments

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

**¡Feliz cumpleaños!**

Instrucciones: Responde las preguntas sobre la fotografía.



1. ¿Qué hay sobre la mesa?
2. ¿Qué está haciendo esta familia?

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

**¡Es hora de celebrar!**

Instrucciones: Responde las preguntas sobre la fotografía.



1. ¿Qué día te parece que fue tomado esta fotografía?
2. ¿Por qué los niños llevan banderas estadounidenses?

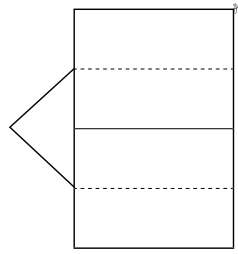
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## Culminating Activity

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

**Nuestra casa**

Instrucciones: Recorre la casa. Pídele por los límites pautados para poder abrir y cerrar el frente de la casa. En la casa, dibuja una familia que está disfrutando de una tradición familiar. Colorea el interior y el exterior de la casa.



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

**Reglas de la ciudad**

Instrucciones: Tu grupo creará las reglas para la escuela, el parque, la piscina o las calles. Tu maestro lo dirigirá por ti. Escribe las reglas para el lugar que te asignaron. Luego, en otro hoja de papel, dibuja los señales de seguridad para el lugar de tu grupo.

**Regla 1**

\_\_\_\_\_

**Regla 2**

\_\_\_\_\_

**Regla 3**

\_\_\_\_\_

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# ¡Feliz Cuatro de Julio!

## Learning Objectives

### Students will:

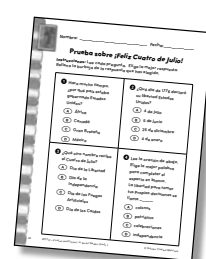
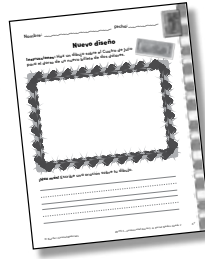
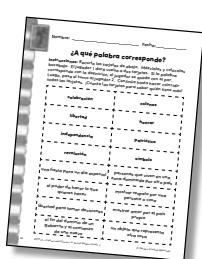
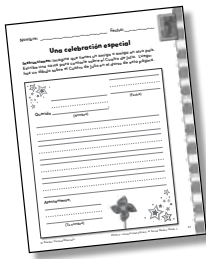
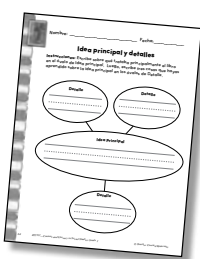
- ▶ identify the main idea and retell key details about a book.
- ▶ write an informative friendly letter to explain the Fourth of July.
- ▶ understand why the Fourth of July is celebrated and how Americans celebrate it today.

## Standards

- ▶ **Reading:** Identify the main topic and retell key details of a text.
- ▶ **Writing:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- ▶ **Content:** Understand the reasons that Americans celebrate certain national holidays.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

## Materials

- ◆ *¡Feliz Cuatro de Julio!* books
- ◆ copies of student reproducibles (pages 64–68)
- ◆ *Billete de dos dólares* primary source (bill.jpg)
- ◆ picnic basket or beach bag with common Fourth of July items
- ◆ chart paper
- ◆ scissors, yarn, hole punch
- ◆ paper plates
- ◆ index cards
- ◆ coloring supplies



## Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	<b>Before Reading</b> (page 60)	Take a picture walk to predict the main idea of the book.
Day 2	<b>During Reading</b> (page 61)	Identify the main idea of the book and three key details and write a letter about the Fourth of July.
Day 3	<b>After Reading</b> (page 62)	Create firework mobiles to share what they learned about the holiday.
Day 4	<b>Primary Source Activity</b> (page 63)	Create a new design for the two-dollar bill.
Day 5	<b>Activities from the Book</b> (pages 20 and 24 in the books)	Sing Yankee Doodle and write about their own Fourth of July celebrations.



# ¡Feliz Cuatro de Julio! (cont.)

## Vocabulary Word Bank

- ▶ celebración
- ▶ colonos
- ▶ honor
- ▶ independencia
- ▶ libertad
- ▶ patrióticas
- ▶ revolución
- ▶ símbolo

### Before Reading

**1. Introductory Activity**—Fill a picnic basket or beach bag with items that are found at modern-day Fourth of July celebrations. You might include items such as a small American flag, hot dogs, lemonade, and a baseball.

- ▶ Display the picnic basket or beach bag for students to see. Excitedly tell students that you are getting ready to celebrate a special holiday. Remove items from the basket or bag one at a time and display them on the table. Name each item and tell students what you plan to do with it. For example, you might say: "Aquí hay perros calientes. ¡Vamos a asarlos!"
- ▶ Invite students to guess the holiday. Confirm that you were pretending to prepare for the Fourth of July, which is also called Independence Day.
- ▶ Invite students to share their own Fourth of July memories.

**2. Vocabulary Activity**—Display the vocabulary words for students to read. Have students echo-read the words after you. Discuss each word's meaning and show word-related pictures from the book. Work as a class to orally complete cloze sentences that use the vocabulary words. Remind students that you do not expect them to know all of the words yet.

**3. Prereading Activity**—Write the words *Idea principal* on the board or chart paper. Explain that the main idea of a book is what the book is about. Explain that the main idea is usually stated at the beginning of a book.

- ▶ Distribute the books *¡Feliz Cuatro de Julio!* to students. Group students for a picture walk.
- ▶ Point out to students that some pictures are from long ago and some are from today.
- ▶ Have students predict the book's main idea. Record their responses on the board or chart paper.

# ¡Feliz Cuatro de Julio! (cont.)



## During Reading

- 1. Reading Activity**—Read the book *¡Feliz Cuatro de Julio!* aloud as students follow along. Pause at the end of each section. Refer to the list of students' ideas about the main topic and discuss which predictions best fit what you have read.

  - ▶ You may choose to conduct this first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
  - ▶ For the second reading of the book, divide the class into pairs. Distribute copies of the activity sheet *Idea principal y detalles* (page 64) to students. Read the directions aloud.
  - ▶ Allow time for students to read the book aloud with their partners. As students read, have them complete their activity sheets.
  - ▶ For **below-level learners** and **language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at listening stations.
  - ▶ Ask volunteers to share their responses with the class.
- 2. Writing Activity**—Ask students to imagine that they are writing a letter to someone in another country. They must explain the Fourth of July to this person.

  - ▶ Distribute copies of the activity sheet *Una celebración especial* (page 65) to students. Read the directions aloud. Encourage students to use the information they recorded on the activity sheet *Idea principal y detalles*. Letters should include why it is celebrated.
  - ▶ It might be helpful to write a sample letter as a shared writing activity first. Then, have students write their own friendly letters on the activity sheet.
  - ▶ Display the letters on a class bulletin board.

# ¡Feliz Cuatro de Julio! (cont.)

## After Reading

**1. Vocabulary Activity**—Divide the class into pairs. Distribute one copy of the activity sheet *¿A qué palabra corresponde?* (page 66) and scissors to each pair. Read the directions aloud.

- ▶ Have students cut out the game cards. Have students mix the cards and turn them facedown. Explain that the goal of the game is to match words with the correct definitions.
- ▶ To provide reading support, pair **language learners** and **below-level learners** with strong readers for this game.

**2. Reading Activity**—Tell students that they will make firework mobiles to summarize what they learned about the Fourth of July.

- ▶ Prior to the lesson, punch one hole in the top and three holes along the bottom of a paper plate for each student. Punch a hole in the center of the top and bottom of index cards. Each student will need six index cards.
- ▶ Distribute the index cards to students. Instruct them to choose three vocabulary words that are important to the holiday and write them on the cards. On the three remaining cards, have students draw pictures that show key details about the Fourth of July.

- ▶ Distribute the paper plates to students. Have them draw fireworks on their plates with coloring supplies.
- ▶ Use yarn to hang three cards from the bottom of the paper plates. Hang the remaining three cards from the bottom of the other cards. String yarn through the top hole in the plate and hang the mobiles from the ceiling.

**3. Assessment**—A short posttest, *Prueba sobre ¡Feliz Cuatro de Julio!* (page 68), is provided to assess student learning from the book. A document-based assessment is also provided on page 201. Additionally, the Interactiv-eBook activities may also be used as a form of assessment.

### Activities from the Book

- ▶ **Sing It! Activity**—Read the prompt *¡Cántala!* aloud from page 20 of the book. Have students practice singing *Yankee Doodle*.
- ▶ **Your Turn! Activity**—Read the activity *¡Tu turno!* aloud from page 24 of the book. Ask students to write about how they like to celebrate Independence Day.



# ¡Feliz Cuatro de Julio! (cont.)



## Primary Source Activity

### Historical Background

The scene on the back of the two-dollar bill shows the drafting committee presenting the Declaration of Independence to the Second Continental Congress. This event took place on June 28, 1776. John Adams, Roger Sherman, Robert R. Livingston, Thomas Jefferson, and Benjamin Franklin are shown presenting the document to the seated John Hancock, who was the president of the Continental Congress. The public was told about the *Declaration of Independence* on July 4, 1776.

### About the Primary Source

The image on the back of the two-dollar bill comes from a painting by John Trumbull. The original 12-foot-by-18-foot oil painting is called *Declaration of Independence*. It was painted in 1817 and placed in the Capitol in 1826.



## Teaching Suggestions

1. Display the electronic file *Billete de dos dólares*. A copy of the primary source is provided on the Digital Resource CD (bill.jpg).
2. Ask students to carefully examine and describe the artwork on the back of the two-dollar bill. Then, ask students the discussion questions below.
  - ▶ ¿Reconocen algunos de los hombres en la imagen?
  - ▶ ¿Qué creen que ocurre en esta imagen?
  - ▶ ¿Por qué creen que esta imagen está en el billete de dos dólares?
3. Review the historical background information with students.
4. Next, have students imagine that they have been asked to redesign the back of the two-dollar bill. Pretend the government wants to update the bill with artwork that celebrates the Fourth of July today.
5. Distribute copies of the activity sheet *Diseño nuevo* (page 67) and coloring supplies to students. Have students draw their ideas for the redesigned two-dollar bill. Ask them to write a sentence explaining their design.
6. Invite students to share their designs and sentences with the class. Display the finished activity sheets in the classroom.



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

## Idea principal y detalles

**Instrucciones:** Escribe sobre qué trataba principalmente el libro en el óvalo de Idea principal. Luego, escribe tres cosas que hayas aprendido sobre la idea principal en los óvalos de Detalle.

**Detalle**

\_\_\_\_\_

-----

\_\_\_\_\_

**Detalle**

\_\_\_\_\_

-----

\_\_\_\_\_

**Idea principal**

\_\_\_\_\_

-----

\_\_\_\_\_

**Detalle**

\_\_\_\_\_

-----

\_\_\_\_\_





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

## ¿A qué palabra corresponde?

**Instrucciones:** Recorta las tarjetas de abajo. Mézclalas y colócalas bocabajo. El jugador 1 dará vuelta a dos tarjetas. Si la palabra corresponde con la definición, el jugador se queda con el par. Luego, pasa el turno al jugador 2. Continúa hasta hacer coincidir todas las tarjetas. ¡Cuenta las tarjetas para saber quién tiene más!

celebración	colonos
libertad	honrar
independencia	patriótico
revolución	símbolo
una fiesta para un día especial	personas que viven en una zona dominada por otro país
el poder de hacer lo que quieres hacer	mostrar respeto por una persona o cosa
libertad para tomar decisiones	mostrar amor por el país propio
el fin del dominio de un gobierno y el comienzo de uno nuevo	un objeto que representa otra cosa

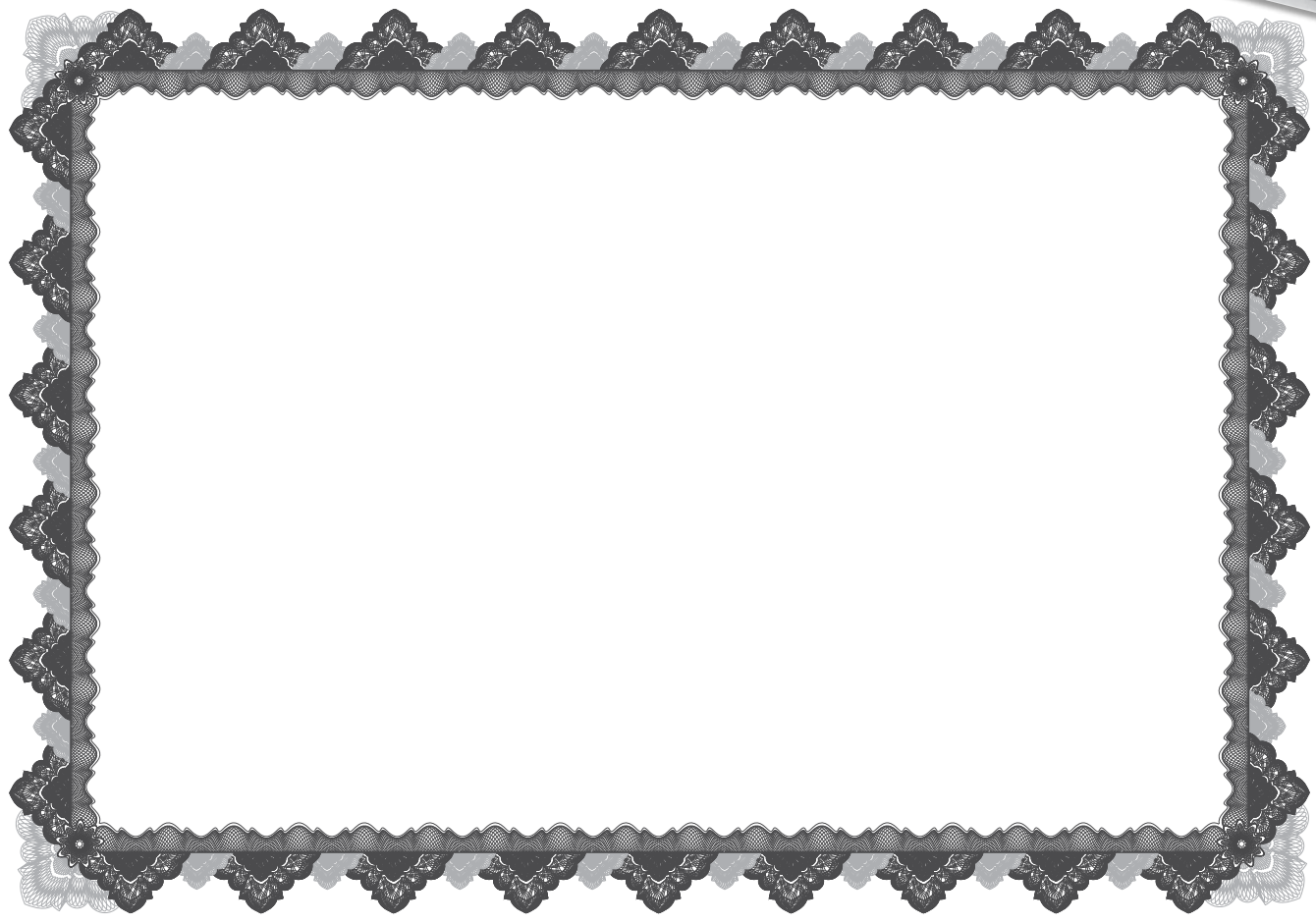




Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Nuevo diseño

**Instrucciones:** Haz un dibujo sobre el Cuatro de Julio para el dorso de un nuevo billete de dos dólares.



**¡Haz más!** Escribe una oración sobre tu dibujo.

Four sets of horizontal lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



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

## Prueba sobre ¡Feliz Cuatro de Julio!

**Instrucciones:** Lee cada pregunta. Elige la mejor respuesta. Rellena la burbuja de la respuesta que has elegido.

**1** Hace mucho tiempo, ¿por qué país estaba gobernado Estados Unidos?

- (A) Alemania
- (B) Canadá
- (C) Gran Bretaña
- (D) México

**2** ¿Qué día de 1776 declaró su libertad Estados Unidos?

- (A) 4 de julio
- (B) 5 de junio
- (C) 25 de diciembre
- (D) 4 de enero

**3** ¿Qué otro nombre recibe el Cuatro de Julio?

- (A) Día de la Libertad
- (B) Día de la Independencia
- (C) Día de los Fuegos Artificiales
- (D) Día de los Caídos

**4** Lee la oración de abajo. Elige la mejor palabra para completar el espacio en blanco. La libertad para tomar tus propias decisiones se llama \_\_\_\_\_.

- (A) colonos
- (B) patriótico
- (C) celebraciones
- (D) independencia

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

## ¡Es hora de celebrar!

**Instrucciones:** Responde las preguntas sobre la fotografía.



1. ¿Qué día te parece que fue tomada esta fotografía?

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2. ¿Por qué los niños llevan banderas estadounidenses?

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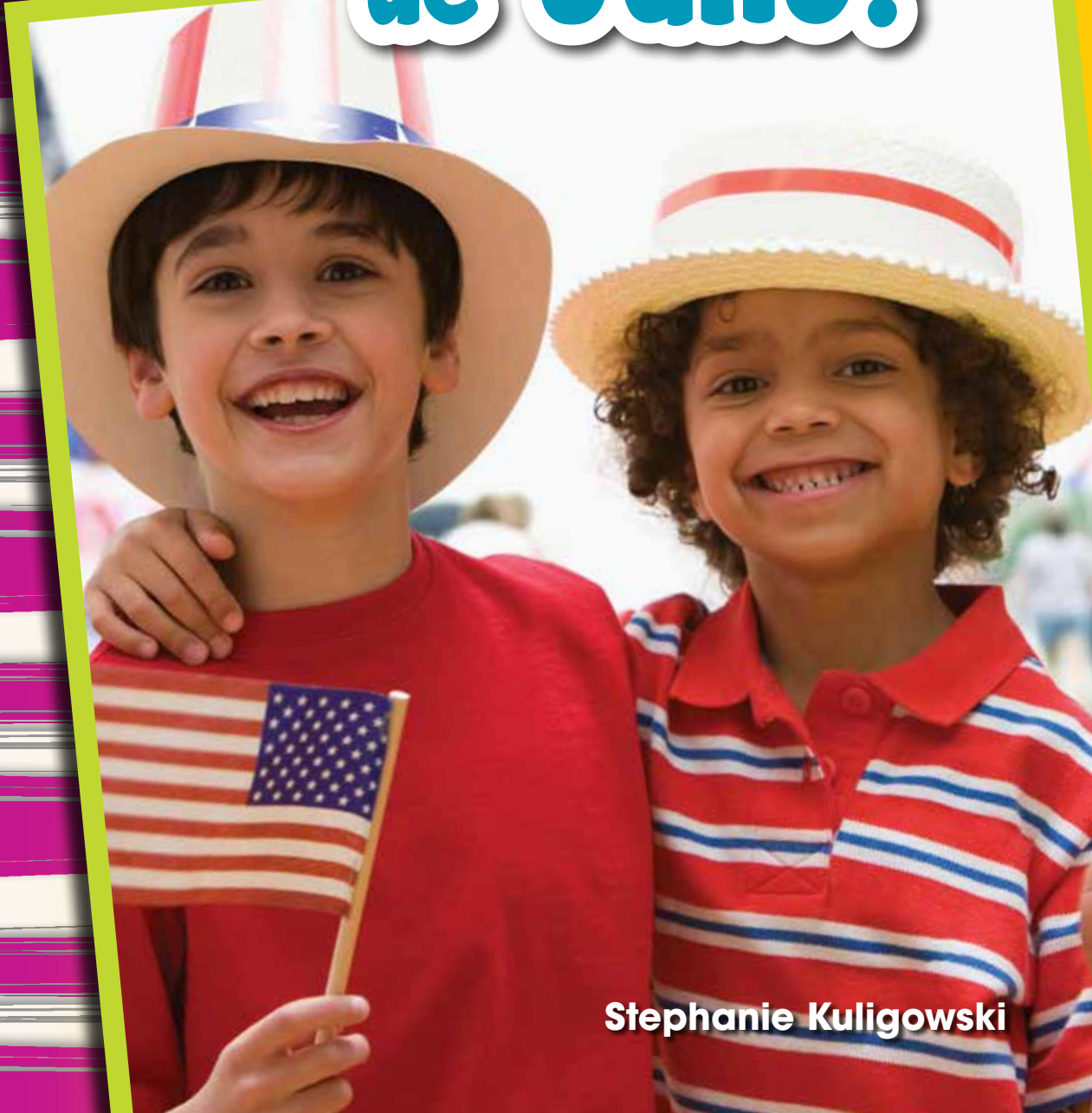
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# ¡Feliz Cuatro de Julio!



Stephanie Kuligowski



## Asesoras

**Shelley Scudder**  
Maestra de educación de  
estudiantes dotados  
Broward County Schools

**Caryn Williams, M.S.Ed.**  
Madison County Schools  
Huntsville, AL

## Créditos de publicación

Dona Herweck Rice, *Jefa de redacción*  
Lee Aucoin, *Diseñadora de multimedia*  
*principal*

Torrey Maloof, *Editora*

Diana Kenney, M.A.Ed., NBCT,  
*Editora asociada de educación*

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Traducción de Santiago Ochoa

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# Fiesta de cumpleaños

El Cuatro de Julio es el día en el que se **honra** el nacimiento de Estados Unidos. Hay desfiles. Hay días de campo. De noche, los fuegos artificiales iluminan el cielo. Es así como celebramos la **independencia** de nuestro país. *Independencia* significa **libertad**.

Estatua de la Libertad





# La vida hace mucho tiempo

Hace mucho tiempo, Norteamérica estaba dominada por Gran Bretaña. Las personas de Norteamérica eran llamadas **colonos**. El rey tenía reglas que no les gustaban a los colonos. Querían nuevas reglas. El rey no los escuchó.

el rey Jorge de Gran Bretaña



Esta es Gran Bretaña.

Este es Estados Unidos.



# ¡Guerra!

Los colonos querían ser libres. Estaban listos para pelear por su libertad.

En 1775, los colonos fueron a la guerra con Gran Bretaña. La guerra fue llamada la **Revolución** estadounidense.



Los colonos pelean contra Gran Bretaña.

## ¡El poder de la mujer!

Las mujeres también ayudaron a pelear en la guerra.

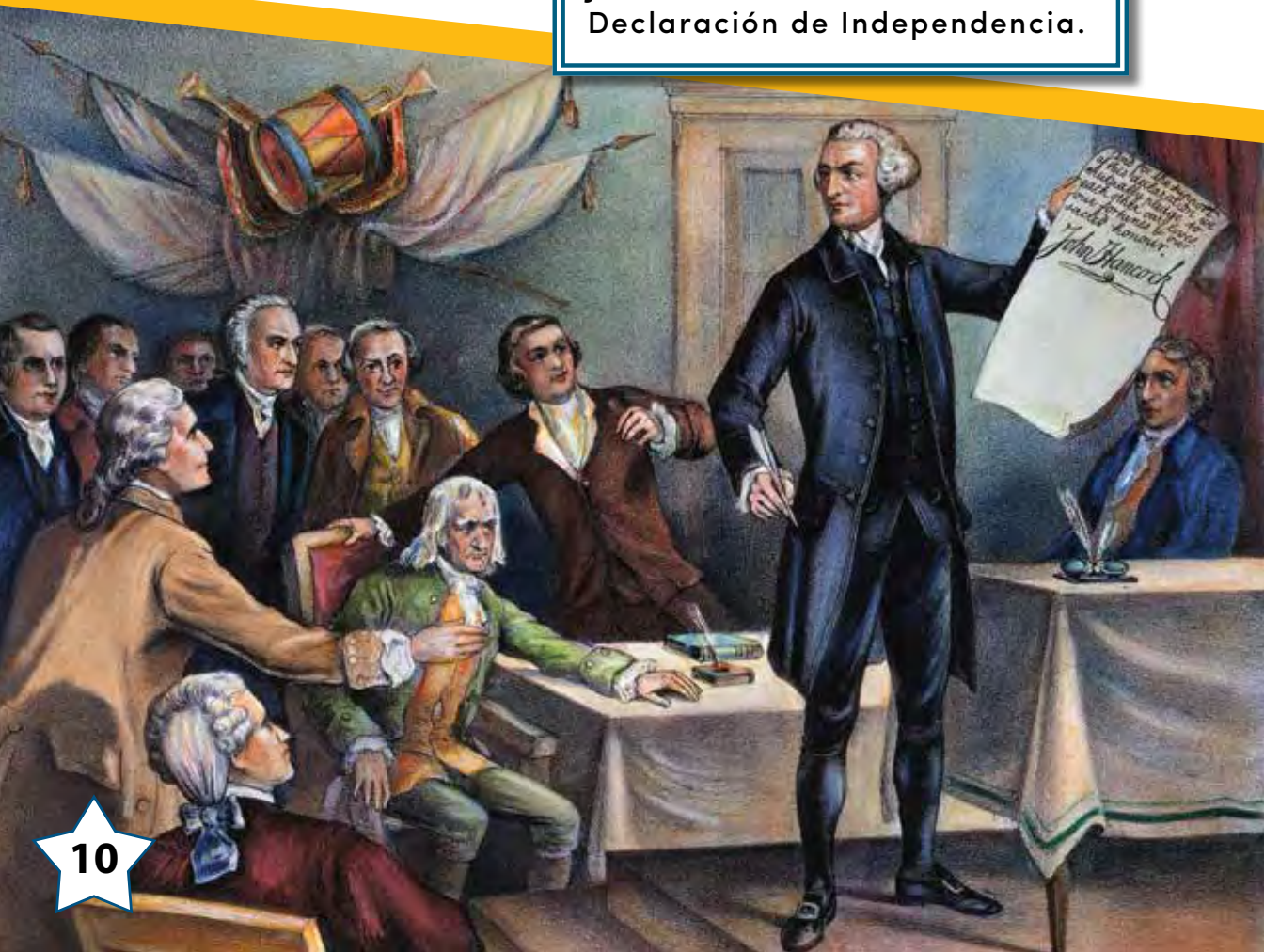


Una mujer ayuda a pelear en la guerra.



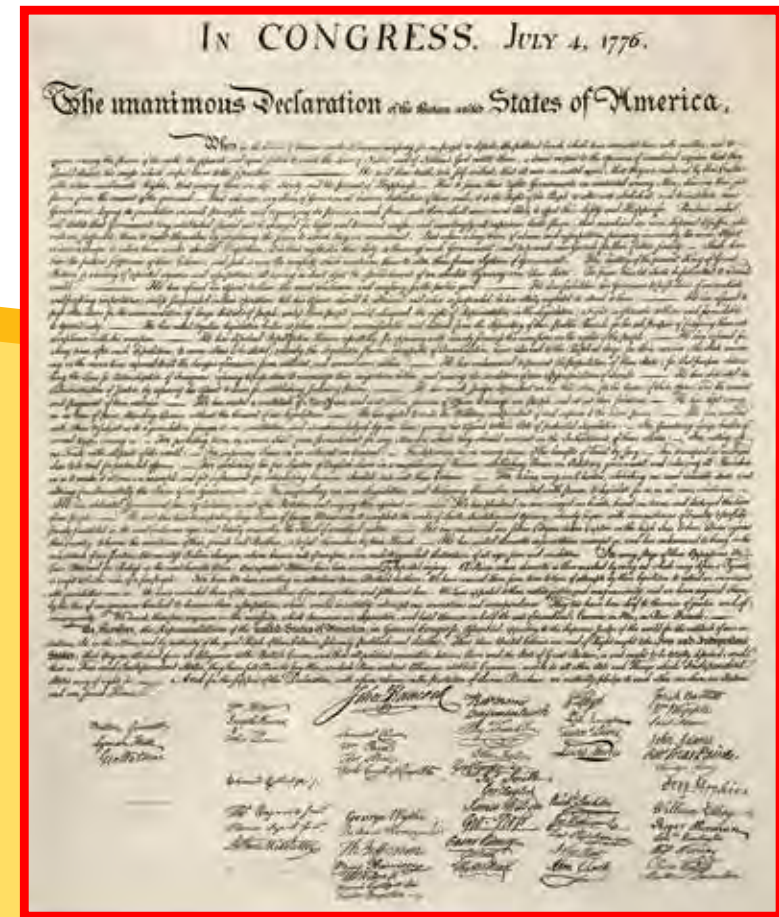
Los colonos escribieron una carta al rey. La carta fue llamada la *Declaración de Independencia*. Decía que ellos eran libres. Los hombres que escribieron la carta le hablaron a todo el mundo de ella el 4 de julio de 1776. Años después, Estados Unidos ganó la guerra. ¡Ganó su independencia!

John Hancock firma la Declaración de Independencia.



## Un nombre grande

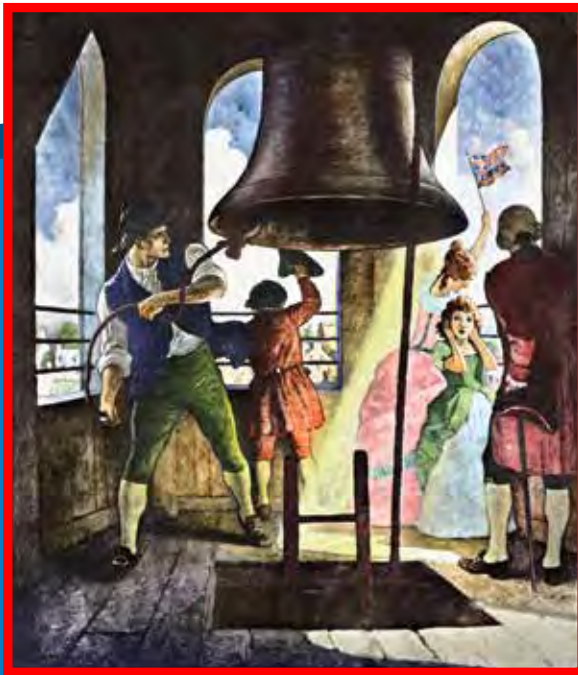
John Hancock fue un líder. Fue el primero en firmar la Declaración de Independencia. ¡Escribió su nombre grande! Quería que el rey lo viera con facilidad.



Declaración de Independencia

# Las primeras celebraciones

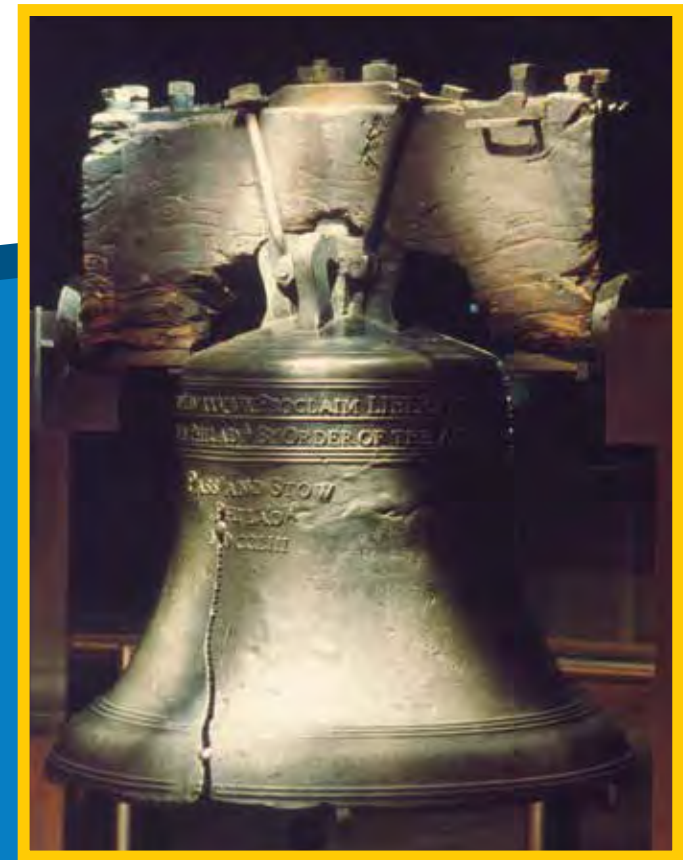
El primer cumpleaños de Estados Unidos fue una gran **celebración**. Una celebración es una fiesta para un día especial. La gente hablaba sobre la Declaración de Independencia. Era un **símbolo** de libertad.



Tocando la Campana de la Libertad.

## Que suene la libertad

La Campana de la Libertad sonó por primera vez cuando la Declaración de Independencia fue leída en voz alta.



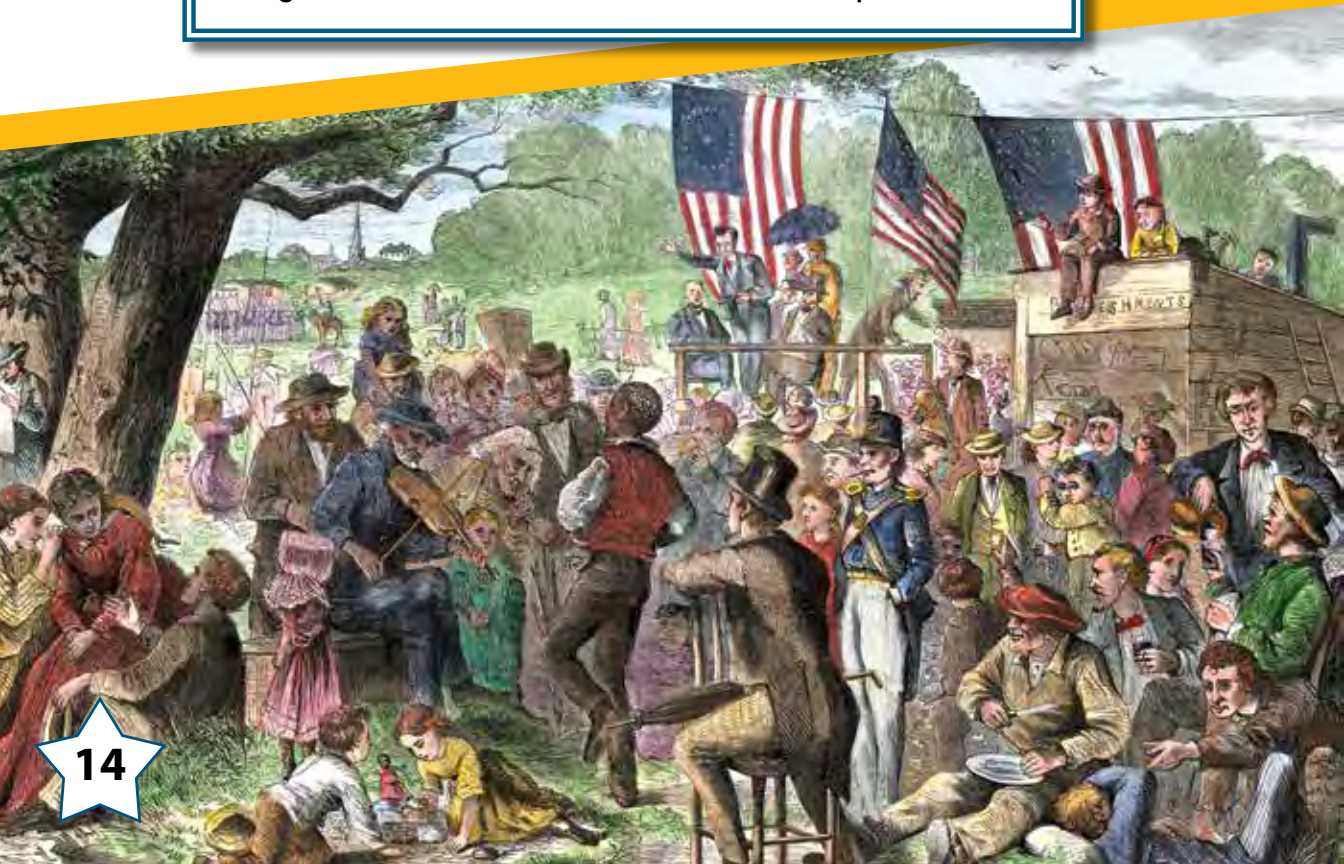
la Campana de la Libertad



La gente también celebró al año siguiente. La gente comía alimentos deliciosos. Hablaba sobre su libertad.

La gente lo llamó el *Día de la Independencia*. Años después, lo convirtieron en un día festivo. El día también se llama *Cuatro de Julio*.

La gente celebra en el Día de la Independencia.



Los niños celebran el Cuatro de Julio.



# Las celebraciones de hoy

Nuestro país todavía celebra el Día de la Independencia. Muchos de nosotros celebramos afuera. Asamos perros calientes. Comemos tarta de manzana.

Algunas ciudades hacen desfiles. Animamos a nuestros héroes.

Niños observan un desfile del Cuatro de Julio.

## Muchos perros calientes

¡Los estadounidenses comen más de 150 millones de perros calientes cada Día de la Independencia!





¡El espectáculo comienza en la noche!  
El cielo se llena de luces y colores. Algunas ciudades ponen canciones **patrióticas** para acompañar el espectáculo.

El Día de la Independencia es especial.  
Es un día para honrar nuestro pasado. Es un día para celebrar nuestra libertad.

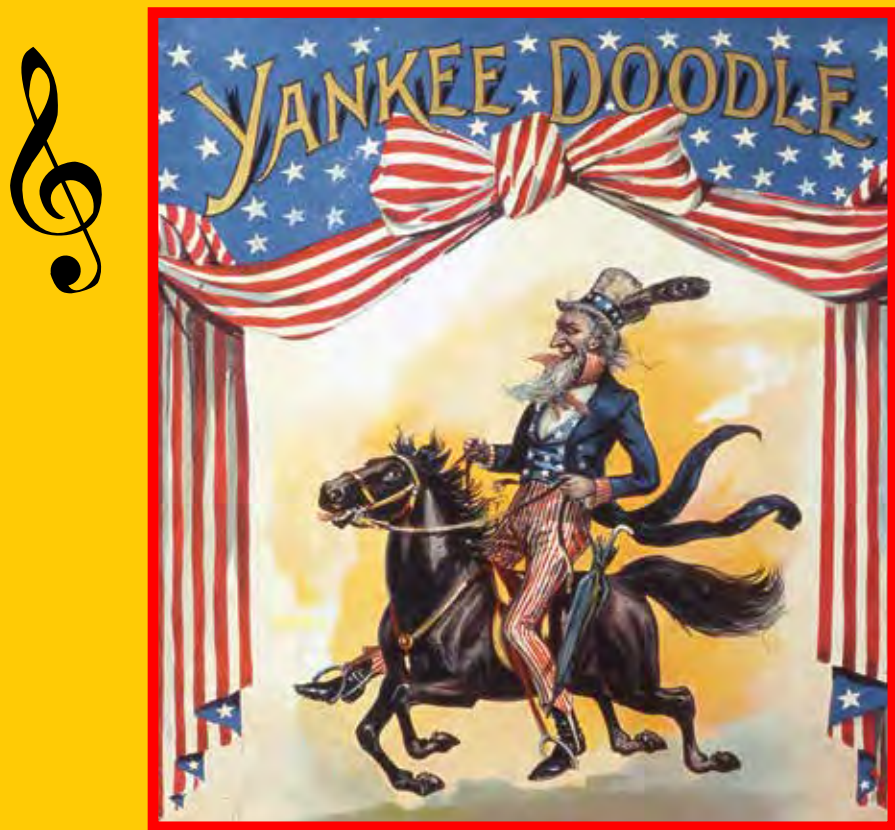
la bandera estadounidense





## ¡Cántala!

Aprende la canción de la página siguiente. Cántala con tus amigos. Cántasela a tu familia.



Esta es la cubierta de un libro para niños de 1880.



## Yankee Doodle

Derechito a la ciudad  
un yanqui va en un poni,  
una pluma en el sombrero  
y grita "macarroni".

### **Estríbillo:**

Yanqui, qué elegante estás.  
Yanqui, siempre así serás.  
¡Yanqui, a todas las muchachas  
tú conquistarás!



## Glosario

**celebración:** una fiesta para un día especial

**colonos:** personas que se van a vivir a una zona que no es su país

**honra:** muestra respeto por una persona o cosa

**independencia:** libertad para tomar decisiones

**libertad:** el poder de hacer lo que quieres

**patrióticas:** que muestran amor por su país

**revolución:** el fin del dominio de un gobierno y el comienzo de otro nuevo

**símbolo:** un objeto que representa otra cosa

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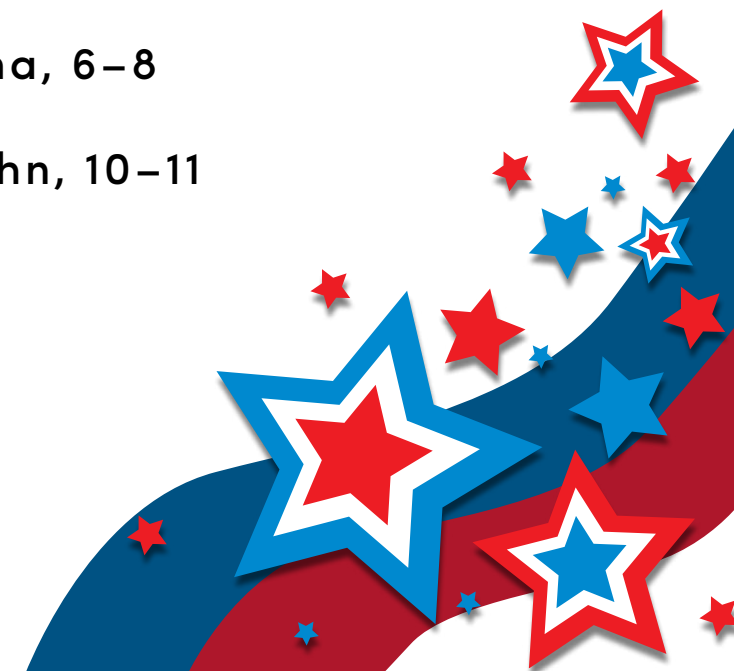
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# ¡Tu turno!



## Mi fiesta

Mira los niños de la foto. ¿Cómo celebran el Día de la Independencia? ¿Cómo celebras tú el Día de la Independencia? Escribe sobre las cosas que te gusta hacer.