



Summary

On July 18, 1776, the Declaration of Independence is read from the balcony of the Old State House in Boston. While most people in Boston are eager to celebrate freedom from England, including young Jonathan Stone, some remain loyal to King George. Tensions in the city bristle between neighbors, testing Jonathan’s understanding of freedom and his willingness to fight for what he believes.

Guided Reading Level	Lexile Level	Total Word Count
R	780L	

Standards:

Common Core Language Arts

- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Dialogue Details Problem/Solution Plot	Plot Asking questions Summarizing Sequence of Events	Reading for context clues Self-monitoring	contradict edicts improvised Loyalists revolution roiled siege sympathizers tirade Tories

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Flames of Freedom** – Introduce **Flames of Freedom** by looking at the cover photo and starting a discussion about the American Revolution.

Suggested questions to facilitate introduction:

- Looking at the cover, what do you think this story is going to be about?
- What do you know about the American Revolution? Explain.
- What do you think of when hear the word “freedom”? Explain.

3. Skimming and Scanning **Flames of Freedom** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- Turn to pages 92-96. Why was this information included in the book? How will it help you?
- On page 39, look at the word proclivities. Does reading the entire paragraph help you determine the meaning of the word? Which other words in the paragraph help you determine the meaning?
- While skimming and scanning, think about what genre the book might be.

4. Reading **Flames of Freedom** – Students read independently or with a partner.

5. After reading **Flames of Freedom** – Open the conversation with a question that relates to the comprehension strategy of asking questions, plot, or summarizing. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- When and where does the story take place?
- Why is Mrs. Stone “on the fence” about independence? What changes her mind?
- Why does Jonathan feel so strongly about independence?
- Why do the colonies declare independence? Summarize.

Suggested after reading lesson focus prompts:

- I noticed (student’s name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- What did you do to help you understand unfamiliar words?

6. After Reading Application for **Flames of Freedom** – Have students describe the sequence of events by completing the Flow Chart reproducible.

NAME: _____

DATE: _____

Directions:

Use this graphic organizer to represent a sequential flow of events, actions, character roles, and/or decisions.

