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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Participate in the act of voting
- ✓ Identify Barack Obama as a president of the United States
- ✓ State the name of the current president of the United States

**Language Arts Objectives**

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Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Barack Obama” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Barack Obama” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *laws* in reading and discussing “Barack Obama” (RI.P.4)
- ✓ With prompting and support, use the word *laws* that was acquired through conversations, reading and being read to, and responding to “Barack Obama” (L.P.6)
- ✓ Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that *rules* and *laws* are similar but not identical in meaning) (L.P.5)

- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use a combination of dictating and writing to create an informative text about class rules, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Perform activities requiring small muscle control (L.P.1a)

### Core Vocabulary

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**different, *adj.*** Not the same

*Example:* A cat is a different kind of animal than a dog.

*Variation(s):* none

**laws, *n.*** Rules that people have to follow

*Example:* There are many laws in our country; one is that children must wear seatbelts when they ride in cars.

*Variation(s):* law

**office, *n.*** A place, building, or room where people work

*Example:* My mom goes to work in her office every morning.

*Variation(s):* offices

**president, *n.*** The person who is the leader of a country, like the United States of America

*Example:* George Washington was the first president of the United States.







*Variation(s):* presidents

**voted, *v.*** Chose something or someone that you preferred

*Example:* We voted to have chocolate milk at lunch today.

*Variation(s):* vote, votes, voting

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	 <b>Background Information and Terms</b>	whiteboard or chart paper; marker	5
	 <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	 <b>Barack Obama</b>	map of the United States	10
<b>Deepening Understanding</b>	 <b>Deepening Understanding: Laws</b>	Image Card 4A-1	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	 <b>Cast a Ballot</b>	shoebox; construction paper; scissors; ballots; stickers; primary crayons	10

## Take-Home Material

### *Important People in American History: Barack Obama*

Give students the following material to take home to their family:

- **Activity Page 4A-1: Important People in American History: Barack Obama**

## Advance Preparation

### *Listening & Learning*

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### *Introducing the Read-Aloud*

Plan something students can vote on in order to better understand the word *vote*. Read *Introducing the Read-Aloud* and write your plan in the box provided. Give students two choices in the vote and be sure it is a meaningful choice, such as choosing what game to play, song to sing, or what to eat for snack.

### *Extension Activity*

Prepare a ballot box where students can cast a vote. Use a shoebox, cover it in red, white, and blue paper, and cut a slot in the top. Decide on something meaningful in your classroom that students can vote on, such as choosing a snack or special activity. Prepare ballots with pictures

of students' choices. For example, if students are choosing between goldfish and graham crackers for snack, make a ballot showing a picture of goldfish crackers and a picture of graham crackers.



## Background Information and Terms

- Define the word *vote*.

*“Today we are going to learn about the word *vote*. *Vote* means to choose something that you prefer or like the best.”*

- Explain to students that you are going to have a vote in class. Below, write what you will say to introduce the vote to students, explaining their two options to them (see **Advance Preparation**).

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- Tell students that there are many kinds of things you can vote for. Tell students that adults vote to decide who should be president of the United States.

*“Adults in our country vote to decide who should be president of the United States. All of the people who want to be president tell everyone about their ideas. Then, the people living in the United States decide whose ideas they like best. They vote for the person whose ideas they like the best. The person with the most votes becomes president.”*

- Define the word *president*.

*“A president is the leader of our country. The president helps all the people in America make choices about the best ways to live.”*

- Compare the president’s position as leader of a country to a leadership position in your school or classroom (e.g., administrator, principal, director).

*“The president is a leader of our country. In our school, we have someone who is like the president; s/he is the leader in charge of our school. S/he helps us make choices about the best ways to behave in our school. Do you know who it is?”*

### **Purpose for Listening**

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- Tell students to listen to find out the name of someone who became president of the United States.

*“In this read-aloud we are going to learn about someone who was chosen by a vote to become the president of the United States. Listen to find out who it was.”*

# Barack Obama

**Note:** The text in this read-aloud is written to be used both while President Obama is in office and when he is no longer president. The teacher notes are written for when President Obama is still in office. Please adjust these notes once President Obama is no longer in office to discuss both President Obama and the current president.



← **SHOW FLIP BOOK PAGE 4A-1: Obama presidential portrait**

Our country, the United States of America, has had many presidents. The forty-fourth **president** of the United States is Barack Hussein Obama.

- Tell students who the current president of the United States is and ask them if they have ever seen him/her on television, in the newspaper, on the computer, in a book, etc.

"Barack Obama is the president of our country right now. Has anyone ever see a picture of Barack Obama? You might have seen him on television or in the newspaper, on the computer, or in a book."



← **SHOW FLIP BOOK PAGE 4A-2: Obama family portrait**

Before he became president, while he was a young man, Barack Obama met a woman named Michelle. Barack and Michelle fell in love. They got married and had two daughters, Sasha and Malia. While his daughters were little girls, about the same age as you, Barack Obama and his family lived in the state of Illinois. Barack Obama was an important person in the state of Illinois because he helped make **laws**, or rules, and worked to make Illinois a better place to live.

- *Show students a map of the United States and point to Illinois.*

*"This is the state of Illinois where Barack Obama and his family used to live when Sasha and Malia were young."*

- *Name your own state, point to it on the map of the United States, and explain that there are people who help your state to be a better place to live.*

*"We live in the state of \_\_\_\_\_. Say that with me: 'We live in the state of \_\_\_\_\_.' We have people in our state who help make it a better place to live just like Barack Obama did in Illinois."*

- *Show students a map of the United States and point to Illinois.*





◀ **SHOW FLIP BOOK PAGE 4A-3: Obama waving at rally**

Many people who lived in Illinois thought Barack Obama did a good job, so they **voted** for him to travel to Washington, D.C., to help make laws for our whole country, the United States of America. Barack Obama thought a lot about what those laws should be while he lived in Washington, D.C. He talked and listened to many people about how to make the United States the best country it could be. Many people liked his ideas, and voted for him to be president of the United States.

- Describe what Obama did for his state and what he did in Washington, D. C., as a senator.

*"When Barack Obama moved to Washington, D. C., he wasn't president yet, but he thought about what it might be like to be president. He worked hard and helped all of the states in the United States. He was such a good helper that a lot of people voted for or chose him to be the president."*



← **SHOW FLIP BOOK PAGE 4A-4: The White House**

After he was elected president, President Obama and his family moved into a big, fancy house in Washington, D.C., called the White House. The White House is **different** from most houses because it is not only a place to live, but it is also a place to work. In one part of the White House there are rooms where the Obama family sleeps, gets dressed, and eats their meals, just like you do in your house.

- Ask students why it's called the White House.

*"Why do you think it is called the White House?"*

- Call on a few students to respond. (because it is white)
- Ask students if they would like to live in the White House.

*"One day you could be president and live in the White House with your family! Raise your hand if you would like to be president and live in the White House."*

- Call on a few students to respond.



← **SHOW FLIP BOOK PAGE 4A-5: Obama in Oval Office**

But another part of the White House is an **office** building where lots of busy people come to do hard work every day. President Obama has an office with a big desk where he can read and sign important papers. He also has a phone so that he can talk to important people from all around the world. Since President Obama's office is in the White House where his family lives, his daughters, Malia and Sasha, can visit him when they get home from school.



◀ **SHOW FLIP BOOK PAGE 4A-6: Sasha and Malia bulletin board**

Even though their father is president of the United States and they live in the White House, Malia and Sasha Obama do many things just like other kids. They go to school and do their homework every day. When they come home they like to do fun things like dancing and practicing piano. At the end of the day—before they eat dinner—Sasha and Malia have two important chores to do. First they feed their dog Bo, and then they take him for a walk outside the White House.

- *Explain that Sasha and Malia do things other children do.*

*“Look, Malia is working on homework in this picture and Sasha is dancing to music in this picture. Here they are walking their dog Bo. Even though they live in the White House, Malia and Sasha do the same things as other boys and girls.”*

- *Ask students what chores they do at home.*

*“What kind of chores do you do at home?”*

- *Call on a few students to respond.*



◀ **SHOW FLIP BOOK PAGE 4A-7: Obama family**

President Obama once told Malia and Sasha that he knew their lives were wonderful in many ways. He also told them he wanted every child in the United States of America to have a wonderful life just like theirs. Barack Obama said that he was going to work long and hard to make the United States a better place to live so that all children would have the chance to “learn and dream and grow.”



← **SHOW FLIP BOOK PAGE 4A-8: Obama with American flags**

President Obama talked to the people of the United States and told them the same thing he told his daughters. He said he wanted everyone in the United States to have a chance to go to a good school, to learn how to read and write, and to have a good life in the United States.

- Tell students that President Obama is giving a speech in the picture.

*"In this picture President Obama is giving a speech. That means he is talking to lots of people."*

- Show students page 28 in *HAPPY BIRTHDAY, MARTIN LUTHER KING* by Jean Marzollo. Remind them that they learned about Martin Luther King Jr. giving a speech.

*"When we learned about Martin Luther King Jr., we also saw him give a speech. In this picture Martin Luther King Jr. is talking to many people in Washington, D.C. He told everyone he had a dream that everyone could live peacefully together in the United States. Martin Luther King Jr.'s dream wasn't the kind you have when you are sleeping; it was a wish, something he hoped would happen. He hoped everyone could live peacefully and nicely together in our country."*

- Show students *FLIP BOOK PAGE 4A-8: OBAMA WITH AMERICAN FLAGS* and explain that Obama told people something similar in a speech.

*"President Obama gave a speech too. He has a dream that everyone will learn to read and write and have a happy life in the United States. President Obama's dream is also a wishful dream, just like Martin Luther King Jr.'s. He wishes everyone will learn to read and write and have a happy life."*

Whole Group

## Deepening Understanding: Laws

### Defining Laws

- Remind students that they heard the word *laws* in the read-aloud.

*“Remember, while we were reading, we heard the word laws. Listen for the word laws while I read part of the read-aloud you heard before.”*



### ◀ SHOW FLIP BOOK PAGE 4A-3: Obama waving at rally

- Reread the part of the text that contains the word *laws*.

*Barack Obama was an important person in the state of Illinois because he helped make **laws**, or rules, and worked to make Illinois a better place to live.*

- Define *laws*.

*“Laws are special rules that everyone in the country must follow. Laws keep everyone safe and help everyone get along with each other. There is a law that we must wear a seatbelt in a car. There is also a law that all children must go to school. Laws are rules that everyone in our country obeys.”*

- Have students say the word with you.

*“Say the word with me—laws.”*

### Reviewing Laws

- Tell students that President Obama helps decide on and enforce the country’s laws.

*“President Obama helps decide what the laws, or rules, for our country should be. He also helps make sure everyone follows the laws of our country, the United States.”*



### ◀ SHOW FLIP BOOK PAGE 4A-5: Obama in Oval Office

*“Sometimes when he is in his office, President Obama reads about the laws and rules of the United States. He wants to make sure all of the laws are fair for everyone. Sometimes he talks to people on the phone about some of our laws.”*

- Show **Image Card 4A-1: Obama signing his name**

*“When President Obama decides that an idea is good and he wants to make it into a law or a rule for everyone, he signs his name on a piece of paper that has the law written on it.”*

### **Expanding Laws**

- Compare laws to rules in your classroom

*“Laws are like the rules in our classroom. Rules in our classroom keep us safe and help us all get along with each other. One rule in our classroom is \_\_\_\_\_. What are some other rules in our classroom?”*

- Call on a few students to answer. Recast their answers by connecting the rule to its purpose (safety, getting along) and reminding students that laws do the same thing for our whole country.



**Complete remainder of lesson later in the day**

**Whole  
Group****Cast a Ballot**

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Students will make a choice and vote by casting a pictorial ballot.

- Remind students that the American people voted for, or chose, Barack Obama to become president.
- Tell students that when it is time to vote for a president, voters make a mark to show which person they choose to be president. Then, everyone's vote is counted to see who got the most votes and that person becomes president.
- Tell students that they are going to vote to make a choice about \_\_\_\_\_ (something in your classroom that students can decide).
- Show students the ballots you made (see **Advance Preparation**) and explain that they are going to make a mark with a crayon to show which option they choose.
- Demonstrate circling one of the pictures for the students.
- Give students their ballots and explain that after they make their choice, they should put their ballot in the box to be counted.
- You might give students stickers when they cast their votes, explaining that the stickers show they have already voted.
- After all students have voted, open the box and count the ballots. Explain to students which choice got the most votes.
- Provide all students with whichever choice got the most votes (e.g., a snack or special activity).

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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Identify Barack Obama as a president of the United States
- ✓ State the name of the current president of the United States
- ✓ State two things the president does as part of his/her job (e.g., lives in the White House, talks on the phone, signs laws, etc.)

**Language Arts Objectives**

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Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Barack Obama” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Barack Obama” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *laws* in reading and discussing “Barack Obama” (RI.P.4)
- ✓ With prompting and support, use the word *laws* that was acquired through conversations, reading and being read to, and responding to “Barack Obama” (L.P.6)



- ✓ Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that *rules* and *laws* are similar but not identical in meaning) (L.P.5)
- ✓ With prompting and support, use a combination of dictating and writing to create an informative text about class rules, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> Barack Obama	chart paper; marker	15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: <i>President</i>	Image Card 4A-1	10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	<b>S</b> Cast a Ballot	shoebox; construction paper; scissors; ballots; stickers; primary crayons	10

Whole Group

## Barack Obama

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



### ◀ SHOW FLIP BOOK PAGE 4A-1: Obama presidential portrait

- Ask students to identify the person in the picture. Ask students to name the current president.

*“Who remembers this man’s name? Why is he an important person? What is the name of his job? Who is the president of the United States right now?”*

- Recast answers to include the words *president, United States of America, country, Barack Obama*.
- Tell students that today you are going to talk about the special job of being president and that you are going to make a list of what the president does.

*“Today we are going to talk about the special job of being president. We are going to make a list of what the president has to do every day as part of his job.”*

- As you write at the top of the chart paper, tell students that the title of your list is going to be ‘What Does the President Do?’ Tell students that each time you talk about something the president does, you will write it down on the list.

*“I’m writing the title of our list up here at the top of the page: ‘What Does the President Do?’ Every time we talk about something the president does, we are going to add it to our list.”*



◀ **SHOW FLIP BOOK PAGE 4A-4: The White House**

- Ask students to identify the building in the picture by name.

*“What is the building in this picture? What is special about it? Who lives here?”*

- Recast students’ answers to include these words and phrases:
  - the White House
  - president
  - president lives and works here
  - Barack Obama
  - Obama family (Sasha, Malia, Michelle)
- Add “lives in the White House” to your ‘What Does the President Do?’ chart.

*“Living in the White House is part of the President’s job. I am going to write ‘lives in the White House’.”*



◀ **SHOW FLIP BOOK PAGE 4A-5: Obama in Oval Office**

- Ask students what the president does in his office.

*“What does the president do when he is working in his office in the White House?”*

- Recast students’ answers to include these words and phrases:
  - talks on the phone
  - takes care of the country
  - writes things down
  - talks to many people in his office

*“Talking on the phone, taking care of our country, writing things down, and talking to people are all part of the president’s job.”*

- As you discuss what the president does in his office (e.g., talks on the phone, takes care of the country, etc.), add each statement to your ‘What Do Presidents Do?’ chart.

*“All of these things we just wrote down are part of the president’s job.”*

- Show **Image Card 4A-1: Obama signing his name.**
- Tell students what is happening in this picture.

*“This is a new picture of President Obama doing something important. He is signing his name on a law.”*

- Elaborate on what signing one’s name means.

*“When the president decides that an idea is good and he wants to make it into a law or a rule for everyone, he signs his name on a piece of paper that has the law written on it. Just like you put your name on your work at school, President Obama signs his name on his work. Part of the president’s job is to sign his name.”*

- Add “signs his names to laws” to your ‘What Does the President Do?’ chart.

*“Signing his name to laws is part of the president’s job.”*



◀ **SHOW FLIP BOOK PAGE 4A-8: Obama with American flags**

- Ask students what the president is doing in the picture.

*“What is the president doing in this picture?”*

- Give students hints by telling them that lots of people are listening to him just like they listened to Martin Luther King Jr.

*“The president is giving a speech in this picture. He is talking to a lot of people. Sometimes when the president gives a speech you can watch it on television or on the computer. He is talking to all of the people in the United States and telling them how we can all make our country a better place to live. Part of the president’s job is to give speeches.”*

- Add “gives speeches” to your ‘What Does the President Do?’ chart.

*“Giving speeches is part of the president’s job.”*

- Tell students that now you are going to talk more about the word *president*.



**Save the chart for use in Lesson 6B: “George Washington”**

Whole Group

## Deepening Understanding: *President*

### Defining President

- Remind students that they heard the word *president* in the read-aloud.

*“Remember, while we were reading, we heard the word president. Listen for the word president while I read part of the book you heard before.”*



### ◀ SHOW FLIP BOOK PAGE 4A-1: Obama presidential portrait

*Our country, the United States of America, has had many presidents. The forty-fourth president of the United States is Barack Hussein Obama.*

- Define *president*.
- Have students say the word with you.

*“Say the word with me—president.”*

*“A president is a leader or person in charge of our country. A president does all of the things that we added to our list today.”*

- Read aloud your list from ‘What Does the President Do’ Chart, sliding your finger beneath the words as you read.

### Reviewing President

- Have students show ‘thumbs up’ and ‘thumbs down’ to indicate whether or not something is part of a president’s job.

*“I want us to play a game we played before. If I say something that is part of a president’s job, put your thumbs up. If I say something that is NOT part of a president’s job, put your thumbs down.”*

- List things from your chart paper and silly things, differentiating between things that are a part of a job and things the president might just like to do but are not part of the job.

*“Eating ice cream. No, eating ice cream is not part of the president’s job. The president might like ice cream but it’s not part of the job. Signing his name to laws. Yes, signing his name is part of the president’s job. Let’s read our list: ‘What does the president do?’ ‘Signs name to laws’.”*

### **Expanding President**

- Compare the president's position as leader of a country to a leadership position in your school or classroom (e.g., administrator, principal, director).

*"The president is a leader of our country. In our school we have someone who is like the president, s/he is the leader in charge of our school. Do you know who it is?"*

- Compare your school's leader to the job of being president.

*"\_\_\_\_\_ is the leader of our school. S/he is like the president. S/he makes rules for our school just like the president makes laws for our country. S/he talks on the phone and signs important papers, too."*

- Continue making comparisons as appropriate. Reinforce the idea that the president is in charge of our country, just like your leader is in charge of the school.



**Complete remainder of lesson later in the day**

## Extension Activity

**10** minutes

Small  
Group

### Cast a Ballot

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Continue this activity in Small Groups. See **Day 4A: Cast a Ballot** for detailed instructions on this Extension Activity.



**Reflect on student progress using the Domain Assessment**