
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Abraham Lincoln as a president of the United States
- ✓ Identify Abraham Lincoln as the face on the penny
- ✓ State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth
- ✓ Retell two main events from the story of Abraham Lincoln and the ruined book

Language Arts Objectives

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, of a book 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 "Abraham Lincoln" (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from "Abraham Lincoln" (RI.P.2)
- ✓ With prompting and support, use the word *honest* acquired through conversations, reading and being read to, and responding to "Abraham Lincoln" (L.P.6)
- ✓ With prompting and support, ask and answer questions the word *honest* in reading and discussing "Abraham Lincoln" (RI.P.4)
- ✓ Classify by other conceptual categories: pennies versus quarters (L.P.5a)

- ✓ With prompting and support, sort, classify, and describe coins according to concepts and/or categories explained in “Abraham Lincoln” (RI.P.3)

Core Vocabulary

ax, n. A tool with a sharp blade used to cut wood

Example: My dad uses an ax to chop firewood for our woodstove.

Variation(s): axes

beside, prep. Next to, on the side of

Example: I like to sit beside my friend at circle time here at preschool.

Variation(s): none

borrowed, v. Used someone's things and gave them back later

Example: Jerome borrowed his sister's red rain coat to wear today.

Variation(s): borrow, borrows, borrowing

fireplace, n. A place in a house where you build fire

Example: My mother builds a fire in the fireplace to keep our house warm during the winter.

Variation(s): fireplaces

honest, adj. Truthful

Example: My brother was honest and told Mom that he broke her favorite vase.

Variation(s): none

ruined, adj. Destroyed

Example: It rained while I was walking to school and my book got wet; it was ruined!


Variation(s): none

terrible, adj. Bad or unpleasant

Example: My stomach felt terrible when I had the flu.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W Abraham Lincoln		10
Deepening Understanding	W Deepening Understanding: <i>Honest</i>		10
 Complete remainder of lesson later in the day			
Extension Activity	S Pennies and Quarters	Image Cards 5A-1—5A-6; pennies and quarters (a few per student); clear jars or cups (at least two); tape	10

Take-Home Material

Important People in American History: Abraham Lincoln

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

- **Activity Page 5A-1: Important People in American History: Abraham Lincoln**

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.

Extension Activity

Hide pennies and quarters around the room for the penny and quarter hunt extension activity. Hide enough pennies and quarters for every student to find a few. Remember how many pennies and quarters you hid so that you can be sure to collect them after the activity is over.

Tape **Image Cards 5A-1: Heads Up Penny** and **5A-5: Heads Up Quarter** onto clear jars or cups for the sorting activity following the coin hunt.

Whole
Group

What Do We Already Know?

- Remind students that, a little while ago, they learned the word *president*. Define *president*.

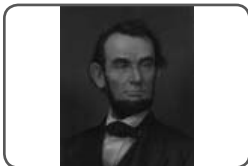
“Earlier this year we learned the word president. A president is the leader of our country, the United States. The president is in charge of our country. We have learned about one president so far this year.”



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

“What is the name of this president? This is Barack Obama. He is the forty-fourth president of our country. Sometimes we see him on TV or on the computer or in the newspaper.”

- Tell students that you are going to learn about another important president from long ago, Abraham Lincoln



◀ SHOW FLIP BOOK PAGE 5A-5: Abe Lincoln portrait

“Today we are going to learn about another president from long ago. This is Abraham Lincoln. He was president a long, long time ago. This is a picture of him.”

Purpose for Listening

- Tell students that today they will hear a read-aloud about Abraham Lincoln. Tell them this is a true story about Abraham Lincoln and the things he did long ago.

“Today we are going to hear a read-aloud about Abraham Lincoln when he was a young boy. This is a real story about things he did long ago, not a pretend, or make-believe, story.”

- Tell students to listen to find out what Abraham Lincoln did as a young boy.

“Listen carefully to find out what Abraham Lincoln did as a boy before he became president of the United States of America.”

Abraham Lincoln



◀ SHOW FLIP BOOK PAGE 5A-1: Abe Lincoln chops wood

Long, long ago, long before your mother and father were born, and even long before your grandparents were born—almost two hundred years ago—a boy named Abraham Lincoln grew up in the United States of America. People called him by his nickname, Abe. When Abe was a young boy, he lived with his family far out in the country. They lived in a log cabin that they built from trees. Abe's family had to work hard all day long. It was Abe's job to go use his **ax** to chop wood for the fire. Abe had so many chores to do, that he had to work all day long. He did not have time to go to school.

- *Point to Abraham Lincoln in the picture and tell students his nickname was Abe.*

"This is Abraham Lincoln as a boy. His nickname was Abe. Say that with me—ABE."

- *Have a student come up and point to the ax. Explain how Abe used the wood to make a fire in the log cabin.*

"Who can come and point to the ax in this picture? Abe is using his ax to chop wood in this picture. He is going to use this wood to build a fire inside the log cabin to keep warm."

- *Remind students that Abe didn't go to school.*

"Abe was so busy chopping wood and helping his family with the house that he didn't have time to go to school like you do. Let's keep reading to find out what Abe does when he isn't chopping wood."



◀ **SHOW FLIP BOOK PAGE 5A-2: Abe Lincoln reading by fire**

But, Abe wanted to learn all kinds of things. So every night, even though he was tired, he used his time for learning. First he taught himself how to read, and then he read every book he could find.

In those days, no one had electric lights that you could turn on after dark. So after dark, in order to read, Abe Lincoln sat **beside** the **fireplace**. The light from the fire helped him see the words on the pages of the books that he was reading.

- *Ask students if they have ever been near a fire before. Ask them how it feels and how it looks.*
"Have you ever been near a fire before? How did it feel? How did it look?"
- *Recast students' answers to describe fires as hot or warm and bright or light. Remind students that we don't touch fires because they are so hot.*
- *Ask students about reading before bed and the lighting they use to see the words on the page.*
"Abe Lincoln wanted to learn things. First he learned how to read books and then he kept reading every night before he went to bed. Do you read before you go to bed? Do you use a light that plugs into the wall when you read before bed? Does this light help you see the words and pictures on the page?"
- *Call on a few students to answer. Compare their nighttime reading habits with Abe's.*
"Abraham Lincoln didn't have a light that plugs into the wall so he had to sit close to the fire and use the light coming off the fire."



◀ **SHOW FLIP BOOK PAGE 5A-3: Abe Lincoln holding up book**

Abe's family did not have a lot of books of their own. Abe wanted to read more, so he **borrowed** a book from a man who lived nearby. One night a big thunderstorm came, and rain leaked in through the roof of Abe's cabin. The book he had borrowed got soaking wet! The pages were stuck together and it was hard to read the words. The book was **ruined**.

- Define **BORROWED**.

"BORROWED means using someone's things and then giving them back. It is like sharing. Abe borrowed a book from his neighbor, which meant he had to give it back when he was finished reading it."

- Summarize for students what happened to Abe's borrowed book.

"Abe borrowed this book from his neighbor. What happened to it? It got wet in the rain! It was ruined. RUINED means it was destroyed and Abe couldn't use it any more. The book got so wet and soggy that you couldn't even open it or see any of the pages of the book. Oh no!"

- Ask students if they ever borrow books.

"Do you ever borrow books from friends, from our classroom, or from the library? Do you have to be careful with the books when you borrow them to make sure nothing bad happens to them? We have to be careful with the books in our library so that they don't get ruined and so other children can read them, too. Abe knew he was supposed to be very careful with his neighbor's book that he borrowed."

- Tell students to listen to find out what Abe does with the ruined book.

"Listen to find out what Abe does with the ruined book."



◀ **SHOW FLIP BOOK PAGE 5A-4: Abe Lincoln with man in hat**

Abe felt **terrible**. He bravely carried the ruined book back and showed it to the man he had borrowed it from.

“Our roof leaked, and the rain came in on your book,” he told him. “I am afraid your book is ruined. I am so sorry. What can I do to repay you?”

Abe knew the book was very important to its owner. Abe didn’t have any money, but he was a hard worker. He agreed to work on his neighbor’s farm for three days in order to pay for the book that had been ruined. Abe proved that he was an **honest** boy and a hard worker.

- Define the word *HONEST* and summarize what Abe did that made him honest.

“HONEST means telling the truth. Abe told his neighbor the truth about the book. He told him that it got wet in the rain. Because Abe was so honest and always told the truth, we call him ‘Honest Abe.’ Say that with me—HONEST ABE.”

- Explain how Abe Lincoln repaid to his neighbor.

“Abe worked on his neighbor’s farm to make up for the ruined book. His neighbor forgave him and they stayed friends. Abe was a hard worker.”



◀ **SHOW FLIP BOOK PAGE 5A-5: Abe Lincoln portrait**

As Abraham Lincoln grew up, more and more people saw how honest and hardworking he was. They trusted him so much that they chose him to be president of the United States of America. He was our sixteenth president.

- Describe how Lincoln became president.

"Many people voted for Abraham Lincoln to be president because they saw how honest and hardworking he was. They liked his ideas and wanted him to be president."

- Describe the image.

"We saw this picture of Abraham Lincoln earlier. It shows Abraham Lincoln as a grown-up man. Even when Abraham Lincoln was a grown-up, people still called him Honest Abe."

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: *Honest*

Defining Honest

Note: Because the concept of honesty is difficult for preschoolers, it is best taught when a specific situation arises in a natural context. Instead of conducting the expansion part of Deepening Understanding as a whole group after defining and reviewing the word, seek opportunities during the day to teach students about honesty as it relates to real experiences in preschool.

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

"Remember, when we were reading today, we heard the word honest. Listen for the word honest while I read part of the read-aloud you heard before."



◀ **SHOW FLIP BOOK PAGE 5A-4: Abe Lincoln with man in hat**

Abe felt terrible. He bravely carried the ruined book back and showed it to the man he had borrowed it from.

“Our roof leaked, and the rain came in on your book,” he told him. “I am afraid your book is ruined. I am so sorry. What can I do to repay you?”

Abe knew the book was very important to the owner. Abe didn’t have any money, but he was a hard worker. He agreed to work on his neighbor’s farm for three days in order to pay for the book that had been ruined. Abe proved that he was an honest boy and a hard worker.

- Define the word *honest*.

“Honest means telling the truth. Abe told his neighbor the truth about the book.”

- Have students say the word with you.

“Say the word with me—honest.”

Reviewing Honest

- Ask students to describe the neighbor’s emotions.

“Does Abe’s neighbor look happy or angry that the book got ruined in the rain? He is angry. But Abe told him the truth about it anyway because it is important to be honest and tell the truth.”



Complete remainder of lesson later in the day



Pennies and Quarters

Note: *If you have very young students or students who still put small objects in their mouths, you may wish to omit these activities or plan it for a time when these students are out of the classroom.*

Students will learn that pictures of presidents are sometimes on our money and that Abraham Lincoln is on the penny and five dollar bill and that George Washington is on the quarter and one dollar bill. Then, students will hunt for pennies and quarters around the classroom and sort them into jars labeled with Abraham Lincoln and George Washington's photos.

- Show **Image Cards 5A-1: Heads Up Penny** and **5A-3: Abraham Lincoln portrait**.
- Tell students that this is a picture of a penny, which is a coin worth one cent. Explain that there is a picture of Abraham Lincoln on every penny. Tell students that pennies are money.
- Tell students that the picture on the penny is of Abraham Lincoln's head turned sideways.
- Turn sideways in your chair to show students what your profile looks like. Explain that Abraham Lincoln's face is on every penny because he was an important president and people want to remember him.
- Show **Image Card 5A-2: Heads Up Five Dollar Bill**. Tell students that this is a picture of a five dollar bill. It is money, too.
- Have students compare how he looks on the five dollar bill (head on) and the penny (profile).
- Tell students that there are presidents on most of our money.
- Show students **Image Card 5A-4: George Washington portrait** and tell students that the first president of our country was George Washington.
- Show students **Image Cards 5A-5: Heads Up Quarter** and **Image Card 5A-6: Heads Up Dollar Bill** and tell students George Washington's face is on the quarter and dollar bill.
- Tell students that you have hidden a lot of pennies and quarters all

around the classroom and they are going to have a chance to find them. Give students a few minutes to gather the coins.

Sorting Money

- Show students a quarter and ask them if they remember what it is and whose picture is on the quarter. Repeat this process with the penny.
- Ask students to identify the people depicted on each jar.
- Tell students you want them to help you sort their pennies and quarters into the jars, matching the person on the coin to the person in the picture. One by one, ask a student to hold up the coin(s) they found, and then come up and sort the coin(s) into a jar.
- Ask the student to name the person on the coin and on the cup as they sort.
- At the end of the activity, remind students that George Washington is important because he was our first president and Abraham Lincoln is important because he was also another important president of our country. Explain that this is why we have a picture of them on our money.

✓ Lesson Objectives

Core Content Objectives

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- ✓ Retell two main events from the story of Abraham Lincoln and the ruined book

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- ✓ Find the illustration, or object within the illustration, of a book 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 "Abraham Lincoln" (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from "Abraham Lincoln" (RI.P.2)
- ✓ With prompting and support, identify outcomes (what happened) described in "Abraham Lincoln" with possible causes (RI.P.3)
- ✓ Retell "Abraham Lincoln" including characters, setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (W.P.11)
- ✓ Predict events in a story (i.e., what will happen next) (RL.P.10)

- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, use the word *beside* acquired through conversations, reading and being read to, and responding to “Abraham Lincoln” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *beside* in reading and discussing “Abraham Lincoln” (RI.P.4)
- ✓ Demonstrate understanding of and use the spatial word *beside* (L.P.1e, L.P.5c)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (L.P.1e)
- ✓ Classify by other conceptual categories: pennies versus quarters (L.P.5a)
- ✓ With prompting and support, sort, classify, and describe coins according to concepts and/or categories explained in “Abraham Lincoln” (RI.P.3)

At a Glance		Exercise	Materials	Minutes
Picture Talk		Abraham Lincoln		15
Deepening Understanding		Deepening Understanding: <i>Beside</i>		10
 Complete remainder of lesson later in the day				
Extension Activity		Pennies and Quarters	Image Cards 5A-1—5A-6; pennies and quarters (a few per student); clear jar or cup (at least two); tape	15

Whole Group

Abraham Lincoln

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 5A-5: Abe Lincoln portrait

- Ask students to identify the president in the picture.

“The other day, we learned about someone who was president a long time ago. This is a picture of him when he was an adult, when he was president. What is his name?”

- Call on a few students to answer. Remind students that he is known as Abraham Lincoln, Abe Lincoln, and Honest Abe.

“This president’s name is Abraham Lincoln. Some people call him Honest Abe. The other day, we heard a story about Honest Abe as a little boy. In the story he was honest; he told the truth. Let’s look at the pictures and see if we can remember what happened in the story.”



◀ SHOW FLIP BOOK PAGE 5A-2: Abe Lincoln reading by fire

- Point to Abe and remind students that this story is about when Abe Lincoln was a boy.

“This story is about when Abe Lincoln was a boy. That is why he looks different than he does in the first picture.”

- Ask students what Abe is doing in this picture.

“What is Abe doing in this picture?” (He is reading a book.) “How can he see the words and pictures on the page?” (firelight)

- Ask students if they remember what happens next in the story.

“And what did he do when he had read all of the books in his house and he wanted a new book to read? Who did he borrow a book from?” (When Abe wanted a new book to read, he borrowed it from his neighbor.)

- Ask students if they remember what happens next. If students need extra support to make a prediction, show them **Flip Book Page 5A-3: Abe Lincoln holding up book** to give them a hint.

“Who remembers what happened to the book that Abe Lincoln borrowed from his neighbor?”



◀ **SHOW FLIP BOOK PAGE 5A-3: Abe Lincoln holding up book**

- Confirm students' answers and ask students how they think Abe feels.

“The book got all wet in the rain. It was ruined. That means no one could read it anymore, and it was destroyed. How do you think Abe felt when the book was ruined by all of the water? Do you think he was happy or sad? Why was he sad? Why did he feel bad?” (He was sad that the book was ruined; he felt bad because it was not his book.)

- Ask students what happened next. If students need help remembering, give them two alternate endings to choose from. You may also show them **Flip Book Page 5A-4: Abe Lincoln with man in hat** to give them a hint.

“What did Abe do next once the book was ruined? Did he hide the book under his mattress and not tell his neighbor? Or, did he tell the truth and show the book to his neighbor and tell him that it was wet and ruined?”



◀ **SHOW FLIP BOOK PAGE 5A-4: Abe Lincoln with man in hat**

- Confirm students' answers and remind students that this is why we call Abraham Lincoln 'Honest Abe.'

"Abe was honest with his neighbor. He told him the truth about what happened to the book. To make up for the ruined book, Abe worked on his neighbor's farm for three days because it was the fair thing to do. His neighbor forgave him and they stayed friends. We call Abraham Lincoln 'Honest Abe' because of this story. People voted for him to be president because he was honest and hardworking."

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: *Beside*

Defining *Beside*

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

"Remember, while we were reading, we heard the word beside. Listen for the word beside while I read part of the read-aloud you heard before."



◀ **SHOW FLIP BOOK PAGE 5A-2: Abe Lincoln reading by fire**

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

Abe wanted to learn all kinds of things. So every night, even though he was tired, he used his time for learning. First he taught himself how to read, and then he read every book he could find. In those days, no one had electric lights that you could turn on after dark. So after dark, in order to read, Abe Lincoln sat beside the fireplace. The light from the fire helped him see the words on the pages of the books that he was reading.

- Define the word *beside*.

"Beside means next to. In this picture Abe is sitting beside the fire; he is sitting right next to the fire. He sat beside the fire so he could see the words in his book."

- Have students say the word with you.

"Say the word with me—beside."

Reviewing Beside

- Name a specific student and have other students raise their hands if they are sitting beside the student you named.

“Raise your hand if you are sitting beside Jeremy. Mandy and Latoya are sitting beside Jeremy; they are sitting next to him.”

- Repeat this activity until all students have had a chance to raise their hands.

Expanding Beside

- Remind students that, earlier in the school year, they learned the words *behind* and *in front of*.

“Earlier this year we learned the word behind. Behind means in back of. We also learned what in front of means. Put your hands behind your back. Now, put your hands in front of your face.”

- Give students various commands using the words and phrases *behind*, *in front of*, and *beside*. Use the prompts below and think of additional ones that are appropriate for your students.
 - Put your hands behind your back.
 - Put your hands in front of your stomach.
 - Put your hands beside your body.
 - Look at your friend sitting beside you.
 - Put your feet beside each other on the floor.



Complete remainder of lesson later in the day

Pennies and Quarters

Continue this activity in Small Groups. See **Day 5A: Pennies and Quarters** for detailed instructions on this Extension Activity.



Reflect on student progress using the Domain Assessment