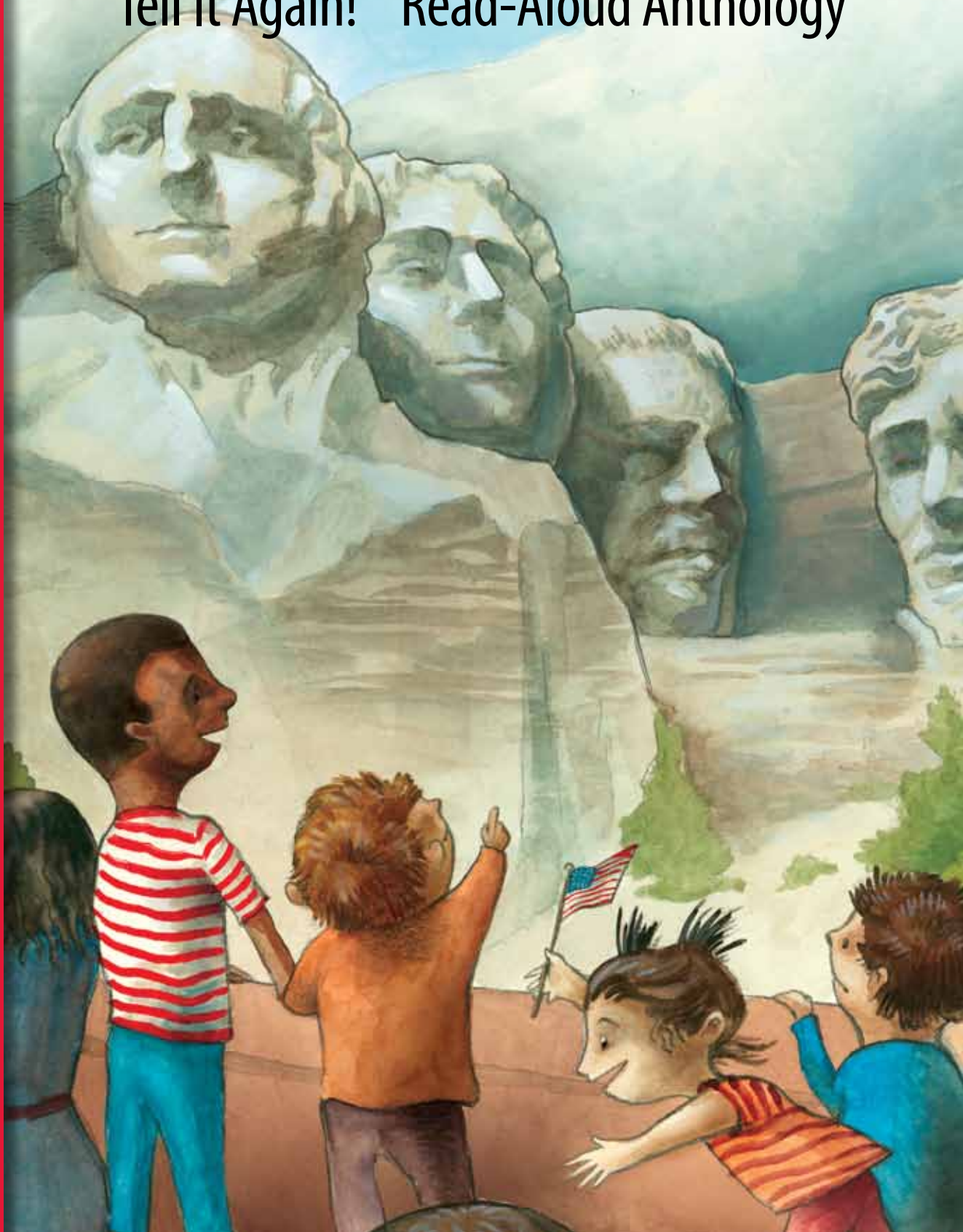




Presidents and American Symbols

Tell It Again!™ Read-Aloud Anthology





Presidents and American Symbols

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Presidents and American Symbols

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Presidents and American Symbols

Lesson

	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Name the current president of the United States	✓								
Identify the White House as the president's home	✓								
Describe Washington, D.C., as the city in which the current president lives and where monuments of past presidents can be found	✓								
Identify the American flag	✓								
Describe the differences between a president and a king	✓								
Name George Washington as someone admired for his honesty		✓							
Identify the cherry tree story as a legend		✓							
Describe George Washington as a general who fought for American independence			✓						
Explain that George Washington led his army to victory even though his army was smaller than the British army			✓						
Identify George Washington as the first president of the United States				✓					
Explain the sacrifices George Washington made for the country				✓					
Identify Thomas Jefferson as the third president of the United States					✓				
Identify Thomas Jefferson as the primary author of the Declaration of Independence					✓				
Describe the purpose of the Declaration of Independence as a statement of America's liberty					✓				
Identify the Statue of Liberty					✓				

Alignment Chart for Presidents and American Symbols

Lesson

	1	2	3	4	5	6	7	8	9
Identify Abraham Lincoln as an important president of the United States						✓			
Explain that Abraham Lincoln was known as “Honest Abe” and why he was called that						✓			
Explain Abraham Lincoln’s role during the U.S. Civil War						✓			
Identify Theodore Roosevelt as an important president of the United States							✓		
Describe how Theodore Roosevelt’s childhood affected his life as president							✓		
Describe how Theodore Roosevelt loved the outdoors							✓		
Explain that Theodore Roosevelt worked for nature conservation							✓		
Identify Barack Obama as the forty-fourth president of the United States								✓	
Identify Barack Obama as the first African American to be elected president of the United States								✓	
Explain the importance of education in Barack Obama’s life and presidency								✓	
Identify the Mount Rushmore presidents									✓
Identify Mount Rushmore as a monument									✓
Explain that Mount Rushmore was carved on Native American sacred land									✓

Reading Standards for Literature: Kindergarten

Craft and Structure

STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).								
CLKA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓						


**Alignment Chart for Presidents
and American Symbols**

Lesson

Alignment Chart for Presidents and American Symbols				1	2	3	4	5	6	7	8	9
Reading Standards for Informational Text: Kindergarten												
Key Ideas and Details												
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	<div>✓</div>										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	<div>✓</div>										
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.										
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	<div>✓</div>		<div>✓</div>				<div>✓</div>	<div>✓</div>			<div>✓</div>
Craft and Structure												
STD RI.K.4		With prompting and support, ask and answer questions about unknown words in a text.										
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions	<div>✓</div>										
STD RI.K.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.										
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					<div>✓</div>						

Alignment Chart for Presidents and American Symbols

Lesson

Alignment Chart for Presidents and American Symbols		1	2	3	4	5	6	7	8	9
Integration of Knowledge and Ideas										
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).									
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud		✓		✓			✓	✓	✓
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.									
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud					✓				
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓				✓			✓	
Range of Reading and Level of Text Complexity										
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.									
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds									
Writing Standards: Kindergarten										
Text Types and Purposes										
STD W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text								✓	






Alignment Chart for Presidents and American Symbols

Lesson

		1	2	3	4	5	6	7	8	9
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details									✓
STD W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.									
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened		✓							
Production and Distribution of Writing										
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.									
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed								✓	
STD W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.									
CKLA Goal(s)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers		✓							
Research to Build and Present Knowledge										
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓			✓					








**Alignment Chart for Presidents
and American Symbols**

Lesson

		1	2	3	4	5	6	7	8	9
Speaking and Listening Standards: Kindergarten										
Comprehension and Collaboration										
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.									
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).									
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.									
STD SL.K.1b	Continue a conversation through multiple exchanges.									
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age									
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.									
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud									
Presentation of Knowledge and Ideas										
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.									
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail									
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.									
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly									














**Alignment Chart for Presidents
and American Symbols**

Lesson

		1	2	3	4	5	6	7	8	9
Language Standards: Kindergarten										
Conventions of Standard English										
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
STD L.K.1b	Use frequently occurring nouns and verbs.									
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language									
STD L.K.1f	Produce and expand complete sentences in shared language.									
CKLA Goal(s)	Answer questions orally in complete sentences									
	Produce and expand complete sentences in shared language									
Vocabulary Acquisition and Use										
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).									
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)									
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.									
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).									
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).									
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).									

Alignment Chart for Presidents and American Symbols

Lesson

		1	2	3	4	5	6	7	8	9
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts									
	Learn the meaning of common sayings and phrases									
Additional CKLA Goals										
Listen to and understand a variety of texts, including informational text										
Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud										
Distinguish fantasy from realistic text										
Retell important facts and information from a read-aloud										
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading										
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events										
Use language to express spatial and temporal relationships (<i>up, down, before, after, etc.</i>)										
Sequence four to six pictures illustrating events from a non-fiction read-aloud										



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Presidents and American Symbols

This introduction includes the necessary background information to be used in teaching the *Presidents and American Symbols* domain. The *Tell It Again! Read-Aloud Anthology for Presidents and American Symbols* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One					
Day 1	Day 2	Day 3	#	Day 4	Day 5
Lesson 1A: “The Home of the President: Washington, D.C.” (35 min.)	Lesson 2A: “A Dishonest Story About an Honest Man” (35 min.)	Lesson 3A: “A Clever General” (35 min.)		Lesson 4A: “George Washington” (35 min.)	Lesson 5A: “Thomas Jefferson” (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)		Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.		50 min.	50 min.

Week Two					
Day 6	# [Ⓜ]	Day 7	Day 8	Day 9	Day 10
Pausing Point (35 min.)		Lesson 6A: “Abraham Lincoln” (35 min.)	Lesson 7A: “Teddy Roosevelt” (35 min.)	Lesson 8A: “Barack Obama” (35 min.)	Lesson 9A: “Carving Mount Rushmore” (35 min.)
Pausing Point (15 min.)		Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.		50 min.	50 min.	50 min.	50 min.

Week Three			
Day 11	#	Day 12	Day 13
Domain Review (35 min.)		Domain Assessment (35 min.)	Culminating Activities (35 min.)
Domain Review (15 min.)		Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.		50 min.	50 min.

[Ⓜ] Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *Presidents and American Symbols*
- *Tell It Again! Image Cards* for *Presidents and American Symbols*
- *Tell It Again! Supplemental Guide* for *Presidents and American Symbols*

*The *Tell It Again! Multiple Meaning Word Posters* for *Presidents and American Symbols* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E. D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Presidents and American Symbols Are Important

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the *Kings and Queens* domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.

Students will also be able to build on information learned in the *Columbus and the Pilgrims* domain. They will have already learned about the Pilgrims who chose to leave England and later started a colony in America. This connection is important in two ways: students will realize the Pilgrims wanted the freedom to worship as they pleased instead of doing what the king wanted, and they will also understand what the colonies were. It is important to draw

on this background knowledge so that students can contextualize information about the way in which George Washington and his army fought against Great Britain and won freedom for the colonies, which then became the United States of America.

In the first part of the domain, students will learn about two of our country's founding fathers: George Washington and Thomas Jefferson. They will hear about the legend of Washington and the cherry tree, about Washington's role as a general in the American Revolution, and about his role as the first United States president. They will then learn about Jefferson's role in drafting the Declaration of Independence and his status as the third president of the United States.

Students will also learn that when the colonists decided to fight for their freedom from Great Britain, they themselves were keeping freedom from a large number of African American slaves. The domain then covers Abraham Lincoln, the president of our country during the Civil War, and his role in ending slavery fewer than two hundred years ago.

The domain then focuses on Theodore Roosevelt who remembered, as a child, when Abraham Lincoln died. Students will learn how Roosevelt's early life affected his life as an adult and later his presidency. Students will also learn about Roosevelt's love for the outdoors and how he worked for nature conservation.

Students will then hear about the historic election and re-election of Barack Obama as the nation's first African American president. They will learn how hard work, perseverance, and a good education enabled Obama to become president. They will learn about President Obama's childhood, family, education, and political career.

Finally, students will hear a story about the carving of Mount Rushmore, which commemorates four of the five presidents presented in this domain: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

Core Vocabulary for Presidents and American Symbols

The following list contains all of the core vocabulary words in *Presidents and American Symbols* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

capital
liberties
monuments
nation
president
symbol

Lesson 2

confession
honest
legend
national
respect

Lesson 3

captured
clever
colonel
general
supplies

Lesson 4

convince
defeated
monarchy
rule
spectacles

Lesson 5

admired
authors
colonists
declaration
independence

Lesson 6

proclaim
reputation
serious

Lesson 7

compassion
education
expert
governor
judge

Lesson 8

accomplishment
ancestors
humble
politics

Lesson 9

carved
determined
mines
sculptor

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Presidents and American Symbols*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: 10. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology for Presidents and American Symbols*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2 vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Presidents and American Symbols

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and in the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *A. Lincoln and Me*, by Louise Borden and illustrated by Ted Lewin (Scholastic Paperbacks, 2009) ISBN 978-0439862776
2. *Abe Lincoln's Dream*, by Lane Smith (Roaring Brook Press, 2012) ISBN 978-1596436084

3. *Abe Lincoln's Hat (Step into Reading, Step 2)*, by Martha Brenner (Random House Books for Young Readers, 1994) ISBN 978-0679849773
4. *Abraham Lincoln (Real People)*, by Pamela Walker (Children's Press, 2000) ISBN 978-0516235868
5. *Abraham Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter (Aladdin, 2006) ISBN 978-1416912682
6. *Barack Obama, Son of Promise, Child of Hope*, by Nikki Grimes and illustrated by Bryan Collier (Simon and Schuster Books for Young Readers, 2008) ISBN 978-1442440920
7. *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar*, by Candace Fleming and illustrated by S. D. Schindler (Farrar, Straus, and Giroux, 2004) ISBN 978-0374406271
8. *George Washington*, by Ingri and Edgar Parin d'Aulaire (Beautiful Feet Books, 1996) ISBN 978-0964380318
9. *George Washington (Welcome Books)*, by Philip Abraham (Children's Press, 2002) ISBN 978-0516236032
10. *George Washington's Teeth*, by Deborah Chandra, Madeleine Comora, and Brock Cole (Square Fish, 2007) ISBN 978-0312376048
11. *Grace for President*, by Kelly S. DiPucchio and illustrated by LeUyen Pham (Hyperion Book CH, 2012) ISBN 978-1423139997
12. *I Am George Washington*, by Grace Norwich (Scholastic Paperbacks, 2012) ISBN 978-0545484350
13. *I Pledge Allegiance*, by Bill Martin Jr. and Michael Sampson (Candlewick Press, 2004) ISBN 978-0763625276
14. *If I Ran For President*, by Catherine Stier (Albert Whitman & Company, 2007) ISBN 978-0807535448
15. *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan (Albert Whitman & Company, 1999) ISBN 978-0807535424

16. *The Legend of the Teddy Bear*, by Frank Murphy (Sleeping Bear Press, 2000) ISBN 978-1585360130
17. *The Liberty Bell: An American Symbol (All about American Symbols)*, by Alison Eldridge and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400483
18. *The Mount Rushmore Presidents*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050034
19. *Mr. Lincoln's Whiskers*, by Karen B. Winnick (Boyd's Mills Press, 1999) ISBN 978-1563978050
20. *My Teacher for President*, by Kay Winters (Penguin Group, 2004) ISBN 978-0525471868
21. *A Picture Book of Thomas Jefferson (Picture Book Biography)*, by David A. Adler, (Holiday House, 1991) ISBN 978-0823408818
22. *President Amanda's Whistle-Stop Trip*, by Sue Pyatt (Imagination Station Press, 2005) ISBN 978-0974257518
23. *The Star-Spangled Banner*, illustrated by Peter Spier (Dragonfly Books, 1973) ISBN 978-0440406976
24. *The Statue of Liberty: An American Symbol (All about American Symbols)*, by Alison and Stephen Eldridge (Enslow Elementary, 2012) ISBN 978-1464400513
25. *What To Do About Alice?*, by Barbara Kerley (Scholastic Press, 2008) ISBN 978-0439922319
26. *The White House*, by Lloyd G. Douglas (Scholastic Press, 2003) ISBN 978-0516278780
27. *Woodrow, the White House Mouse*, by Peter W. Barnes and Cheryl Shaw Barnes (Vacation Spot Publishing, 1998) ISBN 978-0963768896

Websites and Other Resources

Student Resources

1. **Connect the dots**
<http://bensguide.gpo.gov/k-2/games/interactive.html>
2. **George Washington Word Search**
http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-george-washingtons-wordsearch.html
3. **Photo Gallery of Statue of Liberty**
http://www.statueofliberty.org/Statue_of_Liberty_Picture.html
4. **Statue of Liberty Tour**
<http://www.nps.gov/stli/index.htm>
5. **Thomas Jefferson Word Search**
http://www.learninggamesforkids.com/social_studies_games/us-presidents/president-thomas-jefferson-wordsearch.html

Teacher Resources

6. **Online White House Tour**
<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>