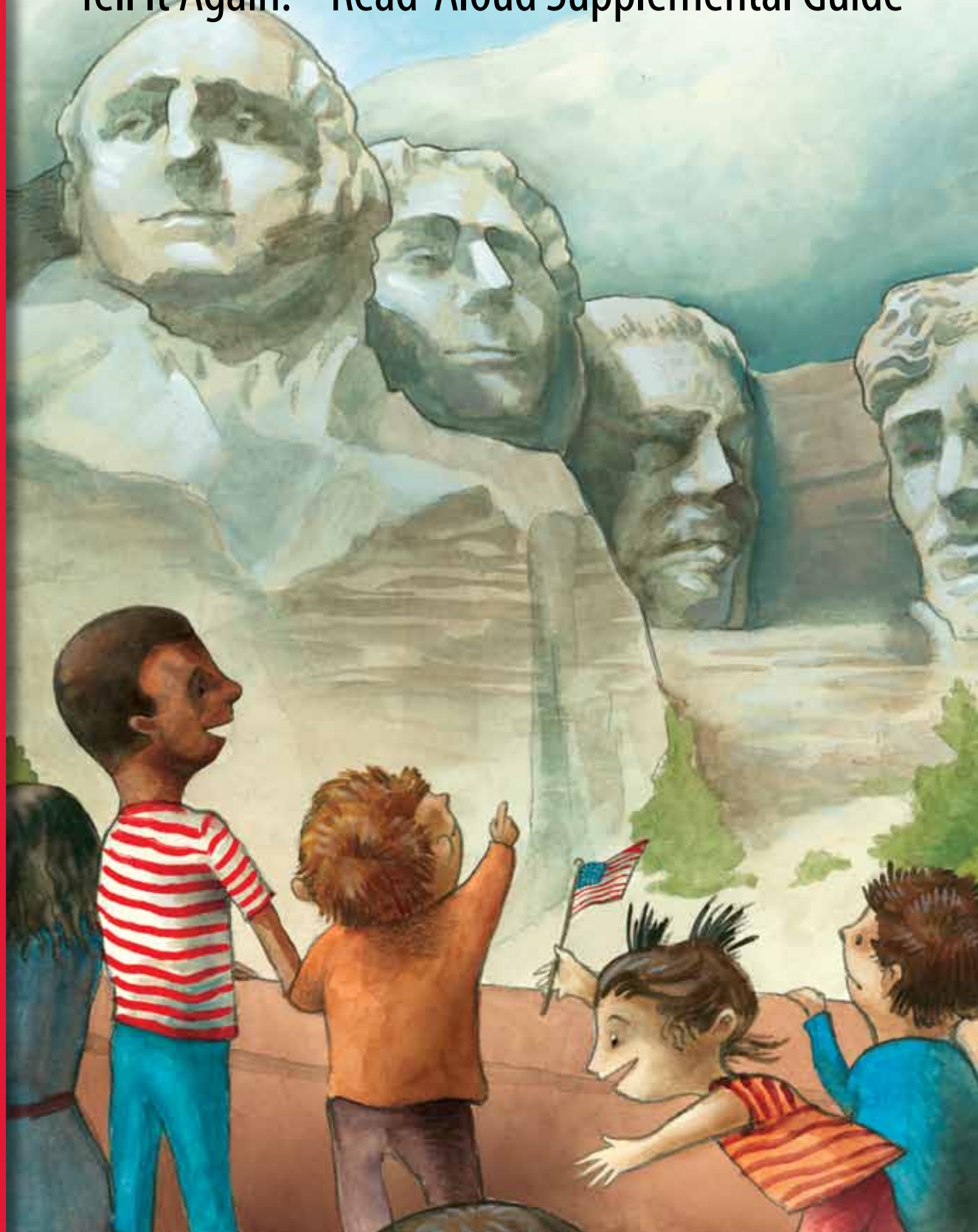




Presidents and American Symbols

Tell It Again!™ Read-Aloud Supplemental Guide





Presidents and American Symbols

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2014 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts is a trademark
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Presidents and American Symbols

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>Presidents and American Symbols: Supplemental Guide</i>	xvii
Introduction to <i>Presidents and American Symbols: Supplemental Guide</i>	1
Lesson 1: The Home of the President: Washington, D.C.	15
Lesson 2: The Legend of George Washington and the Cherry Tree	34
Lesson 3: A Clever General	47
Lesson 4: George Washington: The “Father of Our Country”	62
Lesson 5: Thomas Jefferson	74
Pausing Point	92
Lesson 6: Abraham Lincoln	96
Lesson 7: Teddy Roosevelt	111
Lesson 8: Barack Obama	126
Lesson 9: Carving Mount Rushmore	139
Domain Review	153
Domain Assessment	157
Culminating Activities	160
Appendix	163



Preface to the Supplemental Guide

Presidents and American Symbols

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for subsequent more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative

discussions with their teacher and peers—is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *family*, *president*, and *king*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *accomplishments*, *symbols*, and *expert*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *colonel*, *legend*, and *monument*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and

phrases that span multiple grade levels and content areas. Teachers should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary

Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
Entering	<ul style="list-style-type: none"> • Produces little or no English • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use gestures (e.g., point, nod) to indicate comprehension • Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words • Use pre-taught words to complete sentence starters • Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”) • Use normal intonation, emphasize key words, and frequent checks for understanding • Model oral language and practice formulaic expressions • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content
Emerging (Beginner)	<ul style="list-style-type: none"> • Responds with basic phrases • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses • Use manipulatives, visuals, realia, props • Use small-group activities • Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary • Use illustrated core vocabulary words • Use pre-identified words to complete cloze sentences • Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Allow for longer processing time and for participation to be voluntary • Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content

Transitioning (Intermediate)	<ul style="list-style-type: none"> • Speaks in simple sentences • Uses newly learned words appropriately • With appropriate scaffolding, able to understand and produce narratives • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Use more complex stories and books • Continue to focus on Tier 2 vocabulary • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Provide some extra time to respond • Pair with high-level English speakers for activities and discussions focused on the English language
Expanding (Advanced)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Continue work with academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Use questions that require opinion, judgment, and explanation • Pair with native English speakers
Commanding (Proficient)	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Use questions that require inference and evaluation • Pair with students who have a variety of skills and language proficiencies

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.

- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
2. Franzone, Ellen L. 2009. "Overview of Task Analysis." Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. 2003. "Differentiated Instruction and Implications for UDL Implementation." National Center on Accessing the General Curriculum.
4. Hirsch, E. D., Jr. and Alice K. Wiggins. 2009. *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. 2010. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

6. New York Department of Education. 2013. *New York State Bilingual Common Core Initiative*. Accessed October 8. <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative#progressions>.
7. Rao, Shaila M. and Brenda Gagie. 2006. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children* 38 (6): 26–33.
8. Scruggs, Thomas E., Margo A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. 2010. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education* 31: 437–449.
9. Smyk, Ekaterina, M. Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. 2013. "Development and Validation of the Spanish-English Language Proficiency Scale (SELPs)." *Language, Speech, and Hearing Services in Schools* 44: 252–65.
10. Stahl, Robert J. 1990. "Using 'Think-Time' Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module." Tempe, AZ: Arizona State University.

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	✓								
Recall that Washington, D.C., is the capital of the United States	✓								
Recall that Washington, D.C., is the city in which the current U.S. president lives and that the White House is the president's home	✓								
Identify the American flag	✓								
Describe the differences between a president and a king	✓								
Identify George Washington as someone admired for his honesty		✓							
Identify the cherry tree story as a legend		✓							
Recall that George Washington was a clever general and explain why			✓						
Identify George Washington as the first president of the United States				✓					
Explain why George Washington is known as the "Father of Our Country"				✓					
Identify Thomas Jefferson as the third president of the United States					✓				
Identify Thomas Jefferson as the main author of the Declaration of Independence					✓				
Identify the Statue of Liberty					✓				
Identify Abraham Lincoln as an important president of the United States						✓			
Explain why Abraham Lincoln was known as "Honest Abe"						✓			
Recall that Abraham Lincoln created a law to end slavery						✓			

Alignment Chart for Presidents and American Symbols

Lesson

	1	2	3	4	5	6	7	8	9
Identify Theodore Roosevelt as an important president of the United States							✓		
Describe how Theodore Roosevelt loved the outdoors							✓		
Recall that Theodore Roosevelt worked to conserve nature							✓		
Identify Barack Obama as the forty-fourth 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

Key Ideas and Details




STD RL.K.2	With prompting and support, retell familiar stories, including key details.								
CLKA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓						

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 Preschools 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												
	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												
STD RI.K.2		With prompting and support, identify the main topic and retell key details of a text.											
CLKA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud				✓	✓	✓	✓	✓	✓	✓	✓	✓
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	✓		✓					✓				
Craft and Structure													
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							✓					✓
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												

Alignment Chart for Presidents and American Symbols

Lesson

Alignment Chart for Residents and American Symbols		1	2	3	4	5	6	7	8	9
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								✓	
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.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.									
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓			✓	✓	✓		✓	
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	✓							✓	
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.1d	Understand and use question words (e.g., <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i>).									
CKLA Goal(s)	Ask questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , or <i>how</i>					✓		✓		

Alignment Chart for Presidents and American Symbols

Lesson

Alignment Chart for Residents and American Symbols		1	2	3	4	5	6	7	8	9
STD L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).									
CKLA Goal(s)	Use the most frequently occurring prepositions	✓		✓						
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>)									
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	✓							✓	



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.



Presidents and American Symbols

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Presidents and American Symbols* domain. The *Supplemental Guide* for *Presidents and American Symbols* contains nine daily lessons. Odd-numbered lessons contain *Supplemental Guide* activities while even-numbered lessons feature content-related activities. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Lesson Structure

Odd-Numbered Lessons

Odd-numbered lessons contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls

students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low-stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Even-Numbered Lessons

Even-numbered lessons also contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes extension activities related to the lesson.

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: Read-Aloud Anthology				
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 One: Supplemental Guide				
Day 1 #10	Day 2 #	Day 3 10	Day 4 #	Day 5 #10
Lesson 1A: “The Home of the President: Washington, D.C.” (35 min.)	Lesson 2A: “The Legend of George Washington and the Cherry Tree” (35 min.)	Lesson 3A: “A Clever General” (35 min.)	Lesson 4A: “George Washington: The ‘Father of Our Country’” (35 min.)	Lesson 5A: “Thomas Jefferson” (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Read-Aloud Anthology				
Day 6 #10	Day 7	Day 8	Day 9	Day 10
Pausing Point (50 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.)
	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 Two: Supplemental Guide				
Day 6 #10	Day 7 #	Day 8 #10	Day 9 #	Day 10 #
Pausing Point (50 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.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: SG Activities (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 10	Day 13 #
Domain Review (50 min.)	Domain Assessment (50 min.)	Culminating Activities (50 min.)
50 min.	50 min.	50 min.

10 Lessons include Student Performance Task Assessments.

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

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . . ,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

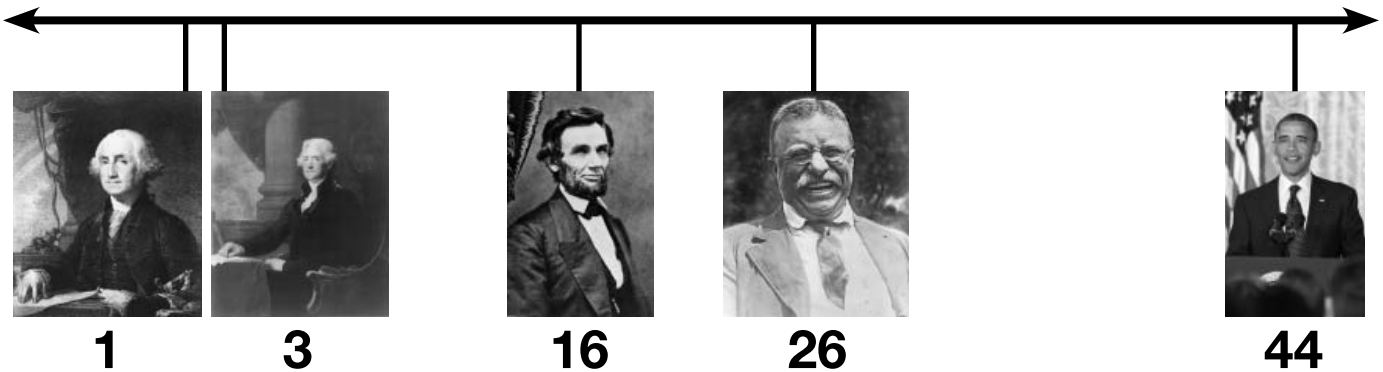
In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Presidents and American Symbols* domain.

- **Presidents Timeline**—Prior to teaching this domain, create a class timeline that shows the order of presidents in this domain. Use Image Cards 2 (George Washington), 13 (Thomas Jefferson), 14 (Abraham Lincoln), 15 (Theodore Roosevelt), and 16 (Barack Obama). Refer to

this timeline throughout the domain so that students can visualize how far in the past or how close to the present each presidency was.



- Response Cards for *Presidents*—Response Cards of the presidents presented in this domain include George Washington (Instructional Master 4A-1); Thomas Jefferson (Instructional Master 5A-1); Abraham Lincoln (Instructional Master 6A-1); Theodore Roosevelt (Instructional Master 7A-1); and Barack Obama (Instructional Master 8A-1). Use the Response Cards to preview, discuss, and review read-aloud content about these important presidents.
- Presidents Idea Web (Instructional Master 2A-1)—Use this graphic organizer to list characteristics of presidents. For example, students will learn that honesty is a characteristic of several of the U.S. presidents.
- Presidents on U.S. Currency—Make a connection between the presidents students will learn about in this domain with their faces on U.S. currency. Refer to the Activity Page with Family Letter 1 (Instructional Master 1B-3) for ideas.
- Picture Books about Presidents and American Symbols—Choose a picture book about each president and American symbol to read aloud to the class.

Anchor Focus in Presidents and American Symbols

This chart highlights two Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.8	<i>Sequencing the Story</i> and <i>George Washington Timeline</i> —With guidance and support, students will recall information from the read-alouds to sequence events. Relevant academic language: <i>events, order, retell; beginning, middle, end; First, Next, Last</i>
Language	L.K.1d	Understand and use question words.
	L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, toward, away</i>).

Domain Components

Along with this *Supplemental Guide*, 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*

*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 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 enslaved African Americans. The domain then covers Abraham Lincoln, the president of our country during the Civil War, and his role in ending slavery.

The domain then focuses on Theodore Roosevelt and 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 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. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. 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
monuments
nation
president
symbol

Lesson 2

confession
honest
legend
respect

Lesson 3

captured
clever
colonel
general
supplies

Lesson 4

convince
defeated
rule
spectacles

Lesson 5

admired
authors
declaration
independence

Lesson 6

proclaim
reputation
serious

Lesson 7

compassion
education
expert
governor

Lesson 8

accomplishment
humble
succeed

Lesson 9

carved
determined
mines
sculptor

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* list according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for A Clever General			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	army cannon colonel mounds	clever* convince* idea	city dirt king march soldiers win
Multiple Meaning	attack general	captured order plan supplies	<u>line</u>
Phrases	American army American Revolution British army Fort Ticonderoga General Howe George Washington Henry Knox		
Cognates	cañon coronel ataque general	convencer* idea capturó ordenar plan	ciudad marchar soldado

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill, 2010.
3. Dale, Edgar, and Jeanne Chall. *Readability Revisited: The New Dale-Chall Readability Formula*, 1995.
4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

Comprehension Questions

In the *Supplemental Guide for Presidents and American Symbols*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or

more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide 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*, the End-of-Lesson Check-Ins, and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Supplemental Guide* 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 *Supplemental Guide 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

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined. These activities afford

all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for Presidents and American Symbols

Trade Book List

The *Supplemental Guide* 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 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 (Boyds 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. Statue of Liberty Tour
<http://www.nps.gov/stli/index.htm>

Teacher Resources

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



The Home of the President: Washington, D.C.

1

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the American flag
- ✓ Recall that Washington, D.C., is the capital of the United States
- ✓ Name the current president of the United States
- ✓ Recall that Washington, D.C., is the city in which the current U.S. president lives and that the White House is the president's home
- ✓ Describe the differences between a president and a king/queen

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, explain the connection between Washington, D.C., and George Washington (RI.K.3)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud that explain why Washington, D.C., is an important city (RI.K.8)
- ✓ With prompting and support, compare and contrast kings/queens and presidents on a Venn diagram (RI.K.9) (W.K.8)
- ✓ Describe familiar and everyday symbols (SL.K.4)
- ✓ Draw a familiar symbol to help describe that symbol (SL.K.5)
- ✓ Use frequently occurring prepositions—*to* and *from* (L.K.1e)
- ✓ Identify real-life connections between words—*capital*, *president*, *symbol*, and *elected*—and their use (L.K.5c)

- ✓ Learn the meaning of common sayings and phrases, such as “a dog is man’s best friend” (L.K.6)

Core Vocabulary

capital, n. The most important city of a country or state; the city where the government is located

Example: The capital of the United States is Washington, D.C.

Variation(s): capitals

monuments, n. Statues or buildings made to honor important people or events

Example: There are many monuments in Washington, D.C., that honor important people in U.S. history.

Variation(s): monument

nation, n. A country

Example: Our nation, the United States of America, is made up of fifty states.

Variation(s): nations

president, n. The elected leader of a country

Example: The president of the United States lives and works in Washington, D.C.

Variation(s): presidents

symbol, n. A sign or object that stands for something else

Example: Each star on the American flag is a symbol of one state.

Variation(s): symbols


Vocabulary Chart for The Home of the President: Washington, D.C.			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	government monuments nation statues	symbol*	city country dog house king/queen leader president
Multiple Meaning	capital elected* flag states	power	pets stars
Phrases	Barack Obama Founding Fathers George Washington Jefferson Memorial Lincoln Memorial Pledge of Allegiance The Capitol Building The Oval Office The Supreme Court The White House Washington Monument	breaking the law	
Cognates	gobierno monumento nación capital estados	símbolo	ciudad líder presidente

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-1: American flag
2. 1A-2: Washington, D.C.
3. 1A-5: White House
4. 1A-6: Bo Obama portrait

5. 1A-7: Oval Office
6. 1A-3: Founding Fathers writing the Constitution
7. 1A-8: White House, Capitol Building, and Supreme Court
8. 1A-9: Lincoln Memorial, Jefferson Memorial
9. 1A-10: Washington Monument
10. 1A-11: Pledging to the flag

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	U.S. map Tell It Again! Read-Aloud Flip Books for Kings and Queens and Columbus and the Pilgrims	15
	Introducing Washington, D.C.	Image 1A-2; Image Cards 2–5	
	Vocabulary Preview: President, Capital	image of current U.S. president; Instructional Master 1A-1 (Kings/Queens vs. Presidents Venn diagram), chart paper, colored markers; Image 1A-2; U.S. map	
	Purpose for Listening		
Presenting the Read-Aloud	The Home of the President: Washington, D.C.	Image Card 2; U.S. map; American flag; star sticker(s); Kings/Queens vs. Presidents Venn diagram	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Symbol	Image 1A-1; drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: A Dog Is Man’s Best Friend		15
	Syntactic Awareness Activity: Prepositions of Movement: to, from	Images 6B-3 and 6B-4	
	Vocabulary Instructional Activity: Elected		
	End-of-Lesson Check-In: Venn Diagram Review	Kings/Queens vs. Presidents Venn diagram	
Take-Home Material	Family Letter	Instructional Masters 1B-1 and 1B-2	

Advance Preparation

Obtain the *Tell It Again! Flip Books* for *Kings and Queens* and *Columbus and the Pilgrims* domains. Identify several Flip Book images that you would like to show students in order to refresh their memories of these domains.

Locate the American flag in your classroom or bring in an American flag. Bring in a star sticker to place on a U.S. map to represent your state.

Create a Kings/Queens vs. Presidents Venn diagram, using Instructional Master 1A-1 as a guide. Label the left side of the diagram *Kings/Queens*, the right side *Presidents*. You may wish to write the labels and corresponding information for the three sections of the Venn diagram in a different color.

➤ Above and Beyond: Make a copy of Instructional Master 1A-1 for students who are ready to complete this diagram on their own.

Note to Teacher

The read-aloud introduces the term “Founding Fathers.” Explain to students that the Founding Fathers were leaders that helped to start the United States of America. They lived a long time ago, before the United States became a nation. The Founding Fathers helped the United States to become a nation. Two of the five presidents presented in this domain were Founding Fathers: George Washington and Thomas Jefferson.

This read-aloud also touches upon the three branches of government. The goal of including this information is not for students to memorize the three branches or what each branch does, but to show students that important work goes on in Washington, D.C., and that not one person or group has all the power.



The Home of the President: Washington, D.C.

1A

Introducing the Read-Aloud

15 minutes

Domain Introduction

- Tell students that you are going to review what they learned in the *Kings and Queens* domain.
[Show several images from the *Tell It Again! Read-Aloud Flip Book* for *Kings and Queens* to refresh students' memory.]
- Ask students the following questions about kings and queens:
 - What is a king? (a male ruler of a kingdom)
 - What is a queen? (a female ruler of a kingdom or wife of a king)
 - Where does a king or queen live? (palace or castle)
 - Once a person is king or queen, how long does he or she stay a king or queen? (the rest of his or her life)
 - Do the people of a kingdom choose their king or queen? (no, a king or queen is born into that position)
 - Does the king or queen always do what the people of their kingdom want? (no)
- Remind students of what they learned in the *Columbus and the Pilgrims* domain.
[Show several images related to the Pilgrims from the *Tell It Again! Read-Aloud Flip Book* for *Columbus and the Pilgrims* to refresh students' memory.]
 - Ask students: "Do you remember why the Pilgrims chose to leave England and to come to America?" Call on volunteers to answer. Explain that the Pilgrims wanted to practice their own religion, but the king said they had to go to the Church of England. The Pilgrims decided to leave England and sailed to America where they could freely practice their religion.
 - Ask students: "Does the United States have a king or queen? Do you know what we call the leader of our country?" Call on volunteers to answer. Explain that the United States does not

have a king and that the leader of our country is called the president.

- Tell students that today they are going to hear a read-aloud about the capital of the United States and the home of the U.S. president—Washington, D.C. Tell them that over the next few weeks, they will learn about several important United States presidents.



Introducing Washington, D.C.

◀ Show image 1A-2: Washington, D.C.

- Tell students that the city in the picture is called Washington, D.C. [Have students repeat *Washington, D.C.* with you three times.]
- Tell students that Washington, D.C., is the most important city in the United States. It is where the U.S. president lives and where important decisions for the country are made.
- [Show Image Card 2 (George Washington).] Ask students: “Do you know who this is?” Call on volunteers to answer. Tell students that this is George Washington, the first president of the United States, and that he lived long ago.
- Remind students that the capital of the United States is Washington, D.C. Refer to the image of George Washington. Then say to students: “Tell your partner why you think our nation’s capital is called Washington, D.C.” Call on volunteers to answer. Tell students that they will find out the answer in the read-aloud.
- [Show Image Card 3 (White House), Image Card 4 (U.S. Capitol Building), and Image Card 5 (Washington Monument).] Tell students that these are important buildings in Washington, D.C., and that they will hear about them in today’s read-aloud.

Vocabulary Preview

President (Instructional Master 1A-1)

1. Today you will hear about the many differences between a king or queen and a *president*.
2. Say the word *president* with me three times.
3. A president is the elected—or chosen—leader of a country.
4. Every four years people in America vote for their president. The current U.S. president is _____.

[Show a picture of the current U.S. president.]

5. [Present the Kings/Queens vs. Presidents Venn diagram.]

We will use this Venn diagram to compare and contrast kings and queens with presidents. We can use a Venn diagram to compare (or to tell how two things are alike) and to contrast (or to tell how two things are different).

[Read each label and explain that facts about only kings and queens go in the left section, facts about only presidents go in the right section, and facts about both kings/queens and presidents go in the center section.]



Capital

← Show image 1A-2: Washington, D.C.

1. In today's read-aloud, you will hear, "Washington, D.C., is the nation's *capital*."
2. Say the word *capital* with me three times.
3. A capital is the most important city in a country or state. It is the city where the government is located.
4. Many of our country's leaders, including the president, live and work in the capital.
5. Each state in the U.S. has its own capital city. The capital city of our state, the state of _____ is _____.

[Point to your state and the location of its capital city on the map.]

Purpose for Listening

Tell students that in today's read-aloud they will hear about our nation's capital: Washington, D.C. Remind students that Washington, D.C., is where the president of the United States lives. Ask them to listen carefully to find out how the president of the United States is different from a king.



The Home of the President: Washington, D.C.

◀ Show image 1A-1: American flag

The American flag is a **symbol** of our **nation**—our country—the United States of America.

[Ask students if they can find an American flag in the classroom or school. Ask where else students have seen the American flag.]

What do you see on the American flag?

[Pause for students to respond.]

You can see that the American flag is red, white, and blue. It has red and white stripes. It also has fifty stars. Each star is a **symbol** for one of the states in the United States of America.

[If time allows, have the class count the fifty stars on the American flag.]

What state do we live in?

[Place a star sticker on your state on a U.S. map.]



◀ Show image 1A-2: Washington, D.C.

There is one very important city in the United States that is not in any of the fifty states. This city is Washington, D.C.

[Point to Washington, D.C., on the U.S. map and circle it.]

Washington, D.C., is the **capital** of our **nation**, the United States of America. It is the city where the **president** lives and where many important decisions for the country are made. This city is called Washington to honor the first **president** of the United States.

Do you know who the first **president** of the United States was?

[Show Image Card 2 (George Washington).]

George Washington was the first **president** of the United States. You will learn a lot about him in later lessons.

Do you know who the **president** of the United States is now?

[Name the current president of the United States.]

Where does the **president** of the United States live?

- The president lives in Washington, D.C.



◀ **Show image 1A-5: White House**

If you visited Washington, D.C., today, you would be able to see the White House. The White House is the house where the **president** lives.

The **president** moves into the White House when he or she becomes **president** and then moves out when the next **president** is elected—or chosen. Not only does the **president** live in the White House, but the **president's** family also lives there. Even their pets come with them to live in the White House!



◀ **Show image 1A-6: Bo Obama portrait**

Meet Bo! Bo lives with **President** Barack Obama and his family. When **President** Obama was elected—or chosen—to be **president**, he promised his daughters they could get a dog to live with them in the White House. **President** Obama's daughters enjoy playing outside with Bo.



◀ **Show image 1A-7: Oval Office**

The **president** doesn't just live in the White House; the **president** works there, too. The **president's** office has a special name. It's called the Oval Office. Sometimes when we see the **president** speaking to us on television, he is speaking from the Oval Office.

[Draw a shape of an oval on the board.]

Can you think of why it is called the Oval Office?



◀ **Show image 1A-3: Founding Fathers writing the Constitution**

Long ago, when the United States first became a **nation**, the Founding Fathers—who were important people who helped to start this country—decided that they did not want a king. They did not want this **nation** to be ruled by a king or queen. They wanted a **president**.

A king or queen becomes the ruler by birth—that means their father was king or mother was queen. But a **president** is elected—or chosen—by the people. Once a person becomes king, he stays the king for the rest of his life. However, an elected U.S. **president** can only be **president** for four years. Then the people vote for a **president** again.



◀ **Show image 1A-8: White House, Capitol Building, and Supreme Court**

[Point to the image of each building as you talk about it.]

This is the Capitol Building. The Capitol Building is another very important building in Washington, D.C. Leaders from every state work here to help make our country's laws.

This is the Supreme Court. The justices—or judges—who work in the Supreme Court decide whether the laws are fair.

The Founding Fathers—the leaders who started this country—wanted to make sure that all three—the **president**, the leaders from every state, and the Supreme Court—had equally important jobs so that not one person or group held all the power to rule the country.



◀ **Show image 1A-9: Lincoln Memorial, Jefferson Memorial**

Because so many of our past **presidents** have lived in Washington, D.C., it is also a place where people often build statues and other buildings to honor and remember them. These statues and other buildings are called **monuments**.

[Have students repeat *monuments* with you three times.]

If you visited Washington, D.C., you would find many **monuments** of past **presidents**.

[Point to the monument on the right side of the image.]

This **monument** is called the Jefferson Memorial. You will learn about Thomas Jefferson in another lesson.

[Point to the monument on the left side of the image.]

And this famous **monument** is called the Lincoln Memorial. You will also learn about Abraham Lincoln in another lesson.

These **monuments** remind us how important these past **presidents** were in our **nation's** history.



◀ **Show image 1A-10: Washington Monument**

The Washington **Monument** is one of many people's favorite **monuments** to visit in Washington, D.C.

Who does this **monument** honor?

[Pause for student responses. (George Washington)]



When you go to the top of the tower, you can see all of Washington, D.C.

← **Show image 1A-11: Pledging to the flag**

You don't have to go to Washington, D.C., to appreciate our country and its leaders. Every time you say the Pledge of Allegiance, you can let everyone around you know that you are proud to be a part of our country.

[Ask students to stand and face a flag in your classroom. If no flag is available, show image 1A-1.]

Let's say the Pledge of Allegiance together:

"I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one **Nation** under God, indivisible, with liberty and justice for all."

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Which city is today's read-aloud about?

- Today's read-aloud is about Washington, D.C.

Why is this city important?

- Washington, D.C., is important because it is the capital of the United States. It is where the president lives and where important decisions for the country are made.



← **Show image 1A-1: American flag**

2. *Literal* What is this?

- It is the American flag.

What is it a symbol of?

- It is a symbol of our nation, the United States of America.
Describe the American flag.
- It is red, white and blue. It has stars and stripes.
What are the fifty stars a symbol of?
- The fifty stars are a symbol of the fifty states.



◀ **Show image 1A-5: White House**

3. *Literal* Who lives in this building? What is this building called?
 - The U.S. president and the president's family live in this building. It is called the White House.
4. *Literal* Who is our current president, or president of the United States now?
 - (name of current president)



◀ **Show image 1A-8: White House, Capitol Building, and Supreme Court**



◀ **Show image 1A-9: Lincoln Memorial, Jefferson Memorial**



◀ **Show image 1A-10: Washington Monument**

5. *Inferential* What other important buildings and monuments can we find in Washington, D.C.?
 - The Capitol Building, the Supreme Court, the Lincoln Memorial, the Jefferson Memorial, and the Washington Monument are in Washington, D.C.
6. *Evaluative* [Use the Kings/Queens vs. Presidents Venn diagram in conjunction with this question.] In which ways are kings/queens and presidents similar?
 - Both are leaders and have power.

In which ways are kings/queens and presidents different?

- A king is born a king and a president is chosen by the people.
A king stays a king all his life. A president is a president for four years.
A king tells the people what to do and a president listens to what the people want.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Did the Founding Fathers want to have a king?

The Founding Fathers wanted a president because . . .

A king . . . , but a president . . .

7. *Evaluative Think Pair Share*: Did the Founding Fathers—the leaders who helped to start this country—want a king or a president to rule the nation? Why?

- The Founding Fathers wanted a president to rule the nation.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Symbol

1. In today's read-aloud, you heard, "Each star is a *symbol* of one of the states in the United States of America."
2. Say the word *symbol* with me three times.
3. A symbol is a sign or object that stands for something else.
4. [Draw a heart on the board or on chart paper.]
A heart is a symbol for love.
5. Do you know of any symbols and what they mean?
[Draw a few more symbols familiar to the students, such as the symbols for addition, subtraction, peace, walk, don't walk, etc. Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The symbol _____ means _____."]
6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw one of the symbols you know. Then in small groups, share your symbols with each other and see if you can guess the meaning of each other's symbols.



Complete Remainder of the Lesson Later in the Day



The Home of the President: Washington, D.C.

1_B

Extensions

15 minutes

Sayings and Phrases: A Dog Is Man's Best Friend

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.



◀ Show image 1A-6: Bo Obama portrait

- Remind students that when the president is elected and moves into the White House, he or she brings his or her family, including the family pet. The pet is often a dog.
- Ask students: “Who does this dog belong to? Do you remember the dog’s name?” Call on volunteers to answer. Remind them that when President Obama became president, he adopted a dog for his daughters, named Bo.
- Ask students if they have ever heard anyone say “a dog is man’s best friend.”
- Have students repeat, *a dog is man’s best friend*, with you three times.
- Explain to students that dogs are often very loyal, or faithful—and will stay loyal to their owners no matter what happens. Because they are so loyal, they are like their owner’s best friend. The saying “a dog is man’s best friend” explains one reason why dogs, such as Bo Obama, are such popular pets, even for presidents.
- Ask students if any of them have dogs as pets and whether they consider their dog their best friend.

Interactive Opportunity

- Say to students: “Think of a way that a dog can be man’s best friend. Then tell your partner about it. Use the saying, ‘a dog is man’s best friend’ when you tell about it. I will call on a few of you to share.” Allow one minute for partners to talk. If needed, provide the sentence frame: “A dog is a man’s best friend when he/she ...”.

↔ Syntactic Awareness Activity

Prepositions of Movement (*to*, *from*)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. Have students repeat the corrected sentence.

[Follow-up with a kinesthetic activity by having students use movements to show the meaning of a preposition.]

Directions: Today we are going to practice using words that are used to show relationships between other words. We will practice using these small words—*to* and *from*—to help us describe the direction in which something is moving.



◀ Show image 6B-3: North America and explorer’s ship

[Point to each figure in the image as you refer to it.]

1. This is a picture of North America and an explorer’s ship.
[Point to North America.] Which continent is this?
 - This continent is North America.
[Point to the explorer’s ship.] What is this?
 - It is an explorer’s ship.
2. There are some special words we use to talk about the direction in which things are moving. The word **to** is a word we use to talk about the direction in which something is moving.
Say the word *to* with me three times.
3. [Point to Image 1 on the top half of this image.] The explorer is sailing **to** North America.
When something is moving **to** a place, it is heading toward, or closer to, that place.
Which word did we use to talk about the direction in which the explorer’s ship is sailing? (*to*)

4. Another special word we use to talk about the direction in which things are moving is **from**.
Say the word *from* with me three times.
5. [Point to Image 2 on the bottom half of this image.] The explorer's ship is sailing **from** North America.
When something is moving **from** a place, it means it is leaving that place.
Which word did we use to talk about the direction in which the ship is sailing in this picture? (*from*)



◀ Show image 6B-4: A school bus and a house

6. Now you try! What do you see in this picture?
 - There is a school bus and a house.

[Point to Image 1 on the top half of this image.] In what direction is the bus moving in this picture?

 - The bus is going *to* the house.

Which word did we use to talk about the direction in which the bus is moving? (*to*)

[Point to Image 2 in the bottom half of this image.] In what direction is the bus moving in this picture?

 - The bus is going *from* the house.

Which word did we use to talk about the direction which the bus is moving? (*from*)

↔ Vocabulary Instructional Activity

Word Work: Elected

1. In the read-aloud you heard, “A president is *elected*—or chosen—by the people.”
2. Say the word *elected* with me three times.
3. If someone or something is elected that means it was chosen or voted for.
4. Every four years a president is elected in the United States.
5. Why do you think it is important that a president is elected?
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: “It is important that a president is elected because . . . ”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to say something. If what I say is something that is elected, say, "_____ is elected." If what I say is something that is not elected, or something that the person/people did not choose, say, "_____ is not elected."

1. the president of the United States
 - The president of the United States is elected.
2. a king or queen
 - A king or queen is not elected.
3. a class pet that all the students vote on
 - A class pet that the class voted for is elected.
4. a game you choose to play during free choice time.
 - A game I choose to play is elected.
5. something your parents tell you to do
 - Something my parents tell me to do is not elected.

10 End-of-Lesson Check-In

Venn Diagram Review

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that this is a Venn diagram. Remind them that a Venn diagram can be used to compare and contrast two things.
 - Ask students: "What does it mean to compare?" (to show how two things are similar)
 - Ask students: "What does it mean to contrast?" (to show how two things are different)
- Explain that you are going to talk about the read-aloud and that you are going to compare and contrast kings/queens and presidents.

- Tell students: “I will say a fact. Your job is to tell me if the fact is about a king/queen, a president, or both. Then I will write down the information on the Venn diagram.”

Note: Explain that you are going to write down what students say. Remind students that they are not expected to be able to read what you write, because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them.

1. leader of a country
 - both
2. elected—or chosen—by the people
 - president
3. born into their position
 - king/queen
4. has a lot of power
 - both
5. lives in a castle
 - king/queen
6. represents and listens to the people
 - president
7. lives in the White House
 - president

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



The Legend of George Washington and the Cherry Tree

2

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell the legend of George Washington and the cherry tree (RL.K.2)
- ✓ Listen to, understand, and recognize a variety of texts, including legends (RL.K.5)
- ✓ With assistance, record characteristics of presidents on an Idea Web (W.K.8)
- ✓ With assistance, sequence the legend of George Washington and the cherry tree (W.K.8)
- ✓ Demonstrate understanding of adjective—*honest*—by relating it to its opposite—*dishonest* (L.K.5b)
- ✓ Identify real-life connections between words—*confession*, *respect*, and *honest*—and their use (L.K.5c)

Core Vocabulary

confession, *n.* The act of admitting something and telling the truth, especially when you are wrong

Example: He felt bad after tricking his friend and decided to make a confession to his friend.

Variation(s): confessions

honest, *adj.* Truthful; not lying or cheating

Example: I believe what she said because she is an honest girl.

Variation(s): none

legend, *n.* A story from a long time ago that is not completely true

Example: There is a famous American legend called Johnny Appleseed.

Variation(s): legends

respect, *v.* To admire or think well of

Example: I respect my friend for always sharing his things and helping others.

Variation(s): respects, respected, respecting


Vocabulary Chart for The Legend of George Washington and the Cherry Tree			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	axe	confession dishonest/ honest * honesty punish respect truth	father/son hiding loved worker
Multiple Meaning	chopped legend	behind trouble	cut farm lie
Phrases	Augustine Washington cherry tree George Washington	on accident/on purpose	
Cognates	leyenda	confesión honesto * en accidente/ a propósito respeto	

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.


1. 2A-2: George Washington and his father
2. 2A-3: Cherry tree cut down

3. 2A-4: George confessing
4. 2A-5: George forgiven
5. 2A-6: Portrait of George Washington

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	1A-5, 1A-8, 1A-9, and 1A-10	15
	Brainstorming Links	Instructional Master 2A-1 (Idea Web); chart paper, writing tools	
	Introducing the Legend of George Washington and the Cherry Tree	Images 2A-1 and 2A-2; images of cherry trees in the four different seasons	
	Vocabulary Preview: Confession, Respect		
	Purpose for Listening		
Presenting the Read-Aloud	The Legend of George Washington and the Cherry Tree	video or trade book of the legend of George Washington and the cherry tree [optional]	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Honest		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sequencing the Story	Image Cards 7–9; Instructional Master 2B-1; scissors, glue	15

Advance Preparation

Prepare an Idea Web, using Instructional Master 2A-1 as a guide. Record student answers to the question: “What kind of characteristics does a good president have? What kind of person do you need to be in order to lead a whole country?”

 **Above and Beyond:** Make a copy of Instructional Master 2A-1 for students who are ready to fill it in on their own. You may wish to have students fill one in with their partner.

Find images of cherry trees in the four different seasons.

Make a copy of Instructional Master 2B-1 for each student. Students will sequence the events from the legend of George Washington and the cherry tree.

Note to Teacher

It is important that students understand that the legend of George Washington and the cherry tree is a special kind of story called a legend. Explain that it is considered a legend because it is a story from a long time ago and that it may not be completely true because no one knows if George Washington really chopped down his father's cherry tree. This legend highlights the importance of honesty and how important it is to tell the truth.

Students who have participated in earlier Core Knowledge Language Arts Kindergarten domains have heard some legends, including “The Story of Jumping Mouse,” “Johnny Appleseed,” and “Bear, Gull, and Crow.”

The read-aloud for this lesson is shorter than usual. You may wish to complement it with a short, age-appropriate video or trade book about George Washington and the cherry tree.



The Legend of George Washington and the Cherry Tree

2^A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Ask students: “What is the capital of the United States? Who is Washington, D.C. named in honor of?”
 - The capital of the United States is Washington, D.C. It is named in honor of George Washington.
- [Show Images 1A-5, 1A-8, 1A-9, and 1A-10 to prompt students.] Ask students: “What important buildings and monuments can you find in Washington, D.C.?” Call on volunteers to answer.
- Ask students: “Who lives in the White House? Who is the current president of the United States?”
 - The president of the United States and the president’s family live in the White House. _____ is the president of the United States.

Brainstorming Links

- Tell students that many of the read-alouds in this domain are about presidents.
- Ask students, “What kind of characteristics does a good president have? What kind of person do you need to be in order to lead a whole country?” Invite students to share their ideas. Record their responses on the Idea Web.

Note: Explain that you are going to write down what students say. Remind students that they are not expected to be able to read what you write, because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don’t forget. Tell them that you will read the words to them.

- If honesty has been mentioned, circle this word. Tell students that one important characteristic of a good president is honesty. *Honesty* means truthful, not telling lies or cheating. Tell students that they will hear a story about honesty today.

Introducing the Legend of George Washington and the Cherry Tree



◀ Show image 2A-1: Portrait of George Washington

- Ask students: “Who is this?” Tell students that they are going to hear a story about George Washington. Tell students that this story is called a **legend**.

[Have students say the word *legend* with you three times.]

- Define **legend** as a story from long ago that is not completely true. Explain that George Washington was a real person and that George Washington was an honest person. However, no one knows whether the events in the story really happened.



◀ Show image 2A-2: George Washington and his father

- Explain that George grew up on a farm. Tell students that this is a drawing of when he was young, around the age of your students. Invite students to point out young George and his father, Augustine Washington.
- Tell students that George’s father grew many things on their farm, but he especially loved his cherry trees.
- Show images of cherry trees during the different seasons of the year. Have students guess which season is depicted in the images.

[Remind students that they learned about this in the *Plants* and *Seasons and Weather* domains.]

Vocabulary Preview

Confession

1. In today’s story George Washington makes a *confession*.
2. Say the word *confession* with me three times.
3. A confession is the act of admitting something and telling the truth, especially when you are wrong.
4. The boy felt much better after making a confession to his friend that he had tricked him.
5. Tell your partner about a time when you made a confession. Use the word *confession* when you tell about it.
[You may wish to provide the sentence frame: “I made a confession when . . .”]

Respect

1. In today's story, you will hear about one reason why so many people *respect* George Washington.
2. Say the word *respect* with me three times.
3. To respect means to admire or think well of someone.
4. I respect my friend for being honest, especially when it isn't easy.
5. You probably do things every day that show you respect your friends, a member of your family, or your teacher. You can show that you respect someone by doing something nice for them, or by listening to them when they are talking, or by treating them with kindness.
Tell your partner about something you do that shows you respect your _____. Try to use the word *respect* when you tell about it.

Purpose for Listening

Tell students that they will hear a legend about George Washington. Tell students to listen carefully to hear about George Washington's honesty.



The Legend of George Washington and the Cherry Tree

◀ Show image 2A-2: George Washington and his father

This is young George Washington with his father, Augustine Washington. Augustine Washington loved his farm by the river. He loved the green meadows where he raised horses and other animals. He loved the rich soil in which he grew plants for food or to sell in town. He loved the fruit trees on his farm that had beautiful blossoms in spring and delicious fruit through the summer and autumn.

Augustine especially loved his cherry trees. When his son George was about five years old, Augustine said, “George, I will teach you everything I know about cherry trees. I will teach you how to take care of them so that they will grow tall and strong.”

[Ask students: “Were Augustine’s cherry trees important to him? How can you tell?” Call on volunteers to answer.]



◀ Show image 2A-3: Cherry tree cut down

So you can imagine how upset Augustine was to find one day that someone had chopped down one of his best cherry trees! On this day he was walking with a man who worked for him and helped him on his farm. Augustine said, “This was no accident. Someone chopped down this tree on purpose. Who would do such a thing?”

[Invite students to guess who might have done it.]

Augustine and the worker were talking and did not notice the little boy silently hiding behind a tree.

[Invite a student to point out the little boy hiding behind the tree. Ask: “Who do you think he is?”]

George listened to the grown-ups’ conversation. He knew his father was angry and disappointed about what had happened to the cherry tree.



◀ Show image 2A-4: George confessing

George knew what he had to do. George took a deep breath. Then he stepped forward. His heart was beating fast and he looked worried. Then he said to his father, “Father, I cannot tell a lie. I chopped down

the tree with my little axe. I wanted to see if I could do it, but now I know it was a bad thing to do.”

Augustine Washington looked at his son. He could tell that George felt bad for what he had done. Augustine knew that George was sorry for chopping down the cherry tree.

The worker was surprised by George’s **confession** that he was the one who cut down the cherry tree. The worker thought that because of George’s **confession**, George would be in big trouble with his father.

[Ask students to predict whether George would be in big trouble with his father. Take a quick class tally.]



◀ **Show image 2A-5: George forgiven**

But to his surprise, Augustine told his son, “It was a bad thing to do, George, and you should be punished for doing it. However, because I **respect** you so much for coming to me and telling me the truth, if you will promise not to do such a thing again, I will not punish you.”

“I promise, Father,” said George, and he kept that promise.

So you see, even as a young boy, George Washington was **honest** and took responsibility for his actions.



◀ **Show image 2A-6: Portrait of George Washington**

After George grew up and became the first president of the United States. One of the things he was most famous for was his **honesty**—for always telling the truth.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* What kind of story is the story of George Washington and the cherry tree?

- It is a legend.

How do you know it is a legend?

- It is a legend because it is not completely true; no one knows if George really cut down a cherry tree.

2. *Inferential* Which part of the story is true and which part is probably made-up?

- It is true that George Washington was an honest person, but it is probably made-up that he chopped down a cherry tree.

3. *Inferential* In this legend, how do you think George Washington felt when he realized what he did was wrong?

- He felt sorry; he was worried that he might be in trouble; he felt the need to tell the truth.

4. *Literal* What did George Washington do when he found out he was wrong to cut down the cherry tree?

- He told the truth; he confessed.

Was his father upset after George told the truth? Why or why not?

- No, George's father was not upset because he respected George for telling the truth.

5. *Evaluative* What does this legend tell us about George Washington?

- Answers may vary, but should include that he was honest.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Would you tell the truth?

If I were young George Washington, I would ...

If I know I did something wrong I would ...

6. *Evaluative Think Pair Share:* What would you do if you were young George Washington and you realized you were wrong to cut down your father's cherry tree?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Honest

1. Today's legend tells us that George Washington was an *honest* person.
2. Say the word *honest* with me three times.
3. If someone is honest, it means they are truthful; they do not lie or cheat.
4. Miranda was honest and told the truth about breaking her sister's toy.
5. Think about a time when you or someone you know was honest about something. Try to use the word *honest* when you tell about it. [Ask two or three students to share. If necessary, guide and/or rephrase the students' responses: "I/ _____ was honest when I/ _____ told the truth about ... "]
6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *honest* is *dishonest*, meaning not truthful.

[Have students say *dishonest* with you three times.]

If what I say is an example of being honest, say, "That is honest." If what I say is an example of being dishonest, say, "That is dishonest."

1. young George Washington telling his father he chopped down the cherry tree
 - That is honest.
2. telling a lie
 - That is dishonest.
3. telling your parents when you do something wrong
 - That is honest.

4. saying you finished your work when you really did not
 - That is dishonest.
5. hiding your shoes and saying you don't know where they are
 - That is dishonest.



Complete Remainder of the Lesson Later in the Day



The Legend of George Washington and the Cherry Tree

2_B

Extensions

15 minutes

Sequencing the Story (Instructional Master 2B-1)

Note: You may differentiate this activity as needed by having students arrange the images in order without gluing them. Then, as a class, order Image Cards 7, 8, and 9 together. Have students check their work to make sure they have the correct order before gluing the images in the boxes.

- Explain to students that the images on their activity page show three events that happened in the legend of George Washington and the cherry tree. However, the images are not in the correct order.
- Tell students that they are going to retell the legend of George Washington and the cherry tree by cutting out the three images and arranging them in the order in which they happened in the story.
- Explain that they should glue the picture that shows what happened in the beginning of the story in the first box, the picture that shows what happened in the middle of the story in the second box, and the picture that shows what happened at the end of the story in the last box.
- After students have glued the three images in order, have partner pairs or home-language peers retell the legend using their image sequences.



A Clever General

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Recall that George Washington was a clever general and explain why

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, explain the connection between the title of the read-aloud, “A Clever General,” and George Washington’s actions (RI.K.3)
- ✓ With prompting and support, identify facts given in the read-aloud that show General Washington was clever (RI.K.8)
- ✓ Use frequently occurring prepositions—*toward* and *away* (L.K.1e)
- ✓ Identify new meanings for the word *line* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*general*, *colonel*, *clever*, and *convince*—and their use (L.K.5c)

Core Vocabulary

captured, v. Took control of; trapped

Example: She captured the frog with a jar, but then she let it go.

Variation(s): capture, captures, capturing

clever, adj. Smart

Example: Before George Washington became president, he was the clever leader of the American army.

Variation(s): cleverer, cleverest

colonel, n. [KER-nel] An army officer who answers to a general
Example: The colonel followed the general's orders for how to fight the battle.
Variation(s): colonels

general, n. An army officer who is in charge of the soldiers
Example: The general led the army to win the battle.
Variation(s): generals


supplies, n. Resources that are available for use
Example: Our family keeps emergency food and water supplies in the basement in case of a bad storm.
Variation(s): supply

Vocabulary Chart for A Clever General			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	army cannon colonel mounds	clever* convince* idea	city dirt king march soldiers win
Multiple Meaning	attack general	captured order plan supplies	<u>line</u>
Phrases	American army American Revolution British army Fort Ticonderoga General Howe George Washington Henry Knox		
Cognates	cañon coronel ataque general	convencer* idea capturó ordenar plan	ciudad marchar soldado

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Knox and Washington
2. 3A-2: Strategizing
3. 3A-3: Boston and Ticonderoga
4. 3A-4: Washington's ruse
5. 3A-5: General Howe
6. 3A-6: Boston and Ticonderoga
7. 3A-7: Knox returns
8. 3A-8: Washington's victory
9. 3A-10: Knox and Washington

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Kings/Queens vs. Presidents Venn diagram	15
	Essential Background Information or Terms	Image Cards 10 and 11; world map	
	Vocabulary Preview: General/Colonel	Image 3A-2	
	Purpose for Listening		
Presenting the Read-Aloud	A Clever General	world map	10
Discussing the Read-Aloud	Comprehension Questions	Idea Web from Lesson 2	10
	Word Work: Clever	drawing paper, drawing tools [optional]	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Line	Poster 1M (Line)	15
	Syntactic Awareness Activity: Prepositions of Movement: toward, away	Images 6B-1 and 6B-2	
	Vocabulary Instructional Activity: Convince		
	End-of-Lesson Check-In		

Note to Teacher

The setting of today's read-aloud is during the time of the American Revolution. Explain to students that during this time the same king ruled England and the American colonies. Point to England on a world map and run your finger across the Atlantic Ocean to where the American colonies were located. Emphasize that a king from a faraway place, England, ruled people across the Atlantic Ocean, in the American colonies. Explain that the Founding Fathers, including George Washington, did not want to be ruled by a king. Be sure that students understand that the United States had not been formed yet and that the American colonists were fighting for their freedom from the British king.



A Clever General

3A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that yesterday they heard the legend of George Washington and the cherry tree. Ask students: “What is a legend?”
 - A legend is a story from a long time ago that is not completely true.
- Ask students: “Which part of the legend was real and which part was probably made-up?”
 - It was true that George Washington was an honest man. It was probably made-up that he chopped down his father’s cherry tree.
- Ask students: “What does *honest* mean?”
 - *Honest* means being truthful, or telling the truth; an honest person does not lie or cheat.
- Remind students that they learned about the Founding Fathers—leaders who helped start the new country, the United States of America.
- Ask students: “Did our Founding Fathers—the leaders who started the United States—want a king? Why did they want a president and not a king?”
[Refer the Kings/Queens vs. Presidents Venn diagram to prompt answers.]

Essential Background Information or Terms

- Tell students that in today’s read-aloud they will hear about events that took place a long time ago.
- [Show Image Card 10 (King George III).] Tell students that this is King George III. He was the ruler of both England and the American colonies at the time of today’s read-aloud.
[Point to England and where the American colonies were located on a world map.]
- [Show Image Card 11 (General George Washington).] Explain that before George Washington became the first president of the United

States, he was the leader of the American army. The American army fought against the British army because the American colonies wanted their freedom from the king of England.

Vocabulary Preview

General/Colonel [KER-nel]



◀ Show image 3A-2: Strategizing

1. In today's read-aloud, you will meet two people: General George Washington and Colonel Henry Knox.
[Point to George Washington and Henry Knox. Have students repeat their names with you.]
2. Say the word *general* with me three times.
Say the word *colonel* with me three times.
3. A general is an army officer who is in charge of the soldiers.
A colonel works under the general and takes orders from the general and then tells the soldiers what to do.
4. The general ordered the colonel to make sure the soldiers were ready to fight in the morning.
5. Who is more powerful, the general or the colonel?
What might some of the responsibilities of a general include?

Purpose for Listening

Tell students that in today's read-aloud, they will hear about how General George Washington and Colonel Henry Knox came up with clever ideas to win a battle against the British army. Tell students to listen carefully for the clever way in which General George Washington and Colonel Henry Knox tricked the British army.



A Clever General

◀ Show image 3A-1: Knox and Washington

This story takes place a long time ago, before the United States became a nation and before George Washington became the first president of the United States. At that time there was a war between England and the American colonies.

[Point to England and where the American colonies were located on a world map. Ask: “Who ruled these places at that time?” (a king, King George III)]

This war was called the American Revolution. The American army fought against the British army. At that time George Washington was called **General** George Washington. He was the leader of the American army. With the help of **Colonel** Henry Knox, the two men came up with a **clever**—or smart—plan to trick the British army.



◀ Show image 3A-2: Strategizing

General George Washington had to think fast. He knew the British soldiers were going to attack soon. He knew that there were many more British soldiers than there were American soldiers. He also knew that the British army had more **supplies** compared to the American army.

[Explain that these supplies might have included food, water, muskets, gunpowder, cannons, etc.]

Colonel Henry Knox asked Washington, “Sir, how can we keep the British army, which is larger than us, from destroying our soldiers here? We don’t even have enough soldiers or **supplies**. If the British only knew . . . ”

George Washington answered him. “Yes, **Colonel**, *if they only knew. But they do not know.* And we must make sure that the British army does not find out that we have fewer soldiers than they think. We must make them think we are *bigger* and *stronger* than we really are.”

George Washington continued, “What we really need are more **supplies** to prepare us for battle.”



← **Show image 3A-3: Boston and Ticonderoga**

Colonel Knox thought for a few moments. Then he asked, “Sir, would fifty cannons help?”

Washington looked surprised. “Where could we get . . . ?”

Immediately Washington realized he knew the answer. “Fort Ticonderoga [ty-KAHN-dur-O-gah]!” he exclaimed.

The American army had **captured**—or had taken control of—Fort Ticonderoga from the British army. They also **captured** the cannons that were there, too.

“Brilliant idea, **Colonel!**” Washington praised Knox.

“In the morning, you and a team of soldiers will leave to bring those cannons here. Travel as quickly as you can!” ordered **General** Washington.

[Point to Boston and then to Ticonderoga. Explain that Knox and his men were to travel from Boston to Ticonderoga to get the cannons. Ask: “How do you think they will get there? How long do you think it will take them to bring the cannons back?” Remind students that long ago there were no airplanes or cars. The soldiers traveled on horse or by foot. You may wish to record student predictions about how long it might take the soldiers to bring back the cannons.]



← **Show image 3A-4: Washington’s ruse**

“Meanwhile, my job here will be to convince the British **general**, **General** Howe, that we are too strong for him to attack.”

General Washington came up with a **clever** idea. He called his soldiers together and said, “Build high mounds—or huge piles—of dirt in front of our camp. **General** Howe must not be able to see past the dirt. Then, taking turns, you all will march up and down the mounds. You must not stop marching up and down the mounds so that **General** Howe and the British army will think that we have more soldiers than we really do.”

[Explain what is happening in the image. Point out the American army and the British army. Point out the mound and explain that a mound is a pile of dirt. Explain that the British army could not see what was behind the mounds.]



← **Show image 3A-5: General Howe**

General Howe—the leader of the British army—looked toward where the American army was and saw the large mounds and the soldiers marching non-stop up and down the mounds. He thought to himself, “There must be many more American soldiers behind those mounds. It’s better not to attack yet.”

[Ask: “Did General Washington’s idea to trick the British army into thinking that the American army was very big work?”]



← **Show image 3A-6: Boston and Ticonderoga**

In a little less than two months, **Colonel** Knox and his men returned with cannons and **supplies**.

[Check student predictions to see if any student guessed two months.]



← **Show image 3A-7: Knox returns**

When they arrived, the waiting American soldiers cheered with joy. Washington came out of his tent and saw Henry Knox at the head of the line of men.

Washington said, “Welcome back, **Colonel**. I am glad to see you—and our cannons.”

Knox saluted and said, “Thank you, sir. I have good news. In addition to the cannons, we have brought back enough **supplies** so that all our men will have something to fight with.”



← **Show image 3A-8: Washington’s victory**

[Tell students that the soldiers in this image are American soldiers and the cannons were the cannons that Colonel Knox brought back from Ticonderoga.]

Later that day, **General** Howe looked up to see fifty-nine cannons aimed his way from on top of the dirt mounds.

“Now,” he thought, “there is no way to safely attack Washington and his men.” Soon afterward, the British left Boston. Washington and Knox’s **clever** plan had worked!



← **Show image 3A-10: Knox and Washington**

After that victory—or win—Washington said to Knox, “Congratulations, Henry. I am making you a **general**.” The two **clever** men continued to work together and became lifelong friends.

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the setting of the story, or where did it take place?

- The setting is in the American colonies.

Did this story happen recently or long ago?

- This story happened long ago.

2. *Literal* Who was the American army fighting against? Why?

- The American army was fighting against the British army because they wanted to be free from the rule of the British king.

Which army was larger, the American army or the British army?

- The British army was larger.

3. *Literal* Who was in charge of the American army?

- General George Washington was in charge of the American army.

4. *Inferential* What clever idea did Henry Knox have?

- Henry Knox's clever idea was to go to Fort Ticonderoga and bring back cannons.

What clever idea did George Washington have?

- George Washington's clever idea was to trick the British army into thinking that the American army was larger than it really was.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Was George Washington clever?

The title is "A Clever General"
because . . .

In the read-aloud . . ., so the title
is "A Clever General."

5. *Evaluative Think Pair Share:* Why do you think the title of today's read-aloud is called "A Clever General"?

- Answers may vary, but should include that George Washington came up with a clever idea to trick the British army.

[Add *clever* to the Presidents Idea Web from Lesson 2.]

6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Clever

1. In the read-aloud you heard, "George Washington came up with a *clever* idea."
2. Say the word *clever* with me three times.
3. *Clever* means smart.
4. In the story, "The Three Little Pigs," the third pig was clever to build his home out of brick.
5. Tell your partner about a character from a story that is clever. Tell your partner who the character is and what the character did that was clever. Try to use complete sentences and use the word *clever* when you tell about the character.
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "In the story, [*title of story*], _____ was clever because . . ."]
6. What's the word we've been talking about?

If time allows, have students draw a picture of their clever character and label their pictures.



Complete Remainder of the Lesson Later in the Day



A Clever General

3_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Line

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Line).] In the read-aloud you heard, “Washington came out of his tent and saw Henry Knox at the head of the *line* of men.” Here *line* means a group of people who are waiting to move forward. Which picture shows this?
2. *Line* can also mean other things. A line is a straight, long mark. Which picture shows this?
3. A line is also a row of words across a page. Which picture shows this?
4. Now that we have gone over the different meanings for *line*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “The teacher told us to draw a line under the vowels.” And your partner should respond, “That’s number ‘2.’”

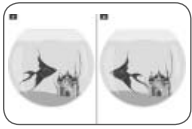
↔ Syntactic Awareness Activity

Prepositions of Movement (toward, away)

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. Have students repeat the corrected sentence.

[Follow-up with a kinesthetic activity by having students use movements to show the meaning of a preposition.]

Directions: Today we are going to practice using words that are used to show relationships between other words. We will practice using these words—*toward* and *away*—to help us describe the direction in which something is moving.



← **Show image 6B-1: A fish and a castle**

[Point to each figure in the image as you refer to it.]

1. This is a picture of a fish and a castle.

[Have students point to the fish and the castle.]

2. There are some special words we use to talk about the direction in which things are moving. The word **toward** is a word we use to talk about the direction in which something is moving.

Say the word *toward* with me three times.

3. [Point to image 1 on the left.] The fish is swimming **toward** the castle. When something is moving **toward** an object, it means it is getting closer to that object.

Which word did we use to talk about the direction in which the fish is swimming? (*toward*)

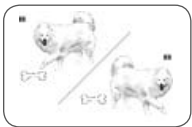
4. Another special word we use to talk about the direction in which things are moving is **away**.

Say the word *away* with me three times.

5. [Point to image 2 on the right.] The fish is swimming **away** from the castle.

When something is moving **away** from an object, it means it is getting farther from that object.

Which word did we use to talk about the direction in which the fish is swimming in this picture? (*away*)



← **Show image 6B-2: A dog and a bone**

6. Now you try! What do you see in this picture?

- There is a dog and a bone.

[Point to image 1 on the left.] In what direction is the dog moving in this picture?

- The dog is moving *toward* the bone.

Which word did we use to talk about the direction in which the dog is moving? (*toward*)

[Point to image 2 on the right.] In what direction is the dog moving in this picture?

- The dog is moving *away* from the bone.

Which word did we use to talk about the direction in which the dog is moving? (*away*)

↔ Vocabulary Instructional Activity

Word Work: *Convince*

1. In the read-aloud you heard Washington say, “Meanwhile, my job here will be to *convince* the British general, General Howe, that we are too strong for him to attack.”
2. Say the word *convince* with me three times.
3. To convince means to make a person agree to something or believe something is true.
4. Amanda was able to convince her parents to let her have a pet hamster.
5. Tell about a time you were able to convince someone of something. Try to use the word *convince* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was able to convince _____ to/that . . .”]
6. What’s the word we’ve been talking about?

Use an *Acting* activity for follow-up. Directions: Choose one of the scenarios and then think about how you might convince your parents or caretakers to let you have it or do it. Turn to your partner and act out what you might say to your parents or caretakers.

- get a pet
- go to a friend’s house to play
- watch the DVD of your favorite movie
- cook your favorite meal
- go to the library
- get a new backpack
- [additional suggestions from students]

10 End-of-Lesson Check-In

A Clever General

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Tell your partner what today's read-aloud was about.
- Tell your partner what a general does.
- Tell your partner which army was bigger: the American army or the British army.
- Tell your partner about Washington's and Knox's clever plans.



George Washington: The “Father of Our Country”

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify George Washington as the first president of the United States
- ✓ Explain why George Washington is known as the “Father of Our Country”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—George Washington—and retell key details about this president (RI.K.2)
- ✓ With prompting and support, identify reasons and facts given in the read-aloud that explain why General Washington is known as the “Father of Our Country” (RI.K.8)
- ✓ With assistance, sequence the events in the life of George Washington on a timeline (W.K.8)
- ✓ Describe a time you felt proud and ashamed (SL.K.4)
- ✓ Demonstrate understanding of adjective—*ashamed*—by relating it to its opposite—*proud* (L.K.5b)
- ✓ Identify real-life connections between words—*spectacles*, *defeated*, and *ashamed*—and their use (L.K.5c)

Core Vocabulary

convince, v. To make someone agree to something or to believe that something is true

Example: George Washington needed to convince his soldiers not to give up after they lost the battle.

Variation(s): convinces, convinced, convincing

defeated, v. Won against, or beat, in a game, contest, or battle

Example: Zhou defeated his cousin in a game of checkers.

Variation(s): defeat, defeats, defeating

rule, n. The control over an area or a group of people

Example: Everybody under the king's rule must do as he says.

Variation(s): none

spectacles, n. Eyeglasses

Example: Leo's grandfather put on his spectacles to read the newspaper.


Variation(s): none

Vocabulary Chart for George Washington: The "Father of Our Country"			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	army blind war	ashamed* convince freedom	angry country family king/queen president soldiers
Multiple Meaning	general <u>spectacles</u>	defeated missed paid rule	paper
Phrases	American army British army the "Father of Our Country"	worn out	
Cognates	guerra general	convencer pagado	familia presidente soldado papel

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-3: Heroic George Washington
2. 4A-7: Washington and his men
3. 4A-8: Unhappy men
4. 4A-9: Washington takes center stage
5. 4A-10: Washington puts on his spectacles
6. 4A-12: Portrait of George Washington

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image 3A-2	15
	Introducing George Washington: The “Father of Our Country”	Instructional Master 4A-1 (Response Card 1: George Washington)	
	Vocabulary Preview: Spectacles, Defeated	Image 4A-1; examples of spectacles	
	Purpose for Listening		
Presenting the Read-Aloud	George Washington: The “Father of Our Country”	world map	10
Discussing the Read-Aloud	Comprehension Questions	Response Card 1	10
	Word Work: Ashamed		
 Complete Remainder of the Lesson Later in the Day			
Extensions	George Washington Timeline	Image Cards 2, 6, and 11; chart paper, chalkboard or whiteboard, tape; Instructional Master 4B-1; scissors, glue	15

Advance Preparation

Make a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 1 for George Washington. Students can use this Response Card to preview, review, and discuss read-aloud content.

Create a timeline on chart paper, chalkboard or whiteboard, using Instructional Master 4B-1 as a guide. Write “George Washington” at the top. Underneath his name, draw a horizontal line with three vertical notches.

Make a copy of Instructional Master 4B-1 for each student. Students will create their own timeline of George Washington’s life.



George Washington: The “Father of Our Country”

4^A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 3A-2: Strategizing

- Ask students: “Who are the two men in this image?”
 - General George Washington and Colonel Henry Knox
- Say to students: “With your partner, try to retell what their clever plan was to trick the British army.” Allow one minute for students to talk. Call on two volunteers to answer.

Introducing George Washington: The “Father of Our Country”

- Tell students that at the time of today’s read-aloud, the American army was still fighting the British army.
- Ask students: “Why is the American army fighting against the British army?” Remind students that the American colonies did not want to be ruled by the British king.
- Ask students: “Who was the leader of the American army?” Remind students that George Washington was the leader of the American army.
- Distribute Response Card 1 (George Washington) to each student. Ask volunteers to describe each image on the Response Card. Correct responses as necessary. Tell students that they will use this Response Card to discuss today’s read-aloud and in future read-alouds.

Vocabulary Preview

Spectacles



◀ Show image 4A-1: 18th-century spectacles

1. In today’s read-aloud George Washington uses his *spectacles* to help convince his soldiers to continue to fight.
2. Say the word *spectacles* with me three times.

3. Spectacles are eyeglasses.
4. Leo's grandfather put on his spectacles to read the newspaper.
5. Why do some people need to wear spectacles?

Note: Explain to students that people of all ages might need to wear glasses for many different reasons, especially to help them see things more clearly.

Defeated

1. In today's read-aloud you will hear that the American army *defeated* the largest British army.
2. Say the word *defeated* with me three times.
3. *Defeated* means won against, or beat, in a game or competition.
4. Angel's soccer team defeated the other team, and won by two points.
5. When you hear: "Zhou defeated his cousin in a game of checkers." Who won? (Zhou)

When you hear: "Laura defeated her dad in a card game." Who was the winner? (Laura)

When you hear: "The red team defeated the blue team in the relay race." Which team won? (the red team)

Purpose for Listening

Tell students that in today's read-aloud they will learn more about General George Washington. Tell students to listen carefully to find out how he used his spectacles to convince his soldiers to agree with him and to continue to keep fighting for their freedom.



George Washington: The “Father of Our Country”

◀ Show image 4A-3: Heroic George Washington

General George Washington had been leading the American army for eight years, trying to free America from the **rule** of the British king.

[Remind students that at that time, the British king ruled over the American colonies in North America. Point to England on a world map and then point to where the American colonies were located.]

He and his men did not want to be controlled by a king. They fought many long and difficult battles for their freedom. When they lost some battles, George Washington **convinced** his soldiers not to give up. When they did not have enough food or blankets during the freezing cold winters, he tried his best to keep his soldiers’ spirits up—he tried to encourage them and keep them happy.

Finally, General Washington and his men **defeated** the largest British army.



◀ Show image 4A-7: Washington and his men

Now that they had **defeated**—or beaten—the largest group of British soldiers, the American soldiers thought they could finally go home. They missed their families.

But Washington thought, “The British still have one army left. They could change their minds and attack again. We have to make sure the war is really over before we all go home.” General Washington had to try to **convince** his soldiers to keep fighting until the end.



◀ Show image 4A-8: Unhappy men

This did not make his soldiers happy. Besides not seeing their families for a very long time, the soldiers were not happy for another reason. They had not been paid in a very long time either. They began to say to each other, “Maybe we should take over—or take control of—the new country. Then we know we’ll be paid. We could make everyone do what we want them to do.”

George Washington had heard about the soldiers’ idea. This made him sad and disappointed. He thought, “I am proud of being a soldier,

but I do not want soldiers to use their power to tell other people what to do. That would be just as bad as a king telling everyone what to do. We want a country where the people decide together what to do, not kings or queens *or armies*. I must stop them from trying to take over!”



◀ **Show image 4A-9: Washington takes center stage**

Washington took out some of the papers he had brought to read to the soldiers and began to read them out loud. When he finished, no one cheered or clapped.

“I failed!” he thought. “They are too angry to listen to what I say.”

Then he remembered something. “Wait!” he told the soldiers, “I have one more paper to read to you.”

He took out that paper, but the writing was small and he could not see it clearly. He held it away from himself, then closer, but nothing helped.

[Ask: “What can George Washington use to help him read the paper?”
(spectacles)]



◀ **Show image 4A-10: Washington puts on his spectacles**

Then, Washington took out his **spectacles** and said, “Gentlemen, you will allow me to put on my **spectacles**, for I have not only grown gray—and older—but almost blind, for my country’s sake.”

The soldiers were surprised. They had never seen him use **spectacles** before. In that moment, his soldiers felt ashamed—they felt badly—about their idea of taking over the new country. They remembered how strong George Washington was before, and how he had always helped them and encouraged them.

They thought, “He has worn himself out and has become old and tired fighting for our freedom. He really loves this country.”

Many of the soldiers were so ashamed that they began to cry. They told one another, “If George Washington can wait a little longer to get paid, we can, too. He is right; the important thing is to make sure we start a country where the people work together to make decisions, not just a king or queen or an army.”

The soldiers agreed to do as General George Washington asked. They fought the war to the end, and later they did get paid.



◀ Show image 4A-12: Portrait of George Washington

After the war was over, the Americans needed to choose the first president of the United States of America.

Can you guess who that was?

The people of the new nation knew they could trust George Washington. They told him, “We need you just a little while longer, not as a general of an army, but as our president.”

And, as always, when the American people needed him, George Washington said, “_____.” (Yes)

[Invite students to fill in the blank.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is today’s read-aloud about? What was he doing during the time of today’s read-aloud? [Have students point to the correct picture on Response Card 1.]
 - Today’s read-aloud is about George Washington. He was leading the American army to fight the British army. He was trying to convince his soldiers to keep fighting until the end of the war.
2. *Literal* Why was the American army fighting against the British army?
 - The American colonies wanted to be free from the rule of the British king.
3. *Inferential* In today’s read-aloud you heard that George Washington and his soldiers defeated the largest British army. Did George Washington think the war was over? Why not?
 - No, Washington did not think the war was over because the British still had one army left.

Did his soldiers want to stop fighting?

- Yes, his soldiers wanted to stop fighting.

4. *Inferential* Why were Washington's soldiers upset?

- The soldiers were upset because they missed their families, and they had not been paid for a long time.

5. *Inferential* How did seeing George Washington use his spectacles convince his soldiers to agree with him?

- The soldiers saw how Washington had worn himself out and became old fighting for their freedom. They felt ashamed and realized that they should stay and work together with Washington.

6. *Literal* Who did the American people choose to be the first president of the United States? [Have students point to the portrait of President George Washington on Response Card 1.]

- They chose George Washington to be the first president of the United States.

Sentence Frames:

Who was the first president of the United States?

George Washington is known as the "Father of Our Country" because . . .

George Washington . . . , so he is known as the "Father of Our Country."

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* George Washington is known as the "Father of Our Country." Why do you think people call him the "Father of Our Country"?

Note: Remind students that George Washington took the lead in doing many things for the new country. For example he was the first to lead the army; he was the first president.

✈ George Washington is often described as "first in war, first in peace, and first in the heart of his countrymen." Why do you think he is described in that way?

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Ashamed

1. In today's read-aloud, you heard, "In that moment [when Washington put on his spectacles], the soldiers felt *ashamed*."
2. Say the word *ashamed* with me three times.
3. To be ashamed means to feel badly about something.
4. The boy felt ashamed after kicking down the tower that his friend built.
5. An opposite of the word *ashamed* is the word *proud*. To be proud means to be pleased about something good that you did. Tell your partner about a time you felt ashamed and a time you felt proud.

[Ask two or three students to share. If necessary, guide and/or rephrase the students' responses: "I felt ashamed when . . . / I felt proud when . . ."]

6. What's the word we've been talking about?

Use a *Making Choice* activity for follow-up. Directions: The opposite of *ashamed* is *proud*. If what I say is something you would be ashamed of doing, say, "I would be ashamed." If what I say is something you would be proud of doing, say, "I would be proud."

1. helping my friend with a problem
 - I would be proud.
2. taking the ball away from others who are playing with it
 - I would be ashamed.
3. sticking my foot out and tripping someone
 - I would be ashamed.
4. being honest—or telling the truth
 - I would be proud.
5. stealing a cookie from the cookie jar
 - I would be ashamed.
6. winning a race for the first time
 - I would be proud.



Complete Remainder of the Lesson Later in the Day



George Washington: The “Father of Our Country”

4_B

Extensions

15 minutes

George Washington Timeline (Instructional Master 4B-1)

- Tell students that they are going to create a timeline about George Washington’s life. Explain that a timeline shows a series of important events that happen in order. Tell students that this timeline will show events in George Washington’s life in order.
- Point to the timeline you have created. Tell students that this is what their timeline will look like.
- Explain that a timeline is read from left to right. Point out that the corresponding notches on the timeline show what happened first, next, and last in George Washington’s life.
- Show Image Cards 6 (Young Washington), 11 (General Washington in the American Revolution), and 2 (President George Washington) in random order. Tell students that these images represent the events that they will place on their timeline.
- Distribute Instructional Master 4B-1 to each student. Tell students to cut out the images on their activity page and place them in the correct order on their timeline. Tell students that they should not glue them down yet.
- As a class, sequence Image Cards 2, 6, and 11 so that the events in George Washington’s life are in chronological order. Have volunteers tape an Image Card over the appropriate notch on the timeline. Walk the students through the three events, using the terms *first*, *next*, and *last* to reinforce temporal order. You may also wish to talk about the period in George Washington’s life that each Image Card represents: *childhood*, *general*, *president*.
- Have students check the order of images on their individual timelines before gluing down the images.



Thomas Jefferson

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Thomas Jefferson as the third president of the United States
- ✓ Identify Thomas Jefferson as the main author of the Declaration of Independence
- ✓ Identify the Statue of Liberty

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—Thomas Jefferson—and retell key details about this president (RI.K.2)
- ✓ Describe something you do that shows independence (SL.K.4)
- ✓ Describe someone you admire (SL.K.4)
- ✓ Ask and answer questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Produce complete sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *turn* and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of noun—*independence*—by relating it to its opposite—*dependence* (L.K.5b)
- ✓ Identify real-life connections between words—*talent*, *declaration*, *independence*, and *admired*—and their use (L.K.5c)

Core Vocabulary

admired, v. Respected; looked up to

Example: John admired his older sister because she worked hard and did well in school.

Variation(s): admire, admires, admiring

authors, n. Writers

Example: My favorite authors are _____ and _____.

I like to read books by authors who write about _____.

Variation(s): author

declaration, n. An announcement that makes something known

Example: The Americans made a declaration that they wanted to be free from the king's rule.

Variation(s): declarations

independence, n. Freedom from outside control; the ability to do something on your own

Example: On July 4th, we celebrate America's independence.


Variation(s): none

Vocabulary Chart for Thomas Jefferson			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	authors France	admired* declaration freedom liberty <i>talent</i>	books country friend midnight new president read/write
Multiple Meaning		document independence*	<u>turn</u>
Phrases	Fourth of July George Washington Independence Day John Adams "life, liberty, and the pursuit of happiness" Statue of Liberty Thomas Jefferson		for themselves United States of America
Cognates	autor	declaración libertad <i>talento</i> documento independencia*	presidente

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: 18th-century library
2. 5A-2: Portrait of Thomas Jefferson
3. 5A-4: Jefferson the writer
4. 5A-11: Declaration of Independence
5. 5A-5: Jefferson pacing at the inn
6. 5A-7: Jefferson writing in the inn
7. 5A-8: Jefferson, Adams, and the Declaration of Independence
8. 5A-9: Signing of the Declaration of Independence
9. 5A-10: The first three presidents
10. 5A-11: Declaration of Independence
11. 5A-12: Statue of Liberty

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image 4A-12; George Washington Timeline	15
	Introducing Thomas Jefferson	Image 5A-2; Instructional Master 5A-1 (Response Card 2: Thomas Jefferson)	
	Vocabulary Preview: Talent, Declaration		
	Purpose for Listening		
Presenting the Read-Aloud	Thomas Jefferson	class’s favorite picture book; measuring tools; learning clock; close-up of the Declaration of Independence (at lines 3 and 4); world map; U.S. map	10
Discussing the Read-Aloud	Comprehension Questions	Images 5A-10 and 5A-12	10
	Word Work: Independence	drawing paper, drawing tools [optional]	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Turn	Poster 2M (Turn)	15
	Syntactic Awareness Activity: Asking Questions	Response Card 2	
	Vocabulary Instructional Activity: Admired		
	End-of-Lesson Check-In	Response Cards 1 and 2	

Advance Preparation

Make a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 2 for Thomas Jefferson. Students can use this Response Card to preview, review, and discuss read-aloud content.

Find a clear image of the Declaration of Independence and zoom-in on the third and fourth lines that read: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Bring in several measuring tools, such as a thermometer, compass, scale, ruler, and globe.

Note to Teacher

Today students will learn about another one of America's Founding Fathers—Thomas Jefferson—the third president of the United States. Remind students that the Founding Fathers were leaders that helped to start the new nation.

Important facts about Thomas Jefferson for students to take away from this lesson are that he was a curious person (many things interested him) and that he was a talented writer who wrote most of the Declaration of Independence.

The read-aloud mentions a family legend that Thomas Jefferson filled his pockets each morning with small measuring tools, a notebook, a pencil, and sometimes even a tiny globe. He liked to measure anything he found during the day. This would make a good science and math activity at a separate time.



Thomas Jefferson

5_A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 4A-12: Portrait of George Washington

- Remind students that in the past few read-alouds they have learned about one of the Founding Fathers of the United States. Ask: “Who is this?”
- Say to students: “Look at your timeline for George Washington. Use your timeline to tell your partner about George Washington’s life.” Encourage the use of temporal words or words that describe a time period in Washington’s life, such as *childhood*, *general*, and *president*.



Introducing Thomas Jefferson

◀ Show image 5A-2: Portrait of Thomas Jefferson

- Tell students that George Washington wasn’t the only Founding Father of our country. Tell them that in today’s read-aloud they will learn about another one of our Founding Fathers—Thomas Jefferson.
- Distribute Response Card 2 (Thomas Jefferson) to each student. Ask volunteers to describe each image on the Response Card. Correct responses as necessary. Tell students that they will use this Response Card to discuss today’s read-aloud and in future read-alouds.

Vocabulary Preview

Talent

1. In today’s read-aloud, you will hear about a *talent* that Thomas Jefferson had.
2. Say the word *talent* with me three times.
3. A talent is a skill or something special that you can do. For example, you could have a talent for singing, drawing, playing a musical instrument, or playing a sport.
4. He has a talent for acting, so he will be the star of the play.

5. Tell your partner about a talent you have or about a talent you wish you could have.

Declaration

1. In today's read-aloud, you will hear that the Founding Fathers made a *declaration* that they wanted to be free from the king's rule.
2. Say the word *declaration* with me three times.
3. A declaration is an announcement that is usually about something important.
4. A declaration went across the kingdom that the new prince was born.
5. Do you think a declaration is about something big and important or something small and unimportant? (A declaration is about something big and important.)

Would a declaration be made in front of a few people or in front of many people? (A declaration would be made in front of many people.)
Would a declaration be made in a quiet way or in a loud way? (A declaration would be made in a loud way.)

Purpose for Listening

Tell students that today's read-aloud is about another one of our nation's Founding Fathers—Thomas Jefferson. Ask them to listen carefully to learn about his talent and how he used his talent to help the United States.



Thomas Jefferson

◀ Show image 5A-1: 18th-century library

You are learning to read and write. One day, you will be able to pick up almost any book, open it, and start to read the words. People who write books are called **authors**—or writers.

[Point to and name the author of one of your class's favorite picture books.]



◀ Show image 5A-2: Portrait of Thomas Jefferson

This is Thomas Jefferson. Thomas Jefferson was the third president of the United States. He loved to read. While he was alive, he owned more books than anyone else in the country! He said, "I cannot live without books."



◀ Show image 5A-4: Jefferson the writer

Thomas Jefferson was also one of the best **authors**—or writers—ever to live in the United States. He wrote about the plants he grew on his farm and how to grow them; he wrote about music and art; he wrote about the best ways to build houses; he wrote about animals and birds; he wrote about how to be a good friend; and he wrote about Native Americans who had lived in America for a long, long time.

Jefferson wrote about so many things because he was curious and interested in so many things! He was known for his curiosity—and his desire to learn and to know about many things. According to a family legend, each morning Jefferson would fill his pockets with items he could measure and record things on.

[Ask: "Is a legend completely true?" Remind students that a legend is not completely true.]

[Hold up the measuring tools as they are mentioned.]

According to the family legend, Jefferson would put a thermometer, a compass, a scale, a notebook, a pencil, and sometimes even a small globe into his pockets! He would use these tools throughout the day to measure things.



← **Show image 5A-11: Declaration of Independence**

The most important words Jefferson ever wrote are in a very important document—or paper that gives information. This important document is called the **Declaration of Independence**.

[Have students repeat *Declaration of Independence* with you.]

A **declaration** is an announcement. And **independence** is another word for freedom.

What do you think the **Declaration of Independence** is about?

[Call on volunteers to answer. (The Declaration of Independence is an announcement of freedom.)]

This is the story about how the **Declaration of Independence** was written.

Thomas Jefferson and his friend, George Washington, thought it was time to start a new country. They believed the new country should be free from the king's rule. They believed people should be free to make most decisions for themselves, without a king or queen telling them what to do all the time. But not everybody agreed with them—or thought the same way that Washington and Jefferson thought. In order to convince others to agree with them, they decided to write a document—or paper—explaining the reasons why it was a good idea to start a new country.

Five people were chosen to work on writing this document. Thomas Jefferson was one of them. Although five people were chosen to write this important paper, one of them told Jefferson, “You are a better writer than I am. You will find the best way to say everything.”

The group knew that Thomas Jefferson had a talent for writing.



← **Show image 5A-5: Jefferson pacing at the inn**

It was long past midnight.

[Show midnight on the clock. Ask: “Is midnight in the middle of the day or the middle of the night? What are people usually doing at midnight?”]

Jefferson could not sleep. He paced—or slowly walked—back and forth in his room while talking to himself. Sometimes he would play his fiddle to help him think.



← **Show image 5A-7: Jefferson writing in the inn**

Jefferson wanted the **Declaration of Independence** to be the very best thing he had ever written. He thought about every word before he wrote it down.

He mumbled to himself, “Life, liberty—and freedom. What should come next?”

“Yes!” he exclaimed as he picked up his quill. “And the pursuit of happiness.”

[Show students the close-up of lines 3 and 4 of the Declaration of Independence. Read the lines: “We hold these truths to be self-evident [very clear], that all men are created equal, that they are endowed [given] by their Creator with certain unalienable Rights [rights that cannot be taken away], that among these are Life, Liberty [freedom] and the pursuit [trying to gain or follow] of Happiness.”]



← **Show image 5A-8: Jefferson, Adams, and the Declaration of Independence**

On the second day of July, Jefferson finished his **declaration**. He showed it to the others working with him. They helped a little by making a few small changes to the **declaration**. Jefferson’s **declaration** said that every person should feel safe to live, to be free, and to decide what to do in order to be happy. He wrote that everyone, not only kings or queens, had the right to these things. Jefferson’s **declaration** said that this was the reason to start a new nation—the United States of America. One of his friends, named John Adams, smiled and said, “I told you, Thomas; you were the man to write it.”



← **Show image 5A-9: Signing of the Declaration of Independence**

Two days after Jefferson finished writing the Declaration of Independence—on the fourth of July—the leaders voted to begin a new country that was free from the British king. This is why we call the Fourth of July “Independence Day.”



← **Show image 5A-10: The first three presidents**

[Point to each president as they are referred to in the read-aloud.]

Thirteen years after Thomas Jefferson wrote the **Declaration of Independence**, the United States elected its first president.

Who was the first president of the United States?

- George Washington

Later, Washington said, “I have been president long enough. Let someone else have a turn!”

Jefferson’s friend John Adams became the second president.

When his turn was finished, Thomas Jefferson became the third president of the United States.



◀ **Show image 5A-11: Declaration of Independence**

Whenever he was not sure about what to do, Jefferson read the words that he wrote in the **Declaration of Independence**. They helped him make good decisions.



◀ **Show image 5A-12: Statue of Liberty**

[Point out France on the world map. Explain that France is a country in Europe.]

This is the Statue of Liberty. The government of France gave the Statue of Liberty to the United States for its one hundredth birthday. France **admired**—or respected—America’s love of freedom and liberty, so they gave the statue as a gift. This statue still stands in New York Harbor.

[Point to the area of the New York Harbor on a U.S. map. Tell students that the statue is still there today.]

The Statue of Liberty welcomes thousands of visitors each year to America. And it is a reminder to us of Thomas Jefferson’s famous words in the **Declaration of Independence**, that everyone should have the right to “life, liberty, and the pursuit of happiness.”

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is today's read-aloud about?

- Today's read-aloud is about Thomas Jefferson.

What was Jefferson's talent? What was he good at?

- Jefferson had a talent for writing.

2. *Literal* What was the name of the important document that Thomas Jefferson wrote?

- The important document that Thomas Jefferson wrote was the Declaration of Independence.

3. *Inferential* Why did Thomas Jefferson need to write the Declaration of Independence?

- He needed to write the Declaration of Independence to convince people that they should create a new nation that is free from the British rule.

4. *Evaluative* A famous part of the Declaration of Independence says, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." What do you think that means?

- Answers may vary, but may include that people should be able to live a safe life and that they should be free to think and decide what to do in order to be happy.



◀ Show image 5A-10: The first three presidents

5. *Literal* Who was the first president of the United States?

- George Washington was the first president of the United States.

Who was the second president of the United States?

- John Adams was the second president of the United States.

Who was the third president of the United States?

- Thomas Jefferson was the third president of the United States.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



◀ **Show image 5A-12: Statue of Liberty**

6. *Evaluative Think Pair Share*: What is this? Why do you think it is called the Statue of Liberty?

✈ How are Thomas Jefferson and the Statue of Liberty related?

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Independence

1. In the read-aloud you heard about an important document called the Declaration of *Independence*.
2. Say the word *independence* with me three times.
3. *Independence* means freedom from outside control; or the ability to do something on your own.
4. A person who shows independence can take care of himself or herself without help from others.
5. Now that you are older, you can do more things by yourself. This shows independence. Tell your partner some things you do by yourself that show independence. Try to use the word *independence* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I show independence when I . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. The opposite of *independence* is *dependence*. *Dependence* means needing other people's help to do something. I am going to say some sentences. If the person in my sentence shows independence, say, "S/he shows independence." If the person in my sentence does not show independence, or shows dependence, say, "S/he shows dependence."

1. Carlos's baby brother can feed himself.
 - He shows independence.
2. Janice counts on her older cousin to pick her up from school.
 - She shows dependence.
3. Ziara can read this book on her own.
 - She shows independence.
4. Daniel gets himself ready for school.
 - He shows independence.
5. Yun-di needs someone to explain to him what others are saying in his home language.
 - He shows dependence.

Extending the Activity

Have students draw a picture of something they can do by themselves that shows independence.



Complete Remainder of the Lesson Later in the Day



Thomas Jefferson

5_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Turn

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Turn).] In the read-aloud you heard, “[W]ashington said, ‘I have been president long enough. Let someone else have a *turn*!’” Here *turn* means a chance to do something before or after someone else. Which picture shows this?
2. *Turn* can also mean other things. *Turn* can also mean to move in a different direction. Which picture shows this?
3. A turn can be a place where a road or a path changes direction, or begins to go a different way. Which picture shows this?
4. Now that we have gone over the different meanings for *turn*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “The cars turn left onto another street.” And your partner should respond, “That’s number ‘3.’”

↔ Syntactic Awareness Activity

Asking Questions

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. Have students repeat the corrected sentences.



← Show image 5A-7: Jefferson writing in the inn

Directions: Look at the picture. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the picture.

1. First, one of you should make up a question about the picture using *who*. Then, your partner should answer that question.
2. Next, one of you should make up a question about the picture using *what*. Then, your partner should answer that question.
3. Next, one of you should make up a question about the picture using *when*. Then, your partner should answer that question.
4. Next, one of you should make up a question about the picture using *where*. Then, your partner should answer that question.
5. Finally, one of you should make up a question about the picture using *why*. Then, your partner should answer that question.

Variations

- Use Response Card 2 to continue asking and answering questions.
- Do this activity as a class with one group asking questions and the other group answering.
- Do this activity with home-language pairs.

↔ **Vocabulary Instructional Activity**

Word Work: *Admired*

1. In the read-aloud you heard, “France *admired*—or respected—America’s love of freedom and liberty, so they gave the statue as a gift.”
2. Say the word *admired* with me three times.
3. *Admired* means respected, or looked up to.
4. I admired the firefighters for saving the family from the dangerous fire.
5. Tell your partner about someone you admire and why you admire that person. Try to use the word *admire* when you tell about this person. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I admire _____ because . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the person I describe is someone you would admire, say, “I would admire him/her.” If the person I describe is not someone you would admire, say, “I would not admire him/her.” Try to answer with a complete sentence.

1. a policeman who protects our neighborhood
 - I would admire him or her.
2. a robber who steals something
 - I would not admire him or her.
3. a person who tells the truth, even when it is hard
 - I would admire him or her.
4. a soldier who fights for our country
 - I would admire him or her.
5. a person who hurts others on purpose
 - I would not admire him or her.

10 End-of-Lesson Check-In

Founding Fathers

- Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Distribute Response Cards 1 and 2.
 - Tell students that you will state an important fact about one of the Founding Fathers they have learned about, George Washington or Thomas Jefferson. If the fact is about George Washington, they should hold up Response Card 1. If the fact is about Thomas Jefferson, they should hold up Response Card 2.
1. He was the leader of the American army.
 - Response Card 1: George Washington
 2. He wrote the Declaration of Independence.
 - Response Card 2: Thomas Jefferson

3. He was a talented writer.
 - Response Card 2: Thomas Jefferson
4. He was admired for being honest and clever.
 - Response Card 1: George Washington
5. He is known as the “Father of Our Country.”
 - Response Card 1: George Washington
6. He was the first president of the United States.
 - Response Card 1: George Washington
7. He was the third president of the United States.
 - Response Card 2: Thomas Jefferson



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Presidents and American Symbols*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify the American flag
- ✓ Recall that Washington, D.C., is the capital of the United States
- ✓ Name the current president of the United States
- ✓ Recall that Washington, D.C., is the city in which the current U.S. president lives and that the White House is the president's home
- ✓ Describe the differences between a president and a king
- ✓ Identify George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend
- ✓ Recall that George Washington was a clever general and explain why
- ✓ Identify George Washington as the first president of the United States
- ✓ Explain why George Washington is known as the "Father of Our Country"
- ✓ Identify Thomas Jefferson as the third president of the United States

- ✓ Identify Thomas Jefferson as the main author of the Declaration of Independence
- ✓ Identify the Statue of Liberty

Student Performance Task Assessment

10 Riddles for Core Content: George Washington and Thomas Jefferson

Materials: Instructional Master PP-1

Directions: Identify the two presidents on this worksheet with me: George Washington and Thomas Jefferson. I will say several sentences about these presidents. Listen carefully to my sentence. If my sentence is about George Washington, circle the picture of George Washington. If my sentence is about Thomas Jefferson, circle the picture of Thomas Jefferson. If my sentence is about both Washington and Jefferson, circle both pictures. I will say each sentence two times.

1. I was the first president of the United States. Who am I?
(George Washington)
2. I loved books and was also a good writer. Who am I? (Thomas Jefferson)
3. I was a Founding Father of the United States. I was a leader who helped to start the United States of America. Who am I? (George Washington and Thomas Jefferson)
4. I was the main author who wrote the Declaration of Independence. Who am I? (Thomas Jefferson)
5. The legend of the cherry tree is about me. Who am I? (George Washington)
6. I wanted to have a new nation that was free from the rule of the British king. Who am I? (George Washington and Thomas Jefferson)
7. I was the third president of the United States. Who am I? (Thomas Jefferson)
8. The capital of the United States is named after me. Who am I?
(George Washington)

Activities

Image Review

Show the Flip Book images from any read-aloud, again and have students retell the read-aloud using the images. Encourage students to use domain-related vocabulary as they describe the images.

Image Card Review

Materials: Image Cards 1–13

In your hand, hold Image Cards 1–13 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the White House, a student may pretend to be a president or a member of the president's family who lives in the White House, or a person visiting the White House. The rest of the class will guess what place is being described. Proceed to another card when the correct answer has been given.

Presidents Timeline

Materials: Timeline (see Introduction for example of a completed timeline)

Invite students to identify George Washington, Thomas Jefferson, and the current president on the timeline. Discuss where each president falls on the timeline. Talk about which presidents were from a long time ago and which president is from the present day.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular president, symbol, or event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

Virtual Tour of Washington, D.C.

Materials: Various websites

Take a tour of the various places and landmarks mentioned in this domain.

The White House

<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>

Washington, D.C. monuments (National Mall)

<http://www.nps.gov/nama/photosmultimedia/index.htm>

The Statue of Liberty

<http://www.nps.gov/stli/photosmultimedia/index.htm>

Class Book: Presidents and American Symbols

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about the U.S. presidents and related American symbols. Have each student choose one idea to draw a picture of and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

On Stage: The Legend of George Washington and the Cherry Tree

Have a group of students plan and then act out the legend of George Washington and the cherry tree. Have Image Cards 6–9 as well as Flip Book images from Lesson 2 available for students to use.



Abraham Lincoln

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Abraham Lincoln as an important president of the United States
- ✓ Explain why Abraham Lincoln was known as “Honest Abe”
- ✓ Recall that Abraham Lincoln created a law to end slavery

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—Abraham Lincoln—and retell key details about this president (RI.K.2)
- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about Abraham Lincoln (RI.K.6)
- ✓ With prompting and support, identify facts given in the read-aloud that explain why Abraham Lincoln is known as the “Honest Abe” (RI.K.8)
- ✓ With assistance, record characteristics of presidents on an Idea Web (W.K.8)
- ✓ Describe a time you were serious (SL.K.4)
- ✓ Identify new meanings for the word *head* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*proclaim* and *serious*—and their use (L.K.5c)

Core Vocabulary

proclaim, v. To announce for the public to hear

Example: The president spoke into the microphone as she began to proclaim her new plans.

Variation(s): proclaims, proclaimed, proclaiming

reputation, n. How most people think of someone or something

Example: George Washington had a reputation for being honest.

Variation(s): reputations

serious, adj. Not smiling or laughing

Example: The serious look on her parents' face let her know that they were about to say something important.


Variation(s): none

Vocabulary Chart for Abraham Lincoln			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	hatband slavery/slaves surrendered	announce honest impatient proclaim reputation serious* supported	army beard country hat law north president south tall war
Multiple Meaning		divided joke worried	free <u>head</u> state
Phrases	Abraham Lincoln Civil War Emancipation <i>Proclamation</i> George Washington Thomas Jefferson		breaking the law in charge of
Cognates		anunciar proclamar reputación serio* dividido	norte presidente

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that is different from the sequence used in the *Tell It Again! Read-Aloud Anthology* and that it uses images from the Core Knowledge Language Arts Preschool: *Important People in American History* domain.

1. 6A-1: Lincoln and his hat
2. Core Knowledge Language Arts Preschool: *Important People in American History* Image 5A-1: Abe Lincoln chops wood (or Instructional Master 6A-2)
3. Core Knowledge Language Arts Preschool: *Important People in American History* Image 5A-2: Abe Lincoln reading by fire (or Instructional Master 6A-2)
4. Core Knowledge Language Arts Preschool: *Important People in American History* Image 5A-3: Abe Lincoln holding up book (or Instructional Master 6A-2)
5. Core Knowledge Language Arts Preschool: *Important People in American History* Image 5A-4: Abe Lincoln with man in hat (or Instructional Master 6A-2)
6. 6A-6: Abraham Lincoln
7. 6A-8: What was under Lincoln's hat
8. 6A-6: Abraham Lincoln

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Response Cards 1 and 2	15
	Introducing Abraham Lincoln	Image 6A-6; Presidents Timeline; Instructional Master 6A-1 (Response Card 3: Abraham Lincoln)	
	Vocabulary Preview: Proclaim	microphone	
	Purpose for Listening		
Presenting the Read-Aloud	Abraham Lincoln	Instructional Master 6A-2; U.S. map	10
Discussing the Read-Aloud	Comprehension Questions	Idea Web	10
	Word Work: Serious		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Head	Poster 3M (Head)	15
	Domain-Related Trade Book	trade book suggestions: items 1–5 and 19.	
Take-Home Material	Family Letter	Instructional Masters 6B-1 and 6B-2	

Advance Preparation

Make a copy of Instructional Master 6A-1 for each student. Refer to it as Response Card 3 for Abraham Lincoln. Students can use this Response Card to preview, review, and discuss read-aloud content.

Locate Core Knowledge Language Arts Preschool: *Important People in American History* domain's Flip Book images 5A-1–5A-4. These are illustrations of Abraham Lincoln's early life. Color Flip Book images can be downloaded at <http://www.coreknowledge.org/ckla-files#!/preschool/preschool-domains/important-people-in-american-history>

These images have also been reproduced on Instructional Master 6A-2. It is necessary to have these images available during the read-aloud.

Find a trade book about Abraham Lincoln to read aloud to the class.

Note to Teacher

Abraham Lincoln was president during the time of the U.S. Civil War. Although the read-aloud does not talk about this war and touches only

briefly on the matter of slavery, it is important for students to know that Lincoln wrote something that proclaimed that slavery was illegal.



Abraham Lincoln

6_A

Introducing the Read-Aloud

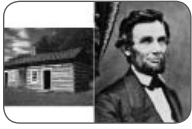
15 minutes

What Have We Learned?

- Distribute Response Cards 1 and 2 to students. Ask students: “Who are the two Founding Fathers we have been learning about?” Remind students that they have been learning about George Washington and Thomas Jefferson.
- Using images on the Response Cards, invite students to name important facts about George Washington and Thomas Jefferson.

Note: Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student’s response includes inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

- Remind students that in the last read-aloud, they heard about an important document that Thomas Jefferson wrote. Ask: “What important document did Thomas Jefferson write?”
 - the Declaration of Independence
- Ask: “What did the Declaration of Independence say?”
 - It declared that America wanted to be free from the British king’s rule. It said that everyone has the right to “life, liberty, and the pursuit of happiness.”
- Ask: “What holiday do we celebrate that has to do with the Declaration of Independence?”
 - the Fourth of July



Introducing Abraham Lincoln

◀ Show image 6A-6: Abraham Lincoln

- Explain to students that in today's read-aloud they will hear about an important person in American history, but he was not a Founding Father. He was the sixteenth president of the United States, over seventy years after George Washington served as the first president of the United States.

[Point to George Washington, Thomas Jefferson, and Abraham Lincoln on the Presidents Timeline.]

- Remind students that during George Washington and Thomas Jefferson's time, America was fighting for freedom from the king's rule. Ask: "Did America become a free nation?"
- Explain that America did become a free nation, but there were still people in the country who were not free people. In the time of Washington, Jefferson, and Lincoln, there were enslaved people in the United States who were forced to work without pay and were not free to decide how to live their lives. Tell students that today slavery is against the law and people know that it is wrong, but long ago it was not against the law.
- Distribute Response Card 3 (Abraham Lincoln) to each student. Ask volunteers to describe each image on the Response Card. Correct responses as necessary. Tell students that they will use this Response Card to discuss today's read-aloud and in future read-alouds.

Vocabulary Preview

Proclaim

1. In today's read aloud you will hear Abraham Lincoln *proclaim* something that would change America forever.
2. Say the word *proclaim* with me three times.
3. *To proclaim* means to announce—or say—something important for others to hear.
4. The president spoke into the microphone as she began to proclaim her new plans.

The students waited for their principal to proclaim the "Students of the Month."

5. Does anyone have something they would like to proclaim to the class?

[Invite students to proclaim something into the microphone. Prompt students with some ideas, e.g., loose tooth, new sibling, a new favorite book, visiting relatives, etc.]

Purpose for Listening

Tell students that in today's read-aloud they will hear about Abraham Lincoln. Tell them that his nickname was "Honest Abe" and that he often wore a very tall hat. Tell students to listen carefully to find out why he is called "Honest Abe." Tell students to also listen carefully to find out what President Lincoln had under his hat and why it was so important.



Abraham Lincoln

◀ Show image 6A-1: Lincoln and his hat

[Invite a student to point to Lincoln's tall hat.]

If I asked you what was under Abraham Lincoln's hat, you might laugh and say, "His head, of course!"

You may have seen pictures of a tall, bearded man wearing a tall, black hat. This is Abraham Lincoln. Today you will hear about something important he kept under his hat while he was president.

But first we will hear about young Abe.



◀ Show image 5A-1: Abe Lincoln chops wood

Abe Lincoln's family lived in a little log cabin far out in the country. Abe's family was poor, and he had to work hard every day to help his father with the farm. Abe planted seeds, plowed the field, and chopped wood. He spent the whole day working on the farm. Abe had so many chores to do, that he had to work all day long. He did not have time to go to school.



◀ Show image 5A-2: Abe Lincoln reading by fire

But Abe still loved learning and wanted to learn all kinds of things. So every night, even though he was tired, he stayed awake, teaching himself to read. In those days, no one had electric lights that you could turn on after dark. So 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.

As Abe got older, he continued to work very hard, helping on the farm during the day and studying at night. He read as many books as he could find, but his family did not have many books of their own.



◀ Show image 5A-3: Abe Lincoln holding up book

So Abe borrowed a book from a neighbor. It rained that night, and the roof of his family's log cabin leaked. The neighbor's book got all wet! It was ruined.

[Ask: "What do you think Abe should do?"]



← **Show image 5A-4: Abe Lincoln with man in hat**

Abe felt really bad about what had happened to his neighbor's book. He carried the ruined book back to his neighbor.

"Our roof leaked, and the rain came in on your book," he confessed. "I am so sorry. What can I do to repay you?"

They agreed that Abe would work for three days in his neighbor's fields in order to pay for the book that had been ruined.

Abe proved that he was an honest and a hard-working person.



← **Show image 6A-6: Abraham Lincoln**

When Abe was a little older, he worked at a general store as a clerk. One evening as he counted the money in the register, he found that a customer paid six cents too much. Abe walked six miles to return the money.

[Note that six cents during Lincoln's time was worth much more than six cents today.]

Later, when he was working as a lawyer, he returned money to his customers if he felt that they had paid him too much. He had the **reputation** of being the most honest lawyer in town and was known by the nickname "Honest Abe." Abraham Lincoln was well-known for his honesty.



← **Show image 6A-8: What was under Lincoln's hat**

"Honest Abe" eventually became the sixteenth president of the United States. During this time not everybody in America was free. There were enslaved people who were forced to work without pay. They were not free to decide how to live their lives. When people asked him what should be done about slavery, his face would become **serious**. Abraham Lincoln grew up believing that everyone had the right to improve their lives. He believed that slavery was wrong.

One day, he picked up his tall, black hat, reached inside and pulled out a folded piece of paper. He said, "I have been carrying this paper inside my hatband for more than three months, waiting for the right day to show it to you. Today is that day. I am going to **proclaim**—or let everyone know—that the enslaved people are free people. Anyone who doesn't let them free is breaking the law."



← Show image 6A-6: Abraham Lincoln

This piece of paper under Abraham Lincoln's hat changed America forever. Lincoln believed that, "Everyone must understand that America is truly a land of life, liberty, and the pursuit of happiness, just as Thomas Jefferson wrote."

[Ask: "Where did Thomas Jefferson write those words?" (in the Declaration of Independence)]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.



← Show image 6A-1: Lincoln and his hat

1. *Literal* Who is today's read-aloud about?

- Today's read-aloud is about Abraham Lincoln.

How would you describe Abraham Lincoln? [Encourage students to describe his physical characteristics as well his personality.]

- He was tall, had a beard, and wore a tall, black hat. He was honest and hard-working.

2. *Inferential* What was Abe's childhood like?

- Answers may vary. Abe grew up on a farm, lived in a log cabin, worked during the day, taught himself at night by the fireplace.

3. *Inferential* What was Abraham Lincoln's nickname?

- His nickname was "Honest Abe."

Why do you think he had the nickname "Honest Abe?" Give one example from the read-aloud.

- Answers may vary. Refer back to the read-aloud for specific examples.

4. *Inferential* What did President Lincoln have under his hat besides his head?

- He had a piece of paper under his hat.

Was that piece of paper important? What did the paper under Lincoln's hat proclaim?

- The paper was important. It proclaimed that all the enslaved people were free people.

Sentence Frames:

Was Abraham Lincoln the only honest president?

I think honesty is/is not an important characteristic of a president because . . .

I think it is important for presidents to be . . .

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

5. *Evaluative Think Pair Share:* Abraham Lincoln was known as “Honest Abe.” Which president also had a reputation for being honest? Do you think honesty is an important characteristic of a president? What other characteristics or qualities do you think are important for presidents to have?

[Review the Idea Web. Add any other characteristics and qualities of presidents to the Idea Web, e.g., “hard working.”]

6. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Serious

1. In the read-aloud you heard, “When people asked him what should be done about slavery, his face would become *serious*.”
2. Say the word *serious* with me three times.
3. The word *serious* means not smiling or laughing.
4. Someone might have a serious look on his or her face if he or she is angry or upset, or when he or she has something important to say.
5. Tell me if this is an example of someone serious.
 - a playful clown
 - an angry friend
 - a laughing baby
 - a mad parent

6. What's the word we've been talking about?

Use an *Acting and Sharing* activity for follow-up. Directions: Show your partner how your face might look if you were being serious. Then share about a time when you were serious. Make sure to use the word *serious* as you share. Try to use complete sentences.



Complete Remainder of the Lesson Later in the Day



Abraham Lincoln

6_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Head

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Head).] In the read-aloud you heard, “If I asked you what was under Abraham Lincoln’s hat, you might laugh and say, ‘His *head*, of course!’” Here *head* means the part of the body containing the brain and face. Which picture shows this?
2. *Head* also means other things. *Head* means to go in a specific direction—or to go a certain way. Which picture shows someone or something going in a specific direction?
3. *Head* also means the leader of a group of people or an organization, such as the government. Which picture shows this?
4. Now that we have gone over the different meanings for *head*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “I would like to be the head of the art club one day.” And your partner should respond, “That’s ‘1.’”

Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose a book about Abraham Lincoln to read aloud to the class. [Suggested trade books are items 1–5 and 19.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Take-Home Material

Family Letter

Send home Instructional Masters 6B-1 and 6B-2.



Teddy Roosevelt

7

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Theodore Roosevelt as an important president of the United States
- ✓ Describe how Theodore Roosevelt loved the outdoors
- ✓ Recall that Theodore Roosevelt worked to conserve nature

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—Teddy Roosevelt—and retell key details about this president (RI.K.2)
- ✓ With prompting and support, explain the connection between the teddy bear and Teddy Roosevelt (RI.K.3)
- ✓ With prompting and support, identify reasons given in the read-aloud that explain why Teddy Roosevelt wanted to conserve nature (RI.K.8)
- ✓ Ask and answer questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Produce complete sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *right* and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of verb—*conserving*—by relating it to its opposite—*wasting* (L.K.5b)
- ✓ Identify real-life connections between words—*compassion*, *expert*, and *conserving*—and their use (L.K.5c)

Core Vocabulary

compassion, n. A feeling of concern for others and the desire to help

Example: The brother and sister had compassion for the lost kitten and tried to find its owner.

Variation(s): none

education, n. Instruction or schooling; what we learn from studying or practicing

Example: His family stressed the importance of getting a good education.

Variation(s): educations

expert, n. Someone who knows a lot about a subject

Example: The zookeeper is an expert on wild animals.

Variation(s): experts

governor, n. The elected leader of a state

Example: The governor needed to make important decisions about how to wisely spend the state's money.


Variation(s): governors

Vocabulary Chart for Teddy Roosevelt			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	vice president governor	compassion conserving* education expert*	animal child father listened nature/outdoors nickname president
Multiple Meaning			<u>right</u> park
Phrases	Theodore "Teddy" Roosevelt Abraham Lincoln New York		teddy bear
Cognates	gobernador vice presidente	compasión conservando* educación experto*	presidente

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-13: Early teddy bear
2. 7A-4: Young Roosevelt
3. 7A-5: Active Roosevelt
4. 7A-7: Roosevelt as a young politician
5. 7A-11: Roosevelt's inauguration
6. 7A-8: Roosevelt and children on a nature walk
7. 7A-12: Yosemite National Park
8. 7A-1: Theodore Roosevelt

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Images 7A-3 and 6A-1	15
	Introducing Teddy Roosevelt	Image 7A-1; Presidents Timeline; stuffed teddy bear; Instructional Master 7A-1 (Response Card 4: Teddy Roosevelt)	
	Vocabulary Preview: Compassion		
	Purpose for Listening		
Presenting the Read-Aloud	Teddy Roosevelt	U.S. map	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Expert		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Right	Poster 4M (Right)	15
	Syntactic Awareness Activity: Asking Questions		
	Vocabulary Instructional Activity: Conserving		
	End of Lesson Check-in	Response Cards 1–4	

Advance Preparation

Make a copy of Instructional Master 7A-1 for each student. Refer to it as Response Card 4 for Theodore Roosevelt. Students can use this Response Card to preview, review, and discuss read-aloud content.

Bring in stuffed teddy bear(s) for students to see and hold.



Teddy Roosevelt

7A

Introducing the Read-Aloud

15 minutes



What Have We Learned?

◀ Show image 7A-3: Abraham Lincoln

- Ask students to name the important president yesterday's read-aloud was about. Ask them to describe Abraham Lincoln. Call on volunteers to answer. Remind students that Abraham Lincoln had the nickname "Honest Abe."



◀ Show image 6A-1: Lincoln and his hat

- Have students recall what was under Lincoln's hat and why it was important.
 - A piece of paper that declared that slavery was illegal and that enslaved people were free.

Introducing Teddy Roosevelt

- Remind students that they have been learning about important presidents of the United States. Explain that in today's read-aloud, they will hear about a vice president. Explain that a vice president is a person who is elected with the president and who helps the president. Explain that a vice president is just one step below a president, and that if a president dies, the vice president becomes the new president until a different president is elected.



◀ Show image 7A-1: Theodore Roosevelt

- Tell students that today they will learn about Theodore Roosevelt. Explain that Theodore Roosevelt was first a vice president before he became a president. Theodore Roosevelt was the twenty-sixth president of the United States.

[Point to Theodore Roosevelt on the Presidents Timeline.]

- Pass around a teddy bear. Ask students: "What is this called?" (teddy bear)

- Explain that Theodore Roosevelt had the nickname “Teddy” and that stuffed bears were called teddy bears in honor of Teddy Roosevelt. Tell students that they will learn about how these toys became called teddy bears.
- Distribute Response Card 4 (Theodore Roosevelt) to each student. Ask volunteers to describe each image on the Response Card. Correct responses as necessary. Tell students that they will use this Response Card to discuss today’s read-aloud and in future read-alouds.

Vocabulary Preview

Compassion

1. In today’s read-aloud you will hear that Teddy Roosevelt showed *compassion* on an animal while he was hunting and did not kill that animal.
2. Say the word *compassion* with me three times.
3. Compassion is a feeling of concern and the desire to help.
4. The man showed compassion for the lost dog and gave it some food and water.
5. Tell your partner about a time you showed compassion for a person or an animal. Use the word *compassion* when you tell about it.

Purpose for Listening

Tell students that today’s read-aloud is about the twenty-sixth president of the United States, Theodore Roosevelt. Tell them to listen carefully for some things that Roosevelt learned as a boy which helped him become a great president.



Teddy Roosevelt

◀ Show image 7A-13: Early teddy bear

Do you know what this is?

Today you will hear about the president who teddy bears were named after—President Theodore, or “Teddy,” Roosevelt. Here is the story about how this toy got the name *teddy bear*.

Once, while President Teddy Roosevelt and his friends were out hunting, they came upon a black bear. Instead of shooting the black bear, President Roosevelt showed **compassion** for the bear by refusing to shoot it. When others heard the story of Teddy’s **compassion** toward the black bear, they wrote about it in the newspapers. Some people in New York City began selling stuffed toy bears. Can you guess what they started calling the stuffed toy bears?

[Pause for student responses.]

They called them “teddy bears” in honor of President Roosevelt.

The reason why Teddy showed **compassion** for the black bear has to do with how he grew up and what he learned as a child.



◀ Show image 7A-4: Young Roosevelt

When Teddy was young, he listened to everything his father told him and always remembered what his father said. His father told him how President Lincoln was honest and hard-working and how Lincoln did many things to help a lot of people. His father also wanted Teddy to do important things with his life.

And even though Teddy Roosevelt had asthma, which made it hard for him to breathe, his father told him that he shouldn’t let his asthma keep him from going out and doing things. He said, “Build up your body and don’t be afraid to push it too hard.”



◀ Show image 7A-5: Active Roosevelt

As always, Teddy listened to his father. He worked very hard to build up his body. He spent more time outdoors, climbing mountains, hiking, fishing, and hunting. Teddy loved the outdoors and became an **expert** in the subjects of wild animals, birds, and fish—he knew a lot about these animals.

His father told him, “There is nothing more important than a good **education**.”

So, when he was seventeen, Teddy went to college and received the good **education** his father had talked about. Teddy always made sure he gave his mind as much exercise as he gave his body.



◀ **Show image 7A-7: Roosevelt as a young politician**

After he finished college, Teddy had to decide what to do next. He thought to himself, “My father was right. I must use every day I have in this world to do important things.” Teddy decided to work in government so he could help people.

Teddy was eventually elected the **governor** of the state of New York.

[Point to New York on the map.]

A **governor** is someone who is the leader of a state. As **governor**, he helped make many new laws to help everyone: rich and poor, old and young, men and women.



◀ **Show image 7A-11: Roosevelt’s inauguration**

Later, Teddy Roosevelt became vice president of the United States. Six months later, he became president because President McKinley died. He was forty-two years old; he was the youngest man to ever serve as president.



◀ **Show image 7A-8: Roosevelt and children on a nature walk**

As busy as he was, Teddy loved to be outdoors with his family. Teddy often led his children outdoors to explore the woods or play on the lawn. He taught them all he knew about birds, animals, and plants.

[Ask: “Why do you think Teddy liked to be outdoors?” Remind students that when he was young, his father encouraged him to build up his body, so he spent a lot of time outdoors hiking, fishing, and hunting.]



◀ **Show image 7A-12: Yosemite National Park**

Even though he was president of the United States, which is a tough and busy job, Teddy still found time for the outdoor activities he loved as a child.

He once said, “All Americans deserve clean air, clean water, and beautiful outdoor spaces to explore. We should set aside—or preserve—special places now, while they are still natural and wild, so our children and grandchildren may know the joy of the outdoors.” President Roosevelt asked, “What will happen [if one day] our forests are gone?”

[Invite students to share their answers.]

President Roosevelt told the government to create huge parks and to protect forests, lakes, and rivers to make sure they stay clean and natural. This was called “conserving,” or saving, nature. When he conserved parks and natural places, it meant that nobody could put buildings on them or cut down the trees. Today, we still enjoy the parks and wild places that President Roosevelt conserved.



◀ **Show image 7A-1: Theodore Roosevelt**

Teddy Roosevelt conserved nature so that we can enjoy the outdoors. And he left us with teddy bears to hug. No wonder people say, “There was a great president!”

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is today's read-aloud about?

- Today's read-aloud is about Theodore Roosevelt.

What nickname do many people know Theodore Roosevelt by?

- They know him by "Teddy" Roosevelt.

What kind of toy is named in honor of Teddy Roosevelt?

- The teddy bear was named in honor of Teddy Roosevelt.

2. *Inferential* Who did Teddy always listen to when he was a boy?

- He always listened to his father.

What are some important things that his father told him?

- His father told him that he should do important things with his life, that a good education is important, and that he should build up his body.

3. *Literal* What was Teddy Roosevelt before he became president of the United States?

- He was the governor of New York, and then he was the vice president of the United States.

4. *Inferential* Why did Teddy like the outdoors so much?

- He liked the outdoors because he spent a lot of time outdoors to build up his body; he climbed mountains, hiked, fished, hunted and became an expert on wild animals, birds, and fish.

5. *Inferential* How did President Roosevelt help to conserve, or save, nature for the future?

- He created huge parks and protected the forests, lakes, and rivers.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you think Teddy Roosevelt was a great president?

Teddy learned that . . . and that helped him become a great president.

6. *Evaluative Think Pair Share:* What lessons did Teddy Roosevelt learn as a boy that you think helped him become a great president?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Expert

1. In the read-aloud you heard, "Teddy loved the outdoors and became an *expert* in the subjects of wild animals, birds, and fish."
2. Say the word *expert* with me three times.
3. An expert is someone who knows a lot about a subject or particular thing.
4. The zookeeper is an expert on chimpanzees; she takes care of chimpanzees at the zoo and knows everything about them.
5. If you could be an expert on any subject, what would it be?

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would like to be an expert in _____."]

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the person I describe sounds like an expert, say, "S/he is an expert." If the person I describe doesn't sound like an expert, say, "S/he is not an expert."

1. someone who can answer all your questions about any type of bird
 - She is an expert.
2. someone who is just beginning to learn to read
 - He is not an expert.
3. someone who knows the name for all kinds of trains
 - She is an expert.
4. someone who knows how to fix any problem with any computer
 - He is an expert.
5. someone who likes to fish, but doesn't know the names of any fish
 - She is not an expert.

**Complete Remainder of the Lesson Later in the Day**



Teddy Roosevelt

7_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Right

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard Teddy think, “My father was *right*. I must use every day I have to do important things.”
2. With your partner, think of as many meanings for *right* as you can or discuss ways you can use the word *right*.
3. [Show Poster 4M (Right).] Point to the picture on the poster that shows how the word *right* is used in today’s read-aloud. (“2”)
4. *Right* can also mean other things. *Right* can mean good, fair, and just.
5. *Right* is also a direction that is opposite of left.
6. Did you and your partner think of any of these definitions or meanings?
7. Now quiz your partner on the different meanings of *right*. For example you could say, “Sharing is the right thing to do. Which *right* am I?” And your partner should say, “That’s ‘1.’”

↔ Syntactic Awareness Activity

Asking Questions

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatically correct. Have students repeat the corrected sentences.



← **Show image 7A-8: Roosevelt and children on a nature walk**

Directions: Look at the picture. You and your partner will ask and answer questions based on what you heard in the read-aloud and what you see in the picture.

1. First, one of you should make up a question about the picture using *who*. Then, your partner should answer that question.
2. Next, one of you should make up a question about the picture using *what*. Then, your partner should answer that question.
3. Next, one of you should make up a question about the picture using *when*. Then, your partner should answer that question.
4. Next, one of you should make up a question about the picture using *where*. Then, your partner should answer that question.
5. Finally, one of you should make up a question about the picture using *why*. Then, your partner should answer that question.

Variations

- Do this activity as a class with one group asking questions and the other group answering.
- Do this activity with home-language peers.

↔ **Vocabulary Instructional Activity**

Word Work: Conserving

1. In the read-aloud you heard that Teddy Roosevelt felt that *conserving* nature was important.
2. Say the word *conserving* with me three times.
3. *Conserving* means saving or keeping something from being wasted.
4. We are conserving electricity by turning off the lights when we are finished using them.
5. Tell your partner what you do to conserve something. Try to use the word *conserving* when you tell about it.

[You may wish to prompt students by asking them how they can conserve water, paper, and electricity. Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I am conserving _____ when I . . . "]

6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *conserving* is *wasting*. If what I say is an example of conserving, say, “That is conserving.” If what I say is an example of wasting, say, “That is wasting.” Try to include what is being conserved or wasted in your answer.

1. The boy turns off the water while he is brushing his teeth.
 - That is conserving. (water)
2. The student uses only the amount of paper that he needs, so he will have some paper left over.
 - That is conserving. (paper)
3. He leaves the lights, computer, and television on when he is not using them.
 - That is wasting. (electricity)
4. The soccer player rests before the game so she will have more energy when she plays.
 - That is conserving. (energy)
5. Someone throws away the sandwich that they didn’t eat for lunch.
 - That is wasting. (food)

10 End-of-Lesson Check-In

Important Presidents

- Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Distribute Response Cards 1, 2, 3 and 4.
 - Tell students that you will state a fact about one of the important presidents they have learned about: George Washington, Thomas Jefferson, Abraham Lincoln, or Teddy Roosevelt. Tell students to hold up the correct Response Card of the president your fact is about.
1. He was the first president of the United States.
 - George Washington (Response Card 1)

2. He was a great author and wrote the Declaration of Independence.
 - Thomas Jefferson (Response Card 2)
3. He loved the outdoors, and conserved parks and natural places.
 - Teddy Roosevelt (Response Card 4)
4. He was known as “Honest Abe,” because he had a reputation for being honest.
 - Abraham Lincoln (Response Card 3)
5. There is a legend that says that he confessed to his father about cutting down his father’s cherry tree.
 - George Washington (Response Card 1)
6. He hid a paper under his hat that said enslaved people were to be set free.
 - Abraham Lincoln (Response Card 3)
7. The teddy bear was named in honor of this president.
 - Teddy Roosevelt (Response Card 4)



Barack Obama

8

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Barack Obama as the forty-fourth president of the United States
- ✓ Explain the importance of education in Barack Obama's life and presidency

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—Barack Obama—and retell key details about this president (RI.K.2)
- ✓ With prompting and support, identify reasons given in the read-aloud that explain why education is important to Barack Obama (RI.K.8)
- ✓ Use a combination of drawing, dictating, and writing to compose an opinion piece about the president you most admire and explain why (W.K.1)
- ✓ Describe one of your accomplishments in kindergarten (SL.K.4)
- ✓ Draw something about your accomplishment (SL.K.5)
- ✓ Draw something about your favorite president (SL.K.5)
- ✓ Identify real-life connections between words—*education* and *accomplishment*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings and phrases, such as “where there’s a will, there’s a way” (L.K.6)

Core Vocabulary

accomplishment, n. Something that was done successfully or well

Example: Juanita practiced many hours to learn to ride a bicycle and was very proud of her accomplishment.

Variation(s): accomplishments

humble, adj. Not high in rank or status; modest

Example: Abraham Lincoln had a humble childhood; he grew up in a log cabin and taught himself to read and write.

Variation(s): humbler, humblest

succeed, v. To do well; to get what is wanted

Example: Her parents wanted her to succeed in school and did everything they could to help her.


Variation(s): succeeds, succeeded, succeeding

Vocabulary Chart for Barack Obama			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined></u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics></i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	accomplishment* Hawaii Kenya senator	achievement celebrate community education humble succeed	family president
Multiple Meaning	elected	encouraged	dream run school
Phrases	Barack Obama Chicago, Illinois		
Cognates	cumplimiento* senador	celebrar comunidad educación	familia presidente

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. Image 8A-1: Barack Obama elected president
2. Image 8A-2: Crowd celebrates Obama election
3. Image 8A-3: Map of Hawaii and Kenya
4. Image 8A-4: Hawaii
5. Image 8A-5: Columbia University and Harvard University
6. Image 8A-6: Barack and Michelle Obama
7. Image 8A-7: Candidate Barack Obama
8. Image 8A-8: Obama family and Bo
9. Image 8A-1: Barack Obama elected president

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Response Cards 1–4	15
	Introducing Barack Obama	Presidents Timeline; Instructional Master 8A-1 (Response Card 5: Barack Obama)	
	Vocabulary Preview: Education		
	Purpose for Listening		
Presenting the Read-Aloud	Barack Obama	U.S. map; world map or globe	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Accomplishment	drawing paper, drawing tools	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Saying and Phrases: Where There’s a Will, There’s a Way		15
	My Favorite President	Response Cards 1–5; drawing paper and drawing tools	

Advance Preparation

Prepare riddles about the four U.S. presidents students have learned about.

Make a copy of Instructional Master 8A-1 for each student. Refer to it as Response Card 5 for Barack Obama. Students can use this Response Card to preview, review, and discuss read-aloud content.



Barack Obama

8A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Remind students that they have learned about four important U.S. presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Teddy Roosevelt. Make sure students can match each president to his corresponding Response Card.
- Tell students the riddles you have prepared. Have students hold up the Response Card(s) to answer. Ask students to name the president and tell you some important facts about him using the pictures on the Response Card as prompts.

Note: Remember to repeat and expand upon each response, using richer and more complex language, including, if possible, any read-aloud vocabulary. If a student's response includes inaccurate information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Introducing Barack Obama

- Tell students that in today's read-aloud they will hear about another president of the United States, but one who was elected much more recently—or closer to today—than the other presidents they've been learning about.

[Point out that the picture of Obama is much closer to today on the Presidents Timeline than all the other presidents.]

- Tell students that today they will hear about President Barack Obama. He is the forty-fourth president of the United States.
- Distribute Response Card 5 (Barack Obama) to each student. Ask volunteers to describe each image on the Response Card. Correct responses as necessary. Tell students that they will use this Response Card to discuss today's read-aloud and in future read-alouds.

Vocabulary Preview

Education

1. In today's read-aloud you will hear that Barack's family told him that *education* was the most precious gift.
2. Say the word *education* with me three times.
3. An education is what we learn from studying or practicing.
4. We go to school to learn many things and to get a good education.
5. Tell your partner about something you have learned so far in your education. Try to use the word *education* when you tell about it.

Purpose for Listening

Tell students that in today's read-aloud they will hear about the forty-fourth president of the United States, Barack Obama. Tell them to listen to find out how education was important in Barack's life.



Barack Obama

◀ Show image 8A-1: Barack Obama elected president

Do you know who this is?

[Pause for student responses.]

This is Barack Obama. He is the forty-fourth president of the United States.



◀ Show image 8A-2: Crowd celebrates Obama election

There are always big celebrations when a new president is elected. But this time, people were celebrating something more than a new president. They were also celebrating the election of the first African American as president of the United States. Before this, no person of color had ever been elected president.

[Point out Illinois on a U.S. map. Tell students that Chicago is a big city in Illinois.]

In Chicago, where Barack was living at the time, almost a million people went out in to the streets to celebrate. Some of them waved flags. Some blew party horns and danced in the streets. Some cried for joy. And many said three words over and over: “Yes, we can!”



◀ Show image 8A-3: Map of Hawaii and Kenya

Barack came from a **humble** background. Barack came from a plain and simple background and had worked very hard to reach his dream of becoming president of the United States.

[Point to the island of Hawaii.]

Barack Obama was born in Hawaii. Hawaii is one of the fifty United States, but it is not connected to any of the other states. It is an island in the Pacific Ocean.

[Point to Kansas on a U.S. map.]

Barack’s mother was from Kansas.

[Point to Kenya, Africa, on the image and on a world map or globe.]

His father was from Kenya.

When Barack was two years old, his mother and father separated. His father moved back to Kenya. As a young boy, Barack missed his father very much and thought about him often.



← **Show image 8A-4: Hawaii**

Barack was raised by his mother and his grandparents. While Barack Obama was a child growing up in Hawaii, he loved to go to the beach. He loved to play with his friends. Many of his friends were from different parts of the world.



← **Show image 8A-5: Columbia University and Harvard University**

All his life, Barack's family told him that education was the most precious gift. They wanted Barack to **succeed** in life and believed that education was the way. Barack listened to their words and studied hard in school. Barack did well at school and later went on to study at Columbia University and Harvard Law School—two well-known colleges.



← **Show image 8A-6: Barack and Michelle Obama**

While Barack was going to Harvard Law School, he met Michelle Robinson. Barack and Michelle were married and later had two daughters, Malia and Sasha. Barack Obama became a lawyer and later taught law at a college in Chicago.

[Point to Chicago, Illinois, on a map.]

In Chicago, Barack became a leader in his community. He helped many people who were poor or who needed help. He encouraged young people to stay in school and to get a good education, just as his family had encouraged him to do. He also worked very hard to get more people to vote in elections. Barack Obama believed that if enough people voted for change, then change would happen.

Eventually Barack became a U.S. senator. A senator is an important person in the government who helps make laws. He wanted a better future for all Americans. He would work very hard to make this dream come true.



← **Show image 8A-7: Candidate Barack Obama**

Then, Barack Obama decided to run for president. Barack's dream was to be the president of the United States. He worked hard to make his dream come true by getting a good education and helping others.

He **succeeded!** Barack Obama became the forty-fourth president of the United States. This was a great **accomplishment** for President Obama—his dream had come true.

President Obama wanted to make sure everyone had the chance to get a good education, just as he did. He once said, “[N]othing is more important than giving everyone the best education possible—from the day they start preschool to the day they start their career—or start a job.”



◀ **Show image 8A-8: Obama family and Bo**

Being the president of the United States is a very important job. President Obama travels to many different countries and makes important decisions for the United States. Even though he is busy, he tries to spend as much time as he can with his family. Whenever possible, they eat dinner together, watch movies and sports, and play with the family dog, Bo.



◀ **Show image 8A-1: Barack Obama elected president**

Barack Obama’s story teaches us that a dream, hard work, and a good education can help us to **succeed**. Barack Obama’s family believed that he could **succeed**, and he did!

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Who is today’s read-aloud about?

- Today’s read-aloud is about Barack Obama.

Who is Barack Obama?

- He is the forty-fourth president of the United States.

2. *Inferential* Before Barack Obama, has the United States ever had a president of color?

- No, Barack Obama is the first person of color to be elected president.

3. *Inferential* What did Barack’s family tell him was the most precious gift?
- They told him that education was the most precious gift.

Why do you think they told him that?

- Answers may vary, but could include that they thought a good education would help him succeed.

4. *Inferential* What was one thing that President Obama wanted to make sure everybody had the chance to have?

- He wanted to make sure everyone had a chance to get a good education.

5. *Inferential* What did Barack Obama do to help others?

- He helped the poor and the people who needed help in his community; he encouraged young people to stay in school; and he worked hard to get more people to vote.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

Sentence Frames:

Is education important to Barack Obama?

Education is important to Barack Obama because...

As the president of the United States, Obama...

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* How is education important in Barack Obama’s life and presidency?

7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Accomplishment

1. In the read-aloud you heard, “[Becoming president of the United States] was a great *accomplishment* for President Obama.”
2. Say the word *accomplishment* with me three times.
3. An accomplishment is something that was done successfully or well.
4. One of her biggest accomplishments in kindergarten was learning to read.
5. Tell your partner about one of your biggest accomplishments during kindergarten. Try to use the word *accomplishment* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One of my biggest accomplishments is . . ."]

6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of one of your accomplishments in kindergarten this year. Then tell your partner about how you achieved your accomplishment.



Complete Remainder of the Lesson Later in the Day



Barack Obama

8_B

Extensions

15 minutes

Sayings and Phrases: Where There's a Will, There's a Way

Note: Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings— that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied, or figurative, meanings.

- Ask students if they have ever heard anyone say “where there’s a will, there’s a way.” Have students repeat the saying with you three times.
- Tell students that in this saying *will* means the desire to do or get something you really want. Explain that this proverb is another way of saying that when you want something really badly and don’t give up, you will find a way to get it.
- Remind students that President Obama had the *will* or desire to be president of the United States. Ask students: “Do you think it is easy to become the president of the United States?” Remind students that Obama studied hard in school and got a good education so that he would be able to have a job where he could help people. He worked hard to help others. Then he became a senator (or leader of a state). Finally, he was elected to be the president of the United States. President Obama accomplished his goal of becoming president because that’s what he really wanted—“where there’s a will, there’s a way.”
- Ask students if they can think of times when they or someone they know kept on trying even though it was hard, and, in the end, things worked out for them. Ask two or three students to provide examples using the saying.
- Any day that your class has worked hard or persevered and worked through a solution to a tough problem, be sure to use the saying to describe their efforts.

My Favorite President

- Have students identify the presidents on the Response Cards.
- Ask students to think about what they learned about each of these presidents and their accomplishments.
- Then have students select one of the five presidents that they admire most.
- Students should draw a picture showing what they admire most about that president. Have students label their drawings.
- ✍ Above and Beyond: Have students write a sentence or two about their drawings.
- When students have completed their drawings, have them share it with their partner or with home-language peers. Encourage them to ask questions and make suggestions about the drawings as a way to clarify and strengthen the message being conveyed through the drawings.



Carving Mount Rushmore

9

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the Mount Rushmore presidents
- ✓ Identify Mount Rushmore as a monument
- ✓ Explain that Mount Rushmore was carved on Native American sacred land

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic—Mount Rushmore—and retell key details about this monument (RI.K.2)
- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about Mount Rushmore (RI.K.6)
- ✓ Identify real-life connections between words—*sculptor*, *monument*, and *determined*—and their use (L.K.5c)

Core Vocabulary

carved, v. Cut out

Example: Haley carved a face into her pumpkin with a knife.

Variation(s): carve, carves, carving

determined, adj. Deciding to do something and not letting anything stop you

Example: The determined children waited in the long line on a hot, summer afternoon for an ice cream cone.

Variation(s): none

mines, n. Places where people dig in the ground to remove coal and other minerals

Example: Miners spend many hours digging in the mines underground looking for gold.

Variation(s): mine

sculptor, n. Someone who shapes things into objects or designs

Example: The sculptor formed the shape of an animal with clay.


Variation(s): sculptors

Vocabulary Chart for Carving Mount Rushmore			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>monument</i> sacred sculptor senator statue	carved enormous explode	idea mountain president
Multiple Meaning	chisels dynamite mines	determined*	cut face hammer rock
Phrases	Abraham Lincoln Black Hills Doane Robinson George Washington Gutzon Borglum Mount Rushmore Native American South Dakota Theodore Roosevelt Thomas Jefferson		
Cognates	<i>monumento</i> sagrado escultor senador estatua dinamita mina	enorme explotar determinado*	idea montaña presidente roca

Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it is different from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: Mount Rushmore
2. 9A-4: Doane Robinson and a senator
3. 9A-3: The Black Hills and Borglum
4. 9A-5: Borglum's suggestion
5. 9A-7: Hammer and chisel
6. 9A-8: Borglum teaching his workers
7. 9A-9: Mount Rushmore under construction
8. 9A-10: Mount Rushmore

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Learned?	Image Cards 2, 13, 14, 15, and 16; Response Cards 1–5	15
	Introducing Mount Rushmore	U.S. map; song about Mount Rushmore written on chart paper	
	Vocabulary Preview: Sculptor, Monument	examples of carved items; Images 1A-9 and 1A-10	
	Purpose for Listening		
Presenting the Read-Aloud	Carving Mount Rushmore		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Determined		
 Complete Remainder of the Lesson Later in the Day			
Extensions	A Song about Mount Rushmore	song about Mount Rushmore written on chart paper	15
	Mount Rushmore Puzzle	Image 9A-1; Instructional Master 9B-1; scissors, glue	
	Domain-Related Trade Book	trade book about Mount Rushmore	

Advance Preparation

Write the song about Mount Rushmore on a large piece of chart paper.

Bring in items that are carved, i.e., items carved out of stone or wood.

Make a copy of Instructional Master 9B-1 for each student. This will be their Mount Rushmore puzzle.

Find a trade book about Mount Rushmore to read aloud to the class.



Carving Mount Rushmore

9A

Introducing the Read-Aloud

15 minutes

What Have We Learned?

- Tell students that they are going to review the five presidents that they have learned about in this domain.
- Hold up Image Card 2 (President George Washington). Have students name the president and tell you what they know about that president.
- Repeat the activity with Image Cards 13 (President Thomas Jefferson), 14 (President Abraham Lincoln), 15 (President Theodore Roosevelt), and 16 (President Barack Obama).
- Ask for volunteers to name a fact about one of the five presidents in riddle form. For example, they could say, “I was the president who protected forests and created national parks. Who am I?” Students should hold up the correct Response Card for that president.



Introducing Mount Rushmore

◀ Show image 9A-1: Mount Rushmore

- Ask students: “Do you recognize the faces carved on this mountain?” Call on volunteers to answer. Tell students that the faces of four of the five presidents they have been learning about are carved onto a big rock mountain.

Note: Explain to students that the fifth president they learned about—President Obama—is not represented on Mount Rushmore. He became president many years after Mount Rushmore was carved.

- Point to each face on the monument, and have students say the name of each president represented. (Presidents Washington, Jefferson, Roosevelt, and Lincoln)
- Explain that this rock mountain is a famous national monument called Mount Rushmore. Have students say *Mount Rushmore* with you three times. Tell students that Mount Rushmore is in South Dakota.

[Point to South Dakota on a U.S. map.]



← **Show image 9A-3: The Black Hills and Borglum**

- Explain that Mount Rushmore was carved by an American sculptor—or artist—named Gutzon Borglum (GUHT-son BAWR-glum). Tell students that in today’s read-aloud, they will hear how Borglum carved the faces of the four presidents onto this huge rock mountain.
- Teach students the following song, sung to the tune of “I’m a Little Teapot”:

*On the Mount Rushmore
monument,
Carved out of rock:
Washington,
Jefferson, Lincoln,
Roosevelt—
Four of the U.S. presidents.*

Vocabulary Preview

Sculptor

1. In today’s read-aloud, you will hear about Gutzon Borglum (GUHT-son BAWR-glum), a well-known American *sculptor*.
2. Say the word *sculptor* with me three times.
3. A sculptor is someone who creates a work of art by carving wood or stone or molding clay.
[If available, show examples of carved items.]
4. The sculptor made a statue of a black bear carved out of wood.
5. If you were a sculptor, what would you make?
Would you use wood, stone, or clay?

Monument

1. In today’s read-aloud you will hear about a very big *monument* of four presidents you have been learning about.
2. Say the word *monument* with me three times.
3. A monument is a large structure, such as a statue or building, made to remember and honor a person or event.



← **Show image 1A-9: Lincoln Memorial, Jefferson Memorial**

← **Show image 1A-10: Washington Monument**

4. There are many monuments that honor past presidents in Washington, D.C.
5. [Name each monument and have students repeat the name of each monument with you.]

Purpose for Listening

Tell students that in today's read-aloud they will hear about how the Mount Rushmore monument was made.



Carving Mount Rushmore

◀ Show image 9A-1: Mount Rushmore

Today I am going to tell you a story about a special monument. It is a monument of four of the presidents you have been learning about.

[Point to the face of each president as he is named.]

Say the names of the four presidents you see on Mount Rushmore with me: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

This monument is **carved**—or cut out of rock—on Mount Rushmore in the Black Hills of South Dakota.

[Point to South Dakota on a U.S. map.]



◀ Show image 9A-4: Doane Robinson and a senator

The idea to **carve** Mount Rushmore came from a man named Doane [pronounced Dwayne] Robinson.

[Point to Robinson on the right.]

Robinson loved his home state of South Dakota. He loved hearing stories about South Dakota from long ago. He loved South Dakota so much that he wanted people from all over America to visit and learn about his home state.

“I know a way to get people to come to South Dakota,” thought Robinson. “People will come to see a giant statue **carved** into the side of one of our big mountains.”

Robinson thought the statue should be of well-known people from South Dakota’s past, such as a Native American chief, a hero from the Wild West, or famous explorers. He thought it would have to be so big that people could see it from miles away.

Robinson talked to the United States senator from South Dakota about his idea.

[Point to the senator on the left.]

The senator thought it was a wonderful idea.

But not everyone thought the idea to **carve** a giant monument in the mountains of South Dakota was a good one. For many, many years, different Native American tribes lived on the land around Mount Rushmore. Many Native Americans, including the Lakota Sioux, believed the area of the Black Hills was sacred—or holy—land. Because it was sacred, they thought it should be treated with respect and honor. They did not think it was right that their sacred land was first taken away from them years earlier. And now, they did not believe that a monument should be **carved** into the mountain.



◀ Show image 9A-3: The Black Hills and Borglum

Even though the Native Americans did not want them to **carve** the mountain, Robinson and the senator continued with their plans to do it. They needed someone to **carve** the mountain, and they found the perfect man to **carve** Mount Rushmore: Gutzon Borglum (GUHT-son BAWR-glum).

Gutzon Borglum was a well-known American **sculptor**. A **sculptor** is someone who creates a work of art by **carving** or molding clay or stone. Borglum created many statues of important people in history, including a statue of Abraham Lincoln.



◀ Show image 9A-5: Borglum's suggestion

Gutzon Borglum came to South Dakota to see the mountains for himself. He liked the idea of carving a huge statue into the Black Hills.

“To attract people from all over America,” said the **sculptor**, “we should **carve** statues of people who are well-known across the whole country—not just in South Dakota.”

Robinson and the senator liked Borglum's idea. Borglum suggested four important presidents in American history: Presidents Washington, Jefferson, Lincoln, and Roosevelt.

Why do you think he chose George Washington?

- George Washington was the first U.S. president.

Why do you think he chose Thomas Jefferson?

- Thomas Jefferson wrote the Declaration of Independence.

Why do you think he chose Abraham Lincoln?

- Abraham Lincoln declared that slavery was illegal and freed the enslaved people.

Why do you think he chose Theodore Roosevelt?

- Theodore Roosevelt conserved nature; he protected forests, lakes, and rivers.



← **Show image 9A-7: Hammer and chisel**

Gutzon Borglum usually used a hammer and chisels with sharp points to make sculptures out of rock. But this statue was different. This carving was too big to create with a hammer and chisel. Some of the chunks of rock he wanted to cut away from the mountainside were as big and heavy as a truck. He would have to blow them away with dynamite.



← **Show image 9A-8: Borglum teaching his workers**

Gutzon Borglum had about four hundred people helping him. Many had worked in **mines** and knew about cutting rock. **Mines** are places where people dig in the ground to get coal and other minerals. Some workers had used dynamite to blow open holes for the **mines**. But none of them had ever made a statue out of a mountain before!

Borglum had to figure out how to do that himself and teach his workers. Every step had to be done very carefully. If they cut too much rock, they could not put it back.



← **Show image 9A-9: Mount Rushmore under construction**

It took more than fourteen years to complete the project of **carving** Mount Rushmore. Unfortunately, Gutzon Borglum died just six months before the faces were finished. His son, Lincoln, who Borglum had named after President Lincoln, was **determined** to finish what his father had begun—he did not give up working to finish the monument.



← **Show image 9A-10: Mount Rushmore**

Today, millions of people visit Mount Rushmore every year. They come from all across America and all around the world to see the enormous images of Washington, Jefferson, Roosevelt, and Lincoln. You can see the **carved** faces from sixty miles away!

[Name a familiar location about sixty miles away to provide reference.]

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* Which monument is the main topic of today's read-aloud?
 - The Mount Rushmore is the main topic of today's read-aloud.
2. *Literal* Where was Mount Rushmore carved?
 - It was carved in a big rock mountain in the Black Hills of South Dakota.
3. *Inferential* Who did not like the idea to carve Mount Rushmore in the Black Hills?
 - Many Native Americans did not like the idea.

Why didn't Native Americans want Mount Rushmore carved there?

- They believe the land is sacred, or holy.

4. *Literal* Which four presidents were chosen to be on the Mount Rushmore?
 - George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln were chosen to be on the Mount Rushmore.
5. *Evaluative* Why do you think each of these four presidents was chosen to be carved on Mount Rushmore?
 - George Washington was the first U.S. president. Thomas Jefferson wrote the Declaration of Independence. Abraham Lincoln declared that slavery was illegal. Theodore Roosevelt conserved nature.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share*: Do you think this monument should have been carved, or should Robinson and the senator have listened to the Native American's wish not to carve the monument on the mountain?
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to

Sentence Frames:

Should the monument have been carved? (Yes/No)

I think that Robinson and the senator should have . . .

allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Determined

1. In the read-aloud you heard, “[Gutzon Borglum’s] son, Lincoln, . . . was *determined* to finish what his father had begun.”
2. Say the word *determined* with me.
3. *Determined* means deciding to do something and not letting anything stop you.
4. Barack Obama was determined to succeed in school.
Abraham Lincoln was determined to pay his neighbor back for the ruined book.
5. Tell about a time you were determined to do something. Try to use the word *determined* when you tell about it.
[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Once, I was determined to . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people. If the person I describe is determined, say, “S/he is determined.” If the person I describe is not determined, say, “S/he is not determined.”

1. My brother works very hard to learn how to paint.
 - He is determined.
2. The girl gave up learning how to tie her shoe.
 - She is not determined.
3. My sister practices every day to learn how to play the piano.
 - She is determined.
4. The boy doesn’t want to learn to swim because he thinks the water is too cold.
 - He is not determined.
5. My aunt exercises every day to get ready for a big race.
 - She is determined.



Complete Remainder of the Lesson Later in the Day



Carving Mount Rushmore

9_B

Extensions

15 minutes

A Song about Mount Rushmore

- Have the class sing the Mount Rushmore song. This song is sung to the tune of “I’m a Little Teapot”:

*On the Mount Rushmore
monument,
Carved out of rock:
Washington,
Jefferson, Lincoln,
Roosevelt—
Four of the U.S. presidents.*



Mount Rushmore Puzzle (Instructional Master 9B-1)

◀ Show image 9A-1: Mount Rushmore

- Point out the face of each president and ask students to name the president.
- Hold up page one of Instructional Master 9B-1 so students can see. Tell students that you are going to give them a picture of Mount Rushmore without the faces of the presidents on it.
- Hold up page two of Instructional Master 9B-1 so students can see. Tell them that their job is to cut the faces out and put them in the correct places on the blank Mount Rushmore. (The order is Washington, Jefferson, Roosevelt, and Lincoln.)
- Once students have glued the faces on, have students compare their work with a partner. Have students tell their partner a fact about Mount Rushmore that they learned from the read-aloud.

Domain-Related Trade Book

- Find a trade book about Mount Rushmore to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that

the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask text-based questions to ensure comprehension; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



Domain Review



Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ Identify the American flag
- ✓ Recall that Washington, D.C., is the capital of the United States
- ✓ Name the current president of the United States
- ✓ Recall that Washington, D.C., is the city in which the current U.S. president lives and that the White House is the president's home
- ✓ Describe the differences between a president and a king
- ✓ Identify George Washington as someone admired for his honesty
- ✓ Identify the cherry tree story as a legend
- ✓ Recall that George Washington was a clever general and explain why
- ✓ Identify George Washington as the first president of the United States
- ✓ Explain why George Washington is known as the "Father of Our Country"
- ✓ Identify Thomas Jefferson as the third president of the United States
- ✓ Identify Thomas Jefferson as the main author of the Declaration of Independence
- ✓ Identify the Statue of Liberty
- ✓ Identify Abraham Lincoln as an important president of the United States
- ✓ Explain why Abraham Lincoln was known as "Honest Abe"

- ✓ Recall that Abraham Lincoln created a law to end slavery
- ✓ Identify Theodore Roosevelt as an important president of the United States
- ✓ Describe how Theodore Roosevelt loved the outdoors
- ✓ Recall that Theodore Roosevelt worked to conserve nature
- ✓ Identify Barack Obama as the forty-fourth 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

Review Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–17

In your hand, hold Image Cards 1–17 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the White House, a student may pretend to be a president or a member of the president's family who lives in the White House, or a person visiting the White House. The rest of the class will guess what place is being described. Proceed to another card when the correct answer has been given.

Presidents Timeline

Materials: Timeline (see Introduction for example of a completed timeline)

Invite students to identify George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and the current president on the timeline. Discuss where each president falls on the timeline. Remove the Image Cards from the timeline and shuffle them. As a class, put the Image Cards back in the correct order.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I was the first president of the United States and the person the capital of the United States was named after. Who am I? (George Washington)
- I was the general of the American army when America was fighting for its freedom from the British king. Who am I? (George Washington)
- George Washington took this item out from his pocket during his speech that reminded the angry soldiers of how hard he worked for their freedom and helped to convince his soldiers to keep fighting. What was it? (spectacles)
- I loved books and was also a talented writer. I was asked to write the Declaration of Independence. Who am I? (Thomas Jefferson)
- I kept a very important paper in my hat that declared that enslaved people were free. Who am I? (Abraham Lincoln)
- I was admired for my honesty and was the first president of the United States. Who am I? (George Washington)
- As a child, I spent a lot of time outdoors and was an expert in the subjects of wild animals, birds, and fish. Who am I? (Theodore Roosevelt)
- I was named after “Teddy” Roosevelt because he worked to conserve, or save, animals and nature. What am I? (a teddy bear)
- We are the four presidents who were carved as statues into Mount Rushmore. Who are we? (George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln)

- Education was very important in my life and I worked hard to improve education during my presidency. Who am I? (Barack Obama)

Presidents on Mount Rushmore

Materials: Instructional Master DR-1

Have students identify the monument on the activity page. Then have students identify the presidents on the four images below. Tell students to draw a line from the face of a president on Mount Rushmore to the portrait of that president below.

Presidents Review

Materials: Instructional Master DR-2; four different colored drawing tools

Say the name of the president and a color. Tell students to draw a circle around the image of the president using that color. Then have students tell their partner about the scene shown in the image of that president and how it relates to that president's life.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Presidents and American Symbols*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Presidents and American Symbols*.

10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

1. **Monuments:** Many monuments have been built to honor important U.S. presidents. (smiling face)
2. **President:** The president of the United States is like a king who has all the power over the country. (frowning face)
3. **Capital:** The capital of the United States is Washington, D.C. (smiling face)
4. **General:** A general in the army is a soldier who takes orders from other soldiers. (frowning face)
5. **Conserving:** Conserving nature means saving and keeping parks and natural places for the future. (smiling face)
6. **Education:** Education is what we learn from studying and practicing. (smiling face)

7. **Independence:** Americans showed their independence from the British king by doing everything the king said. (frowning face)
 8. **Elected:** The president of the United States is elected, or chosen, by the people. (smiling face)
 9. **Sculptor:** A sculptor is someone who shapes materials, such as stone or clay, into different objects and designs. (smiling face)
 10. **Legend:** A legend is a story that is completely true. (frowning face)
- Directions: I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.
11. **Honest:** An honest person will tell lies. (frowning face)
 12. **Clever:** Clever means smart. (smiling face)
 13. **Convince:** To convince someone means to make that person agree to something or believe that something is true. (smiling face)
 14. **Expert:** An expert about plants does not know much about plants and is still learning about plants. (frowning face)
 15. **Serious:** If someone is serious, that person most likely will not be laughing or smiling. (smiling face)

10 Part II (Instructional Master DA-2)

Note: Prior to giving this assessment, review Image Cards 2 (President George Washington), 13 (President Thomas Jefferson), 14 (President Abraham Lincoln), 15 (President Theodore Roosevelt), and 16 (President Barack Obama). Be sure that students can identify the picture of each president on their assessment page.

Directions: I am going to read a sentence about one of the presidents you have learned about. Listen carefully to my sentence and then circle the picture of the president that my sentence is about. I will say each sentence two times.

1. This president was the first president of the United States.
(Washington)
2. This president was the third president of the United States. (Jefferson)

3. This president is known as “Honest Abe.” (Lincoln)
4. This president loved the outdoors and worked to help conserve nature. (Roosevelt)
5. There is a legend about this president which says that he confessed to cutting down his father’s cherry tree. (Washington)
6. This president was the talented writer of the Declaration of Independence. (Jefferson)
7. This president has a stuffed toy bear named after him. (Roosevelt)
8. This president is known as the “Father of Our Country.” (Washington)
9. This president worked to free the enslaved people. (Lincoln)
10. Education was very important to this president, and this president worked hard to improve education for all people. (Obama)

10 Part III (Instructional Master DA-3)

Note: Prior to giving this assessment, hold up Image Cards 1 (American flag), 3 (White House), 12 (Statue of Liberty), and 17 (Mount Rushmore) and name the American symbol pictured on each Image Card.

Directions: I am going to read a sentence about an American symbol you have learned about. Circle the picture of the American symbol my sentence is about. I will say each sentence two times.

1. The current president of the United States lives in this building. (White House)
2. This is a famous symbol of freedom in New York Harbor. (Statue of Liberty)
3. This is a symbol of the United States of America; each star represents a state. (American flag)
4. This is a monument with the faces of four important U.S. presidents on it. (Mount Rushmore)



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds

Enrichment

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review a particular president, symbol, or event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

Class Book: Presidents and American Symbols

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have the students brainstorm important information about the U.S. presidents and related American symbols. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

Virtual Tour of Mount Rushmore

Materials: Various websites

Take a tour and learn more about Mount Rushmore.

Mount Rushmore

<http://www.nps.gov/moru/photosmultimedia/index.htm>

You may also wish to present the Native American monument, also carved into the Black Hills of South Dakota.

The Crazy Horse Memorial

<http://crazyhorsememorial.org>

Who am I?

Materials: Instructional Master CA-1

Prepare copies of the image tags of the five U.S. presidents covered in this domain. (You may wish to punch two holes at the top and loop yarn through the image tag so that students can wear their image tag.)

This activity can be done in two ways:

1. Each student wears an image tag of one of the presidents in front of them. Students should act the part of their president and give an example or name a fact from that president's life. Challenge students to think of new examples or facts.
2. Each student wears an image tag on their back so that the student does not know which president s/he has. Students walk around the classroom, asking classmates for clues about their president. Students should guess the president on their image tag.

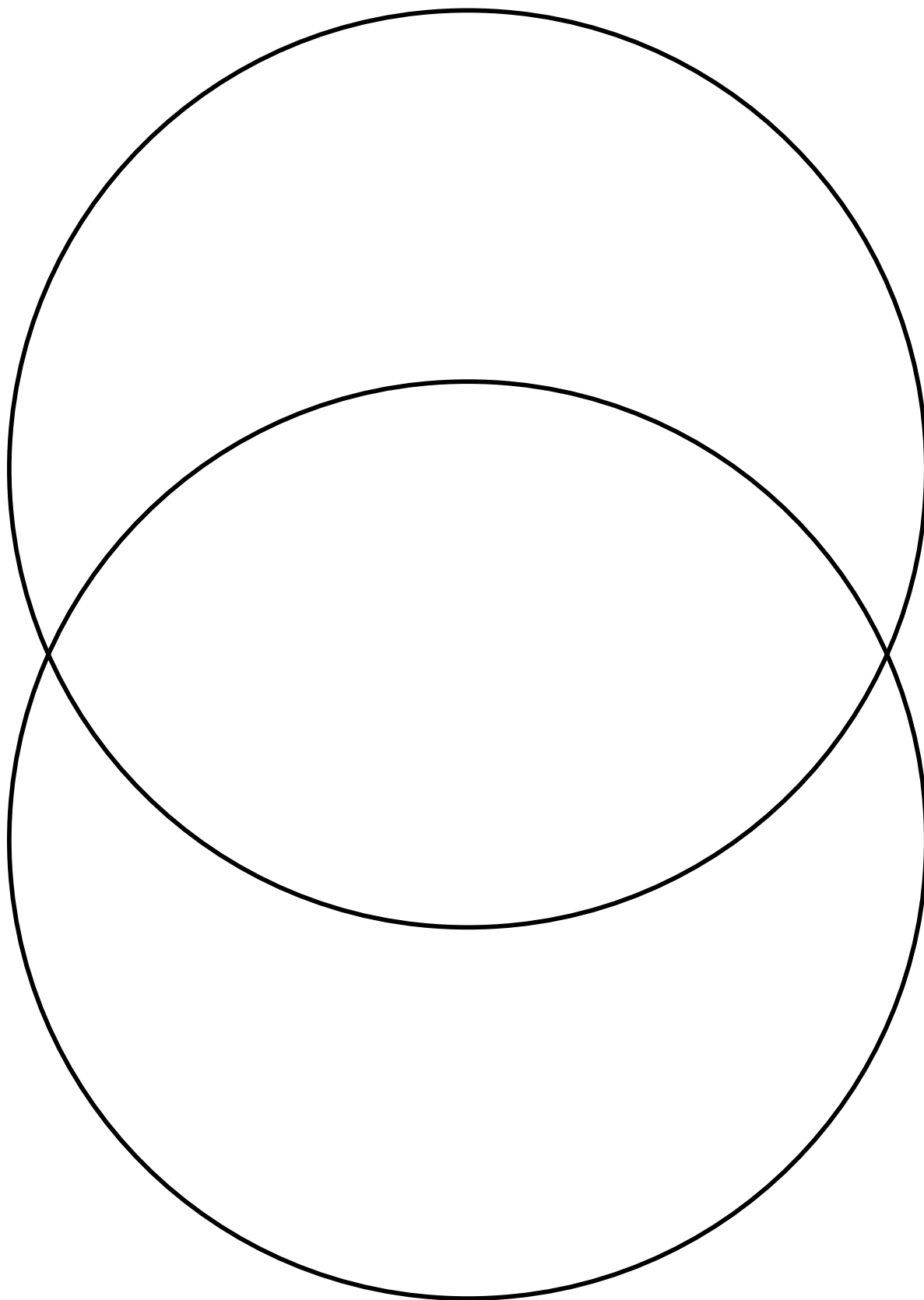
For Teacher Reference Only:

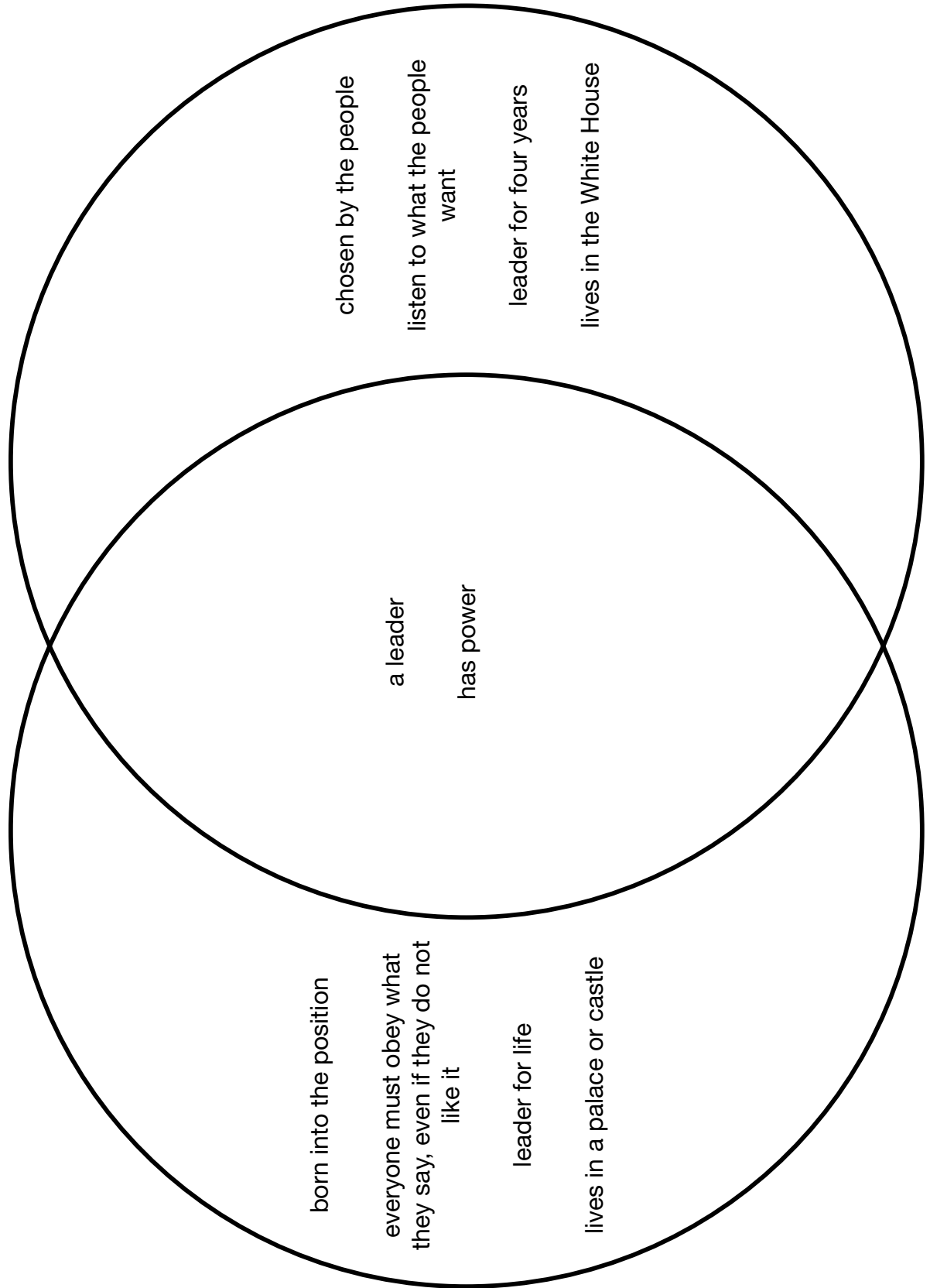
Instructional Masters for
Presidents and American Symbols



Presidents

Kings/Queens

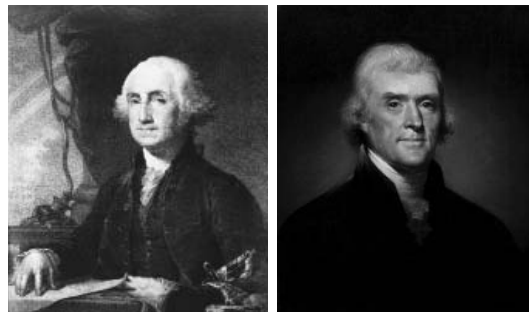


Presidents**Kings/Queens**



Dear Family Member,

Your child will be learning about U.S. presidents at school. First s/he will learn about the capital of the United States of America—Washington, D.C. Your child will learn about the White House as well as several monuments in Washington, D.C., that honor past presidents. S/he will learn how a president is different from a king or queen.



For the first part of this unit, your child will learn about two of America's Founding Fathers (or leaders who helped to start this country): George Washington and Thomas Jefferson. Your child will hear about the life of George Washington, the first president of the United States, and learn why he is known as the "Father of Our Country." Your child will also learn about Thomas Jefferson, the third president of the United States, and his role in writing the Declaration of Independence.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the presidents.

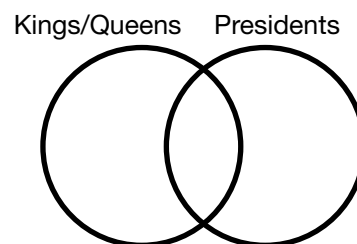
1. Presidents on U.S. Coins and Currency

Using the activity page attached to this letter, help your child identify the presidents on the left. (Note: Your child will learn about Abraham Lincoln later in the unit.) Then, have your child draw a line from the president to the correct coin on the right. Ask your child to tell you something s/he has learned about these presidents.

These presidents are also pictured on U.S. currency: George Washington is on the one-dollar bill; Thomas Jefferson is on the two-dollar bill; and Abraham Lincoln is on the five-dollar bill.

2. Presidents vs. Kings/Queens

Your child will learn about the similarities and differences between presidents and kings/queens. As a class, we recorded these similarities and differences on a Venn diagram. Have your child tell you about the similarities and differences while s/he points to the part of the Venn diagram in which that information belongs.



3. Retelling the Legend of George Washington and the Cherry Tree

Your child will hear the legend—a story from long ago that is not completely true—about George Washington. Ask your child to retell this legend to you. Ask your child how this legend is a good example of honesty.

4. Sayings and Phrases: A Dog is Man's Best Friend

Your child will learn the saying, “a dog is man’s best friend,” when s/he hears about President Obama’s family dog, Bo. This saying means that dogs are extremely loyal companions and can be like a man’s best friend.

5. Read Aloud Each Day

Set aside time to read to your child each day. The local library or your child’s teacher may have a variety of books about presidents and American symbols. A list of books relevant to this topic is attached to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he is learning at school.

Recommended Resources for Presidents and American Symbols

Trade Book List

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 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 (Boyds 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





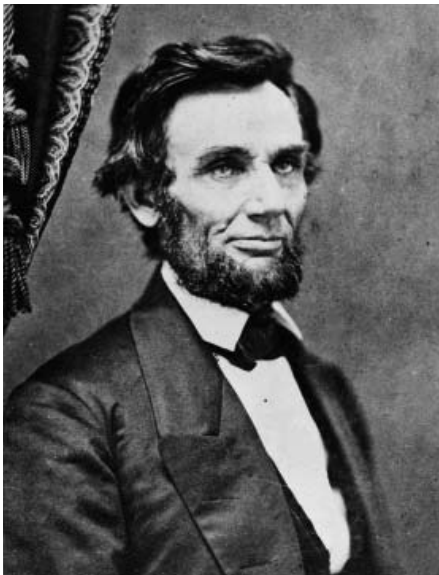
Vocabulary List for Presidents and American Symbols (Part 1)

This list includes many important words your child will learn about in *Presidents and American Symbols*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ capital
- ☐ president
- ☐ monument
- ☐ symbol
- ☐ honest
- ☐ legend
- ☐ clever
- ☐ general
- ☐ convince
- ☐ author
- ☐ declaration
- ☐ independence

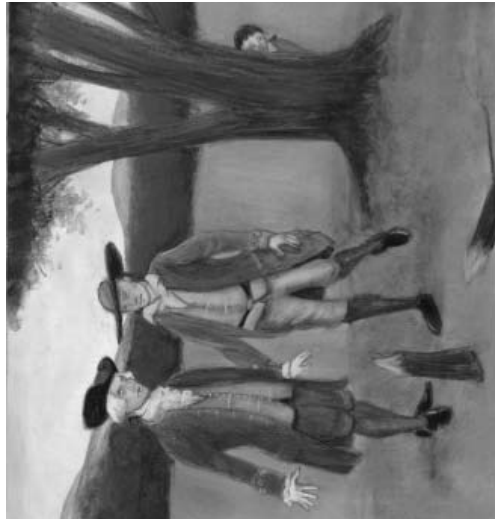
Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it





Presidents



3

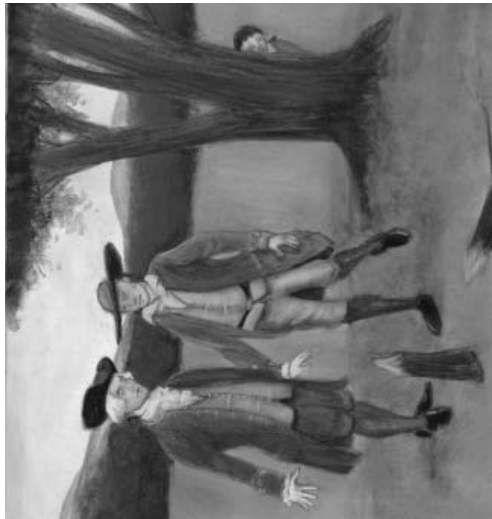
2

1

3

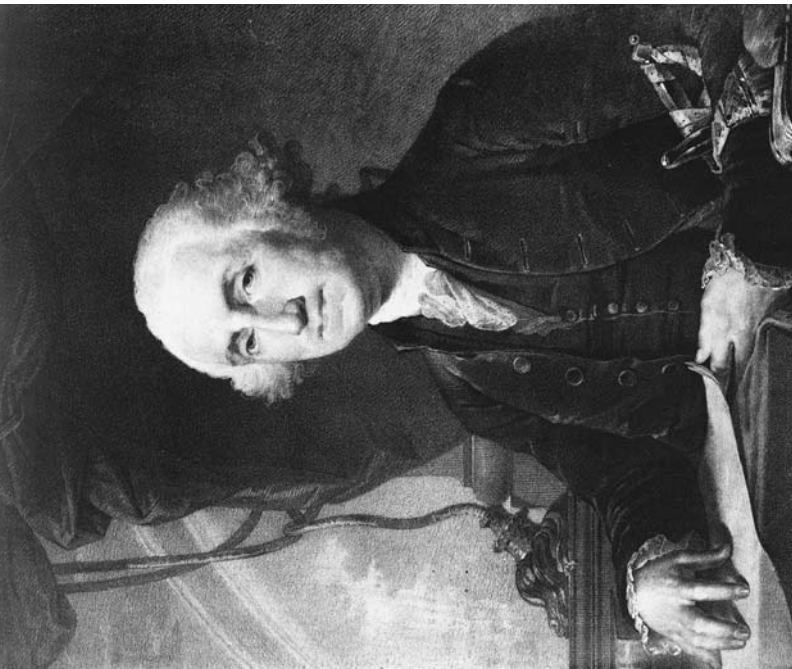


2



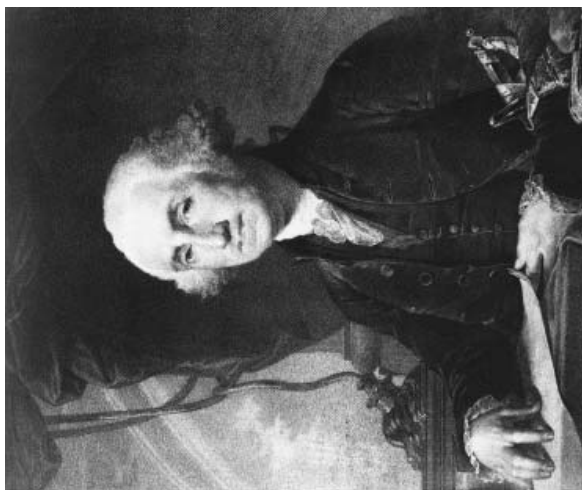
1



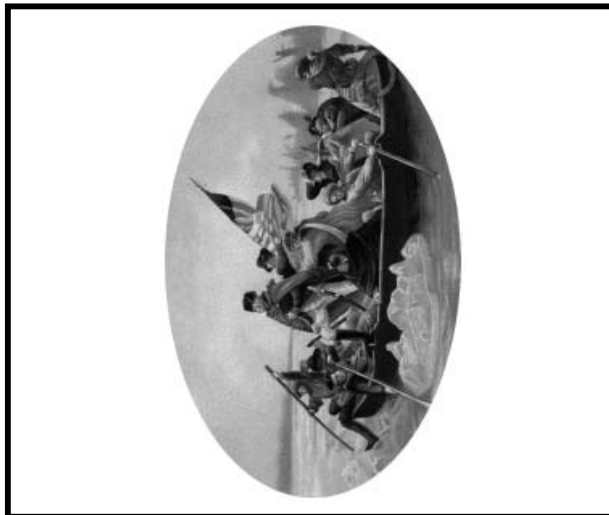


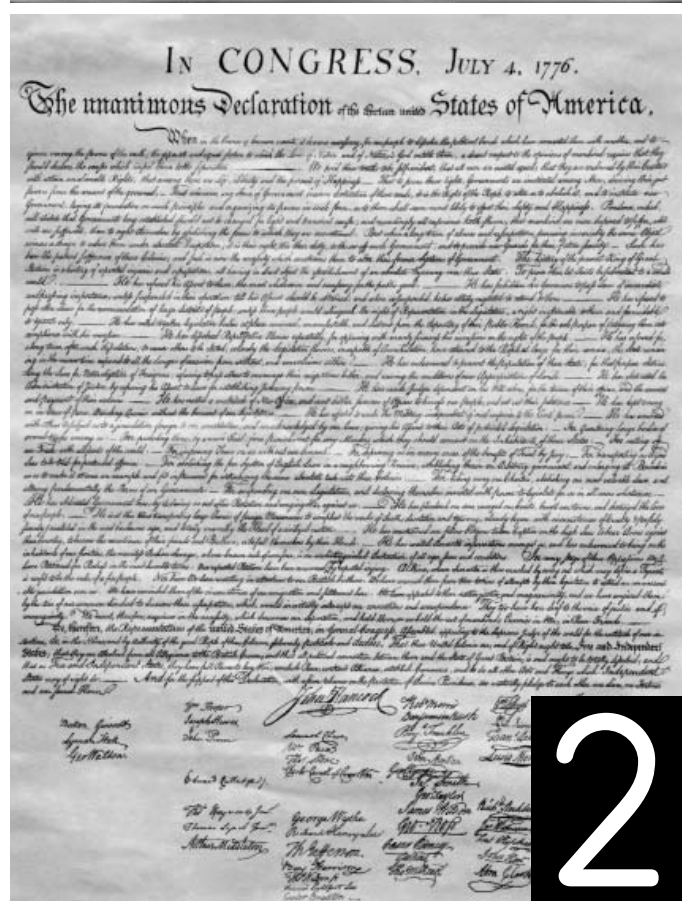
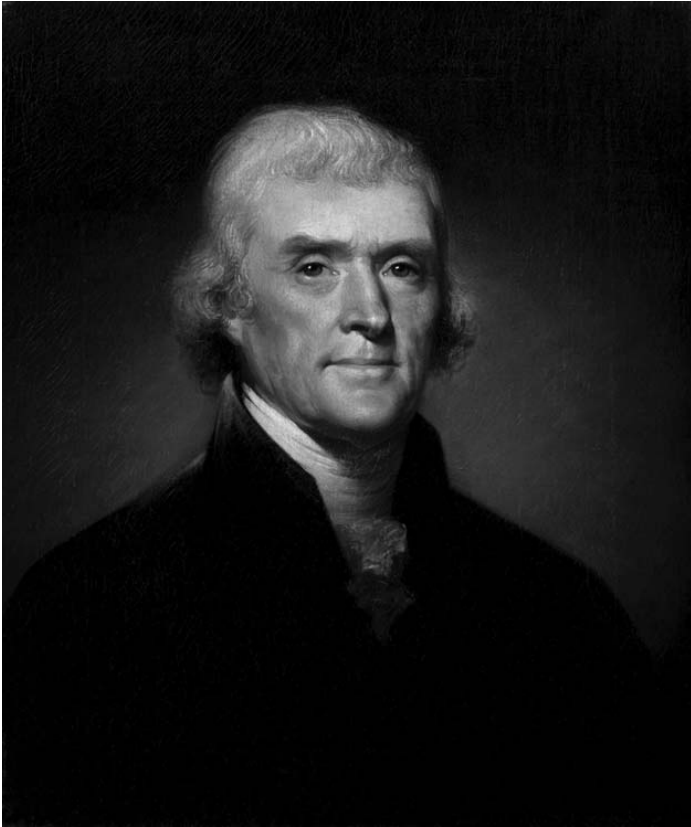
1





[illegible]

George Washington Timeline



1.



2.



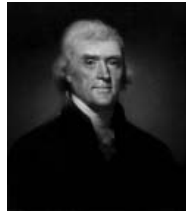
3.



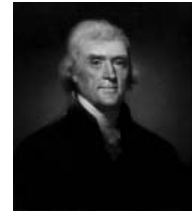
4.



5.



6.



7.



8.



1.



2.



3.



4.



5.



6.



7.



8.











Dear Family Member,

In the second part of this unit, your child will continue to learn about important U.S. presidents: Abraham Lincoln, Theodore (Teddy) Roosevelt, and Barack Obama. Your child will also learn about Mount Rushmore, located in the Black Hills of South Dakota.



Below are some suggestions for activities that you may do at home to reinforce what your child is learning about these U.S. presidents.

1. The Presidents on Mount Rushmore

At the back of this letter is an image of Mount Rushmore. See if your child can recognize the presidents on this monument. (From left to right: Washington, Jefferson, Roosevelt, and Lincoln.) Ask your child why these presidents were chosen to be part of this monument.

At the end of this unit, have your child teach you the song s/he has learned about Mount Rushmore.

2. Life, Liberty, and the Pursuit of Happiness

Your child has learned about the important document that Thomas Jefferson helped to write—the Declaration of Independence. At the beginning of this declaration, he wrote that all men had the right to “life, liberty, and the pursuit of happiness.” Discuss with your child what Jefferson meant by those words.

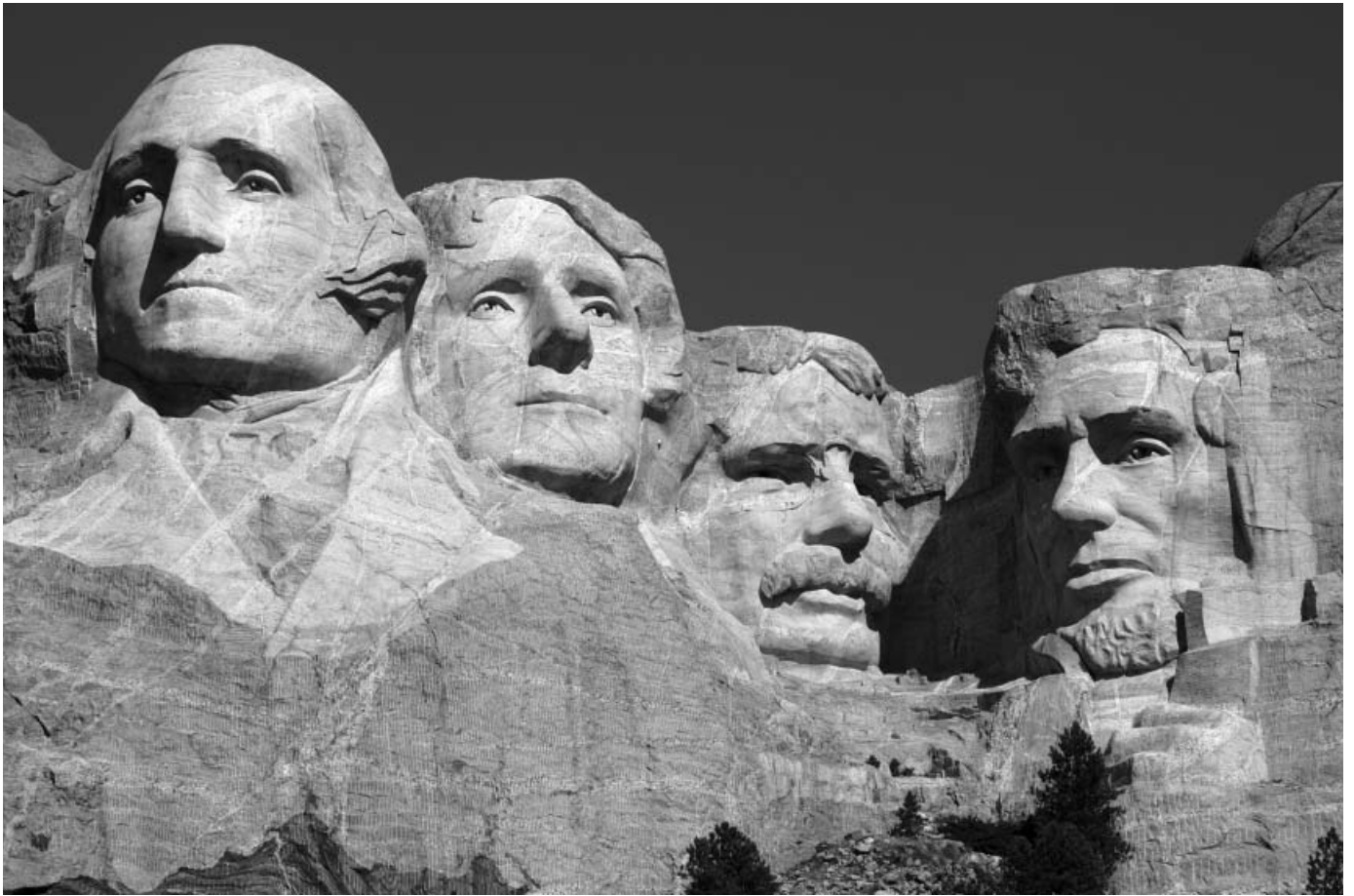
3. Honest Abe

Your child has learned that Abraham Lincoln had the reputation of being honest. Ask your child for examples in Lincoln’s life that show he was honest.

4. Sayings and Phrases: Where There’s a Will, There’s a Way

Your child will learn the saying, “where there’s a will, there’s a way.” This saying means that when you want something very badly and don’t give up, you will find a way to get it. Your child will hear that Barack Obama’s dream was to become the president of the United States. He tried very hard to achieve this dream through getting a good education and helping others. He succeeded and became the forty-fourth president of the United States.

Please continue to ask your child about the interesting things s/he has learned at school.



***On the Mount Rushmore monument,
Carved out of rock: Washington,
Jefferson, Lincoln, Roosevelt—
Four of the U.S. presidents.***

[Sung to the tune of “I’m a Little Teapot.”]




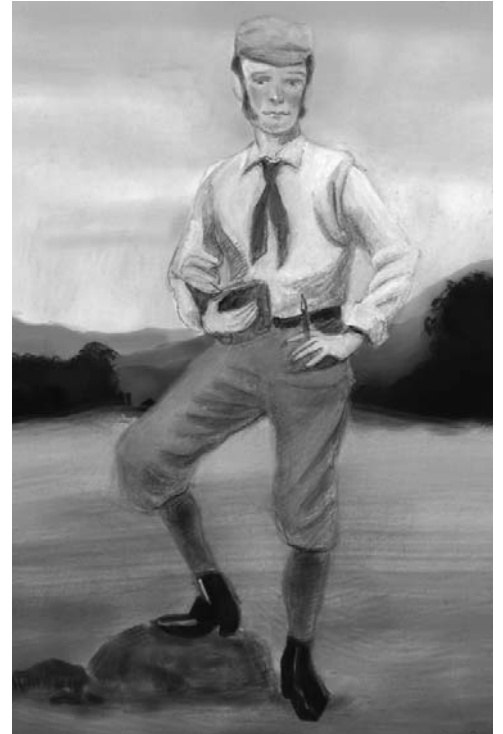
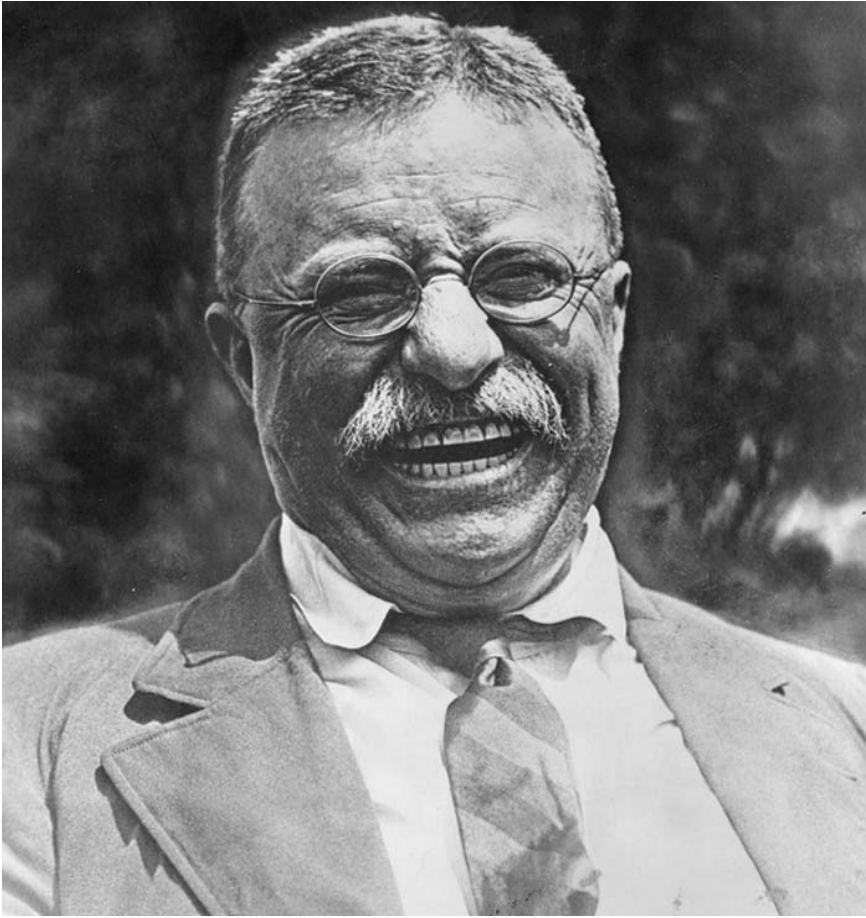
Vocabulary List for Presidents and American Symbols (Part 2)

This list includes many important words your child will learn about in *Presidents and American Symbols*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ proclaim
- ☐ serious
- ☐ compassion
- ☐ education
- ☐ expert
- ☐ accomplishment
- ☐ succeed
- ☐ carved
- ☐ determined
- ☐ sculptor

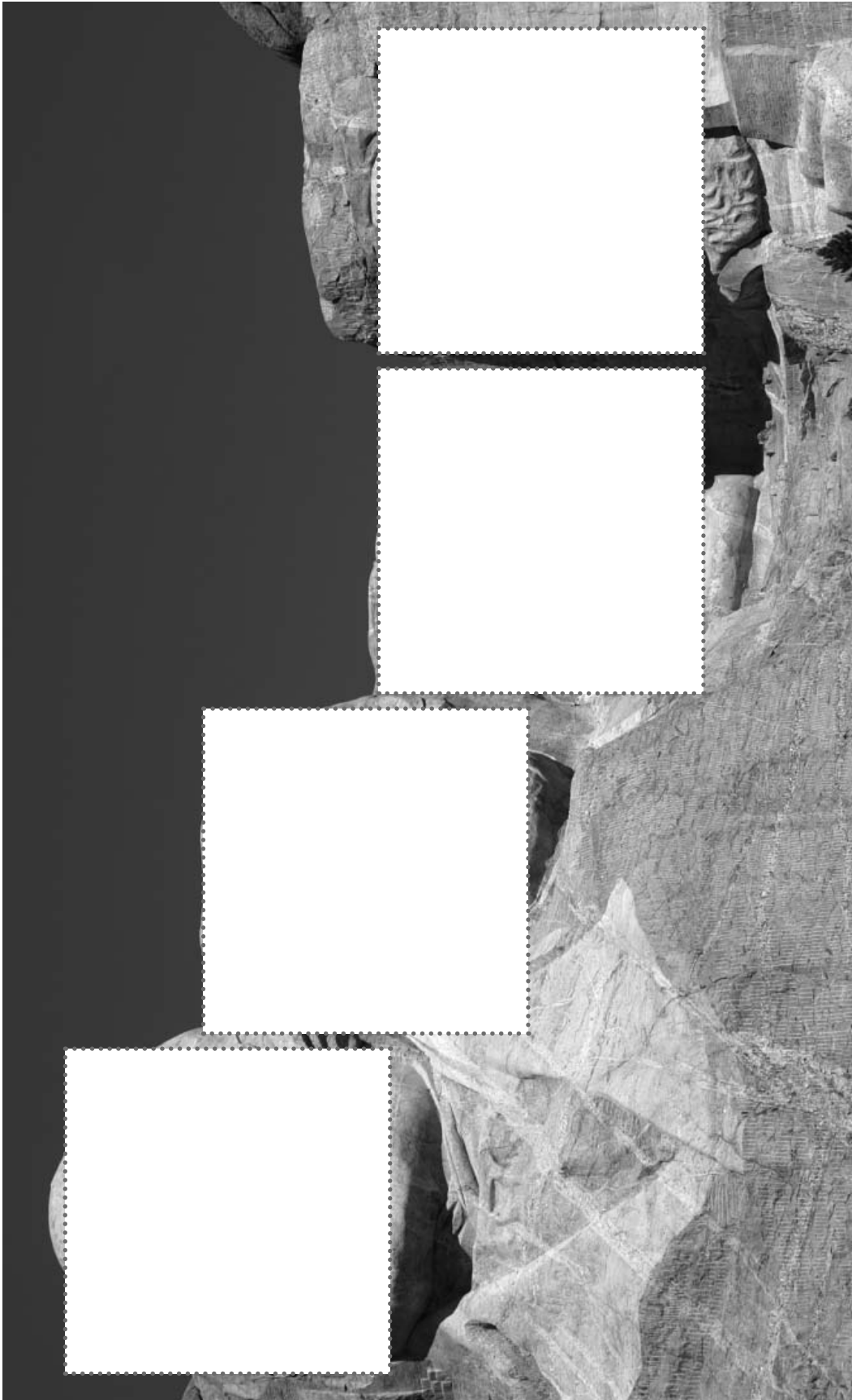
Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.

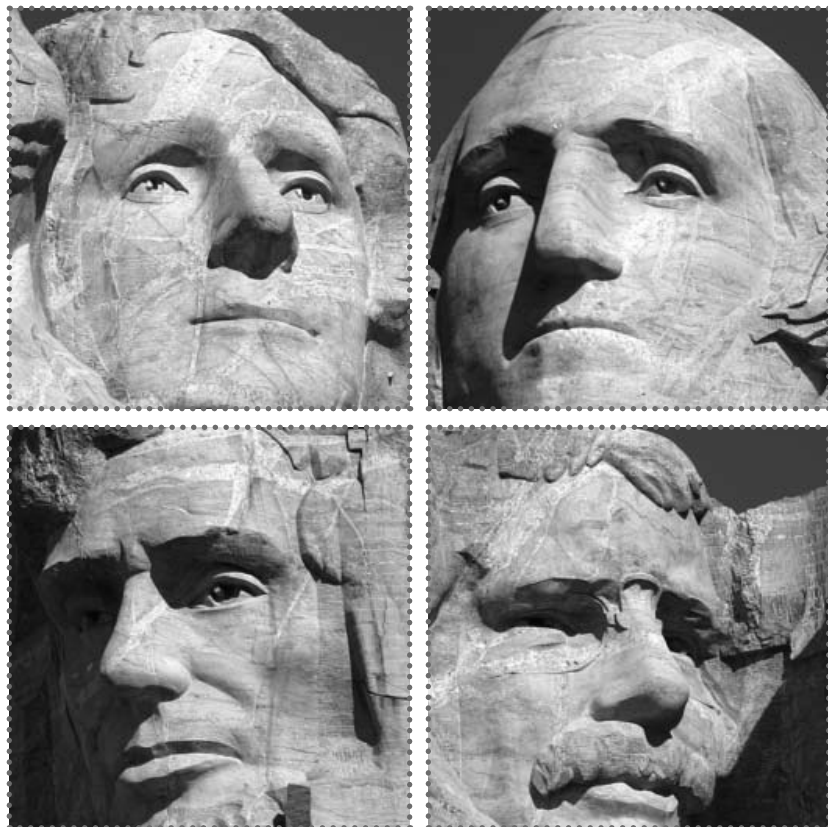
	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

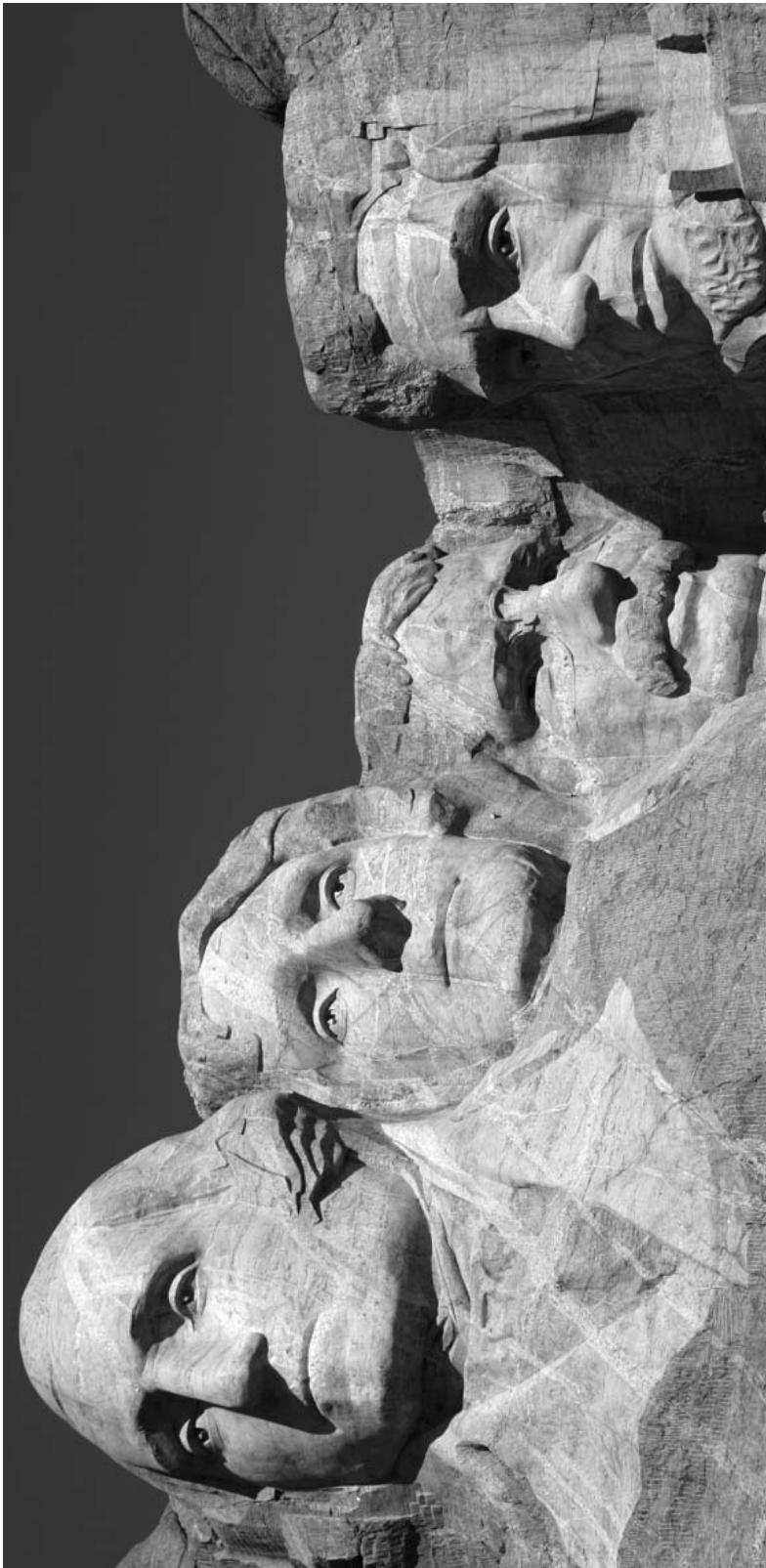


4





























Famous Presidents



1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.



Directions: Listen to your teacher's instructions.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input checked="" type="radio"/>
8.	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input checked="" type="radio"/>

11.		
12.		
13.		
14.		
15.		

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.





1.

2.

3.

4.



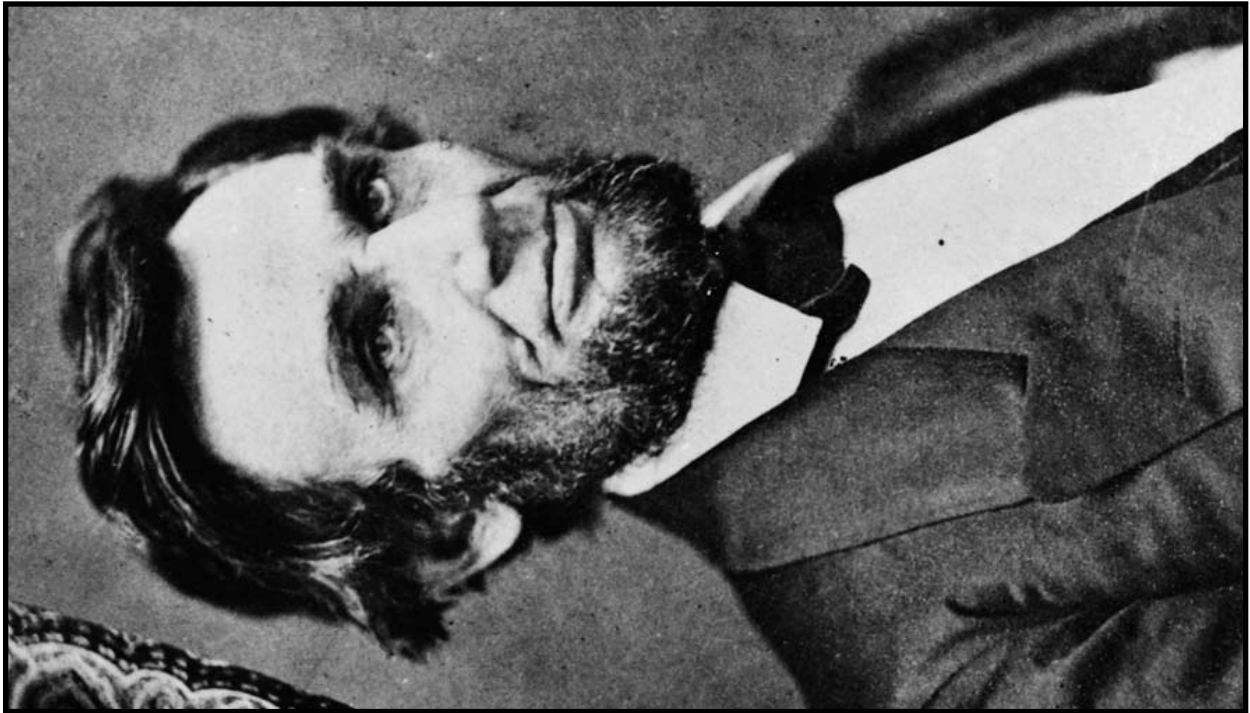
1.

2.

3.

4.







Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

EXPERT REVIEWER

J. Chris Arndt

WRITERS

Matthew Davis; Diane Leipzig; Rosie McCormick; James Weiss

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Shutterstock; Take Home icon: Core Knowledge Staff; 5 (Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5 (Jefferson): public domain; 5 (Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; 5 (Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 5 (Obama): Shutterstock; 1A-1: Shutterstock; 1A-1: Shutterstock; 1A-2: Shutterstock; 1A-3: Shutterstock; 1A-4: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-09502; 1A-5: Shutterstock; 1A-6: The White House/Chuck Kennedy; 1A-7: Library of Congress, Prints and Photographs, U.S. News & World Report, LC-DIG-ppmsca-09763; 1A-8: Shutterstock; 1A-9: Shutterstock; 1A-10: Shutterstock; 1A-11: Shutterstock; 2A-1: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-2: Dustin Mackay; 2A-3: Dustin Mackay; 2A-4: Dustin Mackay; 2A-5: Dustin Mackay; 2A-6: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 2A-7 (left): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 2A-7 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-04155; 2A-8: Shutterstock; 3A-1 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-1 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 3A-2: Dustin Mackay; 3A-3: Shutterstock; 3A-3 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-4: Dustin Mackay; 3A-5: Dustin Mackay; 3A-6: Shutterstock; 3A-6 (inset): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-7: Dustin Mackay; 3A-8: Dustin Mackay; 3A-9: Shutterstock; 3A-10 (left): Library of Congress, Prints & Photographs Division, Detroit Publishing Company Collection, LC-D416-511; 3A-10 (right): Library of Congress, Prints and Photographs, LC-DIG-pga-03757; 4A-1: Shutterstock; 4A-2: Dustin Mackay; 4A-3: Shutterstock; 4A-4: Dustin Mackay; 4A-5: Dustin Mackay; 4A-6: Dustin Mackay; 4A-7: Library of Congress, Prints and Photographs, LC-USZC2-3793; 4A-8: Dustin Mackay; 4A-9: Dustin Mackay; 4A-10: Dustin Mackay; 4A-11: Shutterstock; 4A-12: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-1: Shutterstock; 5A-2: public domain; 5A-3: Dustin Mackay; 5A-4: Dustin Mackay; 5A-5: Dustin Mackay; 5A-6: public domain; 5A-7: Dustin Mackay; 5A-8: Dustin Mackay; 5A-9: Library of Congress, Prints & Photographs Division, Theodore Horydczak Collection, LC-H8-CN-C01-063; 5A-10 (left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-10 (middle): Library of Congress, Prints & Photographs Division, LC-USZ62-13002; 5A-10 (right): public domain; 5A-11: Shutterstock; 5A-12: Shutterstock; 6A-1: public domain; 6A-2: Dustin Mackay; 6A-3: Dustin Mackay; 6A-4: Library of Congress, Prints and Photographs, LC-USZ62-2574; 6A-5: Library of Congress, Prints and Photographs, LC-USZC4-7216; 6A-6 (left): Shutterstock; 6A-6 (right): Library of Congress, Prints and Photographs, LC-USZ62-7334; 6A-7: Shutterstock; 6A-8: Dustin Mackay; 6A-9: Library of Congress, Prints & Photographs Division, LC-DIG-pga-02502; 6B-1: Shutterstock; 6B-2: Shutterstock; 6B-3: Shutterstock; 6B-4: Shutterstock; 7A-1: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 7A-2: Dustin Mackay; 7A-3: Library of Congress, Prints and Photographs, LC-USZ62-7334; 7A-4: Dustin Mackay; 7A-5: Dustin Mackay; 7A-6 (left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35701; 7A-6 (right): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-35762; 7A-7: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36130; 7A-8: Dustin Mackay; 7A-9: Dustin Mackay; 7A-10: Library of Congress, Prints and Photographs, LC-USZ62-127283; 7A-11: Library of Congress, Prints & Photographs Division, LC-USZ62-90235; 7A-12: Shutterstock; 7A-13: Shutterstock; 8A-1: Shutterstock; 8A-2: Shutterstock; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Shutterstock; 8A-6: Shutterstock; 8A-7: Shutterstock; 8A-8 (left): Everett Collection / SuperStock; 8A-8 (right): The White House/Chuck Kennedy; 9A-1: Shutterstock; 9A-2: Shutterstock; 9A-3 (left): Shutterstock; 9A-3 (right): Library of Congress, Prints & Photographs Division, LC-DIG-ggbain-19378; 9A-4: Dustin Mackay; 9A-5: Dustin Mackay; 9A-6: Library of Congress, Prints & Photographs Division, LC-DIG-npcc-12419; 9A-7: Shutterstock; 9A-8: Dustin Mackay; 9A-9: Library of Congress, Prints & Photographs, LC-USZ62-121165; 9A-10: Shutterstock; 1B-1 (left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 1B-1 (right): public domain; 1B-3 (top left): public domain; 1B-3 (center left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 1B-3 (bottom left): Library of Congress, Prints and Photographs, LC-USZ62-7334; 1B-3 (top right): Shutterstock; 1B-3 (center right): Shutterstock; 1B-3 (bottom right): Shutterstock; 2B-1 (left): Dustin Mackay; 2B-1 (center): Dustin Mackay; 2B-1 (right): Dustin Mackay; 2B-1 (left) Answer Key: Dustin Mackay; 2B-1 (center) Answer Key: Dustin Mackay; 2B-1 (right) Answer Key: Dustin Mackay; 4A-1 (top left): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 4A-1 (bottom left): Shutterstock; 4A-1 (top right): Dustin Mackay; 4A-1 (center right): Shutterstock; 4A-1 (bottom right): Shutterstock; 4B-1 (left): Shutterstock; 4B-1 (center): Dustin Mackay; 4B-1 (right): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 4B-1 (left) Answer Key: Dustin Mackay; 4B-1 (center) Answer Key: Shutterstock; 4B-1 (right) Answer Key: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; 5A-1 (top left): public domain; 5A-1 (bottom left): Shutterstock; 5A-1 (top right): Dustin Mackay; 5A-1 (bottom right): Shutterstock; PP-1 (Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; PP-1 (Jefferson): public domain; PP-1 (Washington) Answer Key: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; PP-1 (Jefferson) Answer Key: public domain; 6A-1 (top left): public domain; 6A-1 (center left): Shutterstock; 6A-1 (bottom left): Shutterstock; 6A-1 (top right): Scott Hammond; 6A-1 (center right): Scott Hammond; 6A-1 (bottom right): Shutterstock; 6A-2 (top): Scott Hammond; 6A-2 (bottom): Scott Hammond; 6A-2 cont (top): Scott Hammond; 6A-2 cont (bottom): Scott Hammond; 6B-1 (left): public domain; 6B-1 (center): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 6B-1 (right): Shutterstock; 6B-1 (back): Shutterstock; 7A-1 (top left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; 7A-1 (bottom left): Shutterstock; 7A-1 (top right): Dustin Mackay; 7A-1 (bottom right): Shutterstock; 8A-1 (top left): Shutterstock; 8A-1 (top right): The White House/Chuck Kennedy; 8A-1 (bottom): Shutterstock; 9B-1: Shutterstock; 9B-1 cont (top left): Shutterstock; 9B-1 cont (bottom left): Shutterstock; 9B-1 cont (top right): Shutterstock; 9B-1 cont (bottom right): Shutterstock; DR-1 (top): Shutterstock; DR-1 (left): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DR-1 (left center): Library of Congress, Prints and Photographs, LC-USZ62-7334; DR-1 (right center): public domain; DR-1 (right): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA-2 (Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA-2 (Jefferson): public domain; DA-2 (Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; DA-2 (Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DA-2 (Obama): Shutterstock; DA-2 (Washington) Answer Key: Library of Congress, Prints & Photographs Division, LC-USZ62-7265; DA-2 (Jefferson) Answer Key: public domain; DA-2 (Lincoln) Answer Key: Library of Congress, Prints and Photographs, LC-USZ62-7334; DA-2 (Roosevelt) Answer Key: Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; DA-2 (Obama) Answer Key: Shutterstock; DA-3 (left): Shutterstock; DA-3 (left center): Shutterstock; DA-3 (right center): Shutterstock; DA-3 (right): Shutterstock; DA-3 (left) Answer Key: Shutterstock; DA-3 (left center) Answer Key: Shutterstock; DA-3 (right center) Answer Key: Shutterstock; DA-3 (right) Answer Key: Shutterstock; CA-1 (Washington): Library of Congress, Prints & Photographs Division, LC-USZ62-7265; CA-1 (Jefferson): public domain; CA-1 (Lincoln): Library of Congress, Prints and Photographs, LC-USZ62-7334; CA-1 (Roosevelt): Library of Congress, Prints and Photographs, LC-DIG-ppmsca-36423; CA-1 (Obama): Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



Presidents and American Symbols

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org