



Read to Be Ready plans for: President/Elections – Week 1 of 2 weeks

ELA Standards:

- 1.FL.PC.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
- 1.FL.PA.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.
- 1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 1.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions i. Produce and expand simple and compound declarative sentences in response to prompts. k. End sentences with correct punctuation.
- 1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
- 1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
- Government and Civics:** 1.15 Identify the Governor and the President, and explain their roles.
- 1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.
- 1.19 Explain that voting is a way of making choices and decisions.

Comprehension skill: Author's Purpose **Phonics:** See Curriculum Map
Grammar/Writing: See Curriculum Map **Unit Focus:** Positive traits of a good citizen, election process

Text Set: This Week – If I Ran for President by C. Stier, Duck for President by Cronin & Lewin,
 Next week– If I Were President by C. Stier, Being a Leader by Cassie Mayer

	Read Aloud	Vocabulary	Discussion Questions	Written Response	Small group/center ideas/resources
M O N D A Y	Read aloud <u>If I Ran for President</u> 1st time through without interruption. **Have chart paper ready for discussion question	Give explicit instruction for these two vocabulary words to help students understand writing prompt: <ul style="list-style-type: none"> Candidate Campaign Display the vocabulary cards with pictures in room for students to reference	As a whole group discuss the following text-dependent question: <i>What were some of the things the candidates do during their campaigns?</i> – The Teacher will find each page reference, then show the class, & then create a lasting written chart of those things for the students to reference for rest of unit. (*speeches, debates, travel, eat with people, shake hands, etc.) Use Pair/Share/Partner talking often!	Prompt 1: If you were a candidate for President what would you do during your campaign?	Proper nouns – United States, Democratic Party, Republican Party, George Washington, Abraham Lincoln, Theodore Roosevelt, names of states, Election Day, names of months **Note: the word <i>president</i> is only capitalized if used in front of a name.

T U E S D A Y	Read aloud <u>If I Ran for President</u> 2nd time, stopping after the page showing the debate. Focus: What was the author's reason for writing this book? (to inform)	Vocabulary focus: <ul style="list-style-type: none"> • Candidate • Campaign • Political party • Convention • Speeches • Debate *Use large cards with word and picture – display in room	What is the difference between a speech and a debate? Why do candidates give lots of speeches and debates?	Prompt 2: Do speeches and debates help people decide who to vote for in an election? Why or why not?	Phonics – digraphs – from text: wh, ch, tch such, Washington, cheering, chanting, where, who, watch, chose, speech, crunch, shake, everywhere
W E D N E S D A Y	3rd reading of <u>If I Ran for President</u> – review important vocab from yesterday, then begin reading on page after the debate, through the end of book.	Vocab Focus: <ul style="list-style-type: none"> • Celebration • Running mate • Debate • Reporters • Vote Keep cards on display in classroom	Is this book informative or entertaining? Why? Other than newspapers & magazines how do reporters send out their reports on a campaign? (TV – Internet – Radio) How was the girl showing she was a good citizen after she lost the election? In sports what is the phrase we use that is similar to being a good citizen? (good sport – sportsmanship) How are good citizens and good sportsmanship alike?	*Students can choose the prompt they wish to respond to in their journals, or perhaps have partners work on both. Prompt 3 Option A: Write and illustrate a newspaper ad for your own campaign to be president. Prompt 3 Option B: How would a good citizen act if they lost the election and why? How would you celebrate if you won the election?	Whole group: Make a list of months and events in order from book: July – convention August – chose a running mate September – Debate October – Reporters November – Vote December – (What is the new President probably doing this month to get ready?) January – Inauguration & move into White House **This ties in with Proper nouns, sequencing, and reinforces major parts of the text knowledge.
T H U R S D A Y	1st read aloud of <u>Duck for President</u> . Read through without interruptions.	Allow for brief discussion of the meanings of these words: <ul style="list-style-type: none"> • Chores • Filth/muck • Voter Registration • Furious • Results • Recount 	Show illustrations when asking these questions: How did life change for Duck after he was elected Farm Leader? Why did Duck then want to become Governor? What do we call it when a candidate makes speeches, visits diners, attends meetings? (campaign) How is this book the same as <u>If I Ran for President</u> ? How is it different? Why do you think the author wrote <u>Duck for President</u> ? (entertain & inform) To vote in the U.S.A you must meet 3 requirements: Be a US citizen, Live at a US address, Be at least 18 years old (this is simplified for 1st graders) What were the requirements for the animal voters in the text? Show illustration Why did the mice protest the height requirement?	Prompt 1: Why do you think Duck wanted to become president? Begin with a multi-flow thinking map, then write your answer in complete sentences. **Have students begin by creating a Multi-Flow Thinking Map, then write their short paragraph answering the prompt. The multi-flow thinking map is in the writing prompt print-outs.	Read Aloud of <u>Duck for President</u> : http://tinyurl.com/znfp8u6 In small groups with teacher, have each student read aloud or show & explain their writing prompt response from either Monday or Tuesday. Explicitly teach how to look for errors or ways to improve. Model for students how to use accountable talk when discussing another peer's work, such as using two stars and a wish (two compliments and one suggestion for improvement)

F R I D A Y	2nd read aloud of <u>Duck for President</u> - pause for in-depth discussion of the vocab words	Focus on the following vocab words: <ul style="list-style-type: none"> • Chores • Filth/muck • Furious • Voter registration • Protest • Results • Recount • Autobiography 	<p><i>Did Duck like his new job as president? How do you know?</i></p> <p><i>What job did Duck have at the end of the story?</i></p> <p><i>In what ways was it different from all the other jobs he had? (show the messy illustrations and the final illustration)</i></p> <p><i>What does autobiography mean, and why do you think Duck is writing an autobiography? Who will it be about?</i></p>	<p>Prompt 2: How do you think Duck felt about his job at the very end of the story? Why did he feel that way?</p> <p>**Invite students to use a flow map like the one used yesterday to organize their thoughts before writing.</p>	Read aloud of <u>Grace for President</u> (Not covered in lesson plan but a great tie-in book: http://tinyurl.com/j3mt7oj)
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