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: Sequencing   **Phonics:** see curriculum map
Grammar/Writing: See curriculum map   **Unit Focus:** Positive traits of a good citizen, election process, jobs of a president
Culminating Task: Students will write a paragraph about the steps in and the importance of the voting process

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

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	Whole group: If I Ran for President - using a picture walk through the book, review the election process. **Teachers – Have two candidate choices ready for students to choose from in a mock election tomorrow. Suggested candidates are Duck and Farmer.	Reference the vocabulary cards from If I Ran for President, and Duck for President. Quick game: Teacher gives the definition or description of one of the words and students must find that vocabulary card and touch it or point at it (could be done by individuals/pairs/teams)	Teacher focus for discussion should be on voting as a trait of a good citizen. Discourage discussions that are negative about people who choose not to vote, but rather encourage the excitement of being allowed to vote. *In our election voting tomorrow for president* (Duck and a 2nd candidate such as the Farmer), *what things will you think about before making your decision?*	Prompt #4 If I Ran for President: Illustrate and label the following steps in the election process: 1. Voter's Registration 2. Campaign 3. Voting	**Use the text, Being a Leader, for shared reading in small groups this week. Each classroom should have 5 copies for small group work. Vocabulary for Being a Leader: • Leader • Praise • Example • Taking charge **This text is another great way to emphasize positive traits of a good citizen.

TUESDAY	Reread the last pages of If I Ran for President , starting with the page towards the back that shows the map of the USA.	Reference the vocabulary cards from If I Ran for President, and Duck for President. Quick game: Teacher gives the definition or description of one of the words and students must find that vocabulary card and touch it or point at it (could be done by individuals/pairs/teams)	Questions about If I Ran for President: What is happening today in our classroom? (voting) How is it the same as the adult voting and how is it different? Why is voting important? How should we act if the one we voted for does not win? How should we act if the one we did vote for wins? **Conduct the vote by allowing children to mark their ballot and drop it in a box. Make a tally chart of the vote for the class to see	After votes have been tallied and the tally is displayed have students respond to the following writing prompt: Prompt #5 If I Ran for President: What were the results of today's classroom election? Copy the classroom voting chart and then write one sentence describing the results of the election.	Book reading of If I Were President: http://tinyurl.com/gtprjsl
WEDNESDAY	First read of If I Were President. (5 copies provided to each classroom to also use in small group setting) Read through with few interruptions. On the page in the movie theatre and ask: *Using picture clues, who do you think the people wearing sunglasses might be?* After reading the page showing the Oval Office ask: *Using picture clues and what we just read, why do you think the illustrator drew Yes and No papers in the picture?* **This text can be used for small group leveled instruction as well as the read aloud. Each teacher has 5 copies of the text.**	Vocab words for If I Were President were purposely chosen because they are all proper nouns – a standard in 1st grade ELA. They are also specific to the text based knowledge for students to acquire: • Constitution of the United States • White House • Oval Office • Secret Service • 1600 Pennsylvania Avenue • Washington, D.C. • Air Force One Today, briefly discuss the vocabulary cards with pictures and display them in classroom for the remainder of the unit.	Whole group and think-pair-share questions: (Teacher will write student responses to create a T chart to display) • *Name some fun things that a president gets to do.* • *Name some hard things that a president must do.* Question: *Are there any things mentioned in the text that could be fun AND hard?* (having Secret Service agents follow them all the time; comforting people after disasters; meetings with people from around the world, etc)	Prompt #1 If I Were President Being president would be fun because……… Being president would be hard because…………. Students will use the class chart as reference. Teacher will ask students to list 2-3 items under each heading. This will be used as a prewriting tool on Thursday/ Friday. *Student responses will reflect their ability levels – illustrations, labeling, complete sentence writing.	Contractions in text: I'd Didn't They'd Proper Nouns in text: Congress Oval Office White House Air Force One Secret Service Constitution of the United States Pennsylvania Avenue Washington, D.C. President Washington President Jefferson Abraham Lincoln Mount Rushmore Lincoln Memorial
THURSDAY	Second read of If I Were President.	Vocabulary cards: explicit instruction on the meaning and importance of each of the vocabulary words introduced yesterday. Explicit instruction on the use of capital letters for each word.	Question: *What does it take to be a good leader?* (Traits of a good citizen – good sportsmanship, ability to get along with others, good listener, good at making decisions, polite to others, hard worker, etc. etc.)	What are the traits of a good leader?	There are no CVCe long o words in the text, but there are other long o sounds for students to listen for: Posters Chosen Protect Over No Veto

				*Each of these are *open syllable* so that is why the vowel o has a long sound. Great opportunity to talk about open syllables which have a consonant followed by a vowel in the syllable.
F R I D A Y	Use the text, <u>Duck for President</u>, to review the process for voting: • Registration • Campaign (during which voters hear information to help make their choice) • Voting Also use the illustration and text from <u>If I Ran for President </u>on the double page with VOTE HERE and the line of voters.	Vocabulary cards that students will need to have visual access to as they respond in writing today. • Voter's registration • Campaign • Candidate • Voting/vote • Ballot • Results	*Why do voters have to register to vote?* (age requirements, residency requirements, to assure only one vote per person, etc.) *Why is it important to listen to each candidate make their speeches during a campaign?* (for good citizens to make an informed choice) *Why is it important that we vote in privacy?* (Your vote is private – no one can tell you who to vote for – individual choice is a freedom)	Culminating task: Write about the three stages of an election and why each is important. 1. Voters Registration 2. Campaign by candidates 3. Voting Day	**Allow time for students to have a peer edit their work, and time to orally read their work to a small group of peers. **This would be a great Seesaw product. Have you connected parents to their child's Seesaw account? They would LOVE to have the chance to see and watch their child's progress during the year, and it also provides a great tool for conferences.