

## UNIT: DUCK FOR PRESIDENT

<p><b>ANCHOR TEXT</b>  <a href="#">Duck for President</a>, Doreen Cronin (Literary)</p> <p><b>RELATED TEXTS</b>  <i>Literary Texts (Fiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">If Everybody Did</a>, Jo Ann Stover</li> <li>• <a href="#">We Live Here Too! Kids Talk About Good Citizenship</a>, Nancy Loewen</li> <li>• <a href="#">If I Were President</a> and <a href="#">If I Ran for President</a>, Catherine Stier</li> <li>• <a href="#">My Teacher for President</a>, Kay Winters</li> </ul> <p><i>Informational Texts (Nonfiction)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Being a Leader</a>, Robin Nelson (First Step Nonfiction)</li> <li>• <a href="#">Celebrating President’s Day</a>, Kimberly Jordano and Trisha Callella-Jones</li> <li>• <a href="#">So You Want to be President?</a>, Judith St. George</li> <li>• <i>We the Kids: The Preamble to the Constitution of the United States</i>, David Catrow</li> <li>• Excerpts from <i>D Is for Democracy</i>, Elissa Grodin</li> <li>• <a href="#">“Elections: Let’s Do the Election Slide!”</a> from <i>Congress for Kids</i></li> </ul> <p><i>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">“TLC Elementary School: Understanding Good Citizenship”</a><sup>1</sup> from DiscoveryEducation.com</li> <li>• <a href="#">“Kids on Leadership”</a><sup>2</sup> from YouTube</li> <li>• <a href="#">“The Constitution”</a><sup>3</sup> from <i>Schoolhouse Rock!</i></li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students build on their knowledge of positive character traits and those valued in a good citizen and leader by exploring rules, laws, elections, and the presidency. Through the anchor text, students discuss the details of the election process. Students gain a preliminary understanding of our democratic process and build on the knowledge gained in kindergarten about our country. This connects to social studies.</p> <p><b>Reading:</b> <b>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10</b></p> <p><b>Reading Foundational Skills:</b><sup>4</sup> <b>RF.1.3a-g, RF.1.4a-c</b></p> <p><b>Writing:</b> <b>W.1.1, W.1.2, W.1.5, W.1.6, W.1.7, W.1.8</b></p> <p><b>Speaking and Listening:</b> <b>SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</b></p> <p><b>Language:</b> <b>L.1.1a-j, L.1.2a-e, L.1.4a-c, L.1.5b-c, L.1.6</b></p> <p><b>CONTENTS</b></p> <p><b>Page 303:</b> Text Set and Unit Focus</p> <p><b>Page 304:</b> <i>Duck for President</i> Unit Overview</p> <p><b>Pages 305-309:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 310:</b> ELA Instructional Framework</p> <p><b>Pages 311-322:</b> Text Sequence and Use for Whole-Class Instruction</p>
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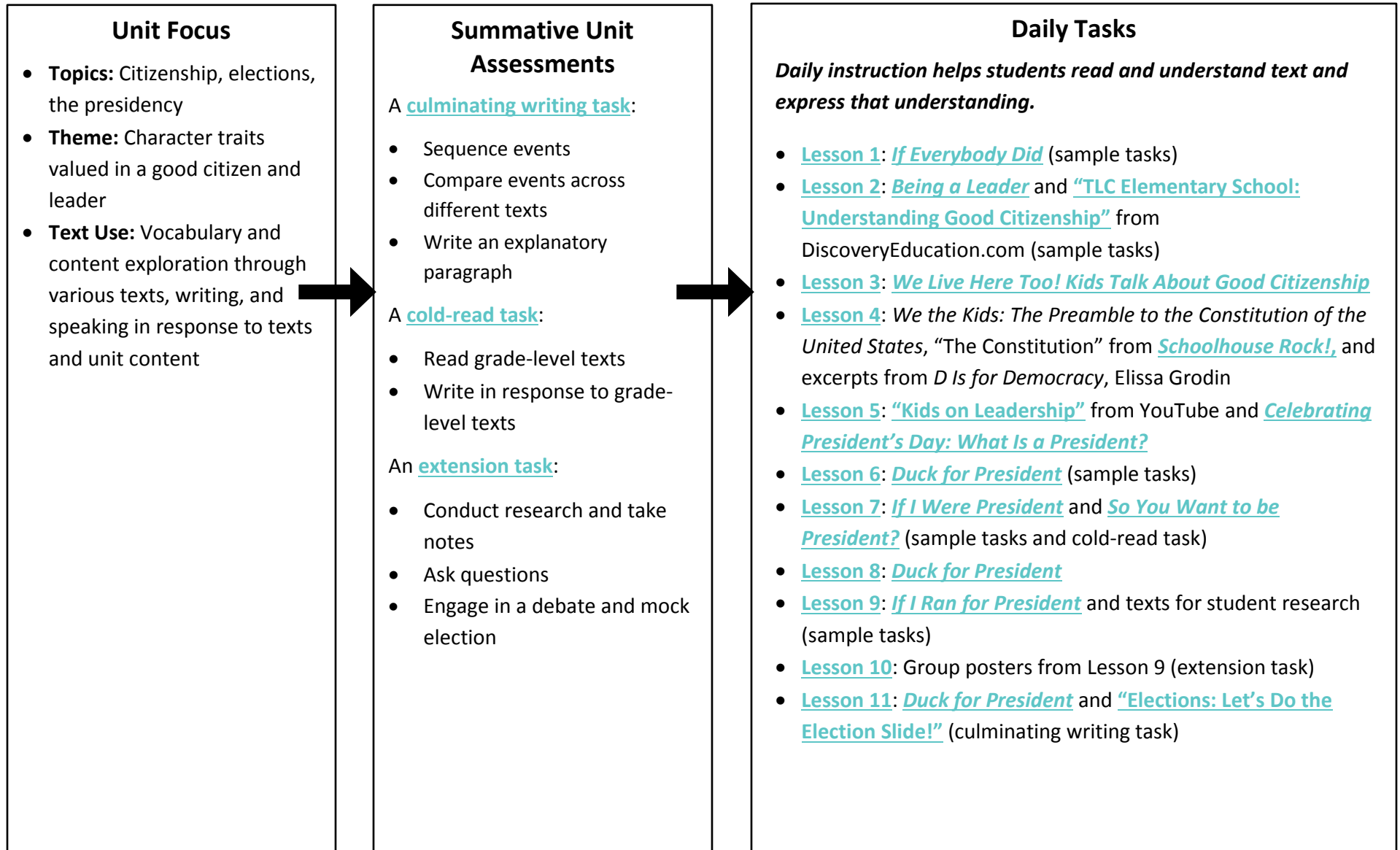
<sup>1</sup> <http://app.discoveryeducation.com/search?Ntt=tlc+elementary+school%3A+understanding+good+citizenship>

<sup>2</sup> <http://www.youtube.com/watch?v=UQfrcOX5tW4>

<sup>3</sup> <http://www.youtube.com/watch?v=30OyU4O80i4>

<sup>4</sup> The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a progression of skills that are formally assessed at various points throughout the year.

## Duck for President Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>5</sup>

Have students respond to the following prompt: “Write a paragraph explaining what Duck did in the story that is similar to what a real person would do to become president.” (RL.1.2, RI.1.9, W.1.2)

Use the following process with students:

1. Provide students with a two-column chart similar to the following:

Steps to Become President	What Duck Did to Become President
1.	1.
2.	2.
3.	3.

2. Using “Candidates,” “Political Parties,” “Primary Election,” “National Conventions,” “National Conventions—An Inside View,” “Candidates at the Convention,” and “The Campaign” from “[Elections: Let’s Do the Election Slide!](#)” from *Congress for Kids* and the group posters from Lesson 9, write a sequenced list of what a candidate must do to become president in the first column of the provided chart. Allow students to work in pairs, as needed. (W.1.7, W.1.8, SL.1.1a-c)
3. Then have students reread *Duck for President* in small groups. (RL.1.10, RF.1.3a-g, RF.1.4a-c)
4. Using the two-column chart for prewriting, ask students to determine what steps Duck followed to become president. Have them add details from *Duck for President* to the second column when they correspond with steps in the first column. Some rows in the second column may be blank, which means that Duck did not follow that step. For example, he did not attend a national convention.
5. Have students write a paragraph in which they answer the above prompt.

#### **Teacher Notes:**

- Students are asked to explain and then compare two different processes. (W.1.2) The completed writing should use words from the vocabulary dictionary, including conjunctions that signal simple relationships and frequently occurring adjectives. (L.1.1f, g; L.1.6)
- Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should also be capitalized and punctuated correctly. (L.1.2a, b, c)

<sup>5</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topics:</b> Citizenship, elections, the presidency</li> <li>• <b>Theme:</b> Character traits valued in a good citizen and leader</li> <li>• <b>Text Use:</b> Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Sequencing events</li> <li>• Comparing events across different texts</li> <li>• Writing an explanatory paragraph</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 5</a></li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 8</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> <li>• <a href="#">Lesson 11</a> (use this task)</li> </ul>

## COLD-READ TASK<sup>6</sup>

Have students independently read *My Teacher for President* by Kay Winters. (RL.1.10) Then ask students to independently answer a combination of multiple-choice and constructed-response questions<sup>7</sup> about the text and in comparison to other texts in the unit.

Sample questions:

1. Ask students to read and answer the following questions independently: “Choose three of the reasons Oliver gives for why his teacher would be ‘just right’ for president. (RL.1.1, RL.1.2) How are the experiences of Oliver’s teacher similar to the experiences the president has? (RL.1.7, W.1.2) Write your response in complete sentences.” (L.1.1a-j, L.1.2a-e, L.1.6)
2. Ask students to read and answer the following questions independently: “Write a list of the requirements a person must meet in order to become president. Use information from *My Teacher for President*, class charts, and notes from the unit to create your list.” (RI.1.9, W.1.8)
3. Ask students to read and answer the following questions independently: “Create a list of questions to ask your teacher to see if she or he would make a good president. For example, a question might be, ‘Are you at least 35 years old?’ or ‘Have you ever been a leader?’ (SL.1.2, SL.1.3) Then interview your teacher and ask your questions. (SL.1.6) Review the answers and write a paragraph explaining why you think your teacher would or would not make a good U.S. president. (W.1.1) Write your response in complete sentences.” (L.1.1a-j, L.1.2a-e, L.1.6)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b> <ul style="list-style-type: none"><li>• <b>Topics:</b> Citizenship, elections, the presidency</li><li>• <b>Theme:</b> Character traits valued in a good citizen and leader</li><li>• <b>Text Use:</b> Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content</li></ul>	<b>What shows students have learned it?</b> <p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Reading grade-level texts</li><li>• Writing in response to grade-level texts</li></ul>	<b>Which tasks help students learn it?</b> <p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 2</a> (sample tasks included)</li><li>• <a href="#">Lesson 3</a></li><li>• <a href="#">Lesson 5</a></li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 7</a> (use this task)</li></ul>

<sup>6</sup> **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

<sup>7</sup> Ensure that students have access to the print text as they are testing.

## **EXTENSION TASK**<sup>8</sup>

Have students conduct a mock election of various characters explored throughout the year (e.g., Frog, Toad, fairytale characters, Bear, Anansi, Little Bush Deer, Amelia Bedelia).

- In Lesson 9, research the election process as a class, taking notes on the various steps. **(W.1.7, W.1.8)**
- In Lesson 10, divide the class into six groups. Have each group select a candidate to run for president.
- Ask each group to engage in the process for their candidate:
  - Have groups develop a campaign poster with a slogan for their candidate. **(W.1.5, W.1.6, SL.1.1a-c, SL.1.5)**
  - Host a primary election to determine the top two candidates. **(Teacher Note:** Since each group will likely vote for their candidate, tell them they must vote for a candidate other than their own.)
  - Provide all students with 2 [two-column charts](#)<sup>9</sup> to keep track of the pros and cons for each candidate throughout the remainder of the election process.
  - Have a convention in which the remaining groups with candidates create a platform and a brief speech to deliver to the delegates (i.e., the remaining students with no candidate in the running). The speech should present what the candidate will do as president and explain why the candidate would be a good president. The candidate groups should use details from the various charts created throughout the unit. Delegates should take notes on a two-column chart for each candidate. **(W.1.1, W.1.8, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1j, L.1.6)**
  - Have the remaining students with no candidate create questions for a debate between the two groups with a candidate. Host a debate between the two candidates with questions from the audience. **(SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1j)** During the debate, have the audience continue to take notes on the two-column charts.
  - Have a class election.

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<sup>8</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

<sup>9</sup> <http://freeology.com/wp-content/files/blank2column.pdf>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topics:</b> Citizenship, elections, the presidency</li> <li>• <b>Theme:</b> Character traits valued in a good citizen and leader</li> <li>• <b>Text Use:</b> Vocabulary and content exploration through various texts, writing, and speaking in response to texts and unit content</li> </ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Conducting research and taking notes</li> <li>• Engaging in a debate and mock election</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a></li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (sample tasks included)</li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 7</a> (sample tasks included)</li> <li>• <a href="#">Lesson 10</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>10</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

**NOTE ABOUT THE LESSONS:** Throughout this unit, students will build knowledge about vocabulary and character traits of a good citizen and leader. Students will progressively build knowledge using the following tools throughout the unit.

- **Unit Vocabulary Dictionary:** Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in [Lesson 2](#).
- **Good Citizen Chart:** Students pull words and phrases from the various texts read in the unit to describe a good citizen. They write the words on sentence strips or index cards and glue or tape them to a class chart. Create definitions as a class and record them on the chart. Begin in [Lesson 2](#). Add a third column to the chart in [Lesson 5](#) that lists characters studied throughout the year who are either examples or non-examples of each characteristic.

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>11</sup></p> <p><a href="#">If Everybody Did</a>, Jo Ann Stover</p>	<p><b>TEXT DESCRIPTION:</b> This text deals with a variety of situations and actions that seem minor at the moment, but once everybody does them, they can become a problem.</p> <p><b>TEXT FOCUS:</b> This text can stimulate discussion about the importance of rules, consequences for not following those rules, and making decisions for the good of ourselves and others. In the end, students are expected to demonstrate an understanding of the consequences of their actions.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students engage with printed copies of the text. They discuss the meaning and examples of <i>consequences</i>, and work with a partner to develop a chart summarizing the content of <i>If Everybody Did</i>. Students then write their own explanation modeled after the text based on the rules of their classroom or school.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Provide each student with a copy of <i>If Everybody Did</i>. Read aloud the text as students follow along. Allow students to engage with the text without interruption and react to the illustrations.</li> <li>• <b>Second Reading:</b> Introduce the word <i>consequences</i> if students are not already familiar with it. Reread the text aloud or call on students to read pages aloud as the other students follow along. <b>(RL.1.10)</b> Stop at various points in the text to ask students questions. <b>(RL.1.1, RL.1.7, SL.1.2)</b> <ul style="list-style-type: none"> <li>○ Have you ever [action from the text]? Why did you do it? Did it cause any problems?</li> <li>○ What are the <i>consequences</i> when everybody does it?</li> </ul> </li> </ul>

<sup>11</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ How do you feel about <u>[the consequence from the text]</u>?</li> <li>○ What problems would we have as a result of <u>[the consequence from the text]</u>?</li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into pairs. Have each pair review the text by explaining to each other the actions and consequences in their own words. <b>(SL.1.1a-c)</b> Provide each pair with a <a href="#">two-column chart</a><sup>12</sup> and have them list seven actions and their consequences. <b>(RL.1.1, RL.1.2, RL.1.7, SL.1.3)</b></li> <li>• As a class, discuss the rules for the classroom or school. Create a class two-column chart to add the class or school rules along with the consequences for not following those rules. Prompt students, if necessary, to think beyond the consequences of losing privileges or getting a mark on a behavior or conduct chart (e.g., we choose to do or not do things not to just avoid a punishment or loss of privileges at school or home, but because it is the right choice to make).</li> <li>• Have each pair circle the verbs in their chart. Display the following sentence frames on sentence strips: <ul style="list-style-type: none"> <li>○ What happened when everybody _____?</li> <li>○ This is what happened when everybody _____.</li> </ul> </li> </ul> <p>Have pairs share a response from their chart using the frames. To make the sentences sound right, students must change the verbs to past tense. <b>(L.1.1e)</b></p> <ul style="list-style-type: none"> <li>• Then ask the pairs to list the verb, the past tense form of the verb, and the completed sentence frames for five actions from the chart, choosing one to illustrate. <b>(Teacher Note:</b> The actions recorded on the chart, for example, may be recorded as <i>spill tacks</i> or <i>spilling tacks</i>. Depending on how they are recorded, instruction should be added to include root words and the inflectional endings <i>-ing</i>, <i>-s</i>, or <i>-es</i>.) <b>(RF.1.3f, L.1.1j, L.1.4c)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students respond to the following prompt in writing: Select a rule for the class or school. Write an explanation of the consequences if everybody broke that rule. Add an illustration that enhances the understanding of the consequences. <b>(W.1.2, SL.1.5)</b> <ul style="list-style-type: none"> <li>○ Ensure that students use words from various word displays and include conjunctions that signal simple relationships (e.g., <i>because</i>) and frequently occurring adjectives. <b>(L.1.1f, g; L.1.6)</b></li> </ul> </li> </ul>

<sup>12</sup> <http://freeology.com/wp-content/files/twocolumnchart.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)</li> <li>○ Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)</li> <li>○ Ask students to present their explanations and illustrations to the class. (SL.1.4, SL.1.6)</li> <li>○ Compile the pages into a class book to be placed in a classroom library for students to read on their own. (RL.1.10, RF.1.3a-g, RF.1.4)</li> </ul>
<p><b>LESSON 2:</b></p> <p><a href="#">Being a Leader</a>, Robin Nelson</p> <p><a href="#">“TLC Elementary School: Understanding Good Citizenship”</a><sup>13</sup> from DiscoveryEducation.com</p>	<p><b>TEXT DESCRIPTION:</b> <i>Being a Leader</i> provides a general description of the types of behaviors and characteristics a good leader has. Two videos available through DiscoveryEducation.com (“<a href="#">Citizenship in the Community</a>”<sup>14</sup> and “<a href="#">TLC Elementary School: Understanding Good Citizenship</a>”) provide additional examples and explain in more detail what these behaviors and characteristics are. Use these videos as they are available.</p> <p><b>TEXT FOCUS:</b> Use these texts to build and expand student vocabulary for the unit.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students add to their knowledge of positive character traits and actions, such as <i>responsible</i> and <i>respectful</i>, and become more familiar with concrete examples of what they mean.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Provide students with a copy of <i>Being a Leader</i>. Ask students to review the glossary to determine what they already know about some of the terms that will be used and explained in the text. (RI.1.5) Then have students work with a <a href="#">partner to read</a><sup>15</sup> the text. (RI.1.10, RF.1.3a-g, RF.1.4a-c)</li> <li>• <b>Class Discussion:</b> Have students answer the following questions and share their answers as well as how they arrived at their answers. (RI.1.4, RI.1.6, RI.1.7, SL.1.1a-c, SL.1.4, SL.1.6) <ul style="list-style-type: none"> <li>○ What does a good leader do?</li> <li>○ How can a good leader be responsible at home and school?</li> </ul> </li> </ul>

<sup>13</sup> <http://app.discoveryeducation.com/search?Ntt=tlc+elementary+school%3A+understanding+good+citizenship>

<sup>14</sup> <http://app.discoveryeducation.com/search?Ntt=citizenship+in+the+community>

<sup>15</sup> [http://www.fcrr.org/studentactivities/F\\_024b.pdf](http://www.fcrr.org/studentactivities/F_024b.pdf)

TEXT SEQUENCE	TEXT USE												
	<ul style="list-style-type: none"> <li>○ How is a good leader fair?</li> <li>○ How can a good leader be respectful?</li> <li>● <u>Word Work</u>: Begin the Good Citizen Chart. <ul style="list-style-type: none"> <li>○ Write the words <i>responsible, fair, and respectful</i> on the class chart.</li> <li>○ Explain to students that the purpose of the chart is to focus on character traits of a good citizen and leader.</li> <li>○ Work with students to add definitions in their own words after watching the video below. <b>(L.1.4a-c, L.1.6)</b></li> <li>○ Leave the third column blank until Lesson 5.</li> </ul> <table border="1" data-bbox="594 570 1871 792"> <thead> <tr> <th>Characteristic/Trait</th> <th>Definition</th> <th>Character Example</th> </tr> </thead> <tbody> <tr> <td>Responsible</td> <td></td> <td></td> </tr> <tr> <td>Fair</td> <td></td> <td></td> </tr> <tr> <td>Respectful</td> <td></td> <td></td> </tr> </tbody> </table> </li> <li>● <u>First Reading</u>: Watch the video “<a href="#">TLC Elementary School: Understanding Good Citizenship</a>.” Provide students with a method for taking notes during the video to be able to answer the following questions orally or in writing after viewing. <b>(RI.1.1, RI.1.4, SL.1.3)</b> <ul style="list-style-type: none"> <li>○ What is a <i>community</i>?</li> <li>○ What are the <i>rights</i> of a citizen?</li> <li>○ What are the <i>responsibilities</i> of a citizen?</li> <li>○ What words did you hear in the video that would describe a good citizen/leader?</li> </ul> </li> <li>● <u>Word Work</u>: Build a class unit vocabulary dictionary that students can rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use a similar process throughout the unit for building the unit vocabulary dictionary: <ul style="list-style-type: none"> <li>▪ Say each word being studied and offer a student-friendly definition. <b>(RI.1.4)</b></li> <li>▪ Project the sentence in the text where the word is used and read the sentence aloud.</li> <li>▪ Discuss as a class how the word is used in the sentence to determine its part of speech. <b>(L.1.4a)</b></li> <li>▪ Use the word in another sentence.</li> </ul> </li> </ul> </li> </ul>	Characteristic/Trait	Definition	Character Example	Responsible			Fair			Respectful		
Characteristic/Trait	Definition	Character Example											
Responsible													
Fair													
Respectful													

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. <b>(SL.1.1b, L.1.5c)</b></li> <li>▪ Ask a few student volunteers to orally produce a sentence using the word. <b>(SL.1.6)</b></li> <li>▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of each page. Have students write a sentence using the word and illustrate the meaning on the template. <b>(SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d-e; L.1.6)</b></li> <li>▪ Gather each page from the pairs and combine them into a single dictionary. <b>(W.1.7)</b> Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. <b>(RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c)</b></li> </ul> <ul style="list-style-type: none"> <li>○ For <i>Being a Leader</i>, the videos, and <i>We Live Here, Too</i> (Lesson 3), focus on adding the following words to the unit vocabulary dictionary: <i>leader, community, citizen, obey, duty, responsibilities, rights, patriotism, government, debating, election, citizenship</i>.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students add words or phrases to the Good Citizen Chart, such as <i>courage, helpful, honest, listens</i> and any other words students provide from their notes. <b>(W.1.8, L.1.6)</b></li> <li>• Have students respond to the following prompt in writing: “Choose a rule or law for the community. Write an explanation of the consequences if everybody broke that rule or law. Explain how breaking the rule or law is not being a good citizen. Add an illustration that adds to the understanding of the consequences.” <b>(W.1.2, SL.1.5)</b> <ul style="list-style-type: none"> <li>○ Ensure that students use words from the Good Citizen Chart and include conjunctions that signal simple relationships (e.g., <i>because</i>) and frequently occurring adjectives in the explanation. <b>(L.1.1f, g; L.1.6)</b></li> <li>○ Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. <b>(L.1.1a, b, c, d, e, h, i, j; L.1.2d, e)</b> The sentences should be capitalized and punctuated correctly. <b>(L.1.2a, b, c)</b></li> <li>○ Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. <b>(W.1.5)</b></li> <li>○ Ask students to present their explanations and illustrations to the class. <b>(SL.1.4, SL.1.6)</b></li> <li>○ Compile the pages into a class book to be placed in a classroom library for students to read on their own. <b>(RL.1.10, RF.1.3a-g, RF.1.4)</b></li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 3:</b></p> <p><a href="#"><i>We Live Here Too! Kids Talk About Good Citizenship</i></a>, Nancy Loewen</p>	<p><b>TEXT DESCRIPTION:</b> In this text, a 13-year-old “advice columnist” answers questions from letters sent in by kids on how to handle some common situations.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Read the text aloud. Students build vocabulary dictionary. Students respond in writing to comprehension questions.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud the letters and responses while projecting the text. Invite students to provide any initial comments and opinions on the letters.</li> <li>• <b>Second Reading:</b> During the second reading, ask students to respond to the following questions: <ul style="list-style-type: none"> <li>○ Identify the various situations and how Frank responds. <b>(RL.1.1, RL.1.2, RL.1.9)</b></li> <li>○ Have you ever been in a similar situation? What did you do? How did you feel? <b>(SL.1.4)</b></li> </ul> </li> <li>• <b>Word Work:</b> Continue to build a class unit vocabulary dictionary for students to rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use the same process as in Lesson 2.</li> <li>○ Focus on adding the following words to the unit vocabulary dictionary: <i>advice, pronounce, volunteer, appreciate, ordinary, disagree, solution.</i></li> <li>○ Prompt students to make adjustments and changes to previous definitions based on this text and their changing understanding.</li> <li>○ Have students share and add words or phrases to the Good Citizen Chart based on Frank’s advice. <b>(L.1.4a, L.1.5c, L.1.6)</b>. Have students create definitions to add to the chart for any new words and make any changes or adjustments needed to existing definitions.</li> </ul> </li> <li>• <b>Third Reading:</b> Divide the class into pairs. Assign a letter and response to each pair to <a href="#">partner read</a>.<sup>16</sup> <b>(RL.1.10, RF.1.3a-g, RF.1.4a-c)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• <b>Student Practice:</b> Have student pairs provide a written response (two or three sentences) for each of the following questions for their assigned section from the third reading.</li> </ul>

<sup>16</sup> [http://www.fcrr.org/studentactivities/F\\_022b.pdf](http://www.fcrr.org/studentactivities/F_022b.pdf)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Describe how Frank’s advice does or does not solve the student’s problem. <b>(RL.1.1, RL.1.2, W.1.2, L.1.1a-j, L.1.2a-e, L.1.6)</b></li> <li>○ Identify two character traits from the Good Citizen Chart that are important for the student to solve the problem. <b>(RL.1.4, L.1.6)</b> Explain how those traits are important. <b>(W.1.2, L.1.1a-j, L.1.2a-e)</b> What might happen if the student were not willing to be a good citizen? <b>(W.1.8)</b></li> <li>○ Describe another way the student could deal with the situation. <b>(W.1.1, L.1.1a-j, L.1.2a-e, L.1.6)</b></li> </ul>
<p><b>LESSON 4:</b></p> <p><i>We the Kids: The Preamble to the Constitution of the United States</i>, David Catrow</p> <p>“<a href="#">The Constitution</a>” from <i>Schoolhouse Rock!</i></p> <p>Excerpts from <i>D Is for Democracy</i>, Elissa Grodin</p>	<p><b>TEXT DESCRIPTION:</b> <i>We the Kids</i> contains the text to the Preamble of the Constitution with illustrations of children going on a camping trip to support understanding of the words. There is also an explanation of the phrases included at the beginning. The <i>Schoolhouse Rock!</i> version also has supportive illustrations set to a song. <i>D Is for Democracy</i> provides much more detailed information about the Constitution.</p> <p><b>TEXT FOCUS:</b> Provide students with multiple exposures to the book and video through read-aloud activities while projecting the illustrations. The goal should be to help students understand the vocabulary (e.g., <i>union, justice, defense, tranquility, posterity, welfare, liberty</i>) by adding it to the unit vocabulary dictionary. Read aloud excerpts from <i>D Is for Democracy</i> to support additional knowledge about the Constitution and the vocabulary and principles described in the Preamble. Then have students create a class version of the Preamble showing what it means using illustrations of the class and school.</p>
<p><b>LESSON 5:</b></p> <p>“<a href="#">Kids on Leadership</a>”<sup>17</sup> from YouTube</p> <p><a href="#">Celebrating President’s Day: What Is a President?</a>, Kimberly Jordano and Trisha Callella-Jones</p>	<p><b>TEXT DESCRIPTION:</b> “Kids on Leadership” is a video of students discussing the qualities of a good leader. <i>Celebrating President’s Day: What Is a President?</i> explains the various characteristics of a president, comparing them to characteristics of a good citizen.</p> <p><b>TEXT FOCUS:</b> Use these texts to discuss how good citizens can also be good leaders. Review the Good Citizen Chart before viewing the video. Prompt students to take notes, making any additions or adjustments to the Good Citizen Chart. <b>(RI.1.1, RI.1.2, RI.1.8, SL.1.3)</b> Allow time following the video for students to discuss their notes with a partner. <b>(SL.1.1a-c)</b> Then have students recall the characters they have learned about throughout the year and determine what, if any, characteristics of a good citizen or leader they exhibit. <b>(RL.1.3, W.1.8)</b> Have students write the names of the characters in the third column of the Good Citizen Chart by the characteristic(s) they exhibit. <b>(RL.1.9)</b> Characters who are poor examples may be included by writing the names in a different color as non-examples of each trait. <b>(L.1.5b)</b> Finally, have students work in small groups to read <i>Celebrating President’s Day</i>. Have student groups complete a chart listing the roles of the president. <b>(RI.1.1, RI.1.2, RI.1.4, RI.1.10, L.1.4b)</b></p>

<sup>17</sup> <http://www.youtube.com/watch?v=UQfrcOX5tW4>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 6:</b></p> <p><i>Duck for President</i>, Doreen Cronin</p>	<p><b>TEXT DESCRIPTION:</b> Duck is unhappy with his situation on the farm, so he decides to take over through a series of elections. Once Duck realizes how hard each job is, he decides to return to the farm and carry out his original job, with a better understanding of the tough jobs leaders have.</p> <p><b>TEXT FOCUS:</b> The anchor text provides opportunities for students to apply their understanding of good citizenship and leaders and provides an introduction to the election process.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to the text read aloud, and then continue to add to the unit vocabulary dictionary. Students answer general comprehension questions about the text. The lesson concludes with students writing about whether Duck is a good leader using their knowledge built in Lessons 1-5.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud the text without interruption. Project the text for students to follow along.</li> <li>• <b>Word Work:</b> Continue to build a class unit vocabulary dictionary for students to rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use the same process as in Lesson 2.</li> <li>○ Focus on adding the following words to the unit vocabulary dictionary: <i>registration, requirement, protested, ballot, recount, covered, politician, demanded, campaign, running, security, experience</i>. <b>(RL.1.4, L.1.4a-c, L.1.5c, L.1.6)</b></li> <li>○ Prompt students to make adjustments and changes to previous definitions based on this text and their changing understanding.</li> </ul> </li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>Class Discussion:</b> Have students answer the following questions to demonstrate their understanding of <i>Duck for President</i>. <b>(SL.1.1a-c, SL.1.4, SL.1.6)</b> <ul style="list-style-type: none"> <li>○ Why does Duck want to be in charge of the farm? <b>(RL.1.1, RL.1.3)</b></li> <li>○ Why does Duck decide to run for governor? For president? <b>(RL.1.1, RL.1.3)</b></li> <li>○ What does it mean to run a farm, state, or country? <b>(RL.1.1, RL.1.4)</b></li> <li>○ What does Duck realize about running a farm? Being governor? Being president? <b>(RL.1.1, RL.1.2)</b></li> <li>○ What does Duck do at the end of the story? Why? <b>(RL.1.1, RL.1.2)</b></li> <li>○ Review the Good Citizen Chart. What characteristics of a good leader does Duck have? <b>(RL.1.1, RL.1.3, W.1.8)</b></li> </ul> </li> </ul>



TEXT SEQUENCE	TEXT USE
	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students respond in writing to the following prompt: “Explain how Duck is or is not a good example of a leader.” (W.1.1) <ul style="list-style-type: none"> <li>○ Ensure that students use words from the Good Citizen Chart and include conjunctions that signal simple relationships (e.g., <i>because</i>) and frequently occurring adjectives in the explanation. (L.1.1f, g; L.1.6)</li> <li>○ Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (L.1.1a, b, c, d, e, h, i, j; L.1.2d, e) The sentences should be capitalized and punctuated correctly. (L.1.2a, b, c)</li> <li>○ Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (W.1.5)</li> <li>○ Ask students to present their opinion writing to the class. (SL.1.4, SL.1.6)</li> </ul> </li> </ul>
<p><b>LESSON 7:</b></p> <p><a href="#"><i>If I Were President</i></a>, Catherine Stier</p> <p><a href="#"><i>So You Want to be President?</i></a>, Judith St. George</p>	<p><b>TEXT DESCRIPTION:</b> <i>If I Were President</i> provides information about the duties and responsibilities of the U.S. president. <i>So You Want to Be President</i> provides interesting trivia about former U.S. presidents.</p> <p><b>TEXT FOCUS:</b> Use these texts for students to learn more about the job and life of the president. Students will begin to understand the pros and cons of being the president, as introduced in <i>Duck for President</i>.</p> <p><b>LESSON OVERVIEW:</b> Students listen to the first text read aloud and work on vocabulary. Then students discuss learning gained from the text and compare it to information gained from other texts in previous lessons. Finally, students create a pros and cons list in preparation for the unit assessments.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud <i>If I Were President</i> without interruption (including the introduction). Project the text for students to follow along.</li> <li>• <b>Class Discussion:</b> Work with students to gather information from the text to build knowledge about the requirements, roles, and responsibilities of the president. (SL.1.1a-c, SL.1.2, SL.1.6) <ul style="list-style-type: none"> <li>○ Create a class chart of the constitutional requirements to be a U.S. president, based on information provided in the introduction. (RI.1.1, RI.1.2) (Reread the introduction as necessary.)</li> <li>○ Discuss how those are <i>minimum requirements</i> and that there are many other traits expected of a U.S. president.</li> <li>○ Have students review the chart they created in Lesson 5 of the roles of the president. Create a class chart by having groups take turns writing the information on the chart.</li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Have students add roles based on <i>If I Were President</i> and add details to explain the various roles included on the chart from Lesson 5. (Reread sections of the text as necessary.) For example, in Lesson 5, students wrote “decision maker” on the chart. In this lesson, students might add the details “Decision making is hard. Not everyone will like the decisions the president makes. The president gets help from a cabinet to make decisions.” <b>(RI.1.8, RI.1.9, W.1.8)</b></li> <li>○ Review the characteristics on the Good Citizen Chart. Discuss as a class which characteristics are expected of a U.S. president. <b>(RI.1.3, RI.1.9)</b></li> <li>● <b>Word Work:</b> Continue to build a class unit vocabulary dictionary for students to rely on in their writing. <b>(L.1.6)</b> <ul style="list-style-type: none"> <li>○ Use the same process as in Lesson 2.</li> <li>○ Focus on adding the following words to the unit vocabulary dictionary: <i>prepared, preserve, protect, defend, comfort</i>.</li> <li>○ Prompt students to make connections between these words and previous words in the dictionary (from this unit or previous units), such as <i>defense/defend</i> or <i>comfort/comfortable/uncomfortable</i>. <b>(L.1.4c)</b></li> <li>○ Prompt students to make adjustments to previous definitions based on their changing understanding.</li> </ul> </li> <li>● <b>First Reading:</b> Read aloud <i>So You Want to Be President</i> without interruption. Project the text for students to follow along.</li> <li>● <b>Second Reading:</b> Reread pages 1-11 of <i>So You Want to Be President</i>. Create a class two-column chart of the good and bad things of being a president. Reread portions of <i>If I Were President</i> and include additional entries on the chart.</li> <li>● <b>Teacher Note:</b> Additional information about the duties and responsibilities of the president can be found in “<a href="#">The President</a>”<sup>18</sup> from BrainPOP, Jr.</li> </ul> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 8:</b></p> <p><a href="#">Duck for President</a>, Doreen Cronin</p>	<p><b>TEXT DESCRIPTION:</b> Duck is unhappy with his situation on the farm, so he decides to take over through a series of elections. Once Duck realizes how hard each job is, he decides to return to the farm and carry out his original job, with a better understanding of the tough jobs leaders have.</p> <p><b>TEXT FOCUS:</b> The anchor text provides opportunities for students to apply their understanding of good citizenship and leaders and provides an introduction to the election process. Students engage in rereading the text to demonstrate understanding. Students should discuss what Duck learns about being in charge, create a list of pros and cons about Duck, and write about</p>

<sup>18</sup> <http://www.brainpopjr.com/socialstudies/government/president/>

TEXT SEQUENCE	TEXT USE
	whether they would or would not vote for Duck for president. This is in preparation for the Extension Task.
<p><b>LESSON 9:</b></p> <p><i>If I Ran for President</i>, Catherine Stier</p> <p>Texts for student research</p>	<p><b>TEXT DESCRIPTION:</b> This text provides information on the election process. Additional texts for student research: “<a href="#">Elections: Let’s Do the Election Slide!</a>” from <i>Congress for Kids, Why Are Elections Important? (Know Your Government)</i> by Jacqueline Laks Gorman, and <i>Today on Election Day</i> by Catherine Stier.</p> <p><b>TEXT FOCUS:</b> Use this text to set up student research on the steps of the election process.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students listen to <i>If I Ran for President</i> being read aloud. Then students work in groups to conduct research on one part of the election process. Student groups then create a poster and present the information they gathered to the class. The lesson concludes with finalizing a list of steps in the election process as part of the Extension Task.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• <b>First Reading:</b> Read aloud <i>If I Ran for President</i> without interruption. Project the text for students to follow along. Have students summarize the steps in the election process and create an initial class list.</li> <li>• <b>Student Practice:</b> Divide the class into groups for independent research on the election process. Assign each group a topic for research: (1) Candidates, (2) Campaign, (3) Primary Elections, (4) Conventions, (5) Debates, and (6) Election. <b>(SL.1.1a-c)</b> <ul style="list-style-type: none"> <li>○ Remind students of the skills necessary for conducting research by referring to lessons from the Spiders unit.</li> <li>○ Ask student groups to research their topic using other texts, such as “<a href="#">Elections: Let’s Do the Election Slide!</a>” from <i>Congress for Kids, Why Are Elections Important? (Know Your Government)</i> by Jacqueline Laks Gorman, and <i>Today on Election Day</i> by Catherine Stier.</li> <li>○ Have students take notes in a research booklet. The research booklet is a book of blank pages with a cover. It is used for gathering and recording information from the texts in the unit. <b>(RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.8)</b></li> <li>○ Have groups create a poster with three to five facts and illustrations to represent the information they gathered through research. Focus them on providing information about who, what, when, where, how, and why for their topic. <b>(RI.1.9, W.1.2, W.1.5, L.1.6)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Ask each group to present their information using the poster to support their presentation. <b>(SL.1.4, SL.1.5, SL.1.6)</b></li> <li>• Review the initial class list of steps in the presidential election process. Update the steps as needed.</li> </ul>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 10:</b></p> <p>Group posters from Lesson 9</p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Extension Task</a></p>
<p><b>LESSON 11:</b></p> <p><i>Duck for President</i>, Doreen Cronin</p> <p>“<a href="#">Elections: Let’s Do the Election Slide!</a>” from <i>Congress for Kids</i></p>	<p><b><u>MODEL TASK</u></b></p> <p><b>SAMPLE SUMMATIVE TASK:</b> <a href="#">Culminating Writing Task</a></p>