

# Important People in American History

## Teacher Guide



Core Knowledge®



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PRESCHOOL





# Important People in American History

## Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®



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## ***Alignment Chart for Important People in American History***

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The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.



## **Alignment Chart for Important People in American History**

### **Lesson**

<b>Core Content Objectives</b>	<b>1A</b>	<b>1B</b>	<b>2A</b>	<b>2B</b>	<b>3A</b>	<b>3B</b>	<b>4A</b>	<b>4B</b>	<b>5A</b>	<b>5B</b>	<b>6A</b>	<b>6B</b>	<b>7A</b>	<b>7B</b>
Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)	✓	✓												
Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)	✓	✓												
State that Native Americans were the first people to live in America	✓	✓												
State that the Pilgrims left England because they did not like the king's rules		✓	✓											
State one way Squanto helped the Pilgrims learn to live in America (e.g., taught them to fish, hunt, plant gardens, or build houses)		✓	✓											
Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago		✓	✓											
State that every year we remember Martin Luther King Jr. by celebrating his birthday			✓	✓										
State that Martin Luther King Jr. wanted everyone to live together without being mean to one another			✓	✓										
Participate in the act of voting				✓										
Identify Barack Obama as a president of the United States					✓	✓								
State the name of the current president of the United States					✓	✓								
State two things the president does as part of his/her job (e.g., lives in the White House, talks on the phone, signs laws, etc.)						✓								
Identify Abraham Lincoln as a president of the United States							✓	✓						
Identify Abraham Lincoln as the face on the penny								✓	✓					
State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth									✓	✓				

## **Alignment Chart for Important People in American History**

Lesson	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
	Retell two main events from the story of Abraham Lincoln and the ruined book	Explain that an astronaut is someone who flies a space shuttle into outer space	Identify Sally Ride as an astronaut who flew into space	Identify Sonia Sotomayor as a Supreme Court Justice called Justice Sotomayor	State that Sonia Sotomayor speaks both Spanish and English	State that Sonia Sotomayor had to work hard to become a justice/judge								
<b>Reading Standards for Literature: Prekindergarten</b>														
<b>Range of Reading and Level of Text Complexity</b>														
<b>STD RL.P.10</b>	Actively engage in group reading activities with purpose and understanding.													
<b>CKLA Goal(s)</b>	Actively engage in group reading activities with purpose and understanding	Predict events in a story (i.e., what will happen next)	Provide a story ending consistent with other given story events											
<b>Responding to Literature</b>														
<b>STD RLP.11</b>	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).													
<b>CKLA Goal(s)</b>	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them													

**Alignment Chart for  
Important People in American History**

**Reading Standards for Informational Text: Prekindergarten**

**Prerequisite Skills**

CKLA Goal(s)	Lesson												
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A
Sit among other children during a group activity, remaining in own physical space													
Attend and listen while others speak during a group activity													
Wait turn to speak in a group													
<b>Key Ideas and Details</b>													
<b>STD RI.P.1</b>		With prompting and support, ask and answer questions about details in a text.											
CKLA Goal(s)	With prompting and support, ask and answer who, what, where, when, and why questions about a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RI.P.2</b>		With prompting and support, retell detail(s) in a text.											
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	With prompting and support, distinguish events in a nonfiction/informational read-aloud that describe something that happened long ago from contemporary or current events	✓	✓										
<b>STD RI.P.3</b>		With prompting and support, describe the connection between two events or pieces of information in a text.											
CKLA Goal(s)	With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in a nonfiction/informational read-aloud	✓	✓									✓	
	With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened) with possible causes		✓	✓								✓	

## **Alignment Chart for Important People in American History**

### **Lesson**

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
<b>Craft and Structure</b>														
<b>STD RI.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).													
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RI.P.5</b>	Identify the front cover and back cover of book; display correct orientation of book, page-turning skills.													
<b>CKLA Goal(s)</b>	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RI.P.6</b>	With prompting and support, can describe the role of an author and illustrator.													
<b>CKLA Goal(s)</b>	With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Integration and Knowledge of Ideas</b>														
<b>STD RI.P.7</b>	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).													
<b>CKLA Goal(s)</b>	Find the illustration, or object within the illustration, of a book that is being described	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Describe an illustration and how it relates to the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Range of Reading and Level of Text Complexity</b>														
<b>STD RI.P.10</b>	With prompting and support, actively engage in group reading activities with purpose and understanding.													
<b>CKLA Goal(s)</b>	With prompting and support, actively engage in group reading activities with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, identify previously read books by the title and cover													

## **Alignment Chart for Important People in American History**

### **Lesson**

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
<b>Reading Standards for Foundational Skills: Prekindergarten</b>														
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.														
<b>Print Concepts</b>														
<b>STD RF.P.1</b>	Demonstrate understanding of the organization and basic features of print.													
<b>STD RF.P.1a</b>	Follow words from left to right, top to bottom, and page by page.													
<b>CKLA Goal(s)</b>	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter													
<b>Fluency</b>														
<b>STD RF.P.4</b>	Display emergent reading behaviors with purpose and understanding (e.g., pretend reading).													
<b>CKLA Goal(s)</b>	Hold a book correctly, turning the pages, while pretend reading													
<b>Writing Standards: Prekindergarten</b>														
<b>Text Types and Purposes</b>														
<b>STD W.P.2</b>	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.													
<b>CKLA Goal(s)</b>	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic													
<b>Production and Distribution of Writing</b>														
<b>STD W.P.5</b>	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.													
<b>CKLA Goal(s)</b>	With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers													

**Alignment Chart for  
Important People in American History**

		Lesson													
		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
<b>Research to Build and Present Knowledge</b>															
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.														
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic	✓	✓					✓	✓						
<b>Responding to Literature</b>															
<b>STD W.P.11</b>	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.									✓					
<b>CKLA Goal(s)</b>	Retell, dramatize, or illustrate a story that has been read aloud, including characters, a beginning, and an ending					✓	✓								
<b>CKLA Goal(s)</b>	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending									✓					
<b>Speaking and Listening Standards: Prekindergarten</b>															
<b>Comprehension and Collaboration</b>															
<b>STD SL.P.1</b>	With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and large groups.														
<b>STD SL.P.1c</b>	Communicate with individuals from different cultural backgrounds.											✓	✓		
<b>CKLA Goal(s)</b>	Communicate with individuals from different cultural backgrounds														
<b>STD SL.P.2</b>	With guidance and support, 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.														
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer <i>who, what, where, when, and why</i> questions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		

## **Alignment Chart for Important People in American History**

### **Lesson**

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
<b>STD SL.P.3</b>	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.													
<b>CKLA Goal(s)</b>	Ask or answer questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Ask or answer increasingly detailed, elaborate questions (other than those beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , or <i>why</i> )													
<b>STD SL.P.6</b>	Demonstrate an emergent ability to express thoughts, feelings, and ideas.													
<b>CKLA Goal(s)</b>	Express a personal opinion													
	Assume a different role or perspective and express different possibilities, imaginary or realistic													

## **Language Standards: Prekindergarten**

### **Conventions of Standard English**

**STD L.P.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STD L.P.1a** Print some upper- and lowercase letters (e.g., letters in their name).

**CKLA  
Goal(s)** Perform activities requiring small muscle control

**STD L.P.1b** Use frequently occurring nouns and verbs (orally).

**CKLA  
Goal(s)** Use present and past verb tense

## *Alignment Chart for Important People in American History*

## ***Alignment Chart for Important People in American History***

### **Lesson**

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B
<b>STD L.P.5c</b>	<b>Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</b>													
<b>CKLA Goal(s)</b>	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)													
	Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)													
	Demonstrate understanding of spatial words (in-out; in front of/behind; at the top of/at the bottom of; under-over; in a line/row; up-down)													
<b>STD L.P.6</b>	<b>With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>													
<b>CKLA Goal(s)</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts													



# INTRODUCTION

## Important People in American History Domain Overview

### ***Introduction***

The Teacher Guide for *Important People in American History* contains a total of fourteen lessons that are taught intermittently throughout the school year. These fourteen lessons teach about famous Americans who have changed or are changing the way we live today. Each lesson requires a total of approximately forty minutes—twenty-five minutes for whole-group instruction and ten to fifteen minutes for small-group instruction. There is one content-related Extension Activity per read-aloud; teachers may choose to have all students complete the activity on one day, or have half of the students complete the activity each day. On the first day of instruction (Lesson A), students will hear a read-aloud about a famous American, have the opportunity to discuss a vocabulary word in-depth (Deepening Understanding), and may participate in a content-related Extension Activity. On the second day of instruction (Lesson B), students will participate in a Picture Talk about a famous American, have the opportunity to discuss a vocabulary word in-depth (Deepening Understanding), and may participate in a content-related Extension Activity.

The important people taught about in this domain include:

- Native Americans
- Pilgrims
- Martin Luther King Jr.
- Barack Obama
- Abraham Lincoln
- Sally Ride
- Sonia Sotomayor

In addition to the lessons in this Teacher Guide, four bonus lessons are available for free download on the Core Knowledge Foundation’s website: [www.coreknowledge.org/ckla-files#!/preschool/preschool-domains/bonus-materials](http://www.coreknowledge.org/ckla-files#!/preschool/preschool-domains/bonus-materials)

The bonus lessons include the read-alouds “The Legend of George Washington and the Cherry Tree” and “The Legend of George Washington and Betsy Ross.” These lessons should be taught in February in celebration of Presidents’ Day before the lessons on Abraham Lincoln.

## ***Important People in American History: An Interspersed Domain***

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*Important People in American History* lessons are taught throughout the school year. Unlike the CKLA Preschool comprehensive domains (e.g., *All About Me*, *Families*, etc.), *Important People* lessons are not taught back-to-back over a period of a few weeks. Instead, they are to be taught across the school year in association with related national holidays. On days when *Important People* lessons are to be taught, teachers stop instruction from the current comprehensive domain and conduct the *Important People* read-alouds, Picture Talks, and Extension Activities (Starting the Day, Transition, and Learning Center activities from the comprehensive domain continue). Once the *Important People* lessons are completed, teachers resume the comprehensive domain they had been teaching.

**Note:** *Activities to be conducted during Starting the Day, Transitions, and Learning Center are not included in the Important People in American History Teacher Guide; teachers should continue to conduct existing daily routines, Transition activities, and Learning Center activities from comprehensive domains on the days during which these lessons are taught.*

### **When to Teach Important People Lessons**

The following schedule indicates when the lessons from *Important People in American History* should be taught.

<b>Month or Holiday</b>	<b>Important Person of People</b>
November (just before Thanksgiving)	The Native Americans
November (just before Thanksgiving)	The Pilgrims*
January (just before Martin Luther King Jr.'s Birthday—third Monday)	Martin Luther King Jr.*
January (along with Martin Luther King Jr.)	Barack Obama*
February (just before Presidents' Day—third Monday)	<i>The Legend of George Washington and the Cherry Tree</i> **
February (just before Presidents' Day—third Monday)	<i>The Legend of George Washington and Betsy Ross</i> **
February (just after Presidents' Day—third Monday)	Abraham Lincoln*
March (Women's History Month)	Sally Ride*
March (Women's History Month)	Sonia Sotomayor*

**\*Note:** Because the information in this domain is presented intermittently across the school year, teachers should reflect on student performance after teaching about each important American (rather than administering a comprehensive assessment at the end of the domain). See the **Domain Assessment** at the end of the Teacher Guide for further information.

**\*\*Note:** These are Bonus Leses available only on the Core Knowledge Foundation website at [www.coreknowledge.org/ckla-files#/preschool/preschool-domains/bonus-materials](http://www.coreknowledge.org/ckla-files#/preschool/preschool-domains/bonus-materials)

## Domain Calendar

<b>Important People in American History</b>	Lesson 1A: The Native Americans	Lesson 1B: The Native Americans	Lesson 2A: The Pilgrims	Lesson 2B: The Pilgrims	Lesson 3A: Martin Luther King Jr.	Lesson 3B: Martin Luther King Jr.	Lesson 4A: Barack Obama	Lesson 4B: Barack Obama
<b>Listening &amp; Learning</b>								
Read-Aloud/ Picture Talk	Read-Aloud: The Native Americans	Picture Talk: The Native Americans	Read-Aloud: The Pilgrims	Picture Talk: The Pilgrims	Trade Book: Happy Birthday, Martin Luther King by Jean Marzollo	Picture Talk: Happy Birthday, Martin Luther King by Jean Marzollo	Read-Aloud: Barack Obama	Picture Talk: Barack Obama
Deepening Understanding	Native Americans	before	Pilgrims	harvest	peaceful/	dream	laws	president
Extension Activity	Native American Chart	Native American Chart	Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims	Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims	Kindness Cards	Kindness Cards	Cast a Ballot	Cast a Ballot
<b>Take-Home Material</b>								
Take-Home Material	Activity Page 1A-1: Family Letter	Activity Page 1B-1: The Native Americans	Activity Page 2A-3: The Pilgrims	Activity Page 2B-1: My Thanksgiving Feast	--	Activity Page 3B-1: Happy Birthday, Martin Luther King	Activity Page 3B-1: Happy Birthday, Martin Luther King	Activity Page 4A-1: Barack Obama

## **Important People in American History**

Optional Bonus Lessons	Lesson 5A: Abraham Lincoln	Lesson 5B: Abraham Lincoln	Lesson 6A: Sally Ride	Lesson 6B: Sally Ride	Lesson 7A: Sonia Sotomayor	Lesson 7B: Sonia Sotomayor
<b>Listening &amp; Learning</b>						
Read-Aloud/ Picture Talk	Teach Bonus Lessons prior to lessons on Abraham Lincoln	Read-Aloud: Abraham Lincoln	Picture Talk: Abraham Lincoln	Read-Aloud: Sally Ride	Picture Talk: Sally Ride	Picture Talk: Sonia Sotomayor
Deepening Understanding		<i>honest</i>	<i>beside</i>	<i>outer space</i>	<i>decided</i>	<i>What's the Big Idea: judge</i>
Extension Activity	Pennies and Quarters	Pennies and Quarters	Name Space Shuttles	Sally Ride Bulletin Board	Count to Ten in Spanish	Count to Ten in Spanish
<b>Take-Home Material</b>						
Take-Home Material	Activity Page 5A-1: Abraham Lincoln	--	Activity Page 6A-1: Sally Ride	--	Activity Page 7A-1: Sonia Sotomayor	--

## Domain Components

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The components needed to implement the *Important People in American History* domain are as follows:

- The *Important People in American History Teacher Guide* outlines each lesson, or day of instruction, and contains all the information needed to teach the *Important People in American History* domain.
- The *Important People in American History Flip Book* contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *Important People in American History Image Cards* contain additional images that are used during instruction.
- The *Important People in American History Activity Pages* contain various activities for students to complete in class or at home with their family. There should be a copy of each Activity Page for every student in the class.
- The following trade book is required in order to teach the *Important People in American History* domain:  
*Happy Birthday Martin Luther King*, by Jean Marzollo and illustrated by J. Brian Pinkney (Scholastic, 1993) ISBN 0-590-44065-9

### Domain Icons

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The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## **Listening & Learning Instruction**

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Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds and reviews (e.g., Picture Talks), explicit vocabulary instruction, and content-related Extension Activities.

**Note:** *Teachers may need to adapt the Core Content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge any additional historical figures that are relevant to the students in their classrooms. Additionally, if particular provided content is sensitive, teachers may modify the lesson to reflect and build upon the experiences and perspectives of the students in the class.*

## **Interactive Read-Alouds**

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**For all interactive, whole-group readings, it is imperative that teachers read the text and review the prompts that they will use to engage students before conducting the read-aloud. For this domain, all whole-group reading activities contain suggested language for instruction. Teachers are encouraged to note additional ways to engage students in whole-group reading instruction.**

The *Important People in American History* domain includes eight original read-alouds and one trade book that address the Core Content Objectives for this domain. The read-alouds in the *Important People in American History* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Important People in American History* domain include:

- “The Native Americans”
- “The Pilgrims”
- *Happy Birthday, Martin Luther King* by Jean Marzollo
- “Barack Obama”
- “Abraham Lincoln”
- “Sally Ride”
- “Sonia Sotomayor”

## **Picture Talks**

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Picture Talks are presented the day after students hear the interactive group read-aloud. Using some of the same images in the Flip Book or trade book, Picture Talks provide opportunities for repeated exposures to vocabulary and content that students hear during interactive group readings. Teachers are encouraged to respond to and elaborate on any ideas that students contribute during a Picture Talk.

For all Picture Talks, suggested language is provided to guide teachers in creating opportunities that enrich students' understanding of the original text. **Like the interactive group read-alouds, it is imperative that teachers preview each Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk. Teachers are encouraged to note additional ways to engage students during Picture Talks.**

Picture Talks accompany the following read-alouds in the *Important People in American History* domain:

- “The Native Americans”
- “The Pilgrims”
- *Happy Birthday, Martin Luther King* by Jean Marzollo
- “Barack Obama”
- “Abraham Lincoln”
- “Sally Ride”
- “Sonia Sotomayor”

## ***Deepening Understanding***

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After a read-aloud or Picture Talk, students receive explicit vocabulary instruction designed to deepen their understanding of a particular word or group of words heard in the read-aloud text. This explicit vocabulary instruction is in addition to the rich implicit and explicit vocabulary instruction embedded in the read-alouds and Picture Talks. During Deepening Understanding, teachers remind students of a word they heard in the read-aloud, give a definition of the word, review a meaning of the word that students have already encountered in the context of the text, and then expand students' knowledge of the word. During this final part of this activity, students' vocabulary knowledge is intentionally expanded by introducing related words or concepts that students did not necessarily encounter in the read-aloud.

In the *Important People in American History* domain, Deepening Understanding instruction is given for the following words:

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**Lessons 1A and 1B: "The Native Americans"**

*Native Americans  
before*

---

**Lessons 2A and 2B:  
"The Pilgrims"**

*Pilgrims  
harvest*

---

**Lessons 3A and 3B:  
"Martin Luther King Jr."**

*peaceful  
dream*

---

**Lessons 4A and 4B:  
"Barack Obama"**

*laws  
president*

---

**Lessons 5A and 5B:  
"Abraham Lincoln"**

*honest  
beside*

---

**Lessons 6A and 6B:  
"Sally Ride"**

*outer space  
decided*

---

**Lesson 7B: "Sonia Sotomayor"**

*hard*

## Core Vocabulary

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The following list contains all of the core vocabulary words in *Important People in American History* in the forms in which they appear in the domain. Bold-faced words in the list have an associated Deepening Understanding activity.

### **Lessons 1A and 1B: “The Native Americans”**

baskets  
**before**  
cities  
many  
**Native Americans**

### **Lessons 2A and 2B: “The Pilgrims”**

England  
**harvest**  
king  
**Pilgrims**  
ship  
Thanksgiving

### **Lessons 3A and 3B: “Martin Luther King Jr.”**

**dream**  
**peaceful**  
solve  
talent

### **Lessons 4A and 4B: “Barack Obama”**

different  
**laws**  
office  
**president**  
voted

### **Lessons 5A and 5B: “Abraham Lincoln”**

ax  
**beside**  
borrowed  
fireplace  
**honest**  
ruined  
terrible

### **Lessons 6A and 6B: “Sally Ride”**

adventurous  
astronaut  
**decided**  
launch  
**outer space**  
space shuttle  
scientist

### **Lessons 7A and 7B: “Sonia Sotomayor”**

bilingual  
ceremony  
**hard**  
helpful  
judge  
obey  
robe

## ***Extension Activities***

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Extension Activities provide opportunities for teachers to reinforce and students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across one to two days. Teachers are active facilitators of Extension Activities, in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

The Extension Activities designed to be conducted during the *Important People in American History* domain include:

- Lessons 1A–1B: Native American Chart
- Lessons 2A–2B: Tell Me About the Native Americans and the Pilgrims
- Lessons 3A–3B: Kindness Cards
- Lessons 4A–4B: Cast a Ballot
- Lessons 5A–5B: Pennies and Quarters
- Lesson 6A: Name Space Shuttles
- Lesson 6B: Sally Ride Bulletin Board
- Lessons 7A–7B: Count to Ten in Spanish

## **Take-Home Material**

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Take-Home Material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Important People in American History* Domain. Some teachers might choose to use the take-home materials during the school day. In the *Important People in American History* domain, we recommend that students take home the following:

- Lesson 1A, Activity Page 1A-1: *Important People in American History*: Family Letter
- Lesson 1B, Activity Page 1B-1: *Important People in American History*: The Native Americans
- Lesson 2A, Activity Page 2A-3: *Important People in American History*: The Pilgrims
- Lesson 2B, Activity Page 2B-1: My Thanksgiving Feast
- Lesson 3B, Activity Page 3B-1: Martin Luther King Jr.: I Have a Dream
- Lesson 4A, Activity page 4A-1: *Important People in American History*: Barack Obama
- Lesson 5A, Activity Page 5A-1: *Important People in American History*: Abraham Lincoln
- Lesson 6A, Activity Page 6A-1: *Important People in American History*: Sally Ride
- Lesson 7A, Activity Page 7A-1: *Important People in American History*: Sonia Sotomayor

## **Assessments**

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Assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Core Content Objectives. In addition to the styles of assessment detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. Because the *Important People in American History* domain is taught throughout the year, it is important to intermittently check students’ knowledge of each important person. By using the reflective assessment

provided along with occasional knowledge checks, observations, and portfolio collection, teachers can make informed instructional decisions relevant to each student’s progress.

## ***Portfolio Collection***

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Throughout the *Important People in American History* domain, teachers are able to collect a variety of examples of written work and artwork to be included as items in students’ portfolios. Students’ work in the *Important People in American History* domain can be compared to that collected in previous domains to gauge students’ progress. In this domain, students’ work from the following activities may be included in their portfolios:

- Lesson 3A: Kindness Cards
- Lesson 6A: Name Space Shuttles

## ***Teacher Reflection on Student Performance***

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Because *Important People in American History* is taught intermittently throughout the year, teachers will reflect on student performance and adjust instruction accordingly, rather than assess individual students. Teachers will reflect on student performance and knowledge after Lessons 2B, 3B, 4B, 5B, 6B, and 7B and record whether students have 1) demonstrated mastery of *all* Core Content Objectives, 2) demonstrated understanding of *some* Core Content Objectives, or 3) *have not* demonstrated understanding of Core Content Objectives. Teachers should record their observations and reflections on the Domain Assessment Record Form provided. For students who do not master the Core Content Objectives of a given lesson during regular instruction, teachers may want to consider conducting a reread or Picture Talk in a small-group or one-on-one setting to help students better understand the material.

## **Domain Materials**

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Below are lists of materials required to teach the *Important People in American History* Domain. Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each lesson.

### **Materials Required**

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#### **CKLA Materials**

- *Important People in American History* Flip Book 2A-2, 2B-1—2B4, 3A-1, 4A-1, 5A-1—5A-6, 6A-1, 6B-1
- Activity Pages 1A-1, 1B-1, 2A-1—2A-3, 2B-1, 3B-1, 4A-1, 5A-1, 6A-1, 7A-1 • Name Cards from *All About Me* Domain
- Image Cards 1-A1—1-A8, 2A-1,

#### **Other Materials**

- *Happy Birthday, Martin Luther King* by Jean Marzollo
- *Career Day* by Anne Rockwell
- plastic box
- woven basket made of natural materials
- sticks, bark, leaves, reeds, straw, etc.
- chart paper
- whiteboard
- construction paper
- teacher marker
- scissors
- glue
- primary crayons
- drawing tools
- paper
- shoebox
- ballots
- blocks
- quarters and pennies
- two clear cups or jars
- stickers
- bulletin board
- computer with Internet access
- map of the United States
- globe or map of North America

## **Recommended Resources for Important People in American History**

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### **Suggested Reading and Resources for Teachers**

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**Note:** Before teaching each Important People in American History read-aloud, teachers may wish to review information relevant to the historical figures and events they will be teaching. Young children tend to be very curious and ask many questions, and it is possible that the answers to their questions are not included in the read-aloud texts.

#### ***Native Americans, Pilgrims, and Thanksgiving***

1. FAQ from National Museum of the American Indian  
<http://nmai.si.edu/explore/forfamilies/resources/didyouknow/#1>
2. Plimoth Plantation website  
<http://www.plimoth.org>
3. Wampanoag tribe history and facts  
<http://mashpeewampanoagtribe.com>
4. American Indian Perspectives on Thanksgiving  
[http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving\\_poster.pdf](http://nmai.si.edu/sites/1/files/pdf/education/thanksgiving_poster.pdf)
5. Harvest Ceremony: Beyond the Thanksgiving Myth  
[http://nmai.si.edu/sites/1/files/pdf/education/NMAI\\_Harvest\\_Study\\_Guide.pdf](http://nmai.si.edu/sites/1/files/pdf/education/NMAI_Harvest_Study_Guide.pdf)
6. **Note:** To broaden students' knowledge of Native American tribes indigenous to America, consider conducting an additional lesson on tribes historically or currently local to your town, city, or state. The following are resources to help you find and research local tribes:  
<http://www.native-languages.org/states.htm>  
[http://www.lib.utexas.edu/maps/united\\_states/early\\_indian\\_east.jpg](http://www.lib.utexas.edu/maps/united_states/early_indian_east.jpg)  
[http://www.lib.utexas.edu/maps/united\\_states/early\\_indian\\_west.jpg](http://www.lib.utexas.edu/maps/united_states/early_indian_west.jpg)  
<http://nmai.si.edu/searchcollections/peoplecultures.aspx>

#### ***Martin Luther King Jr.***

7. Martin Luther King Jr. (The King Center)  
<http://www.thekingcenter.org>
8. Martin Luther King Jr. (Nobel Prize biography)  
[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)

#### ***Barack Obama***

9. Information on the president and the White House  
<http://www.whitehouse.gov>

10. Biographical information on Barack Obama  
<http://www.biography.com/people/barack-obama-12782369>

### ***Abraham Lincoln***

11. Abraham Lincoln biography and facts  
<http://www.whitehouse.gov/about/presidents/abrahamlincoln>
12. Abraham Lincoln Presidential Library foundation  
<http://www.alplm.org>

### ***Sally Ride***

13. Sally Ride Science Foundation  
<https://sallyridescience.com>
14. National Aeronautics and Space Association (NASA) website  
<http://www.nasa.gov/index.html>

### ***Sonia Sotomayor***

15. United States Supreme Court facts and information  
<http://www.supremecourt.gov/default.aspx>
16. Sonia Sotomayor biography and facts  
<http://www.biography.com/people/sonia-sotomayor-453906>

### ***Suggested Trade Books for Reading and Discussing***

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We highly recommend the inclusion of any of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds. Below is a list of suggested books to be read and discussed during whole-group or small-group time, or in the Library Learning Center.

#### ***Native Americans, Pilgrims, and Thanksgiving***

1. *Pilgrim Children Had Many Chores*, by Gina Lems-Tardif and illustrated by Gina Lems-Tardif's first grade class (Creative Teaching Press, 1996) ISBN 978-1574711219
2. *Thanksgiving*, by Gail Gibbons (Holiday House, 2004) ISBN 978-0-8234-1979-1
3. *This First Thanksgiving Day: A Counting Story*, by Laura Krauss Melmed and illustrated by Mark Buehner (HarperCollins, 2001) ISBN 978-0-06-054184-2

### ***Martin Luther King Jr.***

4. *Martin Luther King, Jr.*, by Marion Dane Bauer and illustrated by Jamie Smith (Scholastic, 2009) ISBN 978-0-545-14233-5
5. *The Story Of Martin Luther King Jr.*, by Johnny Ray Moore and illustrated by Amy Wummer (Candy Cane Press, 2001) ISBN 0-8249-4144-6

### ***Barack Obama***

6. *If I Were President*, by Catherine Stier and illustrated by DyAnne DiSalvo-Ryan (Albert Whitman & Company, 1999) ISBN 978-0-8075-3542-4
7. *Of Thee I Sing: A Letter To My Daughters*, by Barack Obama and illustrated by Loren Long (Alfred A. Knopf, 2010) ISBN 978-0-375-83527-8

### ***Abraham Lincoln***

8. *Abraham Lincoln*, by Marion Dane Bauer illustrated by Liz Goulet Dubois (Scholastic, 2012) ISBN 978-0-545-34294-0
9. *The Story Of Abraham Lincoln*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2001) ISBN 0-8249-4107-1

### ***Sally Ride***

10. *I Want to be an Astronaut*, by Byron Barton (HarperCollins, 1988) ISBN 978-0-06-443280-1
11. *Roaring Rockets*, by Tony Mitton and Ant Parker (Kingfisher, 1997) ISBN 978-0-7534-5305-6
12. *Rockets and Spaceships*, by Karen Wallace (DK Publishing, 2001) ISBN 978-0-7566-720-1

### ***Sonia Sotomayor***

13. *Abuela*, by Arthur Dorros and illustrated by Elisa Kleven (Puffin Books, 1991) ISBN 0-14-056225-7
14. *I'm Just Like My Mom (Me Parezco Tanto A Mi Mama)*, by Jorge Ramos and illustrated by Akemi Gutierrez (HarperCollins, 2008) ISBN 978-0-0-123968-7

15. *Yoko Writes Her Name*, by Rosemary Wells (Hyperion Books for Children, 2008) ISBN 978-078680371-2

#### ***Other Important People in American History***

16. *America the Beautiful*, by Katharine Lee Bates and illustrated by Chris Gall (Little, Brown and Company, 2004) ISBN 0-316-73743-7
17. *F is for Flag*, by Wendy Cheyette Lewison and illustrated by Barbara Duke (Grosset & Dunlap, 2002) ISBN 978-0-448-42838-3
18. *I Pledge Allegiance*, commentary by Bill Martin Jr. and Michael Sampson and illustrated by Chris Raschka (Candlewick Press, 2002) ISBN 0-7636-2577-2
19. *Roberto Clemente: Pride of the Pittsburgh Pirates*, by Jonah Winter and illustrated by Raúl Colón (Aladdin Paperbacks, 2005) ISBN 978-1-4169-5082-0
20. *The American Flag*, by Lloyd G. Douglas (Welcome Books, 2003) ISBN 0-516-24484-1
21. *The Pledge of Allegiance*, by Scholastic Inc. (Scholastic, 2000) ISBN 0-439-39962-9
22. *The Story of Benjamin Franklin*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2002) ISBN 978-0-8249-4227-4
23. *The Story of George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2000) ISBN 0-8249-4188-8
24. *The Story of Thomas Jefferson*, by Patricia A. Pingry and illustrated by Meredith Johnson (Candy Cane Press, 2003) ISBN 0-8249-6502-7

## **Suggested Trade Books for Teacher's Reference**

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Below is a list of books in which the text complexity or length is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in these books represent important opportunities for adults to facilitate conversations related to this domain's content. Teachers may want to read these books themselves, then retell them in their own words using the pictures for visual support.

### ***Native Americans, Pilgrims, and Thanksgiving***

1. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographs by Russ Kendall (Scholastic Press, 1996)  
ISBN 0-590-20237-5

### ***Martin Luther King Jr.***

2. *A Picture Book of Martin Luther King, Jr.*, by David A. Adler and illustrated by Robert Casilla (Holiday House, 1989)  
ISBN 0-8234-0847-7
3. *Martin's Big Words*, by Doreen Rappaport and illustrated by Bryan Collier (Hyperion books for Children, 2001) ISBN 078680714-8

### ***Barack Obama***

4. *Barack*, by Jonah Winter and illustrated by AG Ford (Katherine Tegen Books, 2008) ISBN 978-0-06-170396-6
5. *First Family*, by Deborah Hopkinson and illustrated by AG Ford (Katherine Tegen Books, 2010) ISBN 978-0-06-189680-4

### ***Abraham Lincoln***

6. *Abe Lincoln: The Boy Who Loved Books*, by Kay Winters and illustrated by Nancy Carpenter (Aladdin Paperbacks, 2003)  
ISBN 978-1-4169-1268-2

### ***Other Important People in American History***

7. *A Picture Book of George Washington*, by David A. Adler and illustrated by John & Alexandra Wallner (Holiday House, 1989)  
ISBN 0-8234-0800-0
8. *Georgia in Hawaii: When Georgia O'Keeffe Painted What She Pleased*, by Amy Novesky and illustrated by Yuyi Morales (Harcourt Children's Books, 2012) ISBN 978-0-15-205420-5

9. *If I Only Had a Horn: Young Louis Armstrong*, by Roxane Orgill and illustrated by Leonard Jenkins (Houghton Mifflin Company, 1997)  
ISBN 978-0-618-25076-9
10. *Meet George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Ideals Children's Books, 2009)  
ISBN 978-0-8249-5612-7
11. *Night Flight: Amelia Earhart Crosses the Atlantic*, by Robert Burleigh and paintings by Wendell Minor (Simon & Schuster Books for Young Readers, 2011) ISBN 978-1-4169-6733-0
12. *Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman*, by Esme Raji Codell and illustrated by Lynne Rae Perkins (Greenwillow books, 2012) ISBN 978-0-06-145515-5
13. *The Story of Rosa Parks*, by Patricia A. Pingry and illustrated by Steven Walker (Candy Cane Press, 2007) ISBN 978-0-8249-6687-4
14. *The Story of Ruby Bridges*, by Robert Coles and illustrated by George Ford (Scholastic, 1995) ISBN 978-0-439-59844-6

### **Online resources for teachers and students**

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#### ***Native Americans, Pilgrims, and Thanksgiving***

1. Historical paintings of the Pilgrims' arrival  
[http://www.pilgrimhallmuseum.org/ce\\_history\\_paintings.htm](http://www.pilgrimhallmuseum.org/ce_history_paintings.htm)
2. Replicating the Mayflower for preschoolers  
<http://mybloglittleacorns.blogspot.com/2011/11/food-on-mayflower-bringing-story-to.html>
3. Online video: Native American pow-wow dance  
<http://tv.powwows.com/video/2013/06/10/wbc-spot29pw-team-dance-grp-2-song-1/>
4. Real-life photographs of Native American pow-wows  
<http://forums.powwows.com/galleries>
5. Plimoth Plantation online for kids (includes recipes, coloring pages, photographs, and virtual field trips)  
<http://www.plimoth.org/learn/just-kids>
6. Pilgrim Monument  
<http://www.pilgrim-monument.org>

7. Photographs and information on present-day Thanksgiving traditions  
<http://kids.nationalgeographic.com/kids/stories/peopleplaces/thanksgiving-traditions>

8. ‘Twas the Night before Thanksgiving video clip  
<http://www.youtube.com/watch?v=f97nHzvSB4k>

### ***Martin Luther King Jr.***

9. “With My Own Two Hands” poem and art activity  
<http://preschool-daze.com/2011/01/18/m-is-for-martin-luther-king-jr-wrap-up>

10. “With My Own Two Hands” video clip  
<http://www.youtube.com/watch?v=mRjDBd6tBBY>

11. “We Shall Overcome” song  
[http://www2.lib.virginia.edu/exhibits/music/audio/mp3/we\\_shall\\_overcome.mp3](http://www2.lib.virginia.edu/exhibits/music/audio/mp3/we_shall_overcome.mp3)

12. “Making a Difference” service project ideas  
<http://playfullearning.net/making-a-difference>

13. “I Have a Dream” speech, Martin Luther King Jr.  
<http://www.youtube.com/watch?v=jyR8h9iimw4>

### ***Barack Obama***

14. Barack Obama inaugural ceremony and address, January 2009  
<http://www.youtube.com/watch?v=3PuHGKnboNY>

15. Barack Obama inaugural ceremony and address, January 2013  
<http://www.youtube.com/watch?v=zncqb-n3zM0>

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

17. White House video series  
<http://www.whitehouse.gov/about/inside-white-house/video-series>

18. Michelle Obama’s “Let’s Move” campaign  
<http://www.letsmove.gov>

19. The White House: Barack Obama facts and biography  
<http://www.whitehouse.gov/administration/president-obama>

20. Virtual Capitol tour  
<http://www.capitol.gov>

21. Barack Obama “Yes We Can” video  
<http://www.youtube.com/watch?v=GNtJRPcPCcw>

### ***Abraham Lincoln***

#### **22. Lincoln Memorial interactive tour**

<http://www.nps.gov/featurecontent/ncr/linc/interactive/deploy/index.htm#/introduction>

#### **23. Abraham Lincoln animated biography**

[http://www.youtube.com/watch?v=Q0M\\_w49FFTA](http://www.youtube.com/watch?v=Q0M_w49FFTA)

#### **24. Abraham Lincoln coloring page**

<http://www.patrioticcoloringpages.com/presidents/16-Abraham-Lincoln/003-abraham-lincoln-biography.html>

#### **25. Log cabin craft**

<http://www.crayola.com/crafts/log-cabins-craft>

#### **26. Make a penny pendant necklace**

<http://www.enchantedlearning.com/crafts/pennypendant>

#### **27. Make Lincoln's stovepipe hat**

<http://www.enchantedlearning.com/crafts/presidentsday/lincolnhat>

#### **28. Science experiment: Cleaning pennies**

<http://www.sciencebob.com/experiments/pennychem.php>

### ***Sally Ride***

#### **29. Coloring page: Astronaut in space**

<http://www.crayola.com/free-coloring-pages/print/outer-space-travel-coloring-page>

#### **30. Apollo 8 rocket launch video clip**

<http://www.youtube.com/watch?v=FzCsDVfPQqk>

#### **31. Sally Ride ABC News clip video clip**

<http://www.youtube.com/watch?v=bWalHWWHbc4>

#### **32. Gravity painting**

<http://www.puttisworld.com/2011/07/painting-with-balls-on-slide.html>

#### **33. Preschool crafts related to space**

<http://squishideasforpreschool.blogspot.com/2012/03/moon-stars-sun-astronauts-rocket-ships.html>

### ***Sonia Sotomayor***

#### **34. Sesame Street with Sonia Sotomayor video clip**

<http://www.youtube.com/watch?v=FizspmlJbAw>

#### **35. Sonia Sotomayor Supreme Court swearing in ceremony video clip**

<http://www.youtube.com/watch?v=YZ5W1mobitE>

36. Supreme Court website with biographies  
<http://www.supremecourt.gov/about/biographies.aspx>
37. Supreme Court virtual tour  
<http://www.oyez.org/tour>
38. Supreme court coloring pages  
[http://www.rightsofthepeople.com/education/government\\_for\\_kids/files/Ben\\_Activity\\_webversion.pdf](http://www.rightsofthepeople.com/education/government_for_kids/files/Ben_Activity_webversion.pdf)
39. Bilingual matching game  
<http://www.ziggityzoom.com/activity/worksheet-spanish-english-word-match-game>
40. Counting to ten in Spanish (with phonetic spelling) video clip  
<http://www.youtube.com/watch?v=wDDGCwb5ghc>

### ***Other Important People in American History***

41. Various activities related to George Washington  
<http://suite101.com/article/presidents-day-activities-for-preschool---george-washington-a342060>
42. George Washington's Mount Vernon website  
<http://www.mountvernon.org>
43. Washington Monument National Park Service page  
<http://www.nps.gov/wamo/index.htm>
44. George Washington coloring page  
<http://www.purplekittyyarns.com/coloring-pages/president-coloring-page/george-washington>
45. Virtual tour of Betsy Ross' house  
<http://historicphiladelphia.org/virtualbrh>
46. Color the United States flag online  
<http://www.thecolor.com/Coloring/US-Flag1.aspx>
47. "Dotted Art" American flag  
<http://www.icantteachmychild.com/wp-content/uploads/2012/06/Do-A-Dot-Flag.pdf>
48. Original Pledge of Allegiance video clip  
<http://www.youtube.com/watch?v=5ZO6tUC82us>
49. Star Spangled Banner video clip  
<http://www.youtube.com/watch?v=-4v5lr7CskQ>

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)
- ✓ Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)
- ✓ State that Native Americans were the first people to live in America

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ Find the illustration, or object within the illustration, that is being described ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “The Native Americans” ([RI.P.1, SLP.2, SL.P.3](#))
- ✓ With prompting and support, retell important facts and information from “The Native Americans” ([RI.P.2](#))
- ✓ With prompting and support, ask and answer questions about the phrase *Native Americans* in reading and discussing “The Native Americans” ([RI.P.4](#))
- ✓ With prompting and support, use words and phrases describing Native Americans that were acquired through conversations, reading and being read to, and responding to “The Native Americans” ([L.P.6](#))
- ✓ With prompting and support, dictate an informative text about Native Americans, naming the topic and supplying some information ([W.P.2, W.P.8](#))

- ✓ With prompting and support, distinguish events in “The Native Americans” that describe something that happened long ago from contemporary or current events ([RI.P.2](#))
- ✓ With prompting and support, sort, classify, and describe pictures according to the concept of time explained in “The Native Americans” ([RI.P.3](#))
- ✓ Classify by other conceptual categories ([L.P.5a](#))

## Core Vocabulary

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**baskets, *n.*** Containers that hold things and are sometimes made out of twigs or straw

*Example:* When I help my mom clean up, we put our blocks and trains away in baskets.

*Variation(s):* basket

**before, *prep.*** Sooner or earlier than

*Example:* My older brother was born two years before I was born.

*Variation(s):* none

**cities, *n.*** Places that have tall buildings, busy roads, buses, and trains, where many people live close together

*Example:* I like to visit cities so that I can ride on trains and buses.

*Variation(s):* city

**many, *adj.*** A large number; more than a few

*Example:* When I color, I like to use many different crayons so that my picture is very colorful.

*Variation(s):* none

**Native Americans, *n.*** The first people who lived in the country we now call The United States of America

*Example:* Native Americans grew corn and hunted in the forest.

*Variation(s):* Native American

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W Where Are We?		5
	W Purpose for Listening		
<b>Presenting the Read-Aloud</b>	W The Native Americans	plastic box; woven basket made with natural materials; natural building material examples (see Advance Preparation)	10
<b>Deepening Understanding</b>	W Deepening Understanding: Native Americans	Image Cards 1A-1, 1A-2	10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	S Native American Chart	Important People Flip Book; Image Cards 1A-3–1A-8; chart paper or whiteboard, marker	10

## Take-Home Material

### Important People in American History Family Letter

Give students the following material to take home to their family:

- **Activity Page 1A-1: Important People in American History: Family Letter**

## Advance Preparation

### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Presenting the Read-Aloud

Collect sticks, bark, leaves, reeds, straw, and/or any other natural building material to demonstrate to students how Native Americans used found materials from the natural environment to make things.

### **Extension Activity**

Use the chart paper and a marker to make two charts (one for each Small Group) comparing students today and Native Americans long ago. Cut apart Image Cards 1A-3—1A-4 and use them as the headers for the columns and rows. Also cut apart Image Cards 1A-3—1A-8 for use during this activity.

	<b>Food (1A-3d)</b>	<b>Clothing (1A-3c)</b>	<b>Shelter (1A-4a)</b>
<b>Students Today (1A-3a)</b>			
<b>Native Americans Long Ago (1A-3b)</b>			

Whole Group

**Note:** Prior to teaching this lesson, we recommend you research the history of Native American tribes that were or are local to your area and prepare materials and facts to discuss with students. This read-aloud teaches about the Wampanoag tribe, a Native American tribe originating in Massachusetts, to which Squanto belonged. This tribe is thought to have interacted with the Pilgrims shortly after they arrived in America. However, habits of this tribe are not necessarily typical of all Native Americans. To broaden students' knowledge of Native American tribes indigenous to America, consider conducting an additional lesson on tribes historically or currently local to your town, city, or state. (See **Introduction: Suggested Reading and Resources for Teachers.**)

### Where Are We?

#### Teaching Tip

Show students a map that shows at least the lower forty-eight states of the United States, or a globe. Identify your own location with a sticker on the map and point to the town/city, state, and country on the map. You might also discuss where students have travelled, to another city, state, or even country.

#### Teaching Tip

If your students are not located in one of the fifty states (i.e., Washington, D.C., or a U.S. territory), you could skip the "Where Are We?" portion of the lesson, or explain your locale's relationship to the United States.

- Tell students that the country where we live today is called the United States of America, or just America.

*"The country we live in today is called the United States of America. The United States of America is a lot of words to say, so sometimes we just call our country 'America' or 'the United States'."*

- Tell students that the United States is a great, big country with lots of states, cities, and towns.

*"The United States is a really big country. It has many towns, cities, and states. We live in a town/city called [your town/city]. [Your town/city] is in the state of [your state]. Did you know that there are forty nine other states in the United States of America? That is a lot of states! The United States is a really big country where lots of people live in cities/towns like ours and other states like ours."*

### Purpose for Listening

- Tell students that they are going to hear a read-aloud about people called Native Americans who lived in America a long time ago. Tell students it is a true story.

*"Today you are going to hear a read-aloud about people called Native Americans who lived in America a long time ago. It is a true story—that means it really happened."*

- Tell students to listen to find out how life was different for Native Americans who lived a long time ago.

*“Listen to find out how life was different for Native Americans who lived a long, long time ago. They did not live like we do today.”*

## PRESENTING THE READ-ALOUD The Native Americans

10 MINUTES

1A



◀ SHOW FLIP BOOK PAGE 1A-1: **Four modern-day activities**

We live in a country called the United States of America. In the United States today, people like to talk on the phone, shop in the grocery store, play on computers, and watch television.

- Ask students if they have done these things.

*"Raise your hand if you have talked on the phone. Raise your hand if you have been to a grocery store. Raise your hand if you have used a computer. Raise your hand if you have watched TV."*



◀ SHOW FLIP BOOK PAGE 1A-2: **City and farm**

Some people in the United States live in big cities with tall buildings and lots of traffic. Some people live in the country where there is lots of green grass and people drive tractors.

- Ask students whether they live in the city or the country, or somewhere in between.

*"Do you live in a city or in the country? Do you live where there are lots of buildings or lots of grass? Some people live in places that are kind of like a city and kind of like the country. These places are called suburbs."*



◀ SHOW FLIP BOOK PAGE 1A-3: City scene

In the United States today, there are **many**, many towns and cities. There are many people, cars, and buildings. But things in the United States were not always the way they are today.

- Tell students that this is a city scene and describe what a city is like.

*"This is a picture of a busy city. There are lots of people, buildings, and cars in cities. Some cities have buses and trains. Today in America, there are lots of busy cities."*

- Ask students if they have been to a city and what they might have seen there.

*"Raise your hand if you have been to or live in a city. What kinds of things do you see when you are in the city?"*



◀ SHOW FLIP BOOK PAGE 1A-4: Forest photo with deer

Long, long ago, long **before** your mother and father were born, and even long before your grandparents were born, the United States looked very different. There were no phones or computers, there were no tall buildings. There were no cars or tractors, and there were no grocery stores. Not as many people lived here.

- Ask students to describe the Flip Book illustration, emphasizing that there were not any cars, phones, etc.

*"This is a picture of how a part of our country might have looked a long, long time ago. Do you see any phones or computers in this picture? Do you see any cars or tractors? What do you see in this picture?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 1A-5: Native American with deer

In that time long, long ago—four hundred years ago—there were trees and rivers. There were rocks and mountains. There were wild animals, like deer and birds. The only people who lived here way back then were **Native Americans**.

- Explain that four hundred years ago is a long time ago.

*"Four hundred years ago means a really, really long time ago. "400" is a big, huge number."*

- Identify the Native American man and remind students what you told them about differences between long ago and today. Ask students what they notice is different about this man as compared to men that they might see today, whether they live in the city or country. Ask students to make inferences about Native American life based on the picture and what you told them about the differences between long ago and today.

*"This person is called a Native American. Native Americans are the only people who lived in America long, long ago. Do you remember what I said earlier about how different things were? long, long ago? What did I say about computers, cities and grocery stores long, long ago? Do you think Native Americans played on the computer? Do you think that Native Americans lived in cities? Do you think Native Americans shopped at the grocery store?"*



◀ SHOW FLIP BOOK PAGE 1A-6: **Native American daily life**

Native Americans knew many things about how to live here way back then. They knew how to plant seeds in the ground and grow corn, pumpkins, and beans to eat. They knew how to hunt deer and turkey. They knew how to catch fish to eat.

- Emphasize that things were different long ago.

*"Native Americans long ago lived very differently from the way we live today. Native Americans long ago did not get their food at the grocery store—there weren't any grocery stores. Do you remember how they got their food?"*

- Call on a few students to respond.

*"Long ago, Native Americans caught fish, hunted animals, and grew their own vegetables to eat."*



◀ SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking

Native Americans also knew how to build houses. Some Native Americans used materials they could find, like branches, tree bark, and animal skins. They knew how to make **baskets** out of straw. They knew how to make clothing from the skins and furs of the animals that they hunted. They knew how to use fires to cook their food. Native Americans long ago lived very differently from the way we live today.

- Define **BASKET** and show a plastic container and, if available, a basket made of straw, reeds, or wood.

*"A basket is a container that holds things and is sometimes made out of twigs or straw. This woman is making a basket. Here is her basket. In our classroom today, we use plastic boxes to hold our things. Native Americans did not have things made of plastic; they used things they found in nature like straw and grass. Some Native Americans used the straw to make their baskets."*

- Emphasize that things were different long ago.

*"Some Native Americans built their own houses out of the things in the woods. Things were very different long, long ago when the Native Americans were the only people living here."*

- Show students the natural building materials you gathered (see ADVANCE PREPARATION) and discuss how one could use them to build a house or basket.

Whole Group

### Deepening Understanding: Native Americans

#### Defining Native Americans

- Reread the part of the read-aloud text that contains the phrase *Native Americans*.

*"Remember, in our read-aloud, we heard the words Native Americans. Listen for the words Native Americans while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 1A-5: Native American with deer

*Long, long ago, long before your mother and father were born, and even long before your grandparents were born, the United States looked very different. In that time long, long ago there were trees and rivers. There were rocks and mountains. There were wild animals, like deer and birds. The only people who lived here way back then were the Native Americans."*

- Define the phrase *Native Americans*.

*"Native Americans are the first people who lived in the country we now call the United States of America. This man is a Native American."*

- Have students say the words with you.

*"Say those words with me—Native Americans."*



#### Reviewing Native Americans

◀ SHOW FLIP BOOK PAGE 1A-6: Native American daily life

- With the support of the image, give some examples of things some Native Americans did long, long ago.

*"Long, long ago Native Americans lived very differently than we live today. They did not have grocery stores and cities. Some Native Americans lived in houses they built themselves out of branches, tree bark, and animal skins. They did not shop for food at grocery stores. They hunted, fished, and grew their own food in gardens. Who can tell me about something else that was different about the way Native Americans lived long, long ago? Look at this picture to help you think of something."*



- Call on a few students to respond, confirming and recasting their answers to include the words *Native Americans*.

◀ **SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking**

- Ask students to tell you some more things about the way Native Americans lived long ago.

*"Who can tell me about something else that was different about the way Native Americans lived long, long ago? Look at this picture to help you think of something."*

- Call on a few students to respond.

**Expanding Native Americans: Wampanoag Tribe and Native Americans Today**

**Note:** The Wampanoag tribe lived in the northeastern United States in what is today Rhode Island and Massachusetts. They are the tribe the Pilgrims encountered when they came to America.

- Tell students that the group, or tribe, of Native Americans you have been talking about are called the Wampanoag (*WAHMP-ann-oh-ag*).

*"The Native Americans we have been learning about have a special name. They are a group, or tribe, of Native Americans called the Wampanoag. A long, long time ago, there were many groups, or tribes, of Native Americans living all over the United States. Tribes are groups of people and each group does things a little bit differently. That is like in our school where we have different classes. Our class does things a little differently from \_\_\_\_\_'s class. We are like a tribe. Native American tribes all had different names. The tribe of Native Americans we are learning about are called the Wampanoag. Can you say Wampanoag with me?"*

- Show students **Image Card 1A-1: Native American boy in headdress** and **Image Card 1A-2: Native American family** and tell students Native Americans still live in the United States today.

*"Native Americans still live in the United States today. This is a photograph of a Native American boy wearing clothing that is like the clothing some Native Americans wore long ago. This is a photograph of a Native American family. There is a mom, a dad, and a son."*



**Complete remainder of lesson later in the day**

## Extension Activity

10 minutes

Small Group

**Note:** You might have all students participate in the Extension Activity on the day you teach Lesson 1A OR the day you teach Lesson 1B. Alternatively, you might have half of the students participate in the activity each day.

### Native American Chart

Students will complete a chart comparing students today to Native Americans long ago.

- Show students the chart you made (see **Advance Preparation**) and explain that you are going to compare the way students live today to the way Native Americans lived long ago. Explain that you are going to talk about food, clothing, and shelter.
- Review the Flip Book images from the read-aloud “The Native Americans,” reminding students of the way people live today and the way Native Americans lived long ago.
- Ask students how they live today.
- Ask students how Native Americans lived long ago.
- Help students complete the chart by filling in the boxes labeled “Students Today” and “Native Americans Long Ago,” and posting **Image Cards 1A-3—1A-8**.
- Point out that some of the things Native Americans did long ago we still do today (e.g., hunt, fish, wear shoes made out of animal skin, etc.).

	<b>Food (1A-3d)</b>	<b>Clothing (1A-3c)</b>	<b>Shelter (1A-4a)</b>
<b>Students Today (1A-3a)</b>	<p><i>grocery store</i>  <i>hot dogs</i>  <i>cupcakes</i>  <i>hamburgers</i>            (Image Cards 1A-5a—1A-5d)</p>	<p><i>t-shirts</i>  <i>jeans</i>  <i>sneakers</i>            (Image Cards 1A-7c—1A-7d)</p>	<p><i>houses made of bricks</i>  <i>apartment buildings</i>            (Image Cards 1A-8b—1A-8d)</p>
<b>Native Americans Long Ago (1A-3b)</b>	<p><i>hunted</i>  <i>fish</i>  <i>corn</i>  <i>grew gardens</i>            (Image Cards 1A-6a—1A-6d)</p>	<p><i>animal skins</i>  <i>animal fur</i>            (Image Cards 1A-7a—1A-7b)</p>	<p><i>house made of branches, tree bark, and animal skins</i>            (Image Cards 1A-8a)</p>

### Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Describe what our country is like today (e.g., there are many people; people talk on phones; people shop at the grocery store; etc.)
- ✓ Describe what our country was like long ago (e.g., there were fewer people; there weren't any cities; people hunted for their food; etc.)
- ✓ State that Native Americans were the first people to live in America

#### Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “The Native Americans” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “The Native Americans” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *before* in reading and discussing “The Native Americans” (RI.P.4)
- ✓ With prompting and support, use the word *before* that was acquired through conversations, reading and being read to, and responding to “The Native Americans” (L.P.6)
- ✓ Show understanding of and use in context the temporal words *before* and *after* (L.P.5c)

- ✓ Use present and past verb tense ([L.P.1b](#))
- ✓ With prompting and support, dictate an informative text about Native Americans, naming the topic and supplying some information ([W.P.2](#), [W.P.8](#))
- ✓ With prompting and support, distinguish events in “The Native Americans” that describe something that happened long ago from contemporary or current events ([RI.P.2](#))
- ✓ With prompting and support, sort, classify, and describe pictures according to the concept of time explained in “The Native Americans” ([RI.P.3](#))
- ✓ Classify by other conceptual categories ([L.P.5a](#))

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	 <a href="#">The Native Americans</a>		15
<b>Deepening Understanding</b>	 <a href="#">Deepening Understanding: Before</a>		10
 <a href="#">Complete remainder of lesson later in the day</a>			
<b>Extension Activity</b>	 <a href="#">Native American Chart</a>	<i>Important People Flip Book;</i> Image Cards 1A-3—1A-8; chart paper or whiteboard; marker	10

## Take-Home Material

### [Important People in American History: The Native Americans](#)

Give students the following material to take home to their family:

- **Activity Page 1B-1, *Important People in American History: The Native Americans***

Whole Group

### The Native Americans

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 1A-3: **City scene**

- Ask students if they remember what our country is called.

*"Who remembers the name of the country we live in today?"*
- Call on a few students to respond. (the United States of America (U.S.A), the United States (U.S.), or America)
- Remind students that this is a picture of a city today and ask students to describe what they might see in a city.

*"This is a picture of a busy city in our country today. Today, in America, there are lots of busy cities. What kinds of things might you see in a city today?"*

- Call on a few students to respond. (cars, trains, buses, roads, crowds of people, etc.)



◀ SHOW FLIP BOOK PAGE 1A-5: **Native American with deer**

- Ask students if there were cities and people living here a long, long time ago.

*"Long ago, our country looked very different than it looks today. Were there any cities in our country long, long ago? Were there people living here long, long ago?"*

- Ask students what the people who lived here long, long ago were called.

*“Who remembers what the people are called who lived here long, long ago [point to Native American man]?”*

- Call on a few students to respond. (Native Americans, Wampanoag)



◀ **SHOW FLIP BOOK PAGE 1A-6: Native American daily life**

- Tell students that Native Americans lived very differently long, long ago.

*“Native Americans’ lives were very different from our lives today. Their houses looked very different from our houses. They did not have phones or television. They did not play on the computer. They did not shop at the grocery store. Who remembers what sorts of things Native Americans did every day? Look at the picture to help you remember.”*

- Call on a few students to respond. (hunted; fished; grew corn, peas, and beans)



◀ **SHOW FLIP BOOK PAGE 1A-7: Native Americans weaving and cooking**

- Ask students to tell you more about the way Native Americans lived long, long ago. (made houses out of logs, sticks, leaves, and vines; made baskets out of straw; made clothing out of skins and fur; cooked over a fire)

*“In this picture, we can see some more things that Native Americans did long, long ago. Who can tell me what the Native Americans are doing in this picture?”*

- Remind students that Native Americans lived very differently from the way we live today by rereading the text to bring closure to the Picture Talk.

*Native Americans long ago lived very differently from the way we live today.*

Whole Group

### Deepening Understanding: Before

#### Defining Before

- Reread the part of the read-aloud text that contains the word *before*.

“Remember, in our read-aloud, we heard the word *before*. Listen for the word *before* while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 1A-4: Forest photo with deer

*Long, long ago, long **before** your mother and father were born, and even long before your grandparents were born, the United States looked very different.*

- Define the word *before*.

*The word **before** means that something happened sooner or earlier than something else. Native Americans lived here before anyone in your family.”*

- Have students say the word with you.

*“Say that word with me—before.”*

#### Reviewing Before

- Give some examples of things you do before you do something else.

*“Let’s talk about some things you do before you do other things. You put on your socks before you put on your shoes. You put toothpaste on your toothbrush before you brush your teeth. You cook your food before you eat it. What do you do before you come to school? (e.g. get up out of bed, get dressed, eat breakfast, etc.) ”*

- Call on a few students to respond, confirming and recasting their answers to include the word *before*.

### **Teaching Tip**

You might use *before* and *after* to talk about your daily schedule at school throughout the day. Also, if students are ready, teach them more words that have opposites (e.g., hot/cold, tall/short, under/over, day/night, happy/sad, etc.).

### **Expanding Before: Opposites**

- Tell students that the opposite of the word *before* is *after*.

*"After is the opposite of before—it means something completely different. After means later than. You put on your shoes after you put on your socks. You brush your teeth after you put toothpaste on your toothbrush. You eat your food after you cook it. What do you do after school?"*

- Call on a few students to respond, confirming and recasting their answers to include the word *after*.



**Complete remainder of lesson later in the day**

## **Extension Activity**

**10 minutes**

**Small Group**

### **Native American Chart**

Continue this activity in Small Groups. See **Day 1A: Native American Chart** for detailed instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ State that the Pilgrims left England because they did not like the king's rules
- ✓ State one way Squanto helped the Pilgrims learn to live in America (e.g., taught them to fish, hunt, plant gardens, or build houses)
- ✓ Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about "The Pilgrims" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ With prompting and support, identify outcomes described in "The Pilgrims" (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, retell important facts and information from "The Pilgrims" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *Pilgrims* in reading and discussing "The Pilgrims" (RI.P.4)
- ✓ With prompting and support, use the word *Pilgrims* that was acquired through conversations, reading and being read to, and responding to "The Pilgrims" (L.P.6)

- ✓ Retell and dramatize the stories of the Native Americans and the Pilgrims that have been read aloud including characters, a beginning, and an ending ([W.P.11](#))

## Core Vocabulary

---

**England, *prop. n.*** A country across the Atlantic Ocean that has a king and queen

Example: In England, people like to drink tea in the afternoon.

Variation(s): none

**harvest, *v.*** To gather a crop, to pick fruits and/or vegetables

Example: My grandpa uses a tractor to harvest corn.

Variation(s): harvests, harvested, harvesting

**king, *n.*** A man who is in charge of his country and makes rules that everyone who lives there must follow

Example: The king made a rule that everyone had to pay him money.

Variation(s): kings

**Pilgrims, *n.*** The people who sailed from England to America because they did not want to follow the king's rules

Example: The Pilgrims sailed to America on a ship called the Mayflower.

Variation(s): Pilgrim

**ship, *n.*** A large boat

Example: The movie my family watched had a great big pirate ship that sailed on the ocean!

Variation(s): ships

**Thanksgiving, *prop. n.*** A holiday to celebrate the Pilgrims and Native Americans becoming friends and sharing food

Example: On Thanksgiving Day, my family eats turkey, mashed potatoes, and pumpkin pie.

Variation(s): Thanksgivings

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W What Do We Already Know?		5
	W Purpose for Listening		
<b>Presenting the Read-Aloud</b>	W The Pilgrims		10
<b>Deepening Understanding</b>	W Deepening Understanding: Pilgrims	Image Cards 2A-1, 2A-2	10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	S Tell Me About the Native Americans and the Pilgrims	Activity Pages 2A-1, 2A-2; scissors or paper cutter	15

## Take-Home Material

### Important People in American History: The Pilgrims

Give students the following material to take home to their family:

- **Activity Page 2A-3: Important People in American History: The Pilgrims**

## Advance Preparation

### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Extension Activity

Use scissors or a paper cutter to cut apart the Native American and Pilgrim cut-outs from **Activity Page 2A-2** for all students. If students are able, they may cut the page themselves.

Whole Group

### What Do We Already Know?



◀ SHOW FLIP BOOK PAGE 1A-6: **Native American daily life**

- Remind students that the first people who lived in America were called Native Americans.

*"We learned all about the first people who lived in America. They are called Native Americans. Who remembers some of the things Native Americans did long, long ago?"*

- Call on a few students to respond. (hunted; fished; grew corn, peas, and beans; made houses out of logs, sticks, leaves, and vines; made baskets out of straw; made clothing out of skins and fur; cooked over a fire)

### Purpose for Listening

- Tell students to listen to find out about some people who came to America long, long ago and met the Native Americans.

*"Listen to find out about some people who came to America long, long ago and met the Native Americans."*

## PRESENTING THE READ-ALOUD The Pilgrims

10 MINUTES

2A



◀ SHOW FLIP BOOK PAGE 2A-1: King on throne

Long, long ago, long before your mother and father were born, and even before your grandparents were born, there were people living in a country called **England**. In England, the **king** made all the rules. He made rules about what people could and could not do. He even made rules about what church people should go to.

- Explain the illustration by pointing to the people in the picture.

"Here is the king. Here is a man reading all of the king's rules. Here are the people who have to follow the rules. Do you think everyone liked following all those rules?"

The king and his rules made some people so angry that they decided to go live somewhere else. The people who decided to move away from England were called the **Pilgrims**. The Pilgrims decided they would move to America so they did not have to follow the king's rules.

- Point to the Pilgrims and emphasize that the Pilgrims did not like the king's rules.

"Some of these people are Pilgrims. The Pilgrims really did not like the king's rules. They did not want to live the way the king told them to live and thought his rules were unfair. So, they decided to leave the king and his unfair rules and move to America where they could do what they thought was fair."

- Discuss fair versus unfair rules in the context of your students' experiences.



◀ SHOW FLIP BOOK PAGE 2A-2: Ship at sea

To get to America from England, they had to sail a long time across the Atlantic Ocean. They sailed on a boat named the *Mayflower*. Their journey was very hard. The **ship** rocked back and forth on the sea. A lot of people got sick. The Pilgrims just kept remembering that they were going to a new home where they could make their own rules. That made them feel better and want to keep going.

- Point to the MAYFLOWER and explain that it is a boat.

"This is the ship called the MAYFLOWER. A long time ago, there weren't any airplanes, so people used boats to travel across the ocean. A ship is a great, big boat. It is sailing on the sea, or ocean. These are the sails. Sails catch the wind and move the boat forward, away from England towards America. There were no engines or motors on the MAYFLOWER, so the people on the ship had to wait until there was enough wind to move the boat. Here are the Pilgrims on the boat. It took them a long time to get from England to America."

- Ask students if they would like to have sailed on the MAYFLOWER with the Pilgrims.

"Would you have liked to sail on the MAYFLOWER with the Pilgrims? Why or why not?"

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 2A-3: Native American hunting deer

Finally, the Pilgrims arrived in America, and they were surprised at what they saw. They saw trees and forests and wild animals. Soon they met the people who lived in America—the Native Americans. Native Americans looked and dressed differently from the Pilgrims. They spoke a different language that the Pilgrims could not understand.

- Remind students that Native Americans were already living in America.

*"Remember, Native Americans were already living in America before the Pilgrims arrived. Native Americans knew lots of things about how to grow food and build houses in the place where they lived."*



◀ SHOW FLIP BOOK PAGE 2A-4: Native American holding corn

One day, the Pilgrims met a Native American man who knew how to speak English. He told them his name was Tisquantum [Ti-skwan-tum], but people called him “Squanto.” Squanto became a special friend of the Pilgrims. He taught them many things about how to live in America. He showed them how to use wood from the forest to build houses. He gave them seeds to plant, so they could grow corn, beans, and pumpkins to eat. He showed them the best places to hunt and fish. The Pilgrims were grateful to Squanto for helping them learn to live in their new home.

- Point out and label the people in the illustration.

“This is Squanto. He was a Native American. These are the Pilgrims who sailed on the MAYFLOWER from England.”

- Explain how Squanto was a good friend to the Pilgrims.

“Squanto was a good friend to the Pilgrims. The Pilgrims had just moved to America from far away, and they were a little bit afraid. They were really hungry because they didn’t know how to grow and find food in America. Squanto helped the Pilgrims learn how to live in America. He was a good friend.”



◀ SHOW FLIP BOOK PAGE 2A-5: **Pilgrim with turkey at table**

Squanto told the Pilgrims that every year when it was time to **harvest** or collect the crops from the fields, he and the other Native Americans had a celebration. After the harvest that year, the Pilgrims and the Native Americans celebrated together. They roasted turkey, fish, and deer meat. They cooked corn, pumpkins, and beans. When they saw how much good food they had, they gave thanks together. The Pilgrims also thanked the Native Americans for helping them make a home in America, where they could follow their own rules rather than the rules of the king of England.

- Explain that the Pilgrim is thanking Squanto.

"This Pilgrim is saying 'thank you' to Squanto for helping them learn to live in America."



◀ SHOW FLIP BOOK PAGE 2A-6: Family at Thanksgiving table

Today, on the holiday called **Thanksgiving**, we remember the celebration that the Pilgrims and Native Americans had long, long ago. On Thanksgiving, families and friends eat a special meal together. Lots of families eat roast turkey, corn, and beans, just like the Pilgrims and Native Americans did long, long ago. Americans celebrate Thanksgiving to remember all we have to be thankful for: the beautiful country we live in, the food that keeps us healthy and strong, and the friends that help us feel safe and comfortable in our homes.

- Ask students if they have celebrated Thanksgiving.

*"Have you ever celebrated Thanksgiving with your family? What did you do? Did you eat a big meal? What were your favorite things to eat? Did you eat turkey and pumpkins like the Native Americans and the Pilgrims?"*

- Call on a few students to respond.

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Pilgrims

#### Defining Pilgrims

- Reread the part of the read-aloud text that contains the word *Pilgrims*.

*"Remember, in our read-aloud, we heard the word Pilgrims. Listen for the word Pilgrims while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 2A-1: King on throne

*Long, long ago, there were people living in a country called England. In England, the king made all the rules. The king and his rules made some people so angry that they decided to go live somewhere else. The people who decided to move away from England were called the Pilgrims. The Pilgrims decided they would move to America so they did not have to follow the king's rules.*

- Point to the picture of and define the word *Pilgrims*.

*“These are the Pilgrims. Pilgrims are the people who sailed from England to America because they did not want to follow the king’s rules.”*

- Have students say the word with you.

*“Say the word with me—Pilgrims.”*

### **Reviewing Pilgrims**

- Remind students that the Pilgrims sailed to America.

*“The Pilgrims left England and sailed to America. They sailed on a ship called the Mayflower.”*

- Ask students who the Pilgrims met in America.

*“Who did the Pilgrims meet when they got to America?”*

- Call on a few students to respond. (Native Americans, Squanto)

### **Expanding Pilgrims: Pilgrim and Native American Clothing**

- Show **Image Card 2A-1: Native American Dress** and **2A-2: Pilgrim Dress**
- Tell students that the Pilgrims from England looked very different than the Native Americans.

*“The Pilgrims who came from England looked very different from the Native Americans that they met [hide the Pilgrims]. Who remembers what materials the Native Americans used to make their clothes?”*

- Call on a few students to respond. (skins and furs from animals)
- Tell students what the Pilgrims used to make their clothes [hide the Native Americans].

*“The Pilgrims did not use animal skins and fur to make their clothes. They made their clothes out of cloth, kind of like your clothes today. The Native Americans’ and Pilgrims’ clothes looked very different from one another, but in some ways they were the same. [cover up the women] Both men wore pants and shoes and had long hair. [cover up the men] Both women wore dresses and shoes. Which kind of clothing would you like to wear most? Why?”*

- Call on a few students to respond. (I would like to wear \_\_\_\_\_ because \_\_\_\_\_.)



**Complete remainder of lesson later in the day**

### **Tell Me About the Native Americans and the Pilgrims**

Students will use cut-outs to act out “The Pilgrims” read-aloud.

- Give each student the cut-outs from **Activity Page 2A-2: Tell Me About the Native Americans and the Pilgrims**. You may choose to give them all four cut-outs, or just one Native American and one Pilgrim.
- Give students **Activity Page 2A-1: Tell Me About the Native Americans and the Pilgrims**. Point out the *Mayflower*, the Atlantic Ocean, and the woods where the Native Americans lived.
- Tell students that you want them to use the cut-outs to act out the story of the Pilgrims meeting the Native Americans as you retell it.
- Show students how to position and move their cut-outs as you retell the story.
- Have students position and move their own cut-outs as you retell the story again.
- If students are ready, have them retell the story as they move their own cut-outs.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ State that the Pilgrims left England because they did not like the king's rules
- ✓ State one way Squanto helped the Pilgrims learn to live in America (e.g., taught them to fish, hunt, plant gardens, or build houses)
- ✓ Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about "The Pilgrims" (RI.P.1, SL.P.2, SL.P.3)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ With prompting and support, identify outcomes described in "The Pilgrims" (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, retell important facts and information from "The Pilgrims" (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *harvest* in reading and discussing "The Pilgrims" (RI.P.4)
- ✓ With prompting and support, use the word *harvest* that was acquired through conversations, reading and being read to, and responding to "The Pilgrims" (L.P.6)

- ✓ Retell and dramatize the stories of the Native Americans and the Pilgrims that have been read aloud including characters, a beginning, and an ending (W.P.11)

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	 <b>The Pilgrims</b>		15
<b>Deepening Understanding</b>	 <b>Deepening Understanding: Harvest</b>	Image Cards 2B-1–2B-4	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	 <b>Tell Me About the Native Americans and the Pilgrims</b>	Activity Pages 2A-1, 2A-2; scissors or paper cutter	15

## Take-Home Material

### My Thanksgiving Feast

Give students the following material to take home to their family:

- **Activity Page 2B-1: My Thanksgiving Feast**

## Picture Talk

**15 minutes**

**Whole Group**

### The Pilgrims

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 2A-1: King on throne**

- Remind students that this is the story about the Pilgrims who left England and sailed to America.

*"We are going to tell the story of the Pilgrims who left England and sailed to America."*

- Point to the king and ask students to label him.

*"Who remembers who this man is who is wearing a crown? What did he do that made the Pilgrims want to leave England?"*

- Call on a few students to respond. (the king; he made rules)
- Ask students if they remember where the Pilgrims decided to go and how they got there.

*"So, the Pilgrims left England. Where did they decide to go? How did they get there? Did they drive their car there? Did they fly in an airplane? Who remembers?"*

- Call on a few students to respond. (America; They sailed in a ship.)



◀ **SHOW FLIP BOOK PAGE 2A-2: Ship at sea**

- Tell students that the Pilgrims sailed on the *Mayflower*.

*"The Pilgrims sailed across the Atlantic Ocean on a ship called the Mayflower. Was their journey hard or easy? Was their journey long or short?"*

- Call on a few students to respond. (hard, long)



◀ **SHOW FLIP BOOK PAGE 2A-4: Native American holding corn**

- Remind students that the Native Americans were already living in America.

*"When the Pilgrims arrived in America, they met the people who were already living there. Those people were called the Native Americans. Who remembers the name of the Native American who helped the Pilgrims learn to live in their new home?"*

- Call on a few students to respond. (Tisquantam, Squanto)
- Ask students how Squanto helped the Pilgrims.

*"How was Squanto a good friend to the Native Americans? How did he help them learn to live in their new home?"*

- Call on a few students to respond. (He helped them learn to build houses and grow food.)



◀ **SHOW FLIP BOOK PAGE 2A-5: Pilgrim with turkey at table**

- Ask students to tell you about the picture.

*"Who remembers what Squanto and the Pilgrims are doing in this picture? Why are they having a feast? What are they eating?"*

- Call on a few students to respond. (having a feast; celebrating the harvest or Thanksgiving; turkey, corn, and pumpkins)



◀ **SHOW FLIP BOOK PAGE 2A-6: Family at Thanksgiving table**

- Ask students to tell you about the picture.

*"Who remembers what holiday this family is celebrating? Why are they having a feast? What are they eating?"*

- Call on a few students to respond. (Thanksgiving; to remember the celebration the Pilgrims and Native Americans had long ago; turkey and pumpkins)
- Ask students about their own Thanksgiving experiences.

*"Who in this class celebrates Thanksgiving? How do you celebrate Thanksgiving?"*

- Call on a few students to respond.

## **Deepening Understanding**

**10 minutes**

**Whole Group**

### **Deepening Understanding: Harvest**

#### **Defining Harvest**

- Reread the part of the read-aloud text that contains the word *harvest*.

*"Remember, in our read-aloud, we heard the word harvest. Listen for the word harvest while I read part of the read-aloud you heard before."*



◀ **SHOW FLIP BOOK PAGE 2A-5: Pilgrim with turkey at table**

*Squanto told the Pilgrims that every year when it was time to harvest the crops, he and the other Native Americans had a celebration....*

*They cooked corn, pumpkins, and beans. When they saw how much food they had, they gave thanks together.*

- Define the word *harvest*.
- Show **Image Card 2B-1: Picking strawberries**

*"Harvest means to gather crops from the fields where they are growing. Crops are plants like corn and strawberries that people and animals like to eat. When the crops are ready to eat, people harvest the crops. They go out into the field and pick the fruits and vegetables and bring them back home. They harvest the crops."*

- Have students say the word with you.

*"Say this word with me—harvest."*

### **Reviewing Harvest**

- Have students show ‘thumbs up’ if you name something the Native Americans harvested and ‘thumbs down’ if you name something they did not harvest.

*I want us to play a game we have played before. Show me ‘thumbs up’ if I say something you can harvest from a plant. Show me ‘thumbs down’ if I say something you cannot harvest.”*

- corn (yes)
- cupcakes (no)
- beans (yes)
- milkshake (no)
- hot dogs (no)
- pumpkins (yes)

### **Expanding Harvest**

- Explain that people still harvest crops today.

*"People still harvest crops today. People sometimes use their hands to harvest crops, but they also use machines like combines and tractors. Combines are big tractors that harvest crops for farmers. Let's look at a few pictures of the different ways people harvest crops today."*

- Show **Image Cards 2B-1: Picking Strawberries** and **2B-2: Picking Blueberries**
- Show **Image Cards 2B-3: Harvesting Wheat with Combine** and **2B-4: Harvesting Corn with Combine**



**Complete remainder of lesson later in the day**

## **Extension Activity**

**15 minutes**

**Small Group**

### **Tell Me About the Native Americans and the Pilgrims**

Continue this activity in Small Groups. See **Day 2A: Tell Me About the Native Americans and the Pilgrims** for detailed instructions on this Extension Activity.



**Reflect on student progress using the Domain Assessment**

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ State that every year we remember Martin Luther King Jr. by celebrating his birthday
- ✓ State that Martin Luther King Jr. wanted everyone to live together without being mean to one another

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ Point to the front cover and title of a book ([RI.P.5, RF.P.1a](#))
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *Happy Birthday, Martin Luther King* by Jean Marzollo ([RI.P.6](#))
- ✓ Find the illustration, or object within the illustration, that is being described ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *Happy Birthday, Martin Luther King* by Jean Marzollo ([RI.P.1, SL.P.2, SL.P.3](#))
- ✓ With prompting and support, retell important facts and information from *Happy Birthday, Martin Luther King* by Jean Marzollo ([RI.P.2](#))
- ✓ With prompting and support, ask and answer questions about the word *peaceful* in reading and discussing *Happy Birthday, Martin Luther King* by Jean Marzollo ([RI.P.4](#))

- ✓ With prompting and support, use the word *peaceful* that was acquired through conversations, reading and being read to, and responding to *Happy Birthday, Martin Luther King* by Jean Marzollo ([L.P.6](#))
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers ([W.P.5](#))

## Core Vocabulary

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**dream, *n.*** A hope or wish that something will happen

*Example:* I have a dream that one day I will be a professional baseball player.

*Variation(s):* dreams

**peaceful, *adj.*** Calm, nice, and without fighting

*Example:* It is important to work out your disagreements in a peaceful way without yelling or fighting.

*Variation(s):* none

**solve, *v.*** To find an answer to a problem

*Example:* Mr. James helped Marie and Shawna solve their argument over who got to play with blocks by helping them talk to each other nicely.

*Variation(s):* none

**talent, *n.*** Something you are really good at doing

*Example:* My sister's talent is playing the piano well.

*Variation(s):* talents

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>Print Awareness</b>	Image Card 3A-1; <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	5
	<b>W Personal Connections</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W Happy Birthday, Martin Luther King by Jean Marzollo</b>	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; chart paper or a whiteboard, marker	10
<b>Deepening Understanding</b>	<b>W Deepening Understanding: Peaceful</b>	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	<b>S Kindness Cards</b>	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; paper, drawing tools	15

## Advance Preparation

### Presenting the Read-Aloud

Paper clip pages 18–25 and pages 30–31 together. You will skip these pages while reading *Happy Birthday, Martin Luther King* by Jean Marzollo. These pages contain sensitive material that is not likely to be appropriate for your students.

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Extension Activity

Read the **Extension Activity: Kindness Cards** and follow the directions to make your own example thank you card thanking someone for an act of kindness. Be sure to sign your name to the card.

## Introducing the Read-Aloud

**5 minutes**

Whole Group

### Print Awareness

- Read the title and slide your finger under the words as you read.

*“Today we are going to read a book. The title of this book is Happy Birthday, Martin Luther King. The title tells us what the book is about. This book is about a man named Martin Luther King Jr. Martin Luther*

*King Jr. is no longer alive, but every year people in America celebrate his birthday because he was such an important man.”*

- Show students **Image Card 3A-1: Martin Luther King Jr. photograph** and tell them he is a real person. Keep the photograph displayed during the read-aloud.

*“This is Martin Luther King Jr. He was a real person who lived at a time when your grandparents were probably very young. In this book we see drawings of him, but he was a real person.”*

- Ask a few students to come up and point to the title of the book.
- Point to the author’s name as you read it aloud.

*“The author of this book is Jean Marzollo. Jean Marzollo wrote the words in this book.”*

- Point to the illustrator’s name as you read it aloud.

*“The illustrator of this book is J. Brian Pinkney. He drew the pictures in this book.”*

### **Personal Connections**

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- Tell students that Martin Luther King Jr. helped people learn to treat each other with respect. Then make a connection to respect in your own classroom.

*“Martin Luther King Jr., the man on the cover of our book, worked hard all of his life to help people learn to treat each other with respect. That means he wanted everyone to be nice to each other and treat each other fairly. What are some things we do in our classroom to make sure everyone treats each other with respect?” (say “please” and “thank you,” share, take turns, don’t say mean things, don’t hurt each other)*

- Remind students that Martin Luther King Jr. helped people learn how to respect one another.

*“Martin Luther King Jr. helped a lot of people learn how to treat each other with respect.”*

## Purpose for Listening

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- Tell students to listen to find out why we celebrate Martin Luther King Jr.'s birthday every year and to find out what Martin Luther King Jr. did to promote respect.

*"Listen while I read Happy Birthday, Martin Luther King to find out why we celebrate Martin Luther King Jr.'s birthday every year and to find out what Martin Luther King Jr. did to help people learn to treat each other with respect."*

# Happy Birthday, Martin Luther King by Jean Marzollo

3A

➡ PAGE 8 . . . Martin Luther King Jr.

- Explain why Martin Luther King is referred to as Jr.

"Since Martin Luther King had the same name as his father, we call him Martin Luther King Jr. so we know that they are two different people. He is the younger Martin Luther King, so he is junior."

- If you have any "juniors" in your class, tell your students why their friend has the letters "Jr." after his name.

➡ PAGE 14 . . . made them feel better.

- Introduce students to the phrase ACT OF KINDNESS.

"Martin was very kind and nice and helped people who were sick feel better by visiting them. When someone does something nice for someone else, we call it an ACT OF KINDNESS. In this picture, Martin Luther King Jr. is being kind. He is doing something nice by visiting this woman who is sick."

- Tell students an example of an act of kindness in your classroom. Ask students if they can think of an example of an act of kindness that someone in the classroom has done.

"I've noticed some acts of kindness in our classroom. This morning Shaun brought me a tissue when I sneezed. That was very kind of him; it was an act of kindness. Can you think of any acts of kindness that have happened in our classroom lately?"

- After the discussion, reorient students to the book.

"Let's keep reading to find out what other acts of kindness Martin Luther King Jr. did!"

➔ PAGE 17 . . . ways to solve problems.

- Explain what is happening in the illustration.

"Martin Luther King Jr. is helping these two boys solve a problem and get along. He wants them to solve their problem peacefully. That means he wants them to be nice and talk calmly to each other to solve a problem. These boys are shaking hands because they have agreed to get along and be peaceful. Martin Luther King Jr. helped a lot of people solve their problems peacefully, even adults."

- Ask students if anyone has ever helped them solve a problem peacefully.

"Who helps you solve a problem peacefully and makes sure everyone is nice to each other?"

- Call on a few students to respond.



**SKIP Pages 18–25: These pages contain information that may not be suitable for your students.**

➔ PAGE 27 . . . pray for justice.

- Define the word JUSTICE.

"All of these people wanted justice. JUSTICE means that everything is fair. So, all of these people wanted everything to be fair for all people. They are all marching together with Martin Luther King Jr. They are marching for justice with Martin Luther King Jr."

- Point to Martin Luther King Jr. in the middle of the illustration.

➔ PAGE 29 . . . mean to one another.

- Describe what is happening in the illustration as it relates to the text.

"This picture shows Martin Luther King Jr. giving a speech to many, many people. Here is Martin Luther King Jr. talking to everyone. Here are all of the people. Some of them are holding signs. The signs say that they want everyone to be nice to each other and be treated fairly."

- Reorient students to the text of the trade book.

"Martin Luther King Jr. told all of these people about how he hoped 'people everywhere would learn to live together without being mean to one another.'"



**SKIP Pages 30–31: These pages contain information that may not be suitable for your students.**

➔ PAGE 32 . . . Martin Luther King!

- Explain why we celebrate Martin Luther King Jr.'s birthday every year.

"We celebrate Martin Luther King' Jr.'s birthday because of all of the acts of kindness he did for people, like solving problems and helping make things fair. The children in this picture are celebrating Martin Luther King Jr.'s birthday with a cake."

Whole Group

### Deepening Understanding: Peaceful

#### Defining Peaceful

- Reread the part of the text that contains the word *peaceful*.

*"Remember, in our book we heard the word peaceful. Listen for the word peaceful while I read part of the book you heard before."*

► SHOW AND REREAD PAGE 17 . . . peaceful ways to solve problems.

- Define the word *peaceful*.

*"Peaceful means nice and calm. These two boys were having trouble getting along. Martin Luther King Jr. helped them become friends again by having them talk to each other using peaceful voices and words. That means they used nice inside voices and used kind words to get along with each other instead of fighting or yelling."*

- Have students say this word with you.

*"Say this word with me—peaceful."*

#### Reviewing Peaceful

- As a class, think of some examples of times when students have solved a problem in a peaceful way.

*I can think of a time when friends solved a problem in a peaceful way in our classroom. I remember Christian and Kayden couldn't decide who would get a turn first on the computer. Instead of getting mad, Kayden told Christian in a peaceful voice that he could use the computer first. He said "Christian, you can use the computer first and then I will use it after you." Kayden and Christian solved that problem in a peaceful way."*

- Give students some example scenarios and ask them how they would solve the problem peacefully.

*"What if two students wanted to play with the same puzzle? How could they solve this problem peacefully? Should they yell at each other or should they take turns to solve the problem peacefully?"*

- Ask students if they have any examples of times they solved a problem peacefully.

*“Can you remember a time you had to work out a problem in a peaceful way?”*

- Call on a few students to respond, confirming and recasting their answers to include the word *peaceful*.

### **Teaching Tip**

Use the word *peaceful* throughout the day as you help students settle for naptime and circle time.

### **Expanding Peaceful**

- Define the meaning of *peaceful* as a way to describe quiet time.

*“We also use the word peaceful to describe when something is quiet and makes us feel safe. When we have nap time in our classroom, the room is very peaceful because everyone is quiet and feels safe. When you get ready to go to sleep at nap time, you feel peaceful. It’s not like recess, when everyone can run around and be loud. That is OK, too, but it is important that we have some parts of our day where it is peaceful and quiet so we can rest.”*

- Ask students about times when they feel peaceful.

*“Can you think of some times when you feel peaceful and calm?”*

- Call on a few students to respond, confirming and recasting their answers to include the word *peaceful*. You might prompt students by asking them about what getting ready for bed is like.



**Complete remainder of lesson later in the day**

Small Group

### Teaching Tip

Make a Martin Luther King Jr. Act of Kindness Jar by taping a picture of Martin Luther King Jr. to the jar along with a written label. During the day, when you notice a student doing something kind, have the student dictate a sentence describing the kind thing s/he did. Write the student's name on the slip of paper and have him/her put the piece of paper in the jar. At circle time, read a few kindness strips that have been written throughout the day so that other students can hear them. Applaud the students who did an act of kindness.

### Kindness Cards

Students will create a thank you card to thank someone for an act of kindness that they have observed.

- Tell students you are going to be talking about acts of kindness.
- Discuss the following acts of kindness in the book, *Happy Birthday, Martin Luther King* by Jean Marzollo:
  - Page 14: "He visited sick people in the hospital and made them feel better."
  - Page 17: "He asked people not to fight with each other."
- Discuss specific examples of acts of kindness in your own classroom and school. Use the examples below or come up with your own.

*"People in our school do nice things for each other all the time.*

*These are acts of kindness. Sometimes people share with us.*

*Yesterday I saw \_\_\_\_\_ share with \_\_\_\_\_. Sometimes people make us food at school; that is an act of kindness. \_\_\_\_\_ made you food yesterday. Sometimes someone plays with us. That is an act of kindness."*

- Ask students to share some acts of kindness they have witnessed.
- Tell students you want them to make a thank you card for someone who did something nice for them. Tell students they are thanking someone for an act of kindness.
- Show students the example thank you card you made (see **Advance Preparation**).
- Give each student a piece of construction paper and appropriate drawing tools (e.g. markers, crayons, etc.) to make their card.
- Help each student think of something nice someone has done for them and help them begin making a card for that person.
- Talk with each student individually about his/her card. Ask each student what s/he would like the card to say and write it down.

*"Is there anything I can write for you to help this person know how much you appreciate their acts of kindness? I'm going to write 'thank you for . . .'"*

- Help each student sign his/her name to the card by writing each student's name. If the student is ready, he/she can write his/her own name or first letter.
- Finally, explain to students how making a thank you card is also an act of kindness.
- Once students have completed their card, help students deliver them to their designated recipient.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ State that every year we remember Martin Luther King Jr. by celebrating his birthday
- ✓ State that Martin Luther King Jr. wanted everyone to live together without being mean to one another

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ Point to the front cover and title of a book (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.6)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.2)

- ✓ With prompting and support, ask and answer questions about the word *dream* in reading and discussing *Happy Birthday, Martin Luther King* by Jean Marzollo (RI.P.4)
- ✓ With prompting and support, use the word *dream* that was acquired through conversations, reading and being read to, and responding to *Happy Birthday, Martin Luther King* by Jean Marzollo (L.P.6)
- ✓ Demonstrate understanding and use the multiple-meaning word *dream* appropriately (L.P.4a)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

## At a Glance

	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Picture Talk</b>	 <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	Image Card 3A-1; <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	15
<b>Deepening Understanding</b>	 <i>Deepening Understanding: Dream</i>	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo	10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	 <i>Kindness Cards</i>	<i>Happy Birthday, Martin Luther King</i> by Jean Marzollo; construction paper, drawing tools	15

## Take-Home Material

### Martin Luther King Jr: I Have a Dream

Give students the following material to take home to their family:

- **Activity Page 3B-1: Happy Birthday, Martin Luther King**

**Whole Group****Happy Birthday, Martin Luther King by Jean Marzollo**

**Note:** Not every page of the trade book is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the trade book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the trade book pages and read the prompts below, encourage students to talk about the pictures and share information.

Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

→ **SHOW THE COVER OF HAPPY BIRTHDAY, MARTIN LUTHER KING BY JEAN MARZOLLO**

- Remind students that you read a book about Martin Luther King Jr. Read the title to students.
- Remind students that this book was written by Jean Marzollo and illustrated by J. Brian Pinkney. Define the meaning of *illustration*.

*"That means Brian Pinkney drew all of the pictures or illustrations in the book. We can tell that he drew them because you can see all of the lines he made with his pencil in this illustration on the cover. He drew Martin Luther King Jr. with a bunch of children on the cover of this book. This is not a photograph; it is an illustration."*

→ **SHOW IMAGE CARD 3A-1: Martin Luther King Jr. photograph**

- Tell students about the photograph and compare it to the drawing.
- Keep this picture posted throughout the Picture Talk so you can refer to it and compare it to the illustrations.

*"This is a photograph of Martin Luther King Jr. A photograph is a picture someone took with a camera. Martin Luther King Jr. is in the illustrations of this book, and he is also in this photograph. Martin Luther King Jr. was a real person, that's how we have a photograph of him. Sometimes it's easier to recognize a person in a photograph than in a drawing. Have you ever had your photograph taken?"*

→ SHOW PAGE 14

- Ask students what Martin Luther King Jr. is doing in the illustration. Give students a hint by reminding them that you have been talking about acts of kindness.

*“What is Martin Luther King Jr. doing in this illustration? Remember, we have been talking about acts of kindness. In this picture he is doing an act of kindness. What is his act of kindness?”*

- Call on a few students to respond. (His act of kindness is helping sick people.)

→ SHOW PAGE 17

- Ask students what Martin Luther King Jr. is doing in the illustration. Give students a hint by reminding them that you learned about the word *peaceful*.

*“What is Martin Luther King Jr. doing in this illustration? Remember, these boys were fighting. He is doing something to help these boys; what is he doing?”*

- Call on a few students to respond. (He is helping these two boys solve a problem in a peaceful way.)
- Recast students' answers to include the word *peaceful*.

→ SHOW PAGE 29

- Ask students what Martin Luther King Jr. is doing in this picture.

*“What is Martin Luther King Jr. doing with all of these people?”*

- Call on a few students to respond. (He is giving a speech to many people.)
- Summarize the main idea behind Martin Luther King Jr.'s speech.

*“Martin Luther King Jr. is giving a speech. He is telling everyone about his dream that people everywhere can learn to leave peacefully together and that everyone will do many acts of kindness.”*

- Reread the last sentence on this page to help students understand what his dream was.
- Summarize the main idea behind Martin Luther King Jr.'s dream.

*“His dream was that people everywhere would learn to live together without being mean to one another.”*

→ SHOW PAGE 32

**Teaching Tip**

Have students sing 'Happy Birthday' to Martin Luther King.

- Reread the text on page 32 to bring closure to the Picture Talk.

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Dream

#### Defining Dream

- Reread the part of the text that contains the word *dream*.

*"Remember, in our book we heard the word dream. Listen for the word dream while I read part of the book you heard before."*

→ SHOW AND REREAD PAGE 29 . . . In his speech . . . mean to one another.

- Define *dream* and identify it as a multiple-meaning word.

*"We aren't talking about a dream you have when you are asleep. We are talking about a different kind of dream. This dream is a hope or a wish that something will happen. Martin Luther King Jr.'s dream is that everyone will get along. It was so important to him that he gave a speech about it to all of these people."*

- Have students say this word with you.

*"Say the word with me—dream."*

#### Reviewing Dream

- Model telling about a wishful dream.

*"I have a dream that everyone in our classroom will have a really fun year in Preschool and will be ready for Kindergarten next year. Do you have a dream or a wish that something will happen?"*

- Call on a few students to respond, confirming and recasting their answers to include the word *dream*.

#### Expanding Dream

- Ask students if they have ever had a dream while they were asleep.

*"We just heard all about your dreams that are wishes. Have you ever had a dream while you were sleeping?"*

- Explain to students how this is a different kind of dream.

*"A dream while you are sleeping is different from the kind of dream Martin Luther King Jr. had. He was awake when he had his dream about everyone being nice to each other. His dream was a wish that he hoped would come true."*



**Complete remainder of lesson later in the day**

## **Extension Activity**

**15 minutes**

**Small Group**

### **Kindness Cards**

Continue this activity in Small Groups. See **Day 3A: Kindness Cards** for detailed instructions on this Extension Activity.



**Reflect on student progress using the Domain Assessment**

### **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Participate in the act of voting
- ✓ Identify Barack Obama as a president of the United States
- ✓ State the name of the current president of the United States

#### **Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Barack Obama” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who, what, where, when, or why*) (SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Barack Obama” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *laws* in reading and discussing “Barack Obama” (RI.P.4)
- ✓ With prompting and support, use the word *laws* that was acquired through conversations, reading and being read to, and responding to “Barack Obama” (L.P.6)
- ✓ Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that *rules* and *laws* are similar but not identical in meaning) (L.P.5)

- ✓ Express a personal opinion ([SL.P.6](#))
- ✓ With prompting and support, use a combination of dictating and writing to create an informative text about class rules, naming the topic and supplying some information about the topic ([W.P.2](#), [W.P.8](#))
- ✓ Perform activities requiring small muscle control ([L.P.1a](#))

## Core Vocabulary

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**different, adj.** Not the same

*Example:* A cat is a different kind of animal than a dog.

*Variation(s):* none

**laws, n.** Rules that people have to follow

*Example:* There are many laws in our country; one is that children must wear seatbelts when they ride in cars.

*Variation(s):* law

**office, n.** A place, building, or room where people work

*Example:* My mom goes to work in her office every morning.

*Variation(s):* offices

**president, n.** The person who is the leader of a country, like the United States of America

*Example:* George Washington was the first president of the United States.

*Variation(s):* presidents

**voted, v.** Chose something or someone that you preferred

*Example:* We voted to have chocolate milk at lunch today.

*Variation(s):* vote, votes, voting

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	 <b>Background Information and Terms</b>	whiteboard or chart paper; marker	5
	 <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	 <b>Barack Obama</b>	map of the United States	10
<b>Deepening Understanding</b>	 <b>Deepening Understanding: Laws</b>	Image Card 4A-1	10
	 <b>Complete remainder of lesson later in the day</b>		
<b>Extension Activity</b>	 <b>Cast a Ballot</b>	shoebox; construction paper; scissors; ballots; stickers; primary crayons	10

## Take-Home Material

### Important People in American History: Barack Obama

Give students the following material to take home to their family:

- **Activity Page 4A-1: Important People in American History: Barack Obama**

## Advance Preparation

### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Introducing the Read-Aloud

Plan something students can vote on in order to better understand the word vote. Read Introducing the Read-Aloud and write your plan in the box provided. Give students two choices in the vote and be sure it is a meaningful choice, such as choosing what game to play, song to sing, or what to eat for snack.

### Extension Activity

Prepare a ballot box where students can cast a vote. Use a shoebox, cover it in red, white, and blue paper, and cut a slot in the top. Decide on something meaningful in your classroom that students can vote on, such as choosing a snack or special activity. Prepare ballots with pictures

of students' choices. For example, if students are choosing between goldfish and graham crackers for snack, make a ballot showing a picture of goldfish crackers and a picture of graham crackers.

Whole Group

### Background Information and Terms

- Define the word *vote*.

*"Today we are going to learn about the word vote. Vote means to choose something that you prefer or like the best."*

- Explain to students that you are going to have a vote in class. Below, write what you will say to introduce the vote to students, explaining their two options to them (see **Advance Preparation**).

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- Tell students that there are many kinds of things you can vote for. Tell students that adults vote to decide who should be president of the United States.

*"Adults in our country vote to decide who should be president of the United States. All of the people who want to be president tell everyone about their ideas. Then, the people living in the United States decide whose ideas they like best. They vote for the person whose ideas they like the best. The person with the most votes becomes president."*

- Define the word *president*.

*"A president is the leader of our country. The president helps all the people in America make choices about the best ways to live."*

- Compare the president's position as leader of a country to a leadership position in your school or classroom (e.g., administrator, principal, director).

*"The president is a leader of our country. In our school, we have someone who is like the president; s/he is the leader in charge of our school. S/he helps us make choices about the best ways to behave in our school. Do you know who it is?"*

### **Purpose for Listening**

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- Tell students to listen to find out the name of someone who became president of the United States.

*"In this read-aloud we are going to learn about someone who was chosen by a vote to become the president of the United States. Listen to find out who it was."*

## PRESENTING THE READ-ALOUD Barack Obama

10 MINUTES

4A

**Note:** The text in this read-aloud is written to be used both while President Obama is in office and when he is no longer president. The teacher notes are written for when President Obama is still in office. Please adjust these notes once President Obama is no longer in office to discuss both President Obama and the current president.



◀ SHOW FLIP BOOK PAGE 4A-1: **Obama presidential portrait**

Our country, the United States of America, has had many presidents. The forty-fourth **president** of the United States is Barack Hussein Obama.

- Tell students who the current president of the United States is and ask them if they have ever seen him/her on television, in the newspaper, on the computer, in a book, etc.

*"Barack Obama is the president of our country right now. Has anyone ever see a picture of Barack Obama? You might have seen him on television or in the newspaper, on the computer, or in a book."*



◀ SHOW FLIP BOOK PAGE 4A-2: **Obama family portrait**

Before he became president, while he was a young man, Barack Obama met a woman named Michelle. Barack and Michelle fell in love. They got married and had two daughters, Sasha and Malia. While his daughters were little girls, about the same age as you, Barack Obama and his family lived in the state of Illinois. Barack Obama was an important person in the state of Illinois because he helped make **laws**, or rules, and worked to make Illinois a better place to live.

- Show students a map of the United States and point to Illinois.

"This is the state of Illinois where Barack Obama and his family used to live when Sasha and Malia were young."

- Name your own state, point to it on the map of the Untied States, and explain that there are people who help your state to be a better place to live.

"We live in the state of \_\_\_\_\_. Say that with me: 'We live in the state of \_\_\_\_\_!' We have people in our state who help make it a better place to live just like Barack Obama did in Illinois."

- Show students a map of the United States and point to Illinois.



◀ SHOW FLIP BOOK PAGE 4A-3: **Obama waving at rally**

Many people who lived in Illinois thought Barack Obama did a good job, so they **voted** for him to travel to Washington, D.C., to help make laws for our whole country, the United States of America. Barack Obama thought a lot about what those laws should be while he lived in Washington, D.C. He talked and listened to many people about how to make the United States the best country it could be. Many people liked his ideas, and voted for him to be president of the United States.

- *Describe what Obama did for his state and what he did in Washington, D. C., as a senator.*

*"When Barack Obama moved to Washington, D. C., he wasn't president yet, but he thought about what it might be like to be president. He worked hard and helped all of the states in the United States. He was such a good helper that a lot of people voted for or chose him to be the president."*



◀ SHOW FLIP BOOK PAGE 4A-4: **The White House**

After he was elected president, President Obama and his family moved into a big, fancy house in Washington, D.C., called the White House. The White House is **different** from most houses because it is not only a place to live, but it is also a place to work. In one part of the White House there are rooms where the Obama family sleeps, gets dressed, and eats their meals, just like you do in your house.

- Ask students why it's called the White House.

*"Why do you think it is called the White House?"*

- Call on a few students to respond. (because it is white)

- Ask students if they would like to live in the White House.

*"One day you could be president and live in the White House with your family! Raise your hand if you would like to be president and live in the White House."*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 4A-5: **Obama in Oval Office**

But another part of the White House is an **office** building where lots of busy people come to do hard work every day. President Obama has an office with a big desk where he can read and sign important papers. He also has a phone so that he can talk to important people from all around the world. Since President Obama's office is in the White House where his family lives, his daughters, Malia and Sasha, can visit him when they get home from school.



◀ **SHOW FLIP BOOK PAGE 4A-6: Sasha and Malia bulletin board**

Even though their father is president of the United States and they live in the White House, Malia and Sasha Obama do many things just like other kids. They go to school and do their homework every day. When they come home they like to do fun things like dancing and practicing piano. At the end of the day—before they eat dinner—Sasha and Malia have two important chores to do. First they feed their dog Bo, and then they take him for a walk outside the White House.

- Explain that *Sasha and Malia do things other children do.*

*"Look, Malia is working on homework in this picture and Sasha is dancing to music in this picture. Here they are walking their dog Bo. Even though they live in the White House, Malia and Sasha do the same things as other boys and girls."*

- Ask students what chores they do at home.

*"What kind of chores do you do at home?"*

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 4A-7: Obama family**

President Obama once told Malia and Sasha that he knew their lives were wonderful in many ways. He also told them he wanted every child in the United States of America to have a wonderful life just like theirs. Barack Obama said that he was going to work long and hard to make the United States a better place to live so that all children would have the chance to "learn and dream and grow."



◀ SHOW FLIP BOOK PAGE 4A-8: **Obama with American flags**

President Obama talked to the people of the United States and told them the same thing he told his daughters. He said he wanted everyone in the United States to have a chance to go to a good school, to learn how to read and write, and to have a good life in the United States.

- Tell students that President Obama is giving a speech in the picture.

*"In this picture President Obama is giving a speech. That means he is talking to lots of people."*

- Show students page 28 in HAPPY BIRTHDAY, MARTIN LUTHER KING by Jean Marzollo. Remind them that they learned about Martin Luther King Jr. giving a speech.

*"When we learned about Martin Luther King Jr., we also saw him give a speech. In this picture Martin Luther King Jr. is talking to many people in Washington, D.C. He told everyone he had a dream that everyone could live peacefully together in the United States. Martin Luther King Jr.'s dream wasn't the kind you have when you are sleeping; it was a wish, something he hoped would happen. He hoped everyone could live peacefully and nicely together in our country."*

- Show students FLIP BOOK PAGE 4A-8: OBAMA WITH AMERICAN FLAGS and explain that Obama told people something similar in a speech.

*"President Obama gave a speech too. He has a dream that everyone will learn to read and write and have a happy life in the United States. President Obama's dream is also a wishful dream, just like Martin Luther King Jr.'s. He wishes everyone will learn to read and write and have a happy life."*

Whole Group

### Deepening Understanding: Laws

#### Defining Laws

- Remind students that they heard the word *laws* in the read-aloud.

*"Remember, while we were reading, we heard the word laws. Listen for the word laws while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 4A-3: **Obama waving at rally**

- Reread the part of the text that contains the word *laws*.

*Barack Obama was an important person in the state of Illinois because he helped make **laws**, or rules, and worked to make Illinois a better place to live.*

- Define *laws*.

*"Laws are special rules that everyone in the country must follow. Laws keep everyone safe and help everyone get along with each other. There is a law that we must wear a seatbelt in a car. There is also a law that all children must go to school. Laws are rules that everyone in our country obeys."*

- Have students say the word with you.

*"Say the word with me—laws."*

#### Reviewing Laws

- Tell students that President Obama helps decide on and enforce the country's laws.

*"President Obama helps decide what the laws, or rules, for our country should be. He also helps make sure everyone follows the laws of our country, the United States."*



◀ SHOW FLIP BOOK PAGE 4A-5: **Obama in Oval Office**

*"Sometimes when he is in his office, President Obama reads about the laws and rules of the United States. He wants to make sure all of the laws are fair for everyone. Sometimes he talks to people on the phone about some of our laws."*

- Show **Image Card 4A-1: Obama signing his name**

*"When President Obama decides that an idea is good and he wants to make it into a law or a rule for everyone, he signs his name on a piece of paper that has the law written on it."*

### **Expanding Laws**

- Compare laws to rules in your classroom

*"Laws are like the rules in our classroom. Rules in our classroom keep us safe and help us all get along with each other. One rule in our classroom is \_\_\_\_\_. What are some other rules in our classroom?"*

- Call on a few students to answer. Recast their answers by connecting the rule to its purpose (safety, getting along) and reminding students that laws do the same thing for our whole country.



**Complete remainder of lesson later in the day**

Whole Group

### Cast a Ballot

Students will make a choice and vote by casting a pictorial ballot.

- Remind students that the American people voted for, or chose, Barack Obama to become president.
- Tell students that when it is time to vote for a president, voters make a mark to show which person they choose to be president. Then, everyone's vote is counted to see who got the most votes and that person becomes president.
- Tell students that they are going to vote to make a choice about \_\_\_\_\_ (something in your classroom that students can decide).
- Show students the ballots you made (see **Advance Preparation**) and explain that they are going to make a mark with a crayon to show which option they choose.
- Demonstrate circling one of the pictures for the students.
- Give students their ballots and explain that after they make their choice, they should put their ballot in the box to be counted.
- You might give students stickers when they cast their votes, explaining that the stickers show they have already voted.
- After all students have voted, open the box and count the ballots. Explain to students which choice got the most votes.
- Provide all students with whichever choice got the most votes (e.g., a snack or special activity).

### **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Identify Barack Obama as a president of the United States
- ✓ State the name of the current president of the United States
- ✓ State two things the president does as part of his/her job (e.g., lives in the White House, talks on the phone, signs laws, etc.)

#### **Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ Find the illustration, or object within the illustration, that is being described ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Barack Obama” ([RI.P.1](#), [SL.P.2](#), [SL.P.3](#))
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) ([SL.P.3](#))
- ✓ With prompting and support, retell important facts and information from “Barack Obama” ([RI.P.2](#))
- ✓ With prompting and support, ask and answer questions about the word *laws* in reading and discussing “Barack Obama” ([RI.P.4](#))
- ✓ With prompting and support, use the word *laws* that was acquired through conversations, reading and being read to, and responding to “Barack Obama” ([L.P.6](#))

- ✓ Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that *rules* and *laws* are similar but not identical in meaning) (L.P.5)
- ✓ With prompting and support, use a combination of dictating and writing to create an informative text about class rules, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Perform activities requiring small muscle control (L.P.1a)

## At a Glance

	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Picture Talk</b>	 <b>Barack Obama</b>	chart paper; marker	15
<b>Deepening Understanding</b>	 <b>Deepening Understanding: President</b>	Image Card 4A-1	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	 <b>Cast a Ballot</b>	shoebox; construction paper; scissors; ballots; stickers; primary crayons	10

Whole Group

### Barack Obama

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 4A-1: **Obama presidential portrait**

- Ask students to identify the person in the picture. Ask students to name the current president.

*“Who remembers this man’s name? Why is he an important person? What is the name of his job? Who is the president of the United States right now?”*

- Recast answers to include the words *president, United States of America, country, Barack Obama*.
- Tell students that today you are going to talk about the special job of being president and that you are going to make a list of what the president does.

*“Today we are going to talk about the special job of being president. We are going to make a list of what the president has to do every day as part of his job.”*

- As you write at the top of the chart paper, tell students that the title of your list is going to be ‘What Does the President Do?’ Tell students that each time you talk about something the president does, you will write it down on the list.

*“I’m writing the title of our list up here at the top of the page: ‘What Does the President Do?’ Every time we talk about something the president does, we are going to add it to our list.”*



◀ SHOW FLIP BOOK PAGE 4A-4: **The White House**

- Ask students to identify the building in the picture by name.

*"What is the building in this picture? What is special about it? Who lives here?"*

- Recast students' answers to include these words and phrases:
  - the White House
  - president
  - president lives and works here
  - Barack Obama
  - Obama family (Sasha, Malia, Michelle)
- Add "lives in the White House" to your 'What Does the President Do?' chart.

*"Living in the White House is part of the President's job. I am going to write 'lives in the White House'."*



◀ SHOW FLIP BOOK PAGE 4A-5: **Obama in Oval Office**

- Ask students what the president does in his office.

*"What does the president do when he is working in his office in the White House?"*

- Recast students' answers to include these words and phrases:
  - talks on the phone
  - takes care of the country
  - writes things down
  - talks to many people in his office
- "Talking on the phone, taking care of our country, writing things down, and talking to people are all part of the president's job."*
- As you discuss what the president does in his office (e.g., talks on the phone, takes care of the country, etc.), add each statement to your 'What Do Presidents Do?' chart.
- "All of these things we just wrote down are part of the president's job."*

- Show **Image Card 4A-1: Obama signing his name.**
- Tell students what is happening in this picture.

*"This is a new picture of President Obama doing something important. He is signing his name on a law."*

- Elaborate on what signing one's name means.

*"When the president decides that an idea is good and he wants to make it into a law or a rule for everyone, he signs his name on a piece of paper that has the law written on it. Just like you put your name on your work at school, President Obama signs his name on his work. Part of the president's job is to sign his name."*

- Add "signs his names to laws" to your 'What Does the President Do?' chart.

*"Signing his name to laws is part of the president's job."*



◀ **SHOW FLIP BOOK PAGE 4A-8: Obama with American flags**

- Ask students what the president is doing in the picture.

*"What is the president doing in this picture?"*

- Give students hints by telling them that lots of people are listening to him just like they listened to Martin Luther King Jr.

*"The president is giving a speech in this picture. He is talking to a lot of people. Sometimes when the president gives a speech you can watch it on television or on the computer. He is talking to all of the people in the United States and telling them how we can all make our country a better place to live. Part of the president's job is to give speeches."*

- Add "gives speeches" to your 'What Does the President Do?' chart.

*"Giving speeches is part of the president's job."*

- Tell students that now you are going to talk more about the word *president*.



**Save the chart for use in Lesson 6B: "George Washington"**

Whole Group

### Deepening Understanding: President

#### Defining President

- Remind students that they heard the word *president* in the read-aloud.

*"Remember, while we were reading, we heard the word president.*

*Listen for the word president while I read part of the book you heard before."*



◀ SHOW FLIP BOOK PAGE 4A-1: **Obama presidential portrait**

*Our country, the United States of America, has had many presidents.*

*The forty-fourth president of the United States is Barack Hussein Obama.*

- Define *president*.
- Have students say the word with you.

*"Say the word with me—president."*

*"A president is a leader or person in charge of our country. A president does all of the things that we added to our list today."*

- Read aloud your list from ‘What Does the President Do’ Chart, sliding your finger beneath the words as you read.

#### Reviewing President

- Have students show ‘thumbs up’ and ‘thumbs down’ to indicate whether or not something is part of a president’s job.

*"I want us to play a game we played before. If I say something that is part of a president's job, put your thumbs up. If I say something that is NOT part of a president's job, put your thumbs down."*

- List things from your chart paper and silly things, differentiating between things that are a part of a job and things the president might just like to do but are not part of the job.

*"Eating ice cream. No, eating ice cream is not part of the president's job. The president might like ice cream but it's not part of the job. Signing his name to laws. Yes, signing his name is part of the president's job. Let's read our list: 'What does the president do?' 'Signs name to laws'."*

### **Expanding President**

- Compare the president's position as leader of a country to a leadership position in your school or classroom (e.g., administrator, principal, director).

*"The president is a leader of our country. In our school we have someone who is like the president, s/he is the leader in charge of our school. Do you know who it is?"*

- Compare your school's leader to the job of being president.

*"\_\_\_\_\_ is the leader of our school. S/he is like the president. S/he makes rules for our school just like the president makes laws for our country. S/he talks on the phone and signs important papers, too."*

- Continue making comparisons as appropriate. Reinforce the idea that the president is in charge of our country, just like your leader is in charge of the school.



**Complete remainder of lesson later in the day**

## **Extension Activity**

**10 minutes**

**Small Group**

### **Cast a Ballot**

Continue this activity in Small Groups. See **Day 4A: Cast a Ballot** for detailed instructions on this Extension Activity.



### **Reflect on student progress using the Domain Assessment**

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify Abraham Lincoln as a president of the United States
- ✓ Identify Abraham Lincoln as the face on the penny
- ✓ State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth
- ✓ Retell two main events from the story of Abraham Lincoln and the ruined book

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ Find the illustration, or object within the illustration, of a book that is being described ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about "Abraham Lincoln" ([RI.P.1, SLP.2, SLP.3](#))
- ✓ With prompting and support, retell important facts and information from "Abraham Lincoln" ([RI.P.2](#))
- ✓ With prompting and support, use the word *honest* acquired through conversations, reading and being read to, and responding to "Abraham Lincoln" ([L.P.6](#))
- ✓ With prompting and support, ask and answer questions the word *honest* in reading and discussing "Abraham Lincoln" ([RI.P.4](#))
- ✓ Classify by other conceptual categories: pennies versus quarters ([L.P.5a](#))

- ✓ With prompting and support, sort, classify, and describe coins according to concepts and/or categories explained in “Abraham Lincoln” (RI.P.3)

## Core Vocabulary

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**ax, *n.*** A tool with a sharp blade used to cut wood

*Example:* My dad uses an ax to chop firewood for our woodstove.

*Variation(s):* axes

**beside, *prep.*** Next to, on the side of

*Example:* I like to sit beside my friend at circle time here at preschool.

*Variation(s):* none

**borrowed, *v.*** Used someone’s things and gave them back later

*Example:* Jerome borrowed his sister’s red rain coat to wear today.

*Variation(s):* borrow, borrows, borrowing

**fireplace, *n.*** A place in a house where you build fire

*Example:* My mother builds a fire in the fireplace to keep our house warm during the winter.

*Variation(s):* fireplaces

**honest, *adj.*** Truthful

*Example:* My brother was honest and told Mom that he broke her favorite vase.

*Variation(s):* none

**ruined, *adj.*** Destroyed

*Example:* It rained while I was walking to school and my book got wet; it was ruined!

*Variation(s):* none

**terrible, *adj.*** Bad or unpleasant

*Example:* My stomach felt terrible when I had the flu.

*Variation(s):* none

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W What Do We Already Know?		5
	W Purpose for Listening		
<b>Presenting the Read-Aloud</b>	W Abraham Lincoln		10
<b>Deepening Understanding</b>	W Deepening Understanding: Honest		10
	 Complete remainder of lesson later in the day		
<b>Extension Activity</b>	S Pennies and Quarters	Image Cards 5A-1–5A-6; pennies and quarters (a few per student); clear jars or cups (at least two); tape	10

## Take-Home Material

### Important People in American History: Abraham Lincoln

Give students the following material to take home to their family:

- **Activity Page 5A-1: Important People in American History: Abraham Lincoln**

## Advance Preparation

### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Extension Activity

Hide pennies and quarters around the room for the penny and quarter hunt extension activity. Hide enough pennies and quarters for every student to find a few. Remember how many pennies and quarters you hid so that you can be sure to collect them after the activity is over.

Tape **Image Cards 5A-1: Heads Up Penny** and **5A-5: Heads Up Quarter** onto clear jars or cups for the sorting activity following the coin hunt.

## Introducing the Read-Aloud

5 minutes

Whole Group

### What Do We Already Know?

- Remind students that, a little while ago, they learned the word *president*. Define *president*.

*"Earlier this year we learned the word president. A president is the leader of our country, the United States. The president is in charge of our country. We have learned about one president so far this year."*



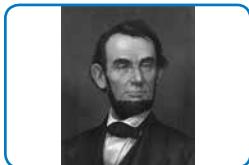
◀ SHOW FLIP BOOK PAGE 4A-1: **Obama presidential portrait**

*"What is the name of this president? This is Barack Obama. He is the forty-fourth president of our country. Sometimes we see him on TV or on the computer or in the newspaper."*

- Tell students that you are going to learn about another important president from long ago, Abraham Lincoln

◀ SHOW FLIP BOOK PAGE 5A-5: **Abe Lincoln portrait**

*"Today we are going to learn about another president from long ago. This is Abraham Lincoln. He was president a long, long time ago. This is a picture of him."*



### Purpose for Listening

- Tell students that today they will hear a read-aloud about Abraham Lincoln. Tell them this is a true story about Abraham Lincoln and the things he did long ago.

*"Today we are going to hear a read-aloud about Abraham Lincoln when he was a young boy. This is a real story about things he did long ago, not a pretend, or make-believe, story."*

- Tell students to listen to find out what Abraham Lincoln did as a young boy.

*"Listen carefully to find out what Abraham Lincoln did as a boy before he became president of the United States of America."*

## PRESENTING THE READ-ALOUD

# Abraham Lincoln

10 MINUTES

5A



◀ SHOW FLIP BOOK PAGE 5A-1: **Abe Lincoln chops wood**

Long, long ago, long before your mother and father were born, and even long before your grandparents were born—almost two hundred years ago—a boy named Abraham Lincoln grew up in the United States of America. People called him by his nickname, Abe. When Abe was a young boy, he lived with his family far out in the country. They lived in a log cabin that they built from trees. Abe's family had to work hard all day long. It was Abe's job to go use his **ax** to chop wood for the fire. Abe had so many chores to do, that he had to work all day long. He did not have time to go to school.

- Point to Abraham Lincoln in the picture and tell students his nickname was Abe.  
*"This is Abraham Lincoln as a boy. His nickname was Abe. Say that with me—ABE."*
- Have a student come up and point to the ax. Explain how Abe used the wood to make a fire in the log cabin.  
*"Who can come and point to the ax in this picture? Abe is using his ax to chop wood in this picture. He is going to use this wood to build a fire inside the log cabin to keep warm."*
- Remind students that Abe didn't go to school.  
*"Abe was so busy chopping wood and helping his family with the house that he didn't have time to go to school like you do. Let's keep reading to find out what Abe does when he isn't chopping wood."*



◀ SHOW FLIP BOOK PAGE 5A-2: **Abe Lincoln reading by fire**

But, Abe wanted to learn all kinds of things. So every night, even though he was tired, he used his time for learning. First he taught himself how to read, and then he read every book he could find.

In those days, no one had electric lights that you could turn on after dark. So after dark, 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.

- Ask students if they have ever been near a fire before. Ask them how it feels and how it looks.  
*"Have you ever been near a fire before? How did it feel? How did it look?"*
- Recast students' answers to describe fires as hot or warm and bright or light. Remind students that we don't touch fires because they are so hot.
- Ask students about reading before bed and the lighting they use to see the words on the page.  
*"Abe Lincoln wanted to learn things. First he learned how to read books and then he kept reading every night before he went to bed. Do you read before you go to bed? Do you use a light that plugs into the wall when you read before bed? Does this light help you see the words and pictures on the page?"*
- Call on a few students to answer. Compare their nighttime reading habits with Abe's.  
*"Abraham Lincoln didn't have a light that plugs into the wall so he had to sit close to the fire and use the light coming off the fire."*



◀ SHOW FLIP BOOK PAGE 5A-3: **Abe Lincoln holding up book**

Abe's family did not have a lot of books of their own. Abe wanted to read more, so he **borrowed** a book from a man who lived nearby. One night a big thunderstorm came, and rain leaked in through the roof of Abe's cabin. The book he had borrowed got soaking wet! The pages were stuck together and it was hard to read the words. The book was **ruined**.

- Define **BORROWED**.

"**BORROWED** means using someone's things and then giving them back. It is like sharing. Abe borrowed a book from his neighbor, which meant he had to give it back when he was finished reading it."

- Summarize for students what happened to Abe's borrowed book.

"Abe borrowed this book from his neighbor. What happened to it? It got wet in the rain! It was ruined. **RUINED** means it was destroyed and Abe couldn't use it any more. The book got so wet and soggy that you couldn't even open it or see any of the pages of the book. Oh no!"

- Ask students if they ever borrow books.

"Do you ever borrow books from friends, from our classroom, or from the library? Do you have to be careful with the books when you borrow them to make sure nothing bad happens to them? We have to be careful with the books in our library so that they don't get ruined and so other children can read them, too. Abe knew he was supposed to be very careful with his neighbor's book that he borrowed."

- Tell students to listen to find out what Abe does with the ruined book.

"Listen to find out what Abe does with the ruined book."



◀ SHOW FLIP BOOK PAGE 5A-4: **Abe Lincoln with man in hat**

Abe felt **terrible**. He bravely carried the ruined book back and showed it to the man he had borrowed it from.

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

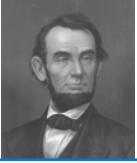
Abe knew the book was very important to its owner. Abe didn't have any money, but he was a hard worker. He agreed to work on his neighbor's farm for three days in order to pay for the book that had been ruined. Abe proved that he was an **honest** boy and a hard worker.

- Define the word **HONEST** and summarize what Abe did that made him honest.

*"HONEST means telling the truth. Abe told his neighbor the truth about the book. He told him that it got wet in the rain. Because Abe was so honest and always told the truth, we call him 'Honest Abe'! Say that with me—HONEST ABE."*

- Explain how Abe Lincoln repaid to his neighbor.

*"Abe worked on his neighbor's farm to make up for the ruined book. His neighbor forgave him and they stayed friends. Abe was a hard worker."*



◀ SHOW FLIP BOOK PAGE 5A-5: Abe Lincoln portrait

As Abraham Lincoln grew up, more and more people saw how honest and hardworking he was. They trusted him so much that they chose him to be president of the United States of America. He was our sixteenth president.

- Describe how Lincoln became president.

*"Many people voted for Abraham Lincoln to be president because they saw how honest and hardworking he was. They liked his ideas and wanted him to be president."*

- Describe the image.

*"We saw this picture of Abraham Lincoln earlier. It shows Abraham Lincoln as a grown-up man. Even when Abraham Lincoln was a grown-up, people still called him Honest Abe."*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Honest

#### Defining Honest

**Note:** Because the concept of honesty is difficult for preschoolers, it is best taught when a specific situation arises in a natural context. Instead of conducting the expansion part of Deepening Understanding as a whole group after defining and reviewing the word, seek opportunities during the day to teach students about honesty as it relates to real experiences in preschool.

- Reread the part of the text that contains the word honest.

*"Remember, when we were reading today, we heard the word honest. Listen for the word honest while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 5A-4: **Abe Lincoln with man in hat**

*Abe felt terrible. He bravely carried the ruined book back and showed it to the man he had borrowed it from.*

*“Our roof leaked, and the rain came in on your book,” he told him. “I am afraid your book is ruined. I am so sorry. What can I do to repay you?”*

*Abe knew the book was very important to the owner. Abe didn’t have any money, but he was a hard worker. He agreed to work on his neighbor’s farm for three days in order to pay for the book that had been ruined. Abe proved that he was an honest boy and a hard worker.*

- Define the word *honest*.

*“Honest means telling the truth. Abe told his neighbor the truth about the book.”*

- Have students say the word with you.

*“Say the word with me—honest.”*

#### **Reviewing Honest**

- Ask students to describe the neighbor’s emotions.

*“Does Abe’s neighbor look happy or angry that the book got ruined in the rain? He is angry. But Abe told him the truth about it anyway because it is important to be honest and tell the truth.”*



**Complete remainder of lesson later in the day**

Small Group

### Pennies and Quarters

**Note:** If you have very young students or students who still put small objects in their mouths, you may wish to omit these activities or plan it for a time when these students are out of the classroom.

Students will learn that pictures of presidents are sometimes on our money and that Abraham Lincoln is on the penny and five dollar bill and that George Washington is on the quarter and one dollar bill. Then, students will hunt for pennies and quarters around the classroom and sort them into jars labeled with Abraham Lincoln and George Washington's photos.

- Show **Image Cards 5A-1: Heads Up Penny** and **5A-3: Abraham Lincoln portrait**.
- Tell students that this is a picture of a penny, which is a coin worth one cent. Explain that there is a picture of Abraham Lincoln on every penny. Tell students that pennies are money.
- Tell students that the picture on the penny is of Abraham Lincoln's head turned sideways.
- Turn sideways in your chair to show students what your profile looks like. Explain that Abraham Lincoln's face is on every penny because he was an important president and people want to remember him.
- Show **Image Card 5A-2: Heads Up Five Dollar Bill**. Tell students that this is a picture of a five dollar bill. It is money, too.
- Have students compare how he looks on the five dollar bill (head on) and the penny (profile).
- Tell students that there are presidents on most of our money.
- Show students **Image Card 5A-4: George Washington portrait** and tell students that the first president of our country was George Washington.
- Show students **Image Cards 5A-5: Heads Up Quarter** and **Image Card 5A-6: Heads Up Dollar Bill** and tell students George Washington's face is on the quarter and dollar bill.
- Tell students that you have hidden a lot of pennies and quarters all

around the classroom and they are going to have a chance to find them. Give students a few minutes to gather the coins.

### **Sorting Money**

- Show students a quarter and ask them if they remember what it is and whose picture is on the quarter. Repeat this process with the penny.
- Ask students to identify the people depicted on each jar.
- Tell students you want them to help you sort their pennies and quarters into the jars, matching the person on the coin to the person in the picture. One by one, ask a student to hold up the coin(s) they found, and then come up and sort the coin(s) into a jar.
- Ask the student to name the person on the coin and on the cup as they sort.
- At the end of the activity, remind students that George Washington is important because he was our first president and Abraham Lincoln is important because he was also another important president of our country. Explain that this is why we have a picture of them on our money.

### **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Identify Abraham Lincoln as a president of the United States
- ✓ Identify Abraham Lincoln as the face on the penny
- ✓ State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth
- ✓ Retell two main events from the story of Abraham Lincoln and the ruined book

#### **Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ Find the illustration, or object within the illustration, of a book that is being described ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about "Abraham Lincoln" ([RI.P.1, SLP.2, SLP.3](#))
- ✓ With prompting and support, retell important facts and information from "Abraham Lincoln" ([RI.P.2](#))
- ✓ With prompting and support, identify outcomes (what happened) described in "Abraham Lincoln" with possible causes ([RI.P.3](#))
- ✓ Retell "Abraham Lincoln" including characters, setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending ([W.P.11](#))
- ✓ Predict events in a story (i.e., what will happen next) ([RL.P.10](#))

- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, use the word *beside* acquired through conversations, reading and being read to, and responding to “Abraham Lincoln” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *beside* in reading and discussing “Abraham Lincoln” (RI.P.4)
- ✓ Demonstrate understanding of and use the spatial word *beside* (L.P.1e, L.P.5c)
- ✓ Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (L.P.1e)
- ✓ Classify by other conceptual categories: pennies versus quarters (L.P.5a)
- ✓ With prompting and support, sort, classify, and describe coins according to concepts and/or categories explained in “Abraham Lincoln” (RI.P.3)

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	W Abraham Lincoln		15
<b>Deepening Understanding</b>	W Deepening Understanding: <i>Beside</i>		10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	W Pennies and Quarters	Image Cards 5A-1–5A-6; pennies and quarters (a few per student); clear jar or cup (at least two); tape	15

Whole Group

### Abraham Lincoln

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 5A-5: **Abe Lincoln portrait**

- Ask students to identify the president in the picture.

*"The other day, we learned about someone who was president a long time ago. This is a picture of him when he was an adult, when he was president. What is his name?"*

- Call on a few students to answer. Remind students that he is known as Abraham Lincoln, Abe Lincoln, and Honest Abe.

*"This president's name is Abraham Lincoln. Some people call him Honest Abe. The other day, we heard a story about Honest Abe as a little boy. In the story he was honest; he told the truth. Let's look at the pictures and see if we can remember what happened in the story."*



◀ SHOW FLIP BOOK PAGE 5A-2: **Abe Lincoln reading by fire**

- Point to Abe and remind students that this story is about when Abe Lincoln was a boy.

*"This story is about when Abe Lincoln was a boy. That is why he looks different than he does in the first picture."*

- Ask students what Abe is doing in this picture.  

*"What is Abe doing in this picture?" (He is reading a book.) "How can he see the words and pictures on the page?" (firelight)*
- Ask students if they remember what happens next in the story.  

*"And what did he do when he had read all of the books in his house and he wanted a new book to read? Who did he borrow a book from?" (When Abe wanted a new book to read, he borrowed it from his neighbor.)*
- Ask students if they remember what happens next. If students need extra support to make a prediction, show them **Flip Book Page 5A-3: Abe Lincoln holding up book** to give them a hint.

*"Who remembers what happened to the book that Abe Lincoln borrowed from his neighbor?"*



◀ **SHOW FLIP BOOK PAGE 5A-3: Abe Lincoln holding up book**

- Confirm students' answers and ask students how they think Abe feels.  

*"The book got all wet in the rain. It was ruined. That means no one could read it anymore, and it was destroyed. How do you think Abe felt when the book was ruined by all of the water? Do you think he was happy or sad? Why was he sad? Why did he feel bad?" (He was sad that the book was ruined; he felt bad because it was not his book.)*
- Ask students what happened next. If students need help remembering, give them two alternate endings to choose from. You may also show them **Flip Book Page 5A-4: Abe Lincoln with man in hat** to give them a hint.

*"What did Abe do next once the book was ruined? Did he hide the book under his mattress and not tell his neighbor? Or, did he tell the truth and show the book to his neighbor and tell him that it was wet and ruined?"*



◀ SHOW FLIP BOOK PAGE 5A-4: **Abe Lincoln with man in hat**

- Confirm students' answers and remind students that this is why we call Abraham Lincoln 'Honest Abe.'

*"Abe was honest with his neighbor. He told him the truth about what happened to the book. To make up for the ruined book, Abe worked on his neighbor's farm for three days because it was the fair thing to do. His neighbor forgave him and they stayed friends. We call Abraham Lincoln 'Honest Abe' because of this story. People voted for him to be president because he was honest and hardworking."*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: **Beside**

#### Defining Beside

- Remind students that they heard the word *beside* in the read-aloud.

*"Remember, while we were reading, we heard the word beside. Listen for the word beside while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 5A-2: **Abe Lincoln reading by fire**

- Reread the part of the text that contains the word *beside*.

*Abe wanted to learn all kinds of things. So every night, even though he was tired, he used his time for learning. First he taught himself how to read, and then he read every book he could find. In those days, no one had electric lights that you could turn on after dark. So after dark, 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.*

- Define the word *beside*.

*"Beside means next to. In this picture Abe is sitting beside the fire; he is sitting right next to the fire. He sat beside the fire so he could see the words in his book."*

- Have students say the word with you.

*"Say the word with me—beside."*

### **Reviewing Beside**

- Name a specific student and have other students raise their hands if they are sitting beside the student you named.

*“Raise your hand if you are sitting beside Jeremy. Mandy and Latoya are sitting beside Jeremy; they are sitting next to him.”*

- Repeat this activity until all students have had a chance to raise their hands.

### **Expanding Beside**

- Remind students that, earlier in the school year, they learned the words *behind* and *in front of*.

*“Earlier this year we learned the word behind. Behind means *in back of*. We also learned what *in front of* means. Put your hands *behind* your back. Now, put your hands *in front of* your face.”*

- Give students various commands using the words and phrases *behind*, *in front of*, and *beside*. Use the prompts below and think of additional ones that are appropriate for your students.

- Put your hands *behind* your back.
- Put your hands *in front of* your stomach.
- Put your hands *beside* your body.
- Look at your friend sitting *beside* you.
- Put your feet *beside* each other on the floor.



**Complete remainder of lesson later in the day**

## **Extension Activity**

**15 minutes**

Learning  
Center

### **Pennies and Quarters**

Continue this activity in Small Groups. See **Day 5A: Pennies and Quarters** for detailed instructions on this Extension Activity.



**Reflect on student progress using the Domain Assessment**

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Explain that an astronaut is someone who flies a space shuttle into outer space
- ✓ Identify Sally Ride as an astronaut who flew into space

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Sally Ride” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Sally Ride” (RI.P.2)
- ✓ With prompting and support, use the word *space* acquired through conversations, reading and being read to, and responding to “Sally Ride” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the phrase *outer space* in reading and discussing “Sally Ride” (RI.P.4)

## Core Vocabulary

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**adventurous, adj.** Ready to try something new and exciting

*Example:* I was adventurous on the playground when I went down the really high slide.

*Variation(s):* none

**astronaut, n.** Person who travels to outer space

*Example:* When I grow up, I want to be an astronaut so that I can fly high up into the sky close up and visit the moon.

*Variation(s):* astronauts

**decided, v.** Made a choice

*Example:* Today, I decided that I wanted to eat chicken nuggets for lunch instead of pizza.

*Variation(s):* decide, deciding

**launch, v.** To shoot up and take off

*Example:* When I am at the pool, I launch myself off of the diving board into the water.

*Variation(s):* launched, launching

**space shuttle, n.** A vehicle used to take people into outer space

*Example:* The space shuttle went very fast as it blasted off into the sky.

*Variation(s):* none

**scientist, n.** A person who does experiments to learn about the world

*Example:* The scientist wanted to find out how seeds sprout, so she planted one in her garden.

*Variation(s):* scientists

**outer space, n.** The area far up in the Earth's sky

*Example:* Cammie wanted to grow up and be an astronaut so she could travel into outer space.

*Variation(s):* none

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W Essential Terms or Background Information</b>	Image Card 6A-1	5
	<b>W Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>W Sally Ride</b>		10
<b>Deepening Understanding</b>	<b>W Deepening Understanding: Outer Space</b>		10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	<b>S Name Space Shuttles</b>	Transition Cards: Name Cards from <i>All About Me</i> domain; colored construction paper; black construction paper; writing utensils; scissors; glue; (optional: glitter glue; yarn; star stickers)	20

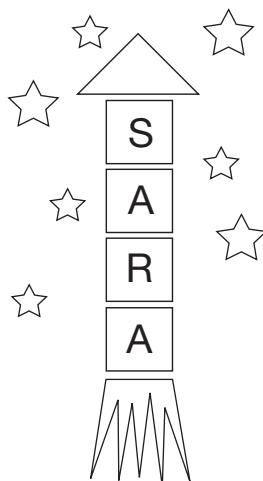
## Take-Home Material

### Important People in American History: Sally Ride

Give students the following material to take home to their family:

- **Activity Page 6A-1: Important People in American History: Sally Ride**

## Advanced Preparation



### Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### Extension Activity

To prepare for this activity, cut colored construction paper into triangles (1 per student) and squares (1 square per each letter of students' names). Make a sample Name Space Shuttle using your own name.

Whole Group

### Essential Terms or Background Information

- Show students **Image Card 6A-1: Astronaut**

*"This is a picture of an astronaut."*

- Define **astronaut**.

*"An astronaut is a person who travels into outer space. Outer space is way up in the sky, where the moon and stars are."*

### Purpose for Listening

- Tell students to listen to find out the name of an American woman who became an astronaut.

*"Listen to find out the name of an American woman who became an astronaut when she grew up."*

## PRESENTING THE READ-ALOUD **Sally Ride**

10 MINUTES

**6A**



◀ SHOW FLIP BOOK PAGE 6A-1: **Sally Ride wearing headset**

This is a true story about Sally Ride, who became famous as the first American woman to travel into **outer space**. She was a **scientist** and an **astronaut**.

- Review ASTRONAUT.  
*"This is Sally Ride. She was an astronaut. Who remembers what an astronaut does?"*
- Call on a few students to respond. (travels into outer space)



◀ SHOW FLIP BOOK PAGE 6A-2: Sally Ride watching television

Sally Ride was born around the same time your grandparents were born. She loved playing sports, like tennis and football. She was strong and **adventurous**. She enjoyed doing her schoolwork and learned as much as she could about science. When she was a little girl, she watched rockets **launch** into space on TV. She thought it was really exciting to see astronauts go into space. Those lucky people got to fly higher into the sky than anyone had ever been before!

- Summarize the text.

*"When Sally Ride was a little girl she watched rockets on TV and dreamed about going into space."*

- Ask students to compare themselves to Sally Ride.

*"Raise your hand if you work hard in school. Raise your hand if you would like to be an astronaut when you grow up. What kinds of things might you do if you were an astronaut?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 6A-3: **Sally Ride studying**

Sally Ride worked hard in school. She learned about the stars and about how machines like cars and rockets work. She **decided** she wanted to be an astronaut and fly into space.

People said to her, “Sally, it’s really hard to be an astronaut.”

And she answered, “Just you see. I am going to be an astronaut.”

- Ask students if Sally became an astronaut.

“Do you think Sally Ride will become an astronaut when she grows up?”

- Call on a few students to respond. (Yes, she got a job as an astronaut.)



◀ SHOW FLIP BOOK PAGE 6A-4: **Sally Ride with astronauts**

When she was finished going to school, Sally got a job as an American astronaut. Sally Ride became a member of a team of astronauts. These astronauts all worked together to fly a big **space shuttle** high up into the sky, higher than any airplane could fly.

- Define TEAM.

*"A team is a group of people who all work together to get something done. This is Sally Ride's team of astronauts. You can have a team of football players, a team of soccer players, or a team of astronauts."*

- Ask students if they have ever been on a team before.

*"Who in this class has been on a team? What kind of team were you on?"*

- Call on a few students to respond.

- Ask students if they would like to be on a team of astronauts.

*"Who in this class would like to be on a team of astronauts?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 6A-5: **Space shuttle launch**

On launch day, Sally and the other astronauts put on their space suits and got ready to go into space. They heard the countdown. Ten, nine, eight, seven, six, five, four, three, two, one, blast off! The space shuttle blasted into space.

- Explain the image of the launch.

"This is a picture of the space shuttle blasting off into space. The tip of the space shuttle is pointed straight up into the sky, into outer space. There is lots of fire shooting out of the bottom of the rockets. The white part is the part of the space shuttle where the astronauts ride."

- Reread the text and do a countdown with the class.

"Let me read the part about the blast-off again. This time I want you to count down with me. We are going to start at ten and count backwards to one. When I say blast off, I want you to jump up in the air like you're going into space."



◀ SHOW FLIP BOOK PAGE 6A-6: **Earth from space**

Sally and her teammates lived inside the space shuttle for six days as it flew around and around Earth. They looked out the window and saw planet Earth below them. They took pictures and learned about Earth and the sky.

- Explain the image of Earth seen from space.

"This is how Earth looked when Sally Ride looked out of her space shuttle's window. This is Earth down here [point to Earth]. The green part is the land, the blue part is water like in the ocean, and the white swirls are clouds. Up here is outer space and the stars. Who has been outside during the night and seen the black sky, the stars, and the moon? Sally flew her space ship up near the moon."

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 6A-7: **Sally Ride in space**

Sally learned that life is different for astronauts living in a space shuttle high up in the sky. She wore a special space suit. She ate special food. Her body floated in the air, even inside the space shuttle! Sally Ride thought it was fun to float. She could do somersaults in the air. When their work was done, Sally Ride and the astronauts flew the space shuttle carefully down out of the sky and landed back on Earth again.

- Tell students that this is Sally Ride in her space shuttle.

*"This is a picture of Sally Ride inside the space shuttle. All of these buttons and levers are for driving the space shuttle. Sally is wearing her special space suit. She has a microphone near her mouth so she can talk to the people on her team."*

- Tell students that there is no gravity in space.

*"Look how Sally is floating in the air. In space, there isn't any gravity, so everyone floats around. Can you imagine just floating through the air like that?"*

Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 6A-8: **Older Sally Ride**

Many years later, Sally Ride still remembered her first trip into space. She remembered when the rocket blasted off. “There is so much power; there is so much thunder,” she said. She remembered looking out the window. “I saw the blackness of space, and then the bright blue Earth,” she said. Every chance she could, she shared the excitement of science and space with kids. She wanted everyone, girls and boys, to know that they could become scientists and astronauts if they wanted to be.

- Tell students that Sally Ride shared her love of space with others.

*“Sally Ride told everyone what it was like to be an astronaut. She told them about what it was like to see Earth from way up in the space shuttle. She wanted everyone to know what it was like to be an astronaut.”*

## Deepening Understanding

**10 minutes**

Whole Group

### Deepening Understanding: Outer Space

#### Defining Outer Space

- Reread the part of the read-aloud text that contains the words *outer space*.

*“Remember, in our read-aloud, we heard the words outer space. Listen for the word space while I read part of the read-aloud you heard before.”*



◀ SHOW FLIP BOOK PAGE 6A-6: **Earth in space**

*This is a true story about Sally Ride, who became famous as the first American woman to travel into space. She was a scientist and an astronaut.*

- Define the word *space*.

*“Space is the area far above the Earth in the sky. Sometimes, people call it outer space.”*



Have students say the word with you.

*“Say those words with me—outer space.”*

### **Reviewing Outer Space**

◀ **SHOW FLIP BOOK PAGE 6A-6: Earth in space**

- Tell students that Sally Ride’s space shuttle is in outer space.

*“In this picture, we can see Sally Ride’s space shuttle in outer space. The black part of the picture is outer space. This is Earth. [point to Earth] Outer space is all around Earth where we live.”*

- Have students go to a window and look up into the sky.

*“I want all of us to go look up into the sky where outer space is. We can’t see all the way into outer space during the daytime, but we can point to where it is. Tonight, before you go to bed, look up into the sky and see the moon and stars. The moon and stars are in outer space.”*

### **Expanding Outer Space**

- Tell students that space can also mean the room or area around or between something.

*“The word space can also mean something else. It can mean the area around something. If there isn’t enough space around something, it can be hard to fit or get around it. If we don’t leave enough space when we push in the chairs, people can get stuck on the way to the bathroom.”*

- Give an example of how students might use the word space in the classroom.

*“When we are in our classroom, we all need to make sure to give each other enough space to do our work. If someone is playing with the blocks, and another student wants to play too, they should check to make sure there is enough space for everyone. If we don’t give our friends enough space, they will feel crowded.”*



**Complete remainder of lesson later in the day**

Small Group

### Name Space Shuttles

**Note:** For this Extension Activity, it is important that all students finish their Name Space Shuttles prior to the Extension Activity for Lesson 6B.

Students will use construction paper to make space shuttles showing the letters of their names.

- Remind students that Sally Ride was an astronaut who flew in a space shuttle high up into the sky, all the way into outer space
- Show students the sample Name Space Shuttle you made with your own name (see **Advance Preparation**).
- Tell students that they are going to make their own space shuttle with the letters from their names. Explain that they will glue down one square for each letter of their name, then add the tip of the space shuttle and the flames, stars, glitter, etc. You will write the letters of students names for them.
- Give the students their **Name Cards** so that they can see the letters of their names.
- Help students count the letters in their name by pointing to the letters on the Name Cards (going from left to right).

*“How many letters are in your name? You will need \_\_\_\_\_ pieces of paper to make your space shuttle—one square for each letter.”*

- Have students help you count the correct number of squares and have them line up the blank squares under their **Name Cards**. Write students' names from left to right on the squares.
- Help students arrange their squares vertically on a dark piece of construction paper. Help them glue their squares in order from top to bottom.
- Complete the space shuttle by placing a precut triangle shape at the top and “flames” made out of glitter or strips of red and orange paper at the bottom.
- Help students count the squares and remind them how many letters they have in their name.
- Point out that students with taller space shuttles have more letters in their names.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Explain that an astronaut is someone who flies a space shuttle into outer space
- ✓ Identify Sally Ride as an astronaut who flew into space

**Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Sally Ride” (RI.P.1, SLP.2, SLP.3)
- ✓ With prompting and support, retell important facts and information from “Sally Ride” (RI.P.2)
- ✓ With prompting and support, use the word *decided* acquired through conversations, reading and being read to, and responding to “Sally Ride” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *decided* in reading and discussing “Sally Ride” (RI.P.4)

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	 <b>Sally Ride</b>		15
<b>Deepening Understanding</b>	 <b>Deepening Understanding: Decided</b>	Two kinds of stickers	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	 <b>Sally Ride Bulletin Board</b>	Image Card 6B-1; black, green, and blue bulletin board paper; stapler; marker	10

## Advance Preparation

### Extension Activity

Make a bulletin board in your classroom that resembles **Flip Book**

**Page 6A-6: Earth from space.** Use black bulletin board paper as the backdrop. Use blue and green bulletin board paper to make the Earth. Staple Earth in the bottom right-hand corner. Post **Image Card 6B-1: Sally Ride** where students can easily see it. Title the bulletin board ‘Sally Ride: American Astronaut.’

Whole Group

### Sally Ride

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 6A-1: Sally Ride wearing headset**

- Ask students to identify Sally Ride and her profession.

*"We heard a true story about this woman. Who remembers her name? Who remembers what her job was?"*

- Call on a few students to respond. (Sally Ride, astronaut)
- Ask students to define *astronaut*.

*"Who remembers what an astronaut does?"*

- Call on a few students to respond. (flies a space shuttle into space)

◀ **SHOW FLIP BOOK PAGE 6A-5: Space shuttle launch**

- Ask students to tell you about the picture of the space shuttle launch.

*"What is happening in this picture?"*

- Call on a few students to respond. (blast off, launch)
- Have students act out a launch by counting down from ten.

*"When space shuttles launch into space, everyone counts backwards from ten until the moment it lifts off. Let's all count down from ten together."*



◀ SHOW FLIP BOOK PAGE 6A-6: **Earth from space**

- Have students point to outer space, Earth, and the space shuttle.

*"Who can help me point to outer space in this picture? Who can help me point to Earth in this picture? Who can help me point to Sally Ride's space shuttle in this picture?"*



◀ SHOW FLIP BOOK PAGE 6A-7: **Sally Ride in space**

- Have students imagine that they are in the space shuttle.

*"I want you to pretend that you are an astronaut just like Sally Ride. Pretend you are in the space shuttle. What are you wearing? Are you floating in the air or sitting in a seat? Who can you talk to using your microphone? What might you see if you look out the window?"*

- Ask students if they would like to be astronauts when they grow up.

*"Would you like to be an astronaut when you grow up? Raise your hand if you would like to be an astronaut. What would be your favorite thing to do if you were an astronaut?"*

- Call on a few students to respond.

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: *Decided*

#### *Defining Decided*

- Reread the part of the read-aloud text that contains the word *decided*.

*"Remember, in our read-aloud, we heard the word decided. Listen for the word decided while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 6A-3: **Sally Ride studying**

*Sally Ride worked hard in school. She learned about the stars and about how machines like cars and rockets work. She **decided** she wanted to be an astronaut and fly into space.*

- Define the word *decided*.

*"Decided means made a choice. Sally Ride decided to be an astronaut; she made up her mind that she wanted to fly into space when she grew up. She made a choice. She decided."*

- Have students say the word with you.

*“Say the word with me—decided.”*

### **Reviewing Decided**

- Show students the Flip Book, using the word *decided* to talk about each page.



◀ **SHOW FLIP BOOK PAGE 6A-2: Sally Ride watching television**

*“Sally Ride decided she wanted to be an astronaut.”*



◀ **SHOW FLIP BOOK PAGE 6A-3: Sally Ride studying**

*“Sally Ride decided to work hard in school and learn a lot about science.”*



◀ **SHOW FLIP BOOK PAGE 6A-4: Sally Ride with astronauts**

*“Sally Ride decided to become a member of a team of astronauts.”*



◀ **SHOW FLIP BOOK PAGE 6A-5: Space shuttle launch**

*“Sally Ride decided to drive a space shuttle as it launched into space.”*



◀ **SHOW FLIP BOOK PAGE 6A-6: Earth from space**

*“Sally Ride decided to look out of the space shuttle’s window and see Earth below.”*



◀ **SHOW FLIP BOOK PAGE 6A-7: Sally Ride in space**

*“Sally Ride decided to do somersaults inside the space ship.”*



◀ **SHOW FLIP BOOK PAGE 6A-8: Older Sally Ride**

*“Sally Ride decided to tell lots of people what it was like to be an astronaut.”*

### **Expanding Decided**

- Have students make a decision about which sticker they would like to have.

*"I have two different kinds of stickers. I want each of you to decide which kind you would like to have."*

- Ask the students which sticker they would like, having them use the word *decided* in their response.

*"I am going to ask each of you which sticker you would like. I want you to say, 'I have decided that I want [first kind of sticker],' or 'I have decided that I want [second kind of sticker]'."*

- Call on each student, prompting them to use the word *decided* in their responses.



**Complete remainder of lesson later in the day**

## Extension Activity

10 minutes

Small Group

### Sally Ride Bulletin Board

**Note:** Students must have completed Extension Activity: Name Space Shuttles during Lesson 6A to participate in Extension Activity: Sally Ride Bulletin Board during Lesson 6B.

Students will act out the part of the story about Sally Ride where Sally's space shuttle blasted off into space. You will staple their space shuttles, one at a time, on the Sally Ride bulletin board.

- Tell students that they are going to use their Name Space Shuttle to act out part of the story about Sally Ride. They are going to launch their name space shuttles into space.



◀ SHOW FLIP BOOK PAGE 6A-5: **Sally Ride in space ship and read text:**

*"On launch day, Sally and the other astronauts put on their space suits and got ready to go into space. They heard the countdown. Ten, nine, eight, seven, six, five, four, three, two, one, blast off! A big rocket lifted the space shuttle up into space, so high that Sally could look out the window and see Earth down below her.*

- Hold up each Name Space Shuttle and have students raise their hand if it belongs to them. Give the Name Space Shuttle to the student.
- Tell students that you are going to count down from ten together. Model counting backwards, then invite students to join you.

*"Let's count backwards from ten and then launch our space shuttles. This is how you count backwards from ten to one if you are preparing for a space shuttle to take off...ten, nine, eight, seven, six, five, four, three, two, one....BLAST OFF! Now you count with me."*

- Invite students up to the Sally Ride bulletin board one-by-one and staple their space shuttles in outer space.



### Reflect on student progress using the Domain Assessment

### **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Identify Sonia Sotomayor as a Supreme Court justice called Justice Sotomayor
- ✓ State that Sonia Sotomayor speaks both Spanish and English
- ✓ State that Sonia Sotomayor had to work hard to become a justice/judge

#### **Language Arts Objectives**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ With prompting and support, identify a previously read book by the title and cover (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Sonia Sotomayor” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Describe an illustration or text “Sonia Sotomayor” and make connections to self and the world around them (RL.P. 11)
- ✓ With prompting and support, retell important facts and information from “Sonia Sotomayor” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Sonia Sotomayor” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to “Sonia Sotomayor” (L.P.6)

- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)

## Core Vocabulary

---

**bilingual, adj.** Able to speak two languages

*Example:* Sonia is bilingual; she speaks both English and Spanish.

*Variation(s):* none

**ceremony, n.** A special event where something important happens

*Example:* At the end of Preschool, we will have a special ceremony before you get ready to go to Kindergarten.

*Variation(s):* ceremonies

**hard, adv.** With a lot of effort

*Example:* It is important to work hard in school so that you can learn many things.

*Variation(s):* harder, hardest

**helpful, adj.** Giving help to people

*Example:* My friend was being helpful when he carried my heavy backpack for me.

*Variation(s):* none

**judge, n.** A person who works in a court room and decides what the laws mean in order to help people follow them

*Example:* The judge wore a long dark robe and banged her gavel when she made a decision.

*Variation(s):* none

**obey, v.** To follow the rules

*Example:* When you are in school, you must obey the rules so that you remain safe.

*Variation(s):* obeys, obeyed, obeying

**robe, n.** Long black coat that judges wear

*Example:* When you are a judge, you wear a long black robe to work every day.

*Variation(s):* robes

## At a Glance

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	 <b>What Do We Already Know?</b>	Career Day by Anne Rockwell	5
	 <b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	 <b>Sonia Sotomayor</b>		10
<b>Discussing the Read-Aloud</b>	 <b>What's the Big Idea?</b>	Video player with internet access	10
 <b>Complete remainder of lesson later in the day</b>			
<b>Extension Activity</b>	 <b>Count to Ten in Spanish</b>		20

## Take-Home Material

### **Important People in American History: Sonia Sotomayor**

Give students the following material to take home to their family:

- **Activity Page 7A-1: Important People in American History: Sonia Sotomayor**

## Advance Preparation

### **Listening & Learning**

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### **Extension Activity**

Read the Extension Activity and practice counting to ten in Spanish with correct pronunciation. Consider inviting a Spanish speaker to read a Spanish language book or teach students to say a simple phrase in Spanish such as “Hello, my name is \_\_\_\_\_. (Hola, me llamo \_\_\_\_\_.)”

Whole Group

### What Do We Already Know?

- Show students the cover of the book *Career Day* by Anne Rockwell. Remind students that you read it and talked about different jobs people could have.

*"Earlier this year we read this book called Career Day. It told us all about different jobs people can have."*

- Show students Page 9 in the book *Career Day* by Anne Rockwell. Tell students one of the jobs you learned about was being a judge.

*"One of the jobs we learned about was being a judge."*

- Remind students that this is a judge. Reread the text on page 8 to remind students what a judge does.
- Compare the role of a teacher helping students follow rules to the role of a judge helping people follow laws.

*"We have a rule in our class that everyone plays nicely, but sometimes not everyone knows that this means sharing your toys. Sometimes, I act like a judge and help everyone understand what playing nicely means."*

### Purpose for Listening

- Tell students they are going to learn about a very special judge named Sonia Sotomayor. She is one of the most important judges in our country. Tell students to listen to find out more about this important woman, Sonia Sotomayor.

*"Today we are going to read about a very important judge named Sonia Sotomayor. Sonia Sotomayor is one of the most important judges in our country. Listen to find out more about how Sonia Sotomayor became an important judge."*

- Give a brief definition of judge.

*"A judge's job is to listen to different people and help make decisions about rules and laws."*

## PRESENTING THE READ-ALOUD **Sonia Sotomayor**

10 MINUTES

**7A**



◀ SHOW FLIP BOOK PAGE 7A-1: **Sonia Sotomayor** portrait

Sonia Sotomayor is an important woman in the United States. She knows all about the **laws**, or rules, that people in the United States have to follow. Her job is to think about what the laws mean and the best way to help people **obey** those laws. Sonia Sotomayor works as a **judge** in a special court called the Supreme Court of the United States. A judge in the Supreme Court is called a justice, so she is called Justice Sotomayor. When she is working, Justice Sotomayor wears a long black **robe** and a white collar.

- Explain what **OBEY LAWS** means.

*"Justice Sotomayor helps people obey laws. Laws are special rules that our whole country follows. Justice Sotomayor helps people follow the rules of our country, the United States of America."*

- Describe how Justice Sotomayor uses the books shown in the image.

*"Look at all of the books behind Justice Sotomayor. These books have all of the laws or rules for the United States written in them. If Justice Sotomayor needs to remember the laws or rules, she can read these books."*



◀ SHOW FLIP BOOK PAGE 7A-2: Supreme Court justices

Nine justices work together on the Supreme Court. They all wear long black robes. When they are at work, the nine Supreme Court justices listen to what different people have to say. Each person has a different opinion and the justices have to decide who is right according to the laws of the United States.

- Explain that Supreme Court justices are the most important judges, point out Sonia Sotomayor, and count how many there are.

*"Supreme Court justices are the most important judges in our country. There are only nine justices in the Supreme Court and they all wear black robes. Here is Sonia Sotomayor. Let's count the Supreme Court justices together."*

- Ask students to find Sonia Sotomayor.

*"Can you find Justice Sonia Sotomayor in this picture?"*

- Call on a few students to come forward and point to Justice Sotomayor.

**Note:** Back row of **Flip Book Page 7A-2:** (left to right): Sonia Sotomayor, Stephen G. Breyer, Samuel A. Alito, and Elena Kagan. Front row (left to right): Clarence Thomas, Antonin Scalia, Chief Justice John G. Roberts, Anthony Kennedy, and Ruth Bader Ginsburg.



◀ SHOW FLIP BOOK PAGE 7A-3: Sonia as a student working hard

When Sonia Sotomayor was a little girl, she lived in the Bronx in New York. Everyone in her family spoke Spanish, but everyone in her school spoke English! She had to learn quickly to speak English, even though she still spoke Spanish at home every day. Sonia Sotomayor was proud to be a **bilingual** student.

- Discuss being bilingual.

"BILINGUAL means you can speak two different languages. Sonia Sotomayor is bilingual because she speaks both English, the language we speak in our class, and Spanish. Do you know anyone who speaks a different language at home?"

- If relevant to your class, invite a Spanish-speaking student to say a few things in Spanish so students can experience the sound of another language.

"\_\_\_\_\_ speaks Spanish just like Justice Sotomayor. In our class we speak English but \_\_\_\_\_ sometimes speaks Spanish with his/her family at home. It sounds different from English. \_\_\_\_\_, will you tell the class 'hello' in Spanish?"



◀ SHOW FLIP BOOK PAGE 7A-4: Sonia as a child and her mom

As a child, Sonia's mother told her that if she worked **hard** in school, she could be anything she wanted to be.

"I don't care what work you do when you grow up," her mother said.  
"Just do it well."

- Explain what Sonia Sotomayor's mother told her.

*"Sonia's mother told her that it is very important to work hard in school. She also told Sonia she could be whatever she wanted to be when she grows up."*

- Ask students about their own experiences talking about the future with family members.

*"Just like Sonia, you can be whatever you want to be when you grow up! What do you want to be when you grow up? Why?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 7A-5: **Sonia Sotomayor as a judge in a courtroom**

Sonia Sotomayor went to school for many years so she could become a judge. She studied English, she read many books, and she learned the laws of the United States. After many years of studying and working hard, Sonia Sotomayor finally became a judge. When Judge Sotomayor would come into the courtroom, someone would call out, "Order in the court! All rise! Judge Sotomayor is here." Everyone would stand up and listen to what Judge Sotomayor had to say.

- Explain why everyone gets quiet and stands up when a judge enters a courtroom.

"Whenever a judge comes into a courtroom, everyone gets quiet and stands up. That is because the judge is a very important person and everyone wants to show the judge that they are going to listen to what she has to say."

- Help students act out the entry of Judge Sotomayor.

"Let's pretend we are in a courtroom and Judge Sotomayor is about to come in. I am going to say, 'Order in the court! All rise!' When I say 'order in the court', everyone has to be very quiet. When I say 'all rise', everyone stands up. Ready? 'Order in the court! All rise! Judge Sotomayor is here!'"



◀ SHOW FLIP BOOK PAGE 7A-6: **Sonia Sotomayor shakes president's hand**

Sonia Sotomayor was a smart and **helpful** judge. She was so good at her job as a judge that President Obama asked her to become a justice on the Supreme Court of the United States of America.

- Remind students that Supreme Court justices are the most important judges.

*"Supreme Court justices are the most important judges in our country. The president of the United States chooses who gets to be a Supreme Court justice. President Obama thought Sonia Sotomayor was a good and smart judge, so he chose her to be a justice on the Supreme Court."*



◀ SHOW FLIP BOOK PAGE 7A-7: **Sonia Sotomayor sworn into office by Chief Justice Roberts with Mrs. Sotomayor attending**

When Sonia Sotomayor found out she was going to become a judge on the Supreme Court, her mother, Mrs. Sotomayor, was very proud. There was a special **ceremony** held where Sonia became one of the most important judges in the whole country! Sonia Sotomayor asked her mother to watch her become a Supreme Court Justice at that ceremony. With her mother watching, Sonia Sotomayor put her left hand on the Bible and held her right hand in the air and swore to be the best judge she could be.

- Define the word *swore*.

**"SWORE means she promised."**

- Describe the swearing-in ceremony of a judge.

**"Whenever anyone becomes a judge, that person has to put one hand on a book called a Bible and put the other hand in the air and promise to be the best judge she can be. In this picture, Sonia Sotomayor is swearing that she will be the best justice she can be."**

- Have students pretend to be sworn in.

**"Let's pretend we are being sworn in as justices on the Supreme Court. Put one hand out like this and put your right hand up like this. Now repeat after me. I promise. To be. The best justice. I can be. And to help everyone. Follow the laws. Of the United States. Of America."**



◀ SHOW FLIP BOOK PAGE 7A-8: **Sonia Sotomayor in robe**

Now Sonia Sotomayor goes to work every day at the Supreme Court. She puts on her black robe, and everyone calls her Justice Sotomayor.



◀ SHOW FLIP BOOK PAGE 7A-9: **Sonia Sotomayor with her mother**

When she goes home to the Bronx for a visit, she takes off her black robe and everyone calls her Sonia, she enjoys being with her family, and she enjoys speaking Spanish with them again. Her mother remembers how hard little Sonia worked to learn English, to do well in school, and to become a judge. She is proud of her daughter, Supreme Court Justice Sonia Sotomayor.

- Remind students that even people with special jobs and special uniforms still like to spend time with family.

*"Even Supreme Court justices who wear black robes at work have families that they love and care about. When they are not working, they wear regular clothes just like us. They go home and spend time with their families. Does anyone have a family member who has to wear a special outfit when they go to work?"*

## Discussing the Read-Aloud

10 minutes

Whole Group

### Teaching Tip

If you do not have a screen on which to project the video large enough that all students can see, conduct this activity in a small group and call a few students over at a time to view and discuss the video. Make sure that all students can see the screen.

### Teaching Tip

Prior to watching the video, reread “Goldilocks and the Three Bears” from the Big Book in the *Classic Tales* domain.

### What's the Big Idea?

#### Watch Sesame Street: “The Justice Hears a Case”

- Load the Sesame Street video “The Justice Hears a Case”: <http://www.youtube.com/watch?v=FizspmlJbAw&list=SP2B2086066FDE393B>
- Tell students they are going to watch Justice Sotomayor help Goldilocks and Baby Bear by being a judge for them.

*We are going to watch a video of Justice Sotomayor. In the video, she helps Goldilocks and Baby Bear. Remember, Goldilocks went into the three bears' house and ate some of their food, sat in their chairs, and slept in their beds while they were gone. The Bears were really surprised to find Goldilocks in their house when they got home. Watch to find out what happens when Justice Sotomayor talks to Baby Bear and Goldilocks.*

- Tell students that this video is kind of silly. Justice Sotomayor doesn't really talk to Goldilocks and Baby Bear when she is doing her job.
- Show students the video “The Justice Hears a Case” from Sesame Street.

#### Discuss: “The Justice Hears a Case”

- Ask students what Justice Sotomayor was wearing in the video.

*In the video, Justice Sotomayor puts on special clothes before she hears Goldilocks and Baby Bear's case. What does she put on? (a robe)*

- Show students **Flip Book Page 7A-8: Sonia Sotomayor in robe** and tell them she is wearing her robe in this picture too.
- Ask students if they heard anyone speaking Spanish in the video. Replay the beginning of the video so students can hear some Spanish.
- Remind students what Justice Sotomayor told Goldilocks to do. Ask them if they think it is fair by having students raise their hands in agreement.

*“Baby Bear was upset because Goldilocks broke his chair. Justice Sotomayor helped Baby Bear and Goldilocks get along again by asking Goldilocks to help Baby Bear fix his chair with glue. Do you think this was a fair thing to do? Raise your hand if you think that it is fair that Goldilocks helps Baby Bear fix his chair.”*

- Have a discussion about why this is fair. Remind students that a judge helps decide what's fair and helps people get along and follow the rules.
- Remind students that Sonia Sotomayor is a judge in real life and in this video.

*“Remember, we have been learning all about what it means to be a judge. Sonia Sotomayor is a judge in real life and she was a judge in our video, too!”*

### Small Group

#### Teaching Tip

If there is a Spanish speaker in your class or school, invite that person to help lead the Extension Activity and model correct pronunciation. You might also have a Spanish speaker read a Spanish-language book or teach students to say a simple phrase in Spanish such as, "Hello, my name is \_\_\_\_\_."

#### Count to Ten in Spanish

Students will learn to count to ten in Spanish to reinforce their understanding that some people speak two languages.

- Show students **Flip Book Page 7A-3: Sonia as a student working hard** and reread the text.

*When Sonia Sotomayor was a little girl, she lived in the Bronx in New York. Everyone in her family spoke Spanish, but everyone in her school spoke English! She had to learn quickly to speak English, even though she still spoke Spanish at home every day. Sonia Sotomayor was proud to be a bilingual student.*

- Remind students what the word *bilingual* means and ask students to count to ten while holding up their fingers.

*"Sonia Sotomayor is bilingual. That means that she speaks two languages. She speaks both English and Spanish. Today, we are going to learn some words in Spanish. You already know these words in English but you are going to learn them in a different language. When we count to ten in our class in English we say: one, two, three, etc. Count to ten in English with me and hold up your fingers as you count."*

- Tell students that now they are going to learn to count to ten in Spanish, the language Sonia Sotomayor speaks at home with her mother.
- Introduce the Spanish number words one through ten one at a time, counting slowly.

**Note:** Please see supplemental resources located in the **Introduction** for a video clip of counting to Spanish with correct pronunciation, if needed.

*"This is how you count to ten in the Spanish language. This is how Sonia Sotomayor counts to ten with her mother in Spanish. Listen carefully, it sounds different from how we count to ten in English."*

- Uno [oo-NOH]
- Dos [DOHS]
- Tres [TRACE]

- Cuatro [*CWAH-troh*]
  - Cinco [*SEEN-coh*]
  - Seis [*SAYCE*]
  - Siete [*see-ET-eh*]
  - Ocho [*AUCH-oh*]
  - Nueve [*noo-EV-eh*]
  - Diez [*DEE-aith*, or *DEE-ace*]
- Have students count to ten in Spanish using the echo technique. Each time you say a number in Spanish, have students repeat after you in chorus. Repeat this process together. If students are ready, try to count together as a group.

### Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Identify Sonia Sotomayor as a Supreme Court justice called Justice Sotomayor
- ✓ State that Sonia Sotomayor speaks both Spanish and English
- ✓ State that Sonia Sotomayor had to work hard to become a justice/judge

#### Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Sonia Sotomayor” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Sonia Sotomayor” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *hard* in “Sonia Sotomayor” (RI.P.4)
- ✓ With prompting and support, use the word *hard* acquired through conversations, reading and being read to, and responding to “Sonia Sotomayor” (L.P.6)
- ✓ Demonstrate understanding and use the multiple-meaning word *hard* (L.P.4a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

## At a Glance

	Exercise	Materials	Minutes
<b>Picture Talk</b>	W Sonia Sotomayor		15
<b>Deepening Understanding</b>	W Deepening Understanding: Hard		10
 Complete remainder of lesson later in the day			
<b>Extension Activity</b>	S Count to Ten in Spanish		10

### Picture Talk

15 minutes

Whole Group

#### Sonia Sotomayor

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



#### ◀ SHOW FLIP BOOK PAGE 7A-1: Sonia Sotomayor portrait

- Remind students of Sonia Sotomayor's title as Supreme Court Justice Sonia Sotomayor.

*"The other day we learned about a very important woman named Sonia Sotomayor. She is a judge on the Supreme Court. She is a special kind of judge. Does anyone remember what we call her when she is wearing her robes and working in the Supreme Court?"*

- Call on a few students to respond. (Justice Sotomayor)
- Tell students you want to talk about when Sonia Sotomayor was a little girl.

*"Today we are going to talk about what Sonia Sotomayor was like when she was a little girl, before she became Justice Sotomayor."*



◀ **SHOW FLIP BOOK PAGE 7A-4: Sonia as a child with her mom**

- Ask students to identify who is shown in the illustration.

*“Who is the little girl in this picture?”*

- Call on a few students to respond. (Sonia Sotomayor)

*“Who is the woman who is holding her hand?”*

- Call on a few students to respond. (Sonia’s mother, Mrs. Sotomayor)
- Ask students what language Sonia and her mother spoke at home.

*“Remember, Mrs. Sotomayor and Sonia did not speak English when they were together. Do you remember what language Sonia and her mom spoke to each other?”*

- Call on a few students to respond. (Spanish)
- Remind students that Sonia and her mother often talked about what kind of job Sonia wanted to have when she grew up.

*“When Sonia was little, she and her mom talked in Spanish about what it would be like to be a grown-up. Sonia’s mom told Sonia that she could do anything she wanted when she grew up if she worked hard in school.”*

- Ask students how they work hard in school.

*“How do we work hard in school each day?”*

- Call on a few students to respond. (Spanish)

*“We work hard in school so that you can learn everything you need to learn and you can be whatever you want to be when you grow up.”*



◀ **SHOW FLIP BOOK PAGE 7A-3: Sonia as a student working hard**

- Ask students to describe what Sonia is doing in the illustration.

*“What is Sonia doing in this picture?”*

- Recast students’ answers to include the phrase *working hard*. Ask students what kinds of things she did in school while she was working hard.

*“She is working hard at school in this picture. She read many books in school, learned to speak English well, and listened carefully to her teacher and her classmates.”*

- Ask students what language Sonia spoke in school versus at home.

*"What language did Sonia learn to speak in school? Sonia learned to speak English in school. And what language did she speak at home? She spoke Spanish at home with her mom."*

- Explain to students why this was difficult for Sonia using the phrase *work hard*.

*"Sonia had to work hard to learn to speak English at school and to learn to read, but she remembered that her mom told her she had to work hard at school. She listened to her mom, worked hard in school, and learned to speak and read in English."*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Hard

#### Defining Hard

- Reread the part of the read-aloud text that contains the word *hard*.

*"Remember, in our read-aloud, we heard the word hard. Listen for the word hard while I read part of the read-aloud you heard before."*



#### SHOW FLIP BOOK PAGE 7A-4: Sonia as a child with her mom

*As a child, Sonia's mother told her that if she worked **hard** in school, she could be anything she wanted to be.*

- Define the word *hard*.

*"Worked hard means you put in a lot of effort, you did your very best work, and you spent a lot of time on something."*

- Have students say the word with you.

*"Say that word with me—hard."*

### **Reviewing Hard**

- Thinking of some examples of hard work students have done in the classroom

*"Let's remember a time we have worked hard in our classroom. When we made books at art center, we had to work very hard to staple them correctly so the pages were straight. We paid close attention and tried our best to make sure the pages were straight. Can you remember a time you had to work hard in Preschool?"*

- Call on a few students to respond, confirming and recasting their answers to include the phrase *worked hard*.

### **Expanding Hard: Multiple Meanings**

*"The word hard also means something else. Sometimes we use the word hard to describe something that is difficult to do."*

- Give students some examples of things that were hard or difficult to do at the beginning of the year but that are now easy for them to do.
- Have students share examples of things that used to be hard to do and things that are now easy to do.

*"It used to be hard for us to stay quiet and sit still during circle time. Now it is easy for us to sit still during circle time."*

- Review the multiple meanings of the word *hard*.

*"The word hard can mean many different things. Sometimes we say we are working hard when we try our very best at something. What do we work hard to do in this classroom?"*

*"Sometimes we say that something is really hard to do. What is something that is hard for you to do?"*

## **Extension Activity**

**10 minutes**

**Small Group**

### **Count to Ten in Spanish**

Continue this activity in Small Groups. See **Day 7A: Count to Ten in Spanish** for detailed instructions on this Extension Activity.



**Reflect on student progress using the Domain Assessment**

# DOMAIN ASSESSMENT

## Important People in American History

These Domain Assessments evaluate each student's knowledge relative to Core Content Objectives addressed in the *Important People in American History* domain. Portfolio collection can occur whenever students produce a work product that can be photographed, photocopied, or added directly to their Portfolios. The Teacher Reflection of Student Performance is designed to be a way for teachers to reflect on what students have learned after each set of lessons on a specific important American.

### Portfolio Collection

#### Work Samples

**Note:** Be sure to date each piece of student work as it is added to the portfolio.

In this domain, students' work from the following activities may be included in their portfolios:

- Lesson 3A: Kindness Cards
- Lesson 6A: Name Space Shuttles

### Teacher Reflection on Student Performance

#### Instructions

After teaching the groups of lessons listed below, complete the Domain Assessment Record Form, listing students who have

- 1) demonstrated mastery of **all** Core Content Objectives,
- 2) demonstrated understanding of **some** Core Content Objectives, or
- 3) have not demonstrated understanding of **any** Core Content Objectives.

For students who do not master the Core Content Objectives of a given lesson during regular instruction, teachers may want to consider conducting a reread or Picture Talk in a small-group or one-on-one setting to help students better understand the material.

### ***After Lessons 1A-1B: The Native Americans and 2A-2B: The Pilgrims***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- State that Native Americans were the first people to live in America
- State that the Pilgrims left England because they did not like the king's rules.
- Explain that on Thanksgiving, we remember that the Native Americans and Pilgrims celebrated together long ago

### ***After Lessons 3A-3B: Martin Luther King Jr.***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- State that every year we remember Martin Luther King Jr. by celebrating his birthday
- State that Martin Luther King Jr. wanted everyone to live together without being mean to one another

### ***After Lessons 4A-4B: Barack Obama***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Participate in the act of voting
- Identify Barack Obama as a president of the United States
- State the name of the current president of the United States
- State two things the president does as part of his/her job (e.g., lives in the White House, talks on the phone, signs laws, etc.)

### ***After Lessons 5A-5B: Abraham Lincoln***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Identify Abraham Lincoln as a president of the United States
- Identify Abraham Lincoln as the face on the penny
- State that Abraham Lincoln's nickname is "Honest Abe" because he always told the truth
- Retell two main events from the story of Abraham Lincoln and the ruined book

### ***After Lessons 6A-6B: Sally Ride***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Explain that an astronaut is someone who flies a space shuttle into outer space
- Identify Sally Ride as an astronaut who flew into space

### ***After Lessons 7A-7B: Sonia Sotomayor***

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Identify Sonia Sotomayor as a Supreme Court Justice called Justice Sotomayor
- State that Sonia Sotomayor speaks both Spanish and English
- State that Sonia Sotomayor had to work hard to become a judge

# DOMAIN ASSESSMENT RECORD FORM

## Important People in American History

### Teacher Reflection of Student Performance

Student	Lessons 1A, 1B, 2A, 2B			Lessons 3A–3B			Lessons 4A–4B		
	Mastery of CCOs	Understands some CCOs	Does not understand CCOs	Mastery of CCOs	Understands some CCOs	Does not understand CCOs	Mastery of CCOs	Understands some CCOs	Does not understand CCOs

Student	Lessons 5A–5B			Lessons 6A–6B			Lessons 7A–7B		
	Mastery of CCOs	Understands some CCOs	Does not understand CCOs	Mastery of CCOs	Understands some CCOs	Does not understand CCOs	Mastery of CCOs	Understands some CCOs	Does not understand CCOs



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### ADDITIONAL CONSULTING SERVICES

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## 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

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Michael Parker      Flip Book Pages: 11A-5; 1A-6; 1A-7; 2A-1;  
                        2A-2; 2A-3; 2A-4; 2A-5  
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### Photo by Stacey Illy

Flip Book Pages: 7A-1; 7A-8; 7A-9

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# Important People in American History

## Teacher Guide

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