

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 280

Book Summary

How much do you know about the presidents? *Guess That President* asks readers to guess the identity of several presidents on the basis of clues and stories about them as children. This book uses a creative mystery format to generate interest in leaders of the United States and presents a chance to teach emergent readers about making inferences and using past-tense verbs.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Make inferences or draw conclusions
- Discriminate initial consonant *pr*-blends
- Identify initial consonant *pr*-blends
- Recognize and use past-tense verbs
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Guess That President* (copy for each student)
- Chalkboard or dry-erase board
- Photographs of presidents
- Photographs of the same presidents as children
- *Make inferences / draw conclusions, initial consonant pr-blends, past-tense verbs worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *boy, up, was*
- Content words:
Story critical: *college (n.), general (n.), government (n.), mines (n.), president (n.), Russia (n.)*

Before Reading

Build Background

- Tape to the board photographs of several presidents that students have already studied. Have students identify the presidents, and write their names under the appropriate pictures.
- Place pictures of these presidents as children along the board. Ask students to guess which president each picture represents. Tape the correct child's photo beneath each president's photograph.

- Remind students that before these men became presidents, they were children and grew up, just like everyone else. Explain that this book will examine the childhoods of some famous presidents.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Guess That President*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Summarize**

- Explain to students that effective readers stop now and then during reading to summarize, or review in their mind, the important details of what they have read to that point.
- Read page 4 aloud to students and model how to summarize.
Think-aloud: As I read this book, I am going to stop at the end of each section to remind myself what I have learned so far about the presidents. The first chapter is just one page. It introduces the idea that presidents were kids who grew up to become national leaders. The first page also asks the reader to guess which president matches each story. This is a summary of the first page, and the first chapter, of the book. I will continue to summarize at the end of each section.
- Point out that a summary recalls the most important details in a book.
- Have students turn to the table of contents. Read the chapter headings as a class. Explain to students when a book has chapters, it is convenient to summarize at the end of each section. Remind students they will stop to summarize at the end of each chapter as a strategy to better understand and remember information in the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Make inferences / Draw conclusions**

- Explain to students that authors do not always tell everything about a story or a character. The author expects the reader to use clues in the writing and their own knowledge to make good guesses. An inference is a good guess using those clues.
- Point out that people use inferences every day. Use a real-life situation to model making inferences.
Think-aloud: If I come home and smell bacon, I can guess, or infer, that someone is cooking, even if I don't see the food. My clue is the smell of food. If I see two people fighting, I can infer they are angry with each other. If I see a friend laughing and smiling, I can infer my friend is happy from the clues—laughter and smiles. No one had to tell me this information. Instead, I used the clues to make a good guess.
- Explain to students we make inferences every time we read. Explain that we also draw conclusions, which are a type of inference, by using that information and those clues to come up with ideas of our own. Encourage students to make their own inferences and conclusions as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while reading page 7, you might have students point to the word in bold print, and remind them that boldface print often means the word is important. Encourage them to use the rule about silent -e to decode the word *mines*. Have students share what they know about mines and draw a picture on the board.
- Have students find and point to the word *president* on page 4. Have students discuss with a partner the meaning of the word. Invite a volunteer to share, and record the definition on the board.

- Have students turn to the back of the book, and point out this book has a glossary, which is like a small dictionary to define the vocabulary words from the book. Ask students to find and point to the word *president*. Call on a student to read the definition aloud. Discuss with the class how the definition from the glossary compares with their definition on the board.
- Ask students to draw a picture that represents the word *president* on a separate sheet of paper.
- Repeat the activity with other vocabulary words as time allows.


Set the Purpose

- Have students draw their own conclusions as they read about the childhoods of certain presidents and summarize the information as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 4 (*You*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 4. Have them read to the end of page 7, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model summarizing.
Think-aloud: The next chapter of the book ended on page 6. This chapter taught me about a boy who was so sick he couldn't go to school and learned at home. He played outdoors and boxed to make himself stronger. When that boy grew up, he became President Theodore Roosevelt. He still liked outdoor activities like hunting, fishing, and hiking. That was my summary of the information from the chapter titled "Sick Child." I included all the details I thought were most important from that section.
- Have students work with a partner to summarize pages 5 and 6. Invite volunteers to share their summary with the class.
- Have students work with a partner to identify the clues on page 7: a boy's parents died when he was young, he worked in gold mines, and he became rich before he turned forty. Ask students to discuss what inferences we can make about a person like this.
- Model making inferences.
Think-aloud: What inferences can I make from these clues? Since the boy lost his parents when he was young, he knew what it was like to be unhappy. I can make a guess, or infer, that he would care about others being unhappy. Maybe he used his money to help others so they wouldn't be unhappy. I can check my conclusions by reading page 8. I see here that the president is Herbert Hoover, and he did use his money to help others, just as I inferred.
- **Check for understanding:** Have students read to the end of page 11. Ask students to summarize in their mind the information from pages 9 and 10 and write a brief paragraph of their summary. Have students read their summary to a partner.
- Have students determine the clues on page 11. Ask them to work with a partner to make inferences about the type of man this president was. Invite volunteers to share their inferences with the class.
- Have them look at the list of presidents on page 4, and use their inferences to draw a conclusion about who they think this president could be. Finally, have them check their guesses on page 12.
- Discuss with the class whether their inferences about John Quincy Adams match the description of the man he became and the president that he was.
- Have students read the remainder of the book. Remind them to summarize each chapter as they read.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *The last page of the book, before the glossary, is not a chapter, but it does have a sidebar with interesting facts about the presidency that I can summarize. To summarize, this page informs me presidents have an age requirement—they have to be at least thirty-five years old. Theodore Roosevelt has the record of youngest president; Ronald Reagan as the oldest. This is my summary of the information on the last page. How would you summarize this page?*
- Have students work with a partner to summarize the last two sections of the book. After they have orally summarized both, have the pair choose one section and write their summary for that chapter on a separate sheet of paper. Invite volunteers to share their summary with the class.
- Ask students to explain how summarizing helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Write the name of each president from the book on the board. Break students into groups and assign them to one president. Have groups discuss inferences they can draw about the type of person that president was, and have them share their information with the class. Ask groups to share the clues they used to make their inferences.
- **Independent practice:** Introduce, explain, and have students complete the [make inferences / draw conclusions worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the childhoods of a few famous presidents. Did the events that happened to them as kids affect how they behaved as adults? What do you think your parents were like as children?

Build Skills

Phonological Awareness: **Initial consonant pr-blends**

- Say the word *prod* aloud to students, emphasizing the initial /pr/ sound. Have students say the word aloud and then say the /pr/ sound.
- Say the word *pod* aloud, emphasizing the initial /p/ sound. Have students discuss with a partner how the words *prod* and *pod* are different. Point out that the word *prod* has a growling /r/ sound that softens the beginning of the word.
- Say the /pr/ sound aloud several times and have students repeat it. Then read page 9 aloud, emphasizing the beginning sound of each word. Have students raise their hand when they hear the word that begins with the /pr/ sound.
- **Check for understanding:** Say the following words one at a time and have students clap their desk for each word that begins with the /pr/ sound: *pop, pro, pram, pay, prep, pan, and prim*.

Phonics: **Initial consonant pr-blends**


- Write the word *prod* on the board and say it aloud with students.
- Have students say the /pr/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /pr/ sound in the word *prod*.
- Write the word *pod* on the board and say it aloud with students. Remind students of their earlier discussion about the difference between the words *prod* and *pod*. Ask students to identify the letter that changes the sound at the beginning of the word (*r*).

Lesson Plan *(continued)*

Guess That President

- Point out that adding the letter *r* softens the initial /p/ sound.
- Have students practice writing the letters *pr* on a separate piece of paper while saying the /pr/ sound.
- Ask students if the word *president* begins with the *pr*-blend or the consonant *Pp*. Write the word *president* on the board for students to check their answer.
- **Check for understanding:** Write the following words that begin with the /pr/ sound on the board: *pry*, *prey*, *prom*, *prow*, and *prune*. Say each word, one at a time, and have volunteers come to the board and underline the initial consonant *pr*-blend.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant pr-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Past-tense verbs**

- Write the following sentence on the board: *I jumped at my desk*. Read the sentence aloud with students. Have students stand up and perform the action from the sentence. Remind students that *verbs* are *action words*. Have students point at the verb in the sentence, and underline the word *jumped* on the board.
 - Ask students to name some actions they did yesterday. Write these verbs in sentences on the board, and ensure you use a majority of regular verbs that use the *-ed* ending. Invite volunteers to come to the board and circle the verb in each sentence. Ask students if they notice anything these verbs have in common.
 - Explain to students when we describe something that happened in the past, we change the verb to show the action happened before and not now. *Past-tense verbs* are verbs that show *past action*. Explain that typically we add the letters *-ed* to the end of a verb to make it past tense. Illustrate this point with the verbs on the board.
 - Write the verb *kick* on the board. Have students read the word aloud. Ask students how they would change the word so that it showed an action in the past. Have students trace the letters *-ed* in the air, and invite a volunteer to come to the board and add those letters to the word. Cover the letters *-ed* with your hand, and ask students to read the word again.
 - Write several verbs in the present tense on the board, and have students copy them on a separate sheet of paper. Have students change the verbs to past tense by adding the letters *-ed*.
 - Write the verb *drink* on the board. Have students read the word aloud. Ask students to think about how they would change this verb to past tense. Write the word *drinked* on the board, and ask students if that word sounds right. Erase it and write the word *drank* on the board, and explain that this is the past-tense form of *drink*. Point out that some verbs have irregular changes when they become past tense and these words are called *irregular verbs*. Emphasize not all past-tense verbs end in *-ed*. Remind students that all action words are verbs, and if they are reading something that has other past-tense verbs in it, and they see an action word that does not end in *-ed*, it is still a verb.
-  **Check for understanding:** Have students work with a partner to locate and circle all the verbs on pages 7 through 12. Call on each pair to share one verb they found, and explain to students they must not use a verb already shared by another group. Continue until all verbs from these pages have been shared. Discuss the verbs that had different past-tense changes, and have students circle any verbs they missed.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Write the words *president* and *college* on the board. Have students discuss with a partner which word would appear first in alphabetical order. Have students point at the word that should come first.
- Remind or explain to students that alphabetical order puts words in order according to their first letters. Since the letter *c* comes before the letter *p* in the alphabet, the word *college* comes first in the list. Write the words *college* and *president* in a column, with *college* at the top. Leave plenty of room between words.
- Write the words *general* and *government* on the board. Have students work with a partner to decide which word comes first. Remind students that if the first letter is the same, they need to look at the second letter. Have students point at the word that belongs first in alphabetical order.
- Ask students to add these words to the list. Discuss how they would do this. First, compare the word *general* to the word *college*. Since the letter *c* comes before the letter *g*, *college* still comes first in the list. Next, compare the word *general* to the word *president*. Since the letter *g* comes before the letter *p*, the word *general* comes before the word *president*. Write it in the middle of the list. Point out that since the word *government* also starts with the letter *g*, they know it falls between the words *college* and *president*. Also, since they already know that *government* comes after *general*, they know to write *government* after *general* but before *president* in the list.
- Write the words *mines* and *Russia* on the board. Have students work with a partner to determine where they belong in the list. Discuss their choices, and add the words to the list on the board.
- **Check for understanding:** Choose seven words from the book and write them on the board. Have students work with a partner to create a list of these words in alphabetical order.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them summarize the information about the presidents with someone at home.

Extend the Reading
Informational Writing and Art Connection

Have students choose a famous person from a list you prepared. Have students research by working with others who chose the same person, and have each group read a biography that you provide. Have students take notes on what they learn. After the research is concluded, have students draw a picture of their topic person, and then write two sentences that describe their subject, and two sentences that tell interesting facts from that person's life.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Break students into groups, or use guided reading groups, and assign each group a president. You may want to include some of the presidents from the book. Provide each group with an age-appropriate book on their assigned president, and work through the book with each group. Provide activities for independent work about presidents for other groups to work on when you are not working with them. After each group has had the chance to read and discuss their book, have groups create a poster that describes their president and his life and accomplishments. Ask groups to present their poster to the rest of the class. Work on this connection prior to the lesson, and you can connect the information they learned to the building background section.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently summarize to understand text during discussion
- properly make inferences or draw conclusions during discussion and on a worksheet
- consistently discriminate initial consonant *pr*-blends during discussion
- correctly identify and write the letter symbols that represent the /pr/ sound during discussion and on a worksheet
- correctly use past-tense verbs during discussion and on a worksheet
- accurately place words in alphabetical order during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**