



### About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,502

### Book Summary

The title of this book sets the reader up for a personalized approach to the presidential election process. In this often humorous but straightforward book, students are invited to imagine themselves as the candidate. Each step in the process is explained in an engaging manner in which the author seems to be having a conversation with the reader rather than simply providing information. Interesting historical facts are included, as well as information from more recent presidential elections.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand informational text
- Identify author's purpose in writing informational text
- Recognize and understand the difference between possessive nouns and contractions
- Understand and use content vocabulary

#### Materials

- Book—*Your Road to the White House* (copy for each student)
- Chalkboard or dry erase board
- Vocabulary prediction, author's purpose worksheets
- Discussion cards



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

#### Vocabulary

- Content words:

Story critical: *campaign (n.), convention (n.), delegates (n.), nominee (n.), political party (n.), politician (n.)*

Enrichment: *campaign headquarters (n.), caucus (n.), concession speech (n.), Constitution (n.), electors (n.), primaries (n.)*

### Before Reading

#### Build Background

- Involve students in a discussion about presidential elections. Have them tell what they know about the requirements for becoming president, how candidates are chosen for each major party, and how the president is elected. Record their responses on a KWL chart written on the board.
- Give students the [vocabulary prediction worksheet](#). Explain that they are to write what they think or know each word means. Tell them that after they have finished reading the book, they will make a checkmark if their definition was correct, or write the new definition they learned from reading the book.

### Preview the Book

#### Introduce the Reading Strategy: **Ask and answer questions**

- Give students a copy of the book and have them preview the front and back covers of the book and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Have them think of things they would like to know about how they can become president. Write their questions on the KWL chart. Tell students that asking questions about a topic before beginning to read, and looking for the answers as they read will help them understand and remember the text.
- Direct students to the table of contents. Point out that three section titles have the same word in them. Have students identify the word (*campaign*). Point out that the word is used as a verb in one section title and as a noun in the other two. After reviewing the table of contents, model using it as a way to think of questions.
- **Think-aloud:** *When I don't know a lot about a topic, I can use the table of contents to help me think of questions I'd like to find the answer to as I'm reading. For example, I'm curious about why the word campaign is in three of the section titles. My guess is that the "campaign" and "campaigning" are an important part of the election process. I'll write three questions on the KWL that I can look for the answers to as I read. First, where and when does a candidate campaign? Second, why are there two campaigns? And third, what does it mean to "finance" a campaign?*
- Have students look at the other section titles. Write any questions they have about the election process on the KWL chart. Remind students that no question is ever inappropriate if they truly do not know the answer.
- Have students preview the rest of the book, looking at the photographs and map, and sidebar text. Add any additional questions students may have to the KWL.
- Point out the "Explore More" box on page 24. Encourage them to learn more about the topic when they have finished the lesson.
- Show students the index and review its purpose. For example, ask students on what page they would read about the Democratic Party or John F. Kennedy.

### Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. For example, have students find the bold word *Constitution* on page 5. Tell students to use what they know about syllables and vowels (one vowel sound per syllable) to sound out the word. Tell students that since the word is capitalized, they know the word must be a proper noun. Point out that the text tells them that the rules for becoming president are written down in this document. Explain that they can then infer, or guess, that this is an important document used to help govern the country. Tell them that they can use a dictionary or the glossary to confirm the meaning since a definition context clue is unavailable.
- Remind students that they should check whether words make sense by rereading the sentence.
- Preview other vocabulary such as *caucus*, *concession speech*, and *nominee* before students begin reading.

### Set the Purpose

- As they read, have students look for answers to the questions about the presidential election process written on the KWL.


### During Reading

#### Student Reading

- **Guide the reading:** Have students read pages 4–15. Tell them to underline information that answers any of the questions written on the KWL. Tell students to go back and reread the section if they finish before everyone else.
- Model answering a question on the KWL.

*Think-aloud: One of the questions I'd written on our KWL was about where and when a candidate campaigns. I had to read between the lines to figure out the answers. I read that a candidate begins campaigning once he or she has chosen a political party to represent, and once he or she has hired a campaign manager to map out what the candidate is going to do. Then I read that a person has to campaign twice; once to win the nomination of his or her party, and again to win against the other parties' candidates. After I figured that out, I went back to page 9 to find out where a candidate campaigns. From what I read, candidates travel all over the country participating in many kinds of events that will draw attention to them. By asking one question, I learned a lot about the campaign process. I'm sure I'll learn more as I continue reading and looking for answers to the questions written on the KWL, or looking for answers to new questions I think of as I'm reading.*

- Review the remaining questions written on the KWL, circling and writing the answers as students provide the information.
- Ask students if they had any other questions while reading. Add these to the KWL.
- Tell students to read the remainder of the story, looking for answers to the questions on the KWL 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

- Have students share any other questions they had while they were reading. Discuss how questioning the text when reading keeps them actively involved in the reading process and helps them understand and remember what they read.
- Remind students that they can look in other resources, such as an encyclopedia or the Internet, to find answers to questions they did not find in the book.

#### Teach the Comprehension Skill: **Author's purpose**

- **Introduce and model:** Review or explain that writers have reasons for writing what they do. Write the following words/phrases on the board: *inform or teach, entertain, persuade or convince*. Tell students that a writer usually has one of these three reasons for writing, but some writers have two or even all three. Explain that the writer's words, and sometimes the punctuation he or she uses, provide clues that help readers figure out the author's purpose.
- Show students an encyclopedia and tell them that the author's purpose for writing this type of book is to tell or teach something. Point out a fact or other information and explain that these words are meant to teach the reader something about the topic he or she is researching. Show students a fiction book or a magazine and explain that writing like this is meant to entertain. Read a funny, scary, or mysterious line from the book, and explain that these words are clues that the author wants the reader to be entertained. Tell them this includes adventure books, mysteries, science fiction, and so on. Show students a newspaper editorial or some type of campaign literature. Explain that these kinds of writing are meant to persuade or convince the person reading it to think the same thing as the person who wrote it. Point out a convincing statement and explain that these words are clues that the author wants the reader to think the way he or she does.

- **Check for understanding:** Ask students to think of something that they've read in which the author's purpose was to inform or teach (biography, how-to books, and so on). Ask students to think of something that they've read in which the author's purpose was to entertain (magazines, comic books, and so on). Ask students for an example of something they've read that was persuasive or convincing (newspaper editorial, campaign pamphlet, and so on).
- Explain that an author may have more than one purpose in a sentence, paragraph, chapter, or book. Direct students to the first paragraph on page 5. Tell them to read the first sentence. Ask students what the author's purpose was for writing this sentence (to inform and to entertain). Have them identify the clues that helped them figure out the author's purpose (...only have to meet a few easy requirements...; punctuation). Remind students that an author may have more than one purpose in mind when writing.
- **Discussion:** Have students tell the steps in the process of becoming president. Write these across the board with arrows showing that the process is a continuum. For example, you might say: *The first step in becoming president is to meet the requirements as written in the Constitution* (discuss each one mentioned in the book). Write: *Meet Constitution's requirements* → Have students provide the additional steps.
- **Independent practice:** Have students complete the [author's purpose worksheet](#). Have them identify the author's purpose for each section listed and write the clues they used to figure it out. In the discussion of their responses, point out that *convincing* or *persuading* the reader was not one of the author's main purposes for writing this book. Ask students what kinds of things the author could have included to convince the reader of something.

 **Extend the discussion:** Ask students to use the inside front cover of their book to list personality traits they think a president needs. Have students share their lists with the group.

### Build Skills

#### Grammar and Mechanics: Possessive nouns vs. contractions

- Review or explain that apostrophes can be used to show ownership or as space holders for omitted letters in contractions. Tell students that recognizing how the apostrophe is used in a word will help them understand the word's meaning.
- Review or explain that possessive nouns are used to show ownership of the noun that follows. Review that the possessive form of most singular nouns is formed by adding 's, that the possessive form of plural nouns ending in s is formed by adding only an apostrophe, and that the possessive form of plural nouns that do not end in s is formed by adding 's.
- Have students find the second sentence in the second paragraph on page 12. Have them identify the possessive noun (*party's*). Ask them to tell if it is a singular or plural possessive noun.
- Have students find the second sentence in the first paragraph on page 20. Have them identify the possessive noun (*candidates'*). Ask them to tell if it is a singular or plural possessive noun and what was added to show ownership.
- Have students find the second sentence in the second paragraph on page 10. Have them identify the possessive noun (*people's*). Ask them to tell if it is a singular or plural possessive noun and what was added to show ownership.
- Review or explain that an apostrophe in a contraction serves as a placeholder for letters that have not been used. Have students find the first sentence in the first paragraph on page 4. Have them identify the contraction (*you've*) and tell what two words were joined to form it. Have students go through the book, underlining possessive nouns and circling contractions. Have them list the nouns and contractions on a sheet of paper. Discuss their responses.

#### Word Work: Content words

- Have students complete the vocabulary prediction worksheet. Tell them to make a checkmark in the column if the word meant what they thought it did before reading the book. If not, tell them to write the definition.

- When completed, have students turn the worksheets over and write two sentences using two of the words. Tell them to erase the words and exchange with a partner. Each student should fill in the missing words in the sentences his or her partner wrote.

### **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.

### **Expand the Reading**

#### **Writing Connection**

Give students two sheets of paper. Tell them to use one sheet to brainstorm the following: reasons they would or would not like to be president; ways they would raise money for their campaign, or help someone else raise money; and things they would do as president or things they think a president should do. Tell students to use their brainstorming sheet to write three paragraphs. One should explain why they would or would not like to be president. Another should explain ways they would raise money for their campaign or for someone else's. And the third should tell the things they would do as president or things they think a president should do. Encourage them to decide on their purpose before beginning to write. Have students share their paragraphs with the group.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

#### **Social Studies Connection**

Discuss the structure of local government before inviting a local government official such as the mayor or a councilperson to talk with the group. Have students prepare questions ahead of time. (The ideas listed above could help them think of questions to ask.)

#### **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:**

- use the reading strategy of asking questions about the topic prior to reading the book and looking for answers to the questions while reading
- recognize that an author may have more than one purpose for writing a book, which may include informing the reader of something, entertaining the reader, or persuading the reader of something
- understand that apostrophes are used in both possessive nouns and contractions and recognize each
- make predictions about the meaning of content vocabulary prior to reading, and self-check and/or correct definitions as needed.

**Comprehension Checks**

- [Retelling Rubric](#)
- [Book Quiz](#)