

Key Question

What characteristics define members of the secret service?

Vocabulary

Academic vocabulary

- *allow (v.), characteristic (n.)*, protect (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(*) word appears in the lesson but not the book

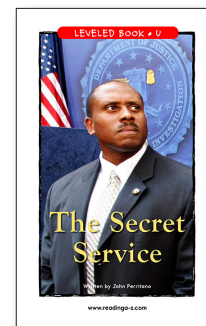
Story words

- *agents (n.), assassinated (v.), democracy (n.), investigate (v.), oath (n.), threats (n.)*

Enrichment words

- *bodyguards (n.), candidates (n.), Congress (n.), first lady (n.), inauguration (n.), limousine (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Secret Service*.



Ask and answer questions

Before reading, have students work in groups of three to write a question based on two different headings in the book. Display questions for all students to see. After reading, prompt students to determine which of their questions were answered. Have them cite evidence and provide page numbers to support their responses.

Text features: Analyze headings and timelines

Ask students to clarify the purpose of the table of contents. Have them identify on what page they will find the section on "Shades and Sleeves" and the page for "Life in a Cage." Discuss what the author's message might be in these subtopics and what the authors might mean by "Life in a Cage." Explain how the headings of sections often will identify the main idea and that each section will contain details to support the main idea.

Next, direct students to the timeline on page 16 and ask them what type of organizational structure a timeline represents (chronological). Have students explain why the author chose to use a timeline and how it affects their overall comprehension of the text. Have students find "signal" words that are useful in timelines such as "creates, increases, and begins."

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What is a secret service agent? (level 1)*
- *Why is a secret service agent's job so dangerous? (level 2)*
- *How has the role of the secret service stayed the same over time? How has it changed? (level 2)*
- *What are three facts from the book you would use that support the need to hire secret service agents? (level 2)*

Graphic organizer: Main idea and details

Have students complete the lesson [graphic organizer](#).

Response to reading

Have students cite specific evidence from the book to answer the essential question.

Name _____

Instructions: Write the main idea and supporting details for a section in the book. Then use the main idea and details to write a summary.

Main Idea	Details

Summary