

### Focus Question:

*What does the president do during the day?*

### Book Summary

Text Type: Nonfiction/Informational

The President of the United States has a very important job. *A President's Day* takes the reader inside a typical day for the leader of the country, from sunup to sundown. Detailed photographs and high-frequency words support beginning readers. The book can also be used to teach students how to compare and contrast details, as well as the proper use of possessive nouns.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Compare and contrast details in a text
- ☐ Describe information provided by captions
- ☐ Segment syllables
- ☐ Identify initial consonant *pr*-blend
- ☐ Recognize and use possessive nouns
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book: *A President's Day* (copy for each student)
- ☐ Compare and contrast, possessive nouns, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- **High-frequency words:** *day, may, very*
- **Words to Know**  
**Story critical:** *assistant (n.), difficult (adj.), information (n.), meetings (n.), president (n.), reporters (n.)*
- **Academic vocabulary:** *different (adj.), important (adj.), plan (n.)*

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of the current president of the United States. Ask students if they know who the person is and what job he does.
- Discuss with students that the person in the picture is the president of the United States and explain what a president does. Have students draw on a separate piece of paper a picture of something they think the president does during the day. Invite volunteers to share their picture with the rest of the class.

##### Introduce the Book

- Give students their copy of *A President's Day*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- 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 engaged readers stop now and then during reading to *summarize*, or review in their mind, the most important details of what they have read to that point. Explain that summaries include the main idea of the book and the most interesting details. Remind students that readers summarize to better understand and remember what they are reading.

Ask a volunteer to name a book the class has recently read. Have students turn to a partner and give a summary of the book. Remind students that a summary is a condensed version of the story, telling only the main idea and the most interesting details. Ask a volunteer to tell their oral summary to the rest of the class.

##### Introduce the Comprehension Skill:

##### Compare and contrast

- Explain to students that readers learn more about information in a book by comparing and contrasting details such as characters, settings,

### Guiding the Reading (cont.)

or subjects. Explain that to *compare*, readers look at how things are alike and to *contrast*, readers look at how they are different.

- Have students work with a partner. Invite them to first compare and then contrast themselves to their partner (for example, we both have brown hair, my eyes are blue but yours are brown, and so on). If time allows, have partners share with the rest of the class.

### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to find out more about what a president does. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How does the president's day start?* (level 1) page 5
- *With whom might the president meet?* (level 2) pages 7 and 8
- *Why does the president need to travel?* (level 2) pages 9–10
- *How might the president feel at the end of the day?* (level 3) page 12
- *Why did the author write this book about the president's day?* (level 3) multiple pages

#### Text Features: Captions

Explain that captions are helpful when reading because they clarify pictures and photographs and they provide the reader with more detailed information. Have students guess what each photograph is showing. Then, have students uncover the captions and read about the photographs.

Repeat with other photographs from the text. Explain that reading captions is an important part of understanding the text, and emphasize that all captions should be read to gain a better understanding of the text.

### Skill Review

- Model for students how to orally summarize, by stopping at several points during reading. For example, stop after reading pages 5 and 6.  
*Think-aloud: After reading the section "Starting the Day," I can summarize this information by saying, The president starts his day early, with his assistant telling him the plan for the day and giving him information from around the world.*
- Have students work in pairs to periodically review the details they have read in each section and summarize it orally.
- Model comparing and contrasting.  
*Think-aloud: On page 7, I see pictures of two presidents. These two presidents are alike because they both are having meetings. These two presidents are different because one president (President Carter) is meeting with many reporters. It looks as if it is a serious and important meeting. The other president (President Reagan) is meeting with one famous person. It looks as if it is more of a fun meeting. Comparing and contrasting the details in the text and photographs will help me better understand the book.*
- Ask students to compare and contrast the two photographs on page 8. Monitor and guide their responses. Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). Have students compare the president's day to their own by writing phrases or drawing pictures in the corresponding circles. If time allows, discuss their answers.

### 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.

### Skill Review

#### Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Invite volunteers to share with the rest of the class the comparisons they made between their day and the president's day.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Guiding the Reading (cont.)

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but should include specific examples from the text and photographs. Samples: *The president has many meetings, sometimes with famous people. The president travels all over the country and the world.*)

#### Comprehension Checks

- Book quiz
- Retelling rubric

### Book Extension Activities

#### Build Skills

##### Phonological Awareness: Segment syllables

- Explain to students that every word has one or more parts. Explain that these parts are called *syllables*.
- Show students how to count syllables by clapping as you say a word. Demonstrate with the word *meeting*. Clap each time you say a syllable (two claps). Repeat the demonstration with other words from the text, making sure to demonstrate a variety of one-, two-, and three-syllable words.
- **Check for understanding:** Say the following words one at a time, and have students clap the syllables: *president, day, problems, people, important, night*.

##### Phonics: Initial consonant pr-blend

- Write the words *president* on the board and read it aloud with students. Invite a volunteer to come to the board and circle the letters that represent the /pr/ sound in the word *president*.
- Have students say the /pr/ sound aloud. Then, run your finger under the letters in the word *president* as students say the whole word aloud.
- Repeat the process with the following words: *problem, prey, proud, and pretty*.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *prize, proof, prince, and pretzel*. Invite volunteers to come to the board and add the initial consonant blend to each word. Have all the students repeat each word aloud.

##### Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *A president's day is very busy*. Read the sentence aloud and have students repeat it. Point to the word *day*. Ask students to call out to whom the day belongs (*the president*).

- Circle the 's at the end of the word *president's*. Explain to students that when we add an 's to a word, we are creating a *possessive noun*. Explain that a possessive noun is a word that indicates ownership, or something that belongs to someone or something. In this example, the day belongs to the president.
- **Check for understanding:** Write the following sentence on the board: *Dad's birthday is tomorrow*. Ask students to call out to whom the birthday belongs (*Dad*). Have a volunteer come to the board and circle the 's. Remind students that when they see this ending on a noun, they know that the next word will be an object that belongs to the noun. Repeat the process with the sentence: *The pencil is on the girl's desk*.
- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

#### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of each word is the same, they must compare the next two letters in the words.
- Write the words *problem* and *leaders* on the board. Have a volunteer explain which word would appear first in alphabetical order (*leaders*) and why (because *Ll* comes before *Pp* in the alphabet). Repeat the process with the words *ideas* and *papers*. Ask students to turn to a partner and explain which word comes first and why.
- **Check for understanding:** Distribute an index card with a word written on it from the text to each student. Ask students to stand and rearrange themselves to put their words in alphabetical order. Monitor and assist as needed.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers aloud.

#### Connections

- See the back of the book for cross-curricular extension ideas.