

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 459

Book Summary

President's Day is more than just a day off from school or work. It is a national holiday that commemorates the leaders of the United States, typically focusing on the best-known leaders. *Presidents' Day* introduces the holiday, highlights two of the most famous U.S. presidents, explains the decision to create a general holiday for all presidents, and describes some of the ways people celebrate this holiday. Photographs and illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Determine author's purpose for writing
- Identify initial consonant *pr*-blends
- Identify and use possessive nouns
- Define and use compound words

Materials

Green text indicates resources that are available on the website.

- Book—*Presidents' Day* (copy for each student)
- Chalkboard or dry-erase board
- A list of the names and images of the faces of all presidents (copy for each student)
- Poster paper
- Sheets of paper
- Ask and answer questions, author's purpose, possessive nouns 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

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

- Content words:

Story critical: **birthday** (n.), **celebrated** (v.), **combine** (v.), **holiday** (n.), **honor** (v.), **president** (n.)

Before Reading

Build Background

- Ask students to identify the current president of the United States, and write the name on the board. Have students work in groups to review past presidents of the country and share what they know about particular presidents. Invite groups to share details with the rest of the class.

- Write the number 44 on the board and point out that the United States has had forty-four different men serve as president over the past couple hundred years. Ask students whether they remember the names of all forty-four presidents. Pass out a copy of a list of the names and faces of the presidents, and have students review the list with a partner, pointing to each president they know.
- Write the term *Presidents' Day* on the board and read it aloud with students. Have students share with a partner everything they know about this holiday.
- Draw a KWL chart on the board. Review with students the format of a KWL chart: the *K* stands for what students already *know*, the *W* stands for *what* information students *want* to learn, and the *L* stands for knowledge students *learn* as they read the book. Invite volunteers to share facts about Presidents' Day, and record information in the *K* column of the chart.
- Introduce and explain the [ask-and-answer-questions worksheet](#). Have students fill out the first column of their worksheet, using their own knowledge or details recorded on the board.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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: **Ask and answer questions**

- Explain to students that engaged readers help themselves to understand what they are reading by asking questions before and during reading, and searching for answers while they read. Remind students that they can use prior knowledge and information they read in the book to formulate new questions.
- Model how to ask questions.
Think-aloud: *The title of the book is Presidents' Day, so I can confidently predict that the text will feature information about our presidents and their holiday. Although I know that we celebrate Presidents' Day, I'm not sure why. This is the first question I hope the book will answer: Why do we have a Presidents' Day? I also am curious about the statue on the title page. What president is being carved out of the rock? I will look for answers to these questions as I read.*
- Write your questions in the *W* column of the KWL chart on the board. Point out to students that it is easiest to express what we want to know in the form of a question; therefore, the *W* column naturally encourages the asking of questions.
- Have students share with a partner at least one question they have on the basis of the cover and title page. Then, have students preview the table of contents and think of any new questions the section titles generate. Ask students to write their questions in the *W* column of their worksheet.
- Invite students to share their questions with the rest of the class and record them in the KWL chart on the board. Encourage students to choose new questions from the board that interest them, and add them to their worksheet in the appropriate column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Remind students that an author has a purpose for writing, and that the purpose is often to *inform*, *entertain*, or *persuade*. Explain to students that *to inform* means to provide the reader information on a topic, *to entertain* means to amuse the reader, and *to persuade* means to convince the reader to feel or act in a certain way. Write the words *inform*, *entertain*, and *persuade* on the board and read them aloud with students.
- Explain to students that they can determine the author's purpose by analyzing how they are affected by the text.

- Model determining the author's purpose for various types of texts.
Think-aloud: *Authors have a reason, or a purpose, for writing a book. For example, when an author chooses to write a book explaining the history of a country, he or she is trying to give the reader information about historical facts. In other words, the author's purpose is to inform. If, on the other hand, the author wrote a book describing reasons a person should move to a certain country, the author is trying to influence the way the reader will act, and therefore has the purpose of persuading the reader. An author could also write a fictional mystery set in another country with the intention of amusing the reader. In the last case, the author's purpose is to entertain the reader. What if the book were an adventure story set in another country that also taught the reader a lot of factual details about that country? If an author chose to write a story like that, the author had two purposes, to entertain and to inform. An author can write for just one purpose but also for more than one reason.*
- Break students into groups. Write on the board the titles of two books the class has read previously. Have student groups discuss the details in each book and how the details affected them. Then, have students determine the author's purpose for each book. Call on groups to share their thoughts on the author's purpose and to justify their answers with details from the book.
- Have students work in the same groups to discuss their predictions on the author's purpose for *Presidents' Day*, on the basis of information they saw while previewing the book. Invite volunteers to share their prediction with the rest of the class.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 6, you might say: *What president do you see in this picture? What is a president?*
- Remind students of the strategies they can use to sound 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 words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Write the six vocabulary words on poster paper, one word for each poster. Place the posters at six points around the room. Read the words aloud with students. Break students into six groups, and assign each group to a poster. Ask groups to discuss the word on their poster, write key words, and draw a picture that represents the meaning of the word.
- Have student groups rotate to the poster to their left and repeat the process with their new word. Continuing rotating groups until each group has worked with every word.
- For each word, discuss with students the information recorded on its poster, and guide students to a class consensus on its definition. Write the words with their definitions on the board.
- Remind students that a glossary is a list of words and their definitions specific to the book. Ask students to turn to page 16. Have them work with a partner to read the words and their definitions and compare them to those on the board.
- Have students work with their partner to create oral sentences for each word. Call on students to share a sentence with the rest of the class, and have other students give a thumbs-up signal if the vocabulary word is properly used.

Set the Purpose

- Have students read to find out more about Presidents' Day. Encourage students to continue asking and answering questions while they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to review their ask-and-answer-questions worksheet and see whether this part of the text answered their questions.
 - **Model asking and answering questions.**
Think-aloud: *Before I started reading, I had two questions I wanted answered. First, I was curious about the reasons we celebrate Presidents' Day. The introduction on page 4 supplied the answer. Presidents' Day is a time to honor all United States presidents. The second question was about the president being carved out of rock. Page 4 also answered this question. It had a photograph of Mount Rushmore and identified each president in the caption. By comparing the two photographs, I learned that the president on the title page is a sculpture of Abraham Lincoln, part of Mount Rushmore. Although the book already gave me answers to both of my questions, I have some new ones. Which presidents are popular? Why did people carve the faces of four presidents into the side of a mountain? I will continue looking for answers and asking more questions.*
 - Review with students the questions recorded on the board, and ask students to point to questions already answered by the book. Invite volunteers to share an answer with the rest of the class, and record the answer in the *L* column of the KWL chart. Draw a line connecting the question and corresponding answer.
 - Have students work with a partner to discuss the answers they found to questions on their worksheets, and ask students to record answers in the *L* column. Ask students to draw a line connecting matching questions and answers.
 - Remind students to continue asking new questions as they read. Invite volunteers to share a new question with the rest of the class, and record it in the *W* column on the board. Have students write two new questions in the appropriate column on their worksheet.
 - Review the different purposes written on the board. Have students work with a partner to discuss the meanings of the words *inform*, *entertain*, and *persuade*.
 - Remind students that to determine author's purpose, they need to analyze the effect of details in the book. Have students discuss with a partner details they read in these first few pages. Call on random students to share a detail with the rest of the class, and record it on the board with underlined key words and pictures.
 - Have students work in groups to discuss the effect of these details. Ask the students to point to the word they think best describes the author's purpose: *inform*, *entertain*, or *persuade*. Point out that they will need to read the entire book and consider all the details before they can determine the author's purpose with accuracy.
 - **Check for understanding:** Have students read pages 8 through 11. Have them write answers they found on their worksheet and any additional questions that came to mind. Have them share with a partner the information they recorded on their worksheet. Invite volunteers to share new questions with the rest of the class, and record these in the KWL chart on the board.
 - Ask students to pick out the three most interesting details they learned in the middle portion of the book. Call on students to share a detail with the rest of the class, and record it on the board using key words and pictures.
 - Have students consider whether these details are informative, persuasive, or entertaining. Ask students to whisper to the front of the class their opinion on the author's purpose for the book.
 - Have students read the remainder of the book. Ask them to look for answers and write them on their ask-and-answer-questions worksheet and to record any new questions they encounter. Remind students to note any details that demonstrate the author's purpose for writing this book.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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 record on their worksheet any final questions they generated while reading.
- **Think-aloud:** *Earlier, I asked about which presidents were most popular. This book provided examples of the two most popular presidents: George Washington and Abraham Lincoln. If I want to learn about other popular presidents, I will need to do more research with different books. I also wondered why people carved the presidents' faces into the side of Mount Rushmore. The book never approached this topic. Sometimes, we have questions that remain unanswered. When this happens, we can search for our answers with other resources. For my question, I could look up information about Mount Rushmore online or in encyclopedias. Even though the book didn't answer all my questions, the process of asking them kept me engaged with the book. Also, my unanswered questions inspired me to do more reading and studying.*
- Ask students to review the questions on the board and raise their hand if they learned the answer to any of these questions. Invite volunteers to come to the board and record answers in the *L* column of the KWL chart. Have other students give a thumbs-up signal if they agree that the sentence answers its question.
- **Independent practice:** Have students complete their ask-and-answer-questions worksheet. Have them review the information on their worksheet with a partner and draw lines between all corresponding questions and answers. Have students circle unanswered questions in the *W* column of the chart.
- Point out to students that a book may not answer every question. Invite volunteers to come to the board and circle unanswered questions. Discuss with students the resources they could use to find more information on the topics in the questions, such as reference books, the Internet, and news articles. Have students work in groups to choose one unanswered question and brainstorm a list of specific examples of resources to use in the research of that question.
- Have students discuss with a partner how asking and answering questions helped them to remember and understand what they read. Invite volunteers to share their thoughts with the rest of the class.

Reflect on the Comprehension Skill

- **Discussion:** Review the details on the board, and invite volunteers to add any new ones they read in the final pages of the book. Have students discuss with a partner the author's purpose for the book and to consider reasons that justify their choice. Guide students to a consensus that the author's purpose is to inform readers about Presidents' Day. Circle the word *inform* on the board. Invite volunteers to explain how they know the purpose of the book is to inform readers.
- Discuss with students whether the author had any other purpose for writing. Invite volunteers to share with the rest of the class details they found to be entertaining or persuasive. Point out that while some details might entertain or persuade, it is clear that the majority of details are for the purpose of informing, and therefore, the author had just one main purpose for this book.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. Invite volunteers to share with the rest of the class the examples they chose for their worksheet.
- **Enduring understanding:** In this book, you learned about Presidents' Day and two very important presidents. Do you think Presidents' Day is an important holiday? What other president, besides Washington and Lincoln, do you want to honor on Presidents' Day? Why?

Build Skills

Phonics: Initial consonant *pr*-blends

- Write the word *president* on the board and read 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 word aloud. Ask students to identify which letters represent the /pr/ sound in the word *president*.
- Say the words *pray* and *pay* aloud, and have students repeat. Have students discuss with a partner the difference in the beginning sounds of each word. Explain to students that combining the letters *p* and *r* softens the /p/ sound, creating a consonant *pr*-blend.
- Have students practice writing the letters *pr* on a separate sheet of paper while saying the /pr/ sound.
- **Check for understanding:** Write the following words on the board: *pom*, *pep*, *pod*, *pat*, and *pawn*. Have students read the words aloud to a partner. Then, have students write the words on a separate sheet of paper, adding the letter *Rr* to each one to create the initial consonant *pr*-blend. Have students read the new words aloud to their partner. Invite volunteers to come to the board and add the letter *Rr* to each word. Point to the words and have students read them aloud.

Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *A president's job is to run the country.* Read the sentence aloud with students. Have students share with a partner whose job the sentence is referring to (the president's). Circle the word *president's* and underline the word *job*.
- Review or explain to students that words like *president's* are possessive nouns. Remind students that a *possessive noun* is a word that *indicates ownership*, or possession. For example, in the sentence on the board, the job belongs to the president.
- Remind students that a possessive noun is formed by adding an 's to the end of the noun that is the owner.
- Write the words *cat*, *girl*, and *star* on the board. Have students copy the words on a separate sheet of paper and change them to possessive nouns by adding an 's. Ask students to check their work with a partner.
- Invite volunteers to come to the board and change the words to possessive nouns. Have students work with a partner to use the words in sentences. Remind students that the possessive nouns need to own something in each sentence. Invite volunteers to share a sentence with the rest of the class.
- Write the phrase *Presidents' Day* on the board. Ask students to point to the possessive word. Have students discuss with a partner how this possessive noun is different from the possessive noun in the sentence. Point out that in *Presidents' Day*, the apostrophe comes after the letter *Ss*.
- Explain to students that when a noun is plural and ends in the letter *Ss*, they place the apostrophe after the letter *Ss*. Point out that in the phrase *Presidents' Day*, the word *presidents* is plural because it refers to all the presidents. Remind students that when a noun is singular or the noun is plural but does not end in the letter *Ss*, they place the apostrophe before the letter *Ss*.
- Write the following plural nouns on the board: *bats*, *children*, and *parents*. Have students nod their head if all the nouns are plural, or represent more than one. Have students copy the words on a separate sheet of paper and change them to possessive nouns.
- Invite volunteers to come to the board and change the words to possessive nouns. Point out that the possessive noun *children's* has the apostrophe before the letter *Ss* because the plural noun does not end in an *Ss*. Have students work with a partner to use the possessive nouns in oral sentences.
- Remind students that a contraction using 's is not a possessive noun. For example, *it's* is a contraction for *it is* and does not show ownership. Reinforce that possessive nouns always show ownership.



Check for understanding: Write the following words on the board: *schools, teacher, kids, moms, dad, and bird*. Have students call out all the nouns that are plural, and circle them. Ask students to work with a partner to change the nouns to possessive nouns and write them on a separate sheet of paper. Call on students to share a sentence with the rest of the class, and write it on the board. Invite students to come to the board and circle the possessive noun and underline the noun that is the object (the owned noun). Repeat as time allows.

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers aloud.

Word Work: **Compound words**

- Write the word *birthday* on the board and have students read it aloud. Ask students to share with a partner the two smaller words they see in the word *birthday* (*birth* and *day*). Have students call out the two words. Underline each smaller word.
- Point out that *birthday* is a compound word. Review with students that *compound words* are *new words created by the combination of two smaller words*. Remind them that the meaning of the compound word is influenced by the meanings of the two joined words.
- Discuss with students the meaning of the words *birth* and *day*. Have students share with a partner how these two meanings are related to the definition of the word *birthday*. Invite volunteers to share their explanation with the rest of the class.
- Have students turn to page 8 and reread the page with a partner. Ask students to find and point to the two compound words (*birthday* and *fireworks*). Write the word *fireworks* on the board. Have students work with a partner to identify the two smaller words that join together to create the compound, and to discuss how the definition of *fire* and *works* contributes to a definition for *fireworks*. Discuss with the class the meaning of the word *fireworks*.
- **Check for understanding:** Have students brainstorm a list of compound words and record these on the board. Have students write the words on a separate sheet of paper. Ask students to underline the smaller words that are joined together to create the compound for each word. Then, have students work with a partner to discuss the meaning of each word, using the definitions of the two smaller words as a guide. Discuss with students the definition for each word. Have students work with a partner to create oral sentences that accurately use the compound words. Invite volunteers to share a sentence with the rest of the class.

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 students demonstrate to someone at home how a reader asks questions then reflects on the answers while reading.

Extend the Reading

Informational Writing and Art Connection

Work with students to brainstorm to create a list of other holidays and record them on the board. Have students choose a holiday they would like to research. Ask students to discover the history of the holiday, its actual date, where it is celebrated, and how people celebrate it. Provide students with a graphic organizer to record their notes. Have students write a report on their holiday, describing the facts they learned and sharing any personal experiences in celebrating it. Remind students to use an introduction and a conclusion, and to organize their details into body paragraphs with topic sentences. Have students draw a picture depicting people celebrating their chosen holiday as a title page for their report.

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

Social Studies Connection

Review with students the list of presidents handed out in the Build Background portion of the lesson. Read the name of each president aloud, and have students raise their hand if they know anything about the man. Have students work in groups to read age-appropriate books about the presidents, such as *So You Want to Be President?* or *Smart About the Presidents*. Challenge students to find five fun facts about different past presidents and record them on a separate sheet of paper using key words and pictures. Then, have students choose one president they knew nothing about prior to this lesson. Have students research their subject, using resources provided in the class and outside materials found at the library or online. Have students create a presentation about their president to share with the rest of the class. Ask students to either dress up like their president to deliver the presentation as if they were the historical person or create a visual aid to use while they speak. Take a day to celebrate the presidents with student presentations and other president-related activities.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet;
- accurately determine the author's purpose during discussion and on a worksheet;
- consistently identify initial consonant *pr*-blends during discussion;
- correctly identify and use possessive nouns during discussion and on a worksheet;
- accurately define and use compound words during discussion.

Comprehension Checks

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