

## About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 292

### Book Summary

Lincoln was a powerful man and one of our most famous presidents. What led him to such greatness? *Lincoln Loved to Learn* shows the reader some of the influences that framed this historical figure by focusing on Lincoln's childhood and his great commitment to learning as he grew up. Attractive illustrations and photographs will add to the enjoyment of this book. In addition to teaching emergent readers about a key person in history, the book also can be used to instruct students on genre and past-tense verbs.

## About the Lesson

### Targeted Reading Strategy

- Retell

### Objectives

- Retell the story to understand text
- Identify genre
- Manipulate medial sounds
- Identify vowel digraph ea
- Recognize and use past-tense verbs
- Understand and arrange words in alphabetical order

### Materials

Green text indicates resources are available on the website.

- Book—*Lincoln Loved to Learn* (copy for each student)
- Chalkboard or dry-erase board
- Photograph of Abraham Lincoln
- Sticky notes
- Samples of books representing different genres
- [Story elements, vowel digraph ea, 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

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *always*, *their*, *when*
- Content words:  
Story critical: *cabin* (n.), *chores* (n.), *frontier* (n.), *ideas* (n.), *poor* (adj.), *presidents* (n.)

## Before Reading

### Build Background

- Place a photograph of Abraham Lincoln on the board and ask students to identify him. Invite volunteers to share with the class what they know about Lincoln. Discuss with the class some of Lincoln's biggest accomplishments.

- Explain to students that the story they are going to read is about Lincoln's life as a boy and young man. Point out that Abraham Lincoln was once the same age as the students. Have students share with a partner predictions about what Lincoln might have been like as a child, on the basis of what they know about his adult life. Invite volunteers to share their thoughts with the rest of the class.

### Book Walk

#### 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, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: **Retell**

- Remind students that engaged readers stop now and then during reading to retell the events of the story in their mind. Retelling a story helps readers remember and understand what they are reading.
- Explain to students that to retell a story, they need to describe the events in the same order as they occurred in the story, or else the retelling won't make sense. Also, a retelling includes as many of the details from the story as they can remember, not just the most important ones used in a summary.
- Model retelling using a story with which the class is familiar, such as *Jack and the Beanstalk*. **Think-aloud:** *When I retell Jack and the Beanstalk, I think about including all the details I can remember, in the correct order. The story begins with Jack and his mom living on a farm. The farm is not doing well, so they have very little money and are hungry. One day, Jack's mom tells her son to take their cow to the market to sell. They only have the one cow, but they are so desperate for food they have no choice. Jack follows his mother's orders, but on the way to the market, he meets a strange man. The stranger tells Jack he has magic beans. He offers to trade them to Jack for the cow. Jack, carried away with excitement, accepts the offer. When he arrives home, he only has three beans and no food. His mother is furious. Jack tells her they are magic beans, but his mother tells Jack the strange man played him for a fool, and she throws the beans out the window. They go to bed, sad and hungry. How would you finish retelling this story?*
- Have students work with groups to continue retelling the story of *Jack and the Beanstalk*. Invite volunteers to share their retelling with the class. Discuss with students each retelling, focusing on whether events are clearly organized in the correct sequence and if enough details are included.
- Have students place sticky notes on pages 7, 12, and 15. Explain to students these notes are reminders. Whenever students come to a sticky note during reading, they should stop and retell in their minds the events of the story up to that point.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Story elements: Identify genre**

- Explain to students that readers organize books by genre, or categories of literature separated by content. Point out that knowing the genre of a book gives the reader an idea of what to expect while they are reading.
- Place on the board two books of fantasy the class has previously read. Review with students the content of each book. Have students work in groups to discuss the similarities between the books. Explain to students these books are in the fantasy genre, which are books with fictional stories that take place in magical worlds.
- Repeat the activity, this time using two nonfiction books.

- Draw a T-chart on the board, and label the left side with the word *fiction* and the right side with the word *nonfiction*. In the left side, write the words *realistic fiction*, *fantasy*, and *mystery*. In the right side, record the words *biography*, *nonfiction*, and *humor*.
- Hold up a book that is an example of realistic fiction. Briefly describe the plot and ask students to discuss with a partner why this book is described as realistic fiction. Explain to students that realistic fiction books are stories that are made up but could possibly happen in the real world. Repeat this process for the remaining genres, preferably using books that students know.
- Hold up a copy of *Lincoln Loved to Learn*. Model identifying genre.  
**Think-aloud:** *This is the story we are going to read. The title is Lincoln Loved to Learn, and when I preview the pictures in the book, I see pictures of Abraham Lincoln, a famous president. Other pictures seem to be of Lincoln as a boy. This story appears to share the life of Abraham Lincoln. A biography is the story of a person's life, written by someone else. This story, then, is a biography.*
- Ask students to give a thumbs-up signal if they agree with your genre identification. Have students discuss with a partner predictions they have for the story, now that they know it is a biography.

### 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: *Abe lived in a cabin. What is a cabin? From the picture, we can see a cabin is a small house made of wood.*
- Remind students to look at the picture and the letters with which a word begins to help them decode a difficult word. For example, point to the word *president* on page 4 and say: *This word begins with the letters pr, which make the /pr/ sound. The picture on this page shows Abraham Lincoln. Neither Abraham nor Lincoln begin with the /pr/ sound. I know, however, that Abraham Lincoln was a president of our country. The word president begins with the /pr/ sound, and the sentence makes sense with this word. The word must be president.*
- Have students divide a separate sheet of paper in half. Write the word *cabin* on the board. Read it aloud and then have students read it with you. Ask students to share with a partner what they think the word means. Define the word for students.
- Ask students to write the word *cabin* on one side on their separate sheet of paper. Beneath the word, ask students to write down key words that help define *cabin*.
- Have students draw a picture representing the word on the other side of the paper. Then, ask students to think of a sentence that correctly uses the word *cabin*, and share it with a partner. Invite volunteers to share their sentence and picture with the rest of the class.
- Repeat this activity with the remaining vocabulary words.
- Point out the glossary at the back of the book. Explain that a glossary contains a list of words from the story and their definitions.
- Have students check their definitions against those in the glossary.

### Set the Purpose

- Have students read to find out more about bullying. Remind them to think about what they already know about bullying, and to identify important details in each section of the text as 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.
- Model retelling.  
**Think-aloud:** *I see a sticky note on the bottom of page 7, and that means I need to stop and retell. The story began by introducing Abraham Lincoln as one of the greatest presidents of this country and explained he worked hard to earn his place in the White House. Then, the story backed up in time to Abe's birth in 1809. He was born in Kentucky on the frontier. His family was poor. They had a cabin with only one room and one window, and dirt floors. Abe's clothes*

were too small, and his bed was made out of corn husks. When he was only eight years old, Abe helped his father clear their land by cutting down trees. These are all the events of the first part of the story, retold in my own words.

- Have students retell to a partner the first four pages of the story. Remind students that a retelling is in the student's own words, so each retelling should be different. Invite volunteers to share their retelling with the rest of the class.
- Review with students the definition of a biography. Explain to students that biographies often focus on what a person did, or their actions, and what a person was like, or their personality. Write the words *Actions* and *Personality* at the top of a T-chart on the board.
- Model identifying elements of a biography.  
*Think-aloud: This early in the story, we have learned a little bit about Abe's personality and actions. When he was only eight, he helped his dad clear the land by cutting down trees. That action shows the reader that Abe was a hard worker. People's actions often reveal their personality.*
- Write the action *cleared the land* in the left side of the T-chart and the personality trait *hard worker* in the right side of the chart. Have students share with a partner any other actions they read about in the beginning of the story and what they discovered about Abe's personality. Invite volunteers to share their thoughts with the rest of the class.
- **Check for understanding:** Have students read to the end of page 12. Point out the sticky note on that page and have students retell the story in their mind. Remind them to keep events in the right order in their retelling.
- Have students share with a partner the actions Abe performed in this section of the story. Some examples include: he taught himself, he used a wooden spoon for math, he used a burned stick for a pencil, he borrowed books to read, he worked three days to pay back a friend after he accidentally ruined his friend's book. Invite volunteers to share, and record these on the board under the *Actions* side of the T-chart.
- Discuss with students how these actions reveal Abe's personality. For example, you might say: *What kind of a person teaches himself using wooden spoons and burnt sticks? Someone who was disciplined. These actions show me that Abe was a disciplined person.*
- Have students work in groups to discuss what they learned about Abe's personality. Remind them to look at his actions and think about how those actions show his personality. Invite volunteers to share, and record the information in the *Personality* side of the T-chart.
- Have students read the remainder of the book. Remind them to stop now and then to retell events as they read and to look for more biographical details.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section 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:** *At the end of the story, Abe was getting older, but he was still learning. He practiced public speaking by standing on a tree stump and pretending to be other people. He also told jokes and stories. Even though he was a hard worker, he kept reading. He brought a book with him when he went to work. The story concludes by reinforcing that Abe loved books and words and the ideas in them. His own words, ideas, and hard work helped him become president. That is how I would retell the end of the story.*
- Call on random students to share with the rest of the class an event from the story. Record these events on the board.

- Have students retell the entire story to a partner. Remind them to retell the story in their own words, to include as many details as they can, and to tell the events in the correct order. Invite volunteers to share their retelling with the rest of the class.

### Reflect on the Comprehension Skill

- **Discussion:** Review the action and personality details recorded in the T-chart on the board. Have students work with a partner to discuss any remaining actions or personality traits they read about in the final part of the story. Invite volunteers to share with the rest of the class, and record the details on the board.
- Ask students to think about why the author wrote a biography on Abraham Lincoln. Have students work in groups to discuss what this biography taught them about Abraham Lincoln, why he is an important person, and how his childhood affected the man he became.
- **Independent practice:** Introduce, explain, and have students complete the **story elements worksheet**. Discuss their answers aloud.
- **Enduring understanding:** In this book, you discovered that Abraham Lincoln worked hard when he was a boy, and always tried to learn more. Do you think it is important to learn many things? What can you accomplish by working hard and focusing on your learning?

### Build Skills

#### Phonological Awareness: **Manipulate medial sounds**

- Say the word *chore* aloud to students, emphasizing the medial long vowel /o/ sound. Have students say the word aloud and then say the long /o/ sound.
- Ask students to share with a partner what would happen if you changed the long /o/ sound to the long /a/ sound. Have students call out the new word, and repeat it after them (*chair*). Emphasize the medial long /a/ sound.
- Explain to students that changing a medial vowel sound changes the entire word, even if all the other phonemes stay the same, which is why vowels are so important.
- Say the word *poor* aloud to students. Ask students to change the medial vowel sound to the long /e/ sound, and ask students to call the word out to the front of the class.
- **Check for understanding:** Say the following words one at a time and have students change the short /e/ sound to the long /e/ sound: *head, peck, dead, med, and red*.

#### Phonics: **Vowel digraph ea**

- Write the word *clear* on the board and say it aloud with students.
- Have students say the long /e/ 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 long /e/ sound in the word *idea*.
- Write the word *deaf* on the board and say it aloud with students. Ask students if the vowel digraph in *deaf* sounds the same as it does in *clear*. Point out that in the word *deaf*, the vowel digraph *ea* makes the short /e/ sound. Explain to students that this digraph sometimes makes the long /e/ sound and sometimes makes the short /e/ sound, depending on the word.
- Have students work with a partner to find all of the words with the vowel digraph *ea* in the book and circle them. Call on students to share a word they found and record it on the board. Continue until all words are recorded (*greatest, bears, learn, learned, read, great, speaking, reading, and ideas*).
- Read the words on the board aloud with students. Encourage them to listen closely to the sound the vowel digraph *ea* makes. Draw a T-chart on the board, and label the left side *short /e/* and the right side *long /e/*. Write the words *clear* and *deaf* in the appropriate columns.



- Say the word *seat* aloud and then repeat the medial sound. Ask students if the word *great* has a long /e/ or a short /e/ sound. Write the word *seat* beneath the word *clear* because the vowel digraph in both words creates the short /e/ sound.
- Discuss with students the word *learn*. Point out that the vowel digraph *ea* has a totally different sound in this word. Explain to students that the letter *r* changes the vowel sound in the word *learn*, and erase the word from the board.
- **Check for understanding:** Continue sorting words from the book. Read a word aloud and then have students point to the word *deaf* if they hear a short /e/ sound or to the word *clear* if they hear the long /e/ sound. Invite volunteers to come to the board and write the word in the correct column of the T-chart.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ea worksheet](#). If time allows, discuss their answers.

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

- Have students read with a partner the sentence on page 10. Ask students to point to the verb (*worked*). Have students call out the word and record it on the board.
- Remind students that *verbs* are *action words*. Invite a volunteer to share why the word *worked* is a verb.
- Ask students if Abe is working right now or was working a long time ago. Point out the word *worked* is a past-tense verb. Explain to students that *past-tense verbs* are verbs describing *actions that happened in the past*.
- Underline the letters *-ed* in the word *worked*. Explain to students that when we change a verb to past tense, we often add the suffix *-ed* to the end of the word. Cover the letters *-ed* and have students read the word aloud. Uncover the letters and have them read the word again.
- Write the following words on the board: *kick*, *jump*, and *add*. Have students write the words on a separate sheet of paper and change them to past-tense verbs by adding the suffix *-ed*. Point to the words on the board and have students call out the past-tense form of the verb.
- Point out that not all past-tense verbs use the suffix *-ed*. Irregular verbs have different forms. For example, the past-tense form of the verb *sit* is the word *sat*. Explain to students they will study irregular verbs in other lessons.
- **Check for understanding:** Have students find and underline all the past-tense verbs in the book. Encourage them to look for words that end in the suffix *-ed*, but remind them the word has to be an action word to be a verb. Call on random students to share a verb they found and have other students give a thumbs-up signal if they agree it is a past-tense verb. Discuss with students the irregular verbs they found.
- **Independent practice:** Introduce, explain, and have students complete the [past-tense-verbs worksheet](#). If time allows, discuss their answers.

### Word Work: **Alphabetical order**

- Write the words *cabin* and *presidents* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *c* or *p*. Circle the word *cabin*. Explain to students that since the letter *c* comes first in the alphabet, the word *cabin* comes first in alphabetical order.
- Remind students we sometimes place words in alphabetical order to organize information. Explain to students that words are placed in alphabetical order by looking at the first letter of each word and arranging the words according to the order of the alphabet. Point out that if they are stuck, they can sing the alphabet song to help them remember which letter comes first.
- Practice singing the alphabet song.
- Write the word *ideas* on the board next to *cabin*. Have students write the words on a separate piece of paper and have them work with a partner to figure out whether *ideas* or *cabin* comes first in alphabetical order. Remind them to underline the first letter in each word and to hum the alphabet song if they can't remember which letter comes first. Invite a volunteer to come to the board and circle the word that comes first.

- Write *cabin* and *ideas* in a list. Ask students where the word *president* would fit according to alphabetical order. Point out that students need to compare the word to both of the other words to see where it belongs. Underline the letter *p*, and explain to students that since *p* comes after both the letters *c* and *i*, the word *president* comes after both words in an alphabetical list. Write the word *president* in the proper place in the list.
- **Check for understanding:** Write the following words on the board: *learn*, *book*, and *read*. Have students work with a partner to place these words in alphabetical order. Invite volunteers to come to the board and number them in correct 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 retell the story to someone at home.

### Extend the Reading

#### Biographical Writing and Art Connection

Ask students to choose a person they know and would like to write about. Have them interview their subject and learn four facts about his or her life. Ask students to write a paragraph describing this person. Remind students to use an introduction sentence and to write about the person's actions and personality. Have students draw a portrait of the person to accompany the paragraph. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on biographical writing.

#### Social Studies Connection

Discuss with students Abraham Lincoln's accomplishments as an adult. Have students work in groups to research his life after the story ends. Assign each group a topic, for example, how Lincoln became president, Lincoln's wife and family, his involvement in the Civil War, and so on. Provide them with books and articles to research their topic, and guide them to safe Internet sites. Have groups discuss what they learned and present the information to the class. Finally, guide students in memorizing the opening lines of the Gettysburg Address.

#### 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 use the strategy of retelling to understand text during discussion
- correctly identify the genre of a book during discussion and on a worksheet
- accurately manipulate medial vowel sounds during discussion
- properly write the letter symbols that represent the vowel digraph ea during discussion and on a worksheet
- correctly use past-tense verbs during discussion and on a worksheet
- accurately arrange words in alphabetical order during discussion

**Comprehension Checks**

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