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| **Unit 2/Week 5** | **Text** *So You Want To Be President* |
| **Grade 4** | **subject:**   ELA  SS  SCI  Math |

PREPERATION

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| **content objectives:**   * Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, using specific evidence when writing and speaking to support conclusions drawn from the text.   *\*Teachers can write or adjust content objectives to meet the needs of their students.* | **language objectives:**   * Through discussion and writing students will demonstrate an understanding of word relationships and nuances in word meaning.   *\*Teachers should review the text dependent questions in order to specifically identify which language features being addressed. Those language features should be inserted into the objective.*  Students will engage in a range of collaborative discussions and build on others’ talk in conversation by responding to the comments of others through multiple exchanges. *\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class.*  *\*Teachers should identify and incorporate those language features necessary for students to effectively communicate their ideas to one another.* |
| **accommodations (IEP/504):** Use appropriate accommodations as designated by students’ IEPs and in response to students’ needs. | **materials**   * Planning Template * Student Anthology |
| **ela**/**literacy standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10, W.4.2, W.4.4, SL.4.1, SL.4.2, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5 | **content area standards:** N/A |
| **instructions:** First Reading: During the first reading students will read to understand the purpose of the text. On level students will read the text independently. Below level readers will read the text with the teacher, a partner or using the listening center. Rereading (2 lessons):. During the next days or class periods, students will reread and discuss important sections of the text to examine the author’s choice of vocabulary, syntax, and literary elements through text dependent questions. Students will cite evidence from the text to gain deeper meaning. During these lessons students may be asked to record their ideas in writing. Culminating Writing Task: Students are challenged to organize their thinking and cite evidence to explain the big ideas of the text. | |

BUILDING ACADEMIC VOCABULARY

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| **embedded instruction** (Tier 3 & Tier 2)  Identify vocabulary words that require some attention in order for students to comprehend the text. Define these words quickly in context, using a student friendly definition. | **extended instruction** (Tier 2)  Identify vocabulary words that build academic language and are essential to comprehending the text. These words may be defined quickly in context, but will be revisited for students to integrate into their vocabulary. |
| frock coat (pg 247) – a long coat for men, worn for formal events  adversaries (pg 247) – enemies  trousers (pg 247) – pants  Constitution (pg 248) – a written record of U.S. rules/principles  Declaration of Independence (pg 251) – a statement of American independence from England  swelled (pg 254) – large and rounded  oath (pg 255) – a serious promise affirm (pg 255) – to agree, support | priority (pg 255) – a thing treated as more important than another    faithfully (pg 255) – to do with loyalty    preserve (pg 255) – to keep something in its original state of being |

Teacher Overview

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| **big ideas and key understandings:** Each US president is unique. | **synopsis:** In this story about US presidents, pros and cons of the job are weighed and surprising information is revealed, all in a playful tone. |

GUIDE

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| **introduction**/**opening: “**Today we will read *So You Want To Be President.* All good readers pay close attention to the text. As we read today I want you to be thinking about the text and its meaning.” | | |
| **text dependent questions**   * Begin with a “winnable” question that will help orient students to the text. * The sequence of questions should build a gradual understanding of the key meanings. * Questions should focus on a word/phrase, sentence or paragraph. | **responses**   * Answers that reference the text. * Multiple responses may be provided using different pieces of evidence * Inferences must be grounded logically in the text | Teacher Notes: |
| Page 246  What word or phrase on page 246 indicates a playful tone? | “Yucky” |  |
| Page 246  According to page 246, what are the good things about being president? | President lives in a big white house. He has a swimming pool, bowling alley, and movie theater. He never has to take out the garbage, and doesn’t have to eat yucky vegetables. |  |
| Page 247  According to page 247, what are the bad things about being president? | He always has to be dressed up and he has to be polite to everyone. Students make inference: have to deal with people getting mad at them. |  |
| Page 248  Who is the illustration on page 248 of? Why is he portrayed in this way? | Teddy Roosevelt  He is portrayed as a child because he was the youngest president. He had pillow fights with his children and played football on the White House lawn. |  |
| Page 250  On page 250, the author states “Tut must have been a Democrat. He and his Republican master never got along.” Why does the author use the terms “Democrat” and “Republican” to indicate that they didn’t get along? | Democrats and Republicans have opposing views. Even if the students didn’t know the views of the Democratic or Republican party or that they were opposing, the statement, “they never got along” would help students infer that Democrats and Republicans have opposing views. |  |
| Page 251  In the second paragraph on page 251, what words or phrases support the author’s playful tone? | “Top-notch in the brains department”  “Spare time”  “Whipped up” |  |
| Page 254  Around what words or phrases on page 254, does the tone of the story pivot? | “Wanting to serve your country”  “Looking to the future”  “Wanting to turn lives around”  “Wanting to make the world a better place” |  |
| Page 255  In the first paragraph on page 255, what three words tell the President what to do with the Constitution? | Preserve, protect, defend |  |
| **culminating question:**  The author refers to the presidents as a “mixed bag”. Cite evidence from the text that illustrates the characteristics that support the author’s claim that they were “a mixed bag”? | | |
| **closing:** Highlight key skills and strategies students used while making meaning of the text. *For example: I like the way Bryce cited evidence from the text. I noticed Joe was inferring meaning when he recognized that Jessie was feeling guilty.* | | |
| **assessment:** observation checklist, written response | | |