



Read to Be Ready plans for: Duck for President First Grade

ELA Standards:

- 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a) Distinguish long from short vowel sounds in spoken single-syllable words.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Know the sound-spelling correspondence for common consonant digraphs. h) Read grade-level decodable text with purpose and understanding.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.
- 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use common, proper, and possessive nouns. j) Capitalize names of people and dates.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i) Use sentence-level context as a clue to the meaning of a word or phrase.
- 1.RL.KID.1 and 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
- 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Government and Civics: 1.15 Identify the Governor and the President, and explain their roles.

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1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

1.19 Explain that voting is a way of making choices and decisions.

Comprehension skill: Cause and Effect **Phonics:** long vowel a (CVCe, and c/s, g/j) **Phonemic Awareness:** Distinguish long/short vowel sounds

Grammar/Writing: Proper Nouns **Unit Focus:** Positive traits of a good citizen, election process, jobs of a president

Culminating Task: Students will write a paragraph about the steps in and the importance of the voting process

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	First Reading of Duck for President.	Focus on the following vocab words:	Show illustrations when asking these questions: How did life change for Duck after he was elected Farm Leader?	Prompt 1: Why do you think Duck wanted to become president? Begin with a multi-flow thinking map, then write your answer in complete sentences.	<p>**Use the text, Being a Leader, for shared reading in small groups this week. Each classroom should have 5 copies for small group work.</p> <p>Vocabulary for <i>Being a Leader</i>:</p> <ul style="list-style-type: none"> • Leader • Praise • Example • Taking charge <p>**This text is another great way to emphasize positive traits of a good citizen.</p>
	Try to read through with minimal interruptions.	<ul style="list-style-type: none"> • Chores • Filth/muck • Furious • Voter registration • Protest • Results • Recount • Autobiography <p>Quick game: Teacher gives the definition or description of one of the words and students must find that vocabulary card and touch it or point at it (could be done by individuals/pairs/teams)</p>	<p>Why did Duck then want to become Governor?</p> <p>What do we call it when a candidate makes speeches, visits diners, attends meetings? (campaign)</p> <p>How is this book the same as If I Ran for President? How is it different?</p> <p>Why do you think the author wrote Duck for President? (entertain & inform)</p> <p>To vote in the U.S.A you must meet 3 requirements: Be a US citizen, Live at a US address, Be at least 18 years old (this is simplified for 1st graders)</p> <p>What were the requirements for the animal voters in the text? Show illustration</p>	<p>**Have students begin by creating a Multi-Flow Thinking Map, then write their short paragraph answering the prompt.</p> <p>The multi-flow thinking map is in the writing prompt print-outs.</p>	

			Why did the mice protest the height requirement?		
T U E S D A Y	2nd read aloud of <u>Duck for President</u> – pause for in-depth discussion of the vocab words	Focus on the following vocab words: <ul style="list-style-type: none"> • Chores • Filth/muck • Furious • Voter registration • Protest • Results • Recount • Autobiography 	Did Duck like his new job as president? How do you know? What job did Duck have at the end of the story? In what ways was it different from all the other jobs he had? (show the messy illustrations and the final illustration) What does autobiography mean, and why do you think Duck is writing an autobiography? Who will it be about?	Prompt 2: How do you think Duck felt about his job at the very end of the story? Why did he feel that way? **Invite students to use a flow map like the one used yesterday to organize their thoughts before writing.	
W E D N E S D A Y	Reading of <u>If I Were President</u> . Read through with few interruptions. On the page in the movie theatre and ask: <i>Using picture clues, who do you think the people wearing sunglasses might be?</i> After reading the page showing the Oval Office ask: <i>Using picture clues and what we just read, why do you think the illustrator drew Yes and No papers in the picture?</i> **This text can be used for small group leveled instruction as well as the read aloud. Each teacher has 5 copies of the text.	Vocab words for <u>If I Were President</u> were purposely chosen because they are all proper nouns – a standard in 1st grade ELA. They are also specific to the text-based knowledge for students to acquire: <ul style="list-style-type: none"> • Constitution of the United States • White House • Oval Office • Secret Service • 1600 Pennsylvania Avenue • Washington, D.C. • Air Force One Today, briefly discuss the vocabulary cards with pictures and display them in classroom for the remainder of the unit.	Whole group and think-pair-share questions: (Teacher will write student responses to create a T chart to display) <ul style="list-style-type: none"> • Name some fun things that a president gets to do. • Name some hard things that a president must do. Question: Are there any things mentioned in the text that could be fun AND hard? (having Secret Service agents follow them all the time; comforting people after disasters; meetings with people from around the world, etc)	Prompt #1 <u>If I Were President</u> Being president would be fun because..... Being president would be hard because..... Students will use the class chart as reference. Teacher will ask students to list 2-3 items under each heading. This will be used as a prewriting tool on Thursday/Friday. *Student responses will reflect their ability levels – illustrations, labeling, complete sentence writing.	Contractions in text: I'd Didn't They'd Proper Nouns in text: Congress Oval Office White House Air Force One Secret Service Constitution of the United States Pennsylvania Avenue Washington, D.C. President Washington President Jefferson Abraham Lincoln Mount Rushmore Lincoln Memorial
T H U R S D A Y	SW # 15 Veterans Day Thanking Soldiers		See Studies Weekly for Questioning	Choose a writing prompt from Studies Weekly to use.	
F R I D A Y	Use the text, <u>Duck for President</u> , to review the process for voting: <ul style="list-style-type: none"> • Registration • Campaign (during which voters hear information to help make their choice) • Voting Also use the illustration and text	Vocabulary cards that students will need to have visual access to as they respond in writing today. <ul style="list-style-type: none"> • Voter's registration • Campaign • Candidate • Voting/vote • Ballot • Results 	Why do voters have to register to vote? (age requirements, residency requirements, to assure only one vote per person, etc.) Why is it important to listen to each candidate make their speeches during a campaign? (for good citizens to make an informed choice) Why is it important that we vote in	Culminating task: Write about the three stages of an election and why each is important. <ol style="list-style-type: none"> 1. Voters Registration 2. Campaign by candidates 3. Voting Day 	**Allow time for students to have a peer edit their work, and time to orally read their work to a small group of peers. **This would be a great Seesaw product. Have you connected parents to their child's Seesaw account?

	from <u>If I Ran for President</u> on the double page with VOTE HERE and the line of voters.		privacy? (Your vote is private – no one can tell you who to vote for – individual choice is a freedom)		They would LOVE to have the chance to see and watch their child's progress during the year, and it also provides a great tool for conferences.
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