



## Read to Be Ready plans for: If I Ran 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 1<sup>st</sup> 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.

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:** Main Idea    **Phonics:** Digraphs sh, th, Vowel sound in ball    **Phonemic Awareness:** segment and count phonemes, blend and segment phonemes

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

	Read Aloud	Vocabulary	Discussion Questions	Written Response	Small group/center ideas/resources
<b>M O N D A Y</b>	Read aloud If I Ran for President 1st time through without interruption.  <b>**Have chart paper ready for discussion question</b>  **This unit of study is just as valuable for its focus on the President's role as its focus on the role of voting. SMALL GROUP: Being a Leader	Give explicit instruction for these two vocabulary words to help students understand writing prompt: <ul style="list-style-type: none"> <li>• Candidate</li> <li>• Campaign</li> </ul> Display the vocabulary cards with pictures in room for students to reference	As a whole group discuss the following text-dependent question: <i>What were some of the things the candidates do during their campaigns?</i> - The Teacher will find each page reference, then show the class, & then create a lasting written chart of those things for the students to reference for rest of unit. (*speeches, debates, travel, eat with people, shake hands, etc.)  <b>Use Pair/Share/Partner talking often!</b>	Prompt 1: If you were a candidate for president what would you do during your campaign?	<b>Proper nouns</b> – United States, Democratic Party, Republican Party, George Washington, Abraham Lincoln, Theodore Roosevelt, names of states, Election Day, names of months  **Note: the word <i>president</i> is only capitalized if used in front of a name.
<b>T U E S D A Y</b>	Read aloud If I Ran for President 2nd time, stopping after the page showing the debate. Focus: What was the author's reason for writing this book? (to inform)	Vocabulary focus: <ul style="list-style-type: none"> <li>• Candidate</li> <li>• Campaign</li> <li>• Political party</li> <li>• Convention</li> <li>• Speeches</li> <li>• Debate</li> </ul> *Use large cards with word and picture – display in room	<i>What is the difference between a speech and a debate?</i>  <i>Why do candidates give lots of speeches and debates?</i>	Prompt 2: Do speeches and debates help people decide who to vote for in an election? Why or why not?	<b>Phonics – digraphs - from text:</b> wh, ch, tch such, Washington, cheering, chanting, where, who, watch, chose, speech, crunch, shake, everywhere

W E D N E S D A Y	3rd reading of <i>If I Ran for President</i> – review important vocab from yesterday, then begin reading on page after the debate, through the end of book.	Vocab Focus: <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Running mate</li> <li>• Debate</li> <li>• Reporters</li> <li>• Vote</li> </ul> Keep cards on display in classroom	<i>Is this book informative or entertaining? Why?</i>  <i>Other than newspapers &amp; magazines how do reporters send out their reports on a campaign?</i> (TV - Internet – Radio)  <i>How was the girl showing she was a good citizen after she lost the election?</i>  <i>In sports what is the phrase we use that is similar to being a good citizen?</i> (good sport – sportsmanship)  <i>How are good citizens and good sportsmanship alike?</i>	*Students can choose the prompt they wish to respond to in their journals, or perhaps have partners work on both.  Prompt 3 Option A: Write and illustrate a newspaper ad for your own campaign to be president.  Prompt 3 Option B: How would a good citizen act if they lost the election and why? How would you celebrate if you won the election?	Whole group: Make a list of months and events in order from book: July – convention August – chose a running mate September – Debate October – Reporters November – Vote December – (What is the new President probably doing this month to get ready?) January – Inauguration & move into White House <b>**This ties in with Proper nouns, sequencing, and reinforces major parts of the text knowledge.</b>
T H U R S D A Y	Studies Weekly #18 And the Next Class President is...  See Studies Weekly plans on Clever.		See questioning in Studies Weekly.	You may choose a writing prompt from Studies Weekly.	In small groups with teacher, have each student read aloud or show & explain their writing prompt response from either Monday or Tuesday. Explicitly teach how to look for errors or ways to improve.  Model for students how to use accountable talk when discussing another peer’s work, such as using two stars and a wish (two compliments and one suggestion for improvement)
F R I D A Y	Read aloud of <i>Grace for President</i> <a href="https://www.youtube.com/watch?v=MrstZhDQLs0">https://www.youtube.com/watch?v=MrstZhDQLs0</a>		What was Grace’s question? Why do you think there have been no women presidents? Grace’s decides she wants to be president-what was the reaction of the other students? How did Grace feel when she found out Thomas Cobb was going to be run for president? Why? What are electoral votes and how is it determined? How many votes does a person have to received and why? Why do you think campaign issues and promises are important for an election? What are constituents? What were some of the things Grace did to make good on her promises? Are promises important in an election? Why? Who won the election? Why do you think Sam voted for Grace? What was important about the state of Wyoming?	Pretend you are running for president. What might your issues and concerns be? Make a list of at least 5.	