

Here's What You'll Get in the Duck for President Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Retelling and Summarizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Duck doesn't like to work for Farmer Brown. It's hard and messy. Being in charge of the farm would be easier. Right? If you were Duck, that's what you would think. But running the farm is also hard and messy. In search of the easy life, Duck leaves the farm and hits the campaign trail, believing once again that being in charge is understanding. Once again, Duck is wrong.

Link to What You Know

- Think about a time when you had a lot to do and were very busy. How did you handle all of the work?
- What would you do if you wanted to get out of something?

Important Words to Know and Understand

Campaign - To lead or take part in a campaign to support or oppose someone or something or to achieve something.

Election - The act or process of choosing someone for a public office by voting.

2 Learn About Comprehension Strategies

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a reporter. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Guided Reading Level

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3 Retell and Summarize While Reading

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover - Look at the cover of the book. Who is the main character in this book? How can you tell?

Pages 5 and 6 - What is happening on this page? Why did the illustrator draw all of the animals looking at us?

Page 17 - Duck is a mess. What happened to him? Why did it happen?

Page 24 - What do the voting results in the newspaper tell us on this page? Why is this an important part to notice?

Page 28 - Why does Duck want to be president? How do you know?

Retell and Summarize While Reading

- Think about the important events that happened first, next, then, and last
- Notice the names of the characters and
- Look for places where characters caused events to happen

4 Notice the Work You Did While Reading

Time to Reflect

Think - What type of information did you use when you retold and summarized **Duck for President**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why that part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about the characters, events, and the settings in **Duck for President**. How does paying attention to the story elements help you to be a better reader?

Write - Give your strategy slip into your reader's notebook. Write about the work you did while reading **Duck for President**. (Remember to include examples from the book!)

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Making Inferences

1 Get Ready To Read

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Identifying the Author's Purpose

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Identify the Author's Purpose While Reading

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Pages 5 and 6 - What is happening on this page? Why did the illustrator draw all of the animals looking at us?

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Synthesizing

1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

3 Synthesize While Reading

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Cover - Look at the cover of the book. Who is the main character in this book? How can you tell?

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Page 17 - Duck is a mess. What happened to him? Why did it happen?

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Write - Give your strategy slip into your reader's notebook. Write about the work you did while reading **Duck for President**. (Remember to include examples from the book!)

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Answer Key for Retelling and Summarizing with Duck for President

Your Turn to Practice Retelling and Summarizing with Duck for President

Answer Key for Making Connections with Duck for President

Your Turn to Practice Making Connections with Duck for President

Answer Key for Making Inferences with Duck for President

Your Turn to Practice Making Inferences with Duck for President

Answer Key for Identifying the Author's Purpose with Duck for President

Your Turn to Practice Identifying the Author's Purpose with Duck for President

Answer Key for Synthesizing with Duck for President

Your Turn to Practice Synthesizing with Duck for President

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

| | | |
|------------|------|------|
| First | Next | Then |
| After that | Then | Last |

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below:

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

| What the Text Says | What I Know | What I Can Infer |
|-----------------------------|----------------------------------|--------------------------------------|
| Look for clues in the text. | What do you know about the book? | Think, think, think! Clues, setting. |
| | | |
| | | |
| | | |

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing that the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Synthesizing

Title: _____

Who is the author of your book?

| At first I was thinking... | My new thinking is... | I used to think... |
|----------------------------|-----------------------|-------------------------|
| Because... | Because... | But now I think... |
| | | |
| | | |
| My new thinking is... | Now I understand... | After thinking about... |
| Because... | Because... | Conclude... |
| | | |

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Important Words to Know and Understand in "Duck for President"

Autobiography
A biography written by the person it is about

Ballot
A ticket or piece of paper used to vote in an election

Campaign
To lead or take part in a campaign to support or oppose someone or to achieve something

Election
The act or process of choosing someone for a public office by voting

Lint
Tiny pieces of cloth or another soft material

Politician
Someone who is active in government usually as an elected official

Protest
To show or express strong disagreement with or disapproval of something

Recount
To count (something) again






Register
An official list, book or system for keeping records of something

Requirement
Something that is needed or that must be done

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Duck for President Word List

Vocabulary Connections Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

| | | |
|---|---|--|
| Autobiography | Ballot | Campaign |
|  |  |  |
| Election | Lint | Politician |
|  |  |  |

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

| | | |
|--|--|---|
| Autobiography | Ballot | Campaign |
| A biography written by the person it is about | A ticket or piece of paper used to vote in an election | To lead or take part in a campaign to support or oppose someone or to achieve something |
| Election | Lint | Politician |
| The act or process of choosing someone for a public office by voting | Tiny pieces of cloth or another soft material | Someone who is active in government usually as an elected official |

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

| | | |
|---|---|---|
| Election is a/an noun verb adverb adjective Definition of Election : | Lint is a/an noun verb adverb adjective Definition of Lint : | Politician is a/an noun verb adverb adjective Definition of Politician : |
| Election looks like this: | Lint looks like this: | Politician looks like this: |
| Election reminds me of: | Lint reminds me of: | Politician reminds me of: |
| I saw this word in | I saw this word in | I saw this word in |

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word and Definition Sorting Cards

Word Games with Words from Duck for President

The ducks are not happy. They want to show how they feel. Rearrange the letters on the posters they are holding to see what they plan to do.

Word Bank: AUTOBIOGRAPHY, BALLOT, CAMPAIGN, ELECTION, LINT, POLITICIAN, PROTEST, REGISTER, REQUIREMENT

1. Being potty trained is a _____ to go to school.
2. Kimberly will _____ to become School President.
3. Peter needs to _____ his money to make sure he has enough to buy a new toy.
4. You will learn a lot from reading the _____ of Abraham Lincoln.
5. A great _____ knows how to keep his promises.

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections Duck for President
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Duck for President
By Doreen Cronin

A new word that I learned in this book is _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in this list.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

| Word | What I Think the Word Means | Context Clues | Real Definition | ✓ |
|------|-----------------------------|---------------|-----------------|---|
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Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Two sounds of the vowel combination "ea"

Background:
The vowel combination "ea" makes different sounds. The short "e" sound as in "feather". Other times it makes the long "e" sound as in "peach".

Examples:

| "ea" Long "e" Sound | "ea" Short "e" Sound |
|------------------------|-------------------------|
| clean | |
| bean | |
| defeat | |

Materials and Preparation:

- A Copy of *Duck for President* by Doreen Cronin
- Chart paper
- Colored markers
- Brown and Green Crayons
- Guided Word Work Interactive Exploration Mat (1 per student)
- Guided Word Work Interactive Exploration Mat (1 per student)
- Print the 2 page sorting card sheets as student
- Scissors
- Vowel Combination 'ea' Practice Page
- Optional - Word Detective (1 per student)

Word Work
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Step 1: Introduce the Focus of Word Work

Introduce Two sounds of the vowel combination "ea"

- Gather students. Ask students to tell you what happens when two vowels go walking. (When two vowels go walking, the first vowel does the talking).
- Write the letters "ea" on the chart paper. Explain that when these vowels go walking they make a long "e" sound.
- Now tell the students that you're going to show them some words that break this rule.
- Write the word "bread" on the chart paper. Explain that the word makes the short "e" sound.
- Tell students the only way to tell which sound the "ea" combination makes is by reading the word and thinking about what sound makes sense.
- Point to the heading "ea" Long "e" Sound on the chart paper. Explain that sometimes the "ea" vowel combination makes the long "e" sound. An example is "leaf". Write the word "leaf" under the "ea" Long "e" Sound heading. Ask the children to say the word. Ask if they can hear the long "e" sound. Repeat with the following long "e" words: clean, cream, dream, easy, and eat.
- Ask children to share additional examples.
- Point to the heading "ea" Short "e" Sound on the chart paper. Explain that sometimes the "ea" vowel combination makes the short "e" sound.
- An example is "feather". Write the word "feather" under the "ea" Short "e" Sound heading.
- Ask the children to say the word. Ask if they can hear the short "e" sound. Repeat with the following short "e" words: ready, spread, weather, meadow, and heavy.
- Ask the children to share examples.

Step 2: Connect Word Work to Reading

Two sounds of the vowel combination "ea" in the Text

- Tell the students that you will read "Duck for President" and follow the "Two Vowels Walking" rule using the long "e" sound.
- Ask students to listen carefully because they will hear words that don't sound right.
- Invite students to give you a thumbs down sign when they hear a word that does not sound right.
- Begin reading.

Word Work Lesson Plan | @BookPages.com

Step by Step Lesson Plan

Word Work
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

Step 2 Continued: Connect Word Work to Reading

- Page 1: Read the words "head" and "feathers" with a long "e" sound.
- Students should put their thumbs down upon hearing the words.
- Ask students to pronounce the words correctly then continue reading.
- Page 25: Read the word "headache" with a long "e" sound. Ask the students with their thumbs down to pronounce the word correctly.
- Add the word "headache" to the chart paper.

Step 3: Guided Word Work Practice

Interactive Exploration

- Pass out a copy of "Two Sounds of the Vowel Combination 'ea' Sorting Mat" and a copy of the double-sided "ea" word list Sorting Cards" to each student.
- Ask the children to cut out the words apart with scissors.
- After the words are cut out, the children can sort their words.
- Students should choose a word from their pile, say the word, and place the word in the column with the same sound on the sorting mat. Long "e" sounds go in the column with the "peach" while short vowel "e" sounds will go in the column with the feather.
- The children can self-assess by turning the words over to see if the letters match the column heading.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the "Vowel Combination 'ea' Practice Page".
- Ask children to say the two sounds the vowel combination "ea" makes.
- Point to a word on the duck. Read the word with the long "e" sound and the "short e" sound. Which sound makes sense?
- Let children know they are going to color the duck. Color the parts of the duck with the "ea" vowels that make the long "e" sound with a brown crayon. Color the parts of the duck with the "ea" vowels that make the short "e" sound with the color green.

Word Work Lesson Plan | @BookPages.com

Interactive Activities

'ea' Sorting Cards
Interactive Activity


Directions:
Cut out the sorting cards below. Use the cards to play the interactive activity.

| | | | |
|-----------|---------|-----------|--------|
| teach | bleach | clean | dream |
| leaf | steal | sea | please |
| breakfast | feather | health | spread |
| instead | thread | bedspread | dream |

Guided Word Work Practice | @BookPages.com

Vowel Combination "ea" Sorting Mat
Interactive Activity

**"ea"
Short "e" Sound**

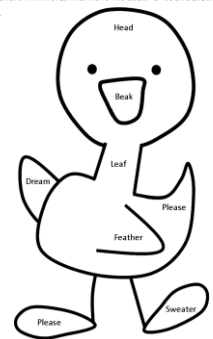


Guided Word Work Practice | @BookPages.com

Independent Practice Page

**Vowel Combination "ea"
Word Work Practice Page**

Directions:
Color the sections with words that have the long "e" sound green.
Color the sections with words that have the short "e" sound brown.



Name: _____ Independent Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Vowel Combination "ea"
Extension Activity

Directions:
Be a word detective!
Be on the lookout for two sounds of the vowel combination "ea" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
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| | | | |

Name: _____ Word Work Extension Activity | @BookPages.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



| Running Record | | | | | |
|--|---|-------------------------------------|-------------|----------------------------|-----------|
| Title: Duck for President | | Guided Reading Text Level: K | | Word Count: 100 | |
| Name: _____ | | | Date: _____ | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____ | | | | | |
| Easy 95 %- 100% Accuracy | | Instructional 90 %- 94% Accuracy | | Hard 50 %- 89% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual | | | | COUNT | |
| | | | | INFORMATION USED | |
| Page | | E | SC | E MSV | SC MSV |
| 1 | Running a farm is very hard work. At the end of each day Farmer Brown is covered from head to toe in hay, horsehair, seeds, sprouts, feathers, filth, mud, muck, and coffee stains. He doesn't smell very good, either. | | | | |
| 4 | The animals have chores to do, too. | | | | |
| 5 | At the end of each day the pigs are covered in lint bunnies. The cows are covered in weeds. The sheep are covered in dust. | | | | |
| 6 | And Duck is covered in tiny bits of grass and espresso beans. | | | | |
| 7 | Duck did not like to do chores. He did not like picking tiny bits of grass and | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

| Duck for President CCSS Assessment | Name: _____ Score: / 9 |
|---|---------------------------|
| Directions: Use what you know about <i>Duck for President</i> to answer each of the following questions. | |
| 1. Why does Duck want to replace Farmer Brown? | |
| <input type="radio"/> A Duck is a better farmer. <input type="radio"/> B Farmer Brown is mean to the animals. <input type="radio"/> C Duck wants to live in the house. <input type="radio"/> D He is tired of doing chores. | |
| 2. What important lesson is the author trying to teach us through Duck's story? | |
| <input type="radio"/> A Ducks can't be president. <input type="radio"/> B Being in charge of something is hard work. <input type="radio"/> C Ducks should not have chores. <input type="radio"/> D It is very important to vote. | |
| 3. What does Duck do every time he realizes his new job is hard work and he is president? | |
| <input type="radio"/> A He looks for a new, more important job. <input type="radio"/> B He gives up and goes back to the farm to do his chores. <input type="radio"/> C He admits his mistake and says he is sorry. <input type="radio"/> D He doesn't give up and does his best to do a good job. | |
| 4. What does the author repeat each time Duck realizes a job is hard work and he is president? | |
| <input type="radio"/> A That his staff begins working on his new campaign. <input type="radio"/> B A list of all the things Duck is covered in. <input type="radio"/> C That Duck thinks the job is no fun at all. <input type="radio"/> D All of the above answers | |



| |
|--|
| 5. What happens at the end that solves Duck's problem? (RL.2.5) |
| <input type="radio"/> A He goes back to the farm, and no longer complains about his chores. <input type="radio"/> B He keeps his job as president, but gets many helpers and assistants. <input checked="" type="radio"/> C He goes back to the farm, but becomes a writer instead of doing chores. <input type="radio"/> D He apologizes to Farmer Brown and asks for more chores. |
| 6. Which characters would agree with Duck that jobs are hard work? (RL.2.6) |
| <input type="radio"/> A the cows <input checked="" type="radio"/> B Farmer Brown, the governor, and the president <input type="radio"/> C the sheep <input type="radio"/> D the people watching the parades and speeches |
| 7. What do the illustrations and the words together tell us about Duck? (RL.2.7) |
| <input type="radio"/> A He is very lazy. <input type="radio"/> B He is not good at convincing animals or people to vote for him. <input type="radio"/> C He is just a regular duck, happy to be on a farm. <input checked="" type="radio"/> D He works hard to get a job, but doesn't have fun once he gets the job. |
| 8. As farmer and as president, what was one thing Duck was covered with in both jobs? (RL.2.9) |
| <input checked="" type="radio"/> A coffee stains <input type="radio"/> B staples <input type="radio"/> C grass and hay <input type="radio"/> D paper cuts |
| 9. What will Duck most likely do next? (RL.2.10) |
| <input type="radio"/> A He will learn to love doing chores on the farm. <input checked="" type="radio"/> B He will finish his book and go on a book tour. <input type="radio"/> C He will go back to being president. <input type="radio"/> D He will run away to the city. |

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
Presidents are good problem solvers. Make a list of some problems we have in our country. Then choose the most important problem and tell how you would solve it if you were President of the United States of America.

Some Problems I Think We Have in America Are...

If I were President, I would...

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation | Common Core State Standards Correlation | Common Core State Standards Correlation | Common Core State Standards Correlation |
|---|---|--|---|
| <p>Duck for President Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Duck for President" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.6 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.A - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>Duck for President CCSS Alignment @BookPagez.com</p> | <p>Duck for President Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Duck for President" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.4 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.5 - 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Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>Duck for President CCSS Alignment @BookPagez.com</p> | <p>Duck for President Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Duck for President" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.3 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.5 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.6 - 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Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p> <p>Duck for President CCSS Alignment @BookPagez.com</p> |

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|---|
| <p>Duck for President Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Duck for President" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.2.6 - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.6a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.6b - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Duck for President CCSS Alignment @BookPagez.com</p> |

Vocabulary Connections
Common Core Alignment

| Common Core State Standards Correlation |
|---|
| <p>Duck for President Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Duck for President" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Duck for President CCSS Alignment @BookPagez.com</p> |

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Duck for President Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir con Duck for President (Pato para el presidente)

El foro:
Mira el foro del libro. ¿Quién es el personaje principal en este libro? ¿Cómo puedes decirlo?

Páginas 5 y 6:
¿Qué está pasando en esta página? ¿Por qué el ilustrador dibujó a todos los animales que nos miraban?

Página 17:
Pato es un desastre. ¿Lo que le sucedió? ¿Por qué sucedió?

Nombre: _____



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Page by Page Guided Questions

Answer Key


Volver a contar y resumir con Duck for President (Pato para el presidente)

El foro:
Mira el foro del libro. ¿Quién es el personaje principal en este libro? ¿Cómo puedes decirlo?
Las respuestas varían. Podrían incluir: El personaje principal del libro es Duck. Puedo decirlo porque el título dice su nombre y él está en la portada.

Páginas 5 y 6:
¿Qué está pasando en esta página? ¿Por qué el ilustrador dibujó a todos los animales que nos miraban?
Las respuestas varían. Podrían incluir: Los animales están cansados y sucios por el trabajo. El ilustrador quería hacernos reír y sentir que éramos parte de la historia dibujando animales que nos miraban.

Página 17:
Pato es un desastre. ¿Lo que le sucedió? ¿Por qué sucedió?
Las respuestas varían. Podrían incluir: Duck es un desastre porque él está a cargo de la granja. Duck tomó el trabajo de Farmer Brown cuando los animales lo eligieron para dirigir la granja.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers written in Spanish

Hacer conexiones con Duck for President (Pato para el presidente)

El foro:
Mira la portada del libro. ¿Qué notas? Haga una conexión con algo que sabe sobre las campañas para el presidente.

Tu turno para practicar: Hacer conexiones con Duck for President (Pato para el presidente)

El foro:
Mira la portada del libro. ¿Qué notas? Haga una conexión con algo que sabe sobre las campañas para el presidente.

Página 5:
Piensa cómo te sientes cuando trabajas duro afuera. ¿Cómo te sientes por el trabajo que hicieron en la granja? Respóndeme con evidencia del libro.

Página 12:
Describe un momento en que no podías hacer algo porque no tenías suficiente. ¿Qué hiciste para ayudarte a hacerlo? ¿Cómo te sentiste?

Nombre: _____

Making Connections

Hacer inferencias con Duck for President (Pato para el presidente)


Tu turno para practicar: Hacer inferencias con Duck for President (Pato para el presidente)

Página 2:
Haz una inferencia sobre el café que está sobre la mesa. ¿Qué nos dice este derrame de café sobre él?

Página 6:
Lee pistas y deduce. ¿Qué nos dice el Farmer Brown sobre su trabajo?

Página 7:
Mira la cara de la vaca. Haz una inferencia sobre la vaca. ¿Cómo se siente la vaca? ¿Cómo puedes decirlo?

Nombre: _____



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Making Inferences

Identifica el propósito del autor con Duck for President (Pato para el presidente)

Tu turno para practicar: Identifica el propósito del autor con Duck for President (Pato para el presidente)

Página 6:
¿Cuál fue el propósito del autor para cubrir Duck en granjas? ¿Por qué está tratando de decirnos sobre Duck?

Página 11:
Regístrate para votar. ¿Por qué es importante votar?

Páginas 27 y 28:
¿Por qué el autor repite los eventos en la historia? ¿Qué te ha enseñado?

Nombre: _____

Author's Purpose

Sintetizar con Duck for President (Pato para el presidente)


Tu turno para practicar: Sintetizar con Duck for President (Pato para el presidente)

Página 6:
Observe la imagen de Duck en esta página. ¿Cómo se siente al trabajar? ¿Cómo lo sabes?

Página 14:
¿Cómo se siente Duck acerca de ganar las elecciones? ¿Qué pistas usaste para ayudarlo a considerar sus sentimientos?

Página 17:
Duck está ejecutando la granja. ¿Cómo se siente acerca de sus responsabilidades? ¿Qué estrategias usaste para ayudarlo a comprender mejor los sentimientos de Duck?

Nombre: _____



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Synthesizing

Writing About Reading with Optional CCSS Alignment

"I Can" Statement written in Spanish

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Puedo describir cómo los personajes de una historia reaccionan a los eventos importantes de la historia. CCSS: RL.2.3

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Puedo describir cómo los personajes de una historia reaccionan a los eventos importantes de la historia. CCSS: RL.2.3

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Puedo describir cómo los personajes de una historia reaccionan a los eventos importantes de la historia. CCSS: RL.2.3

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Duck for President (Pato para el presidente): Sintetizar

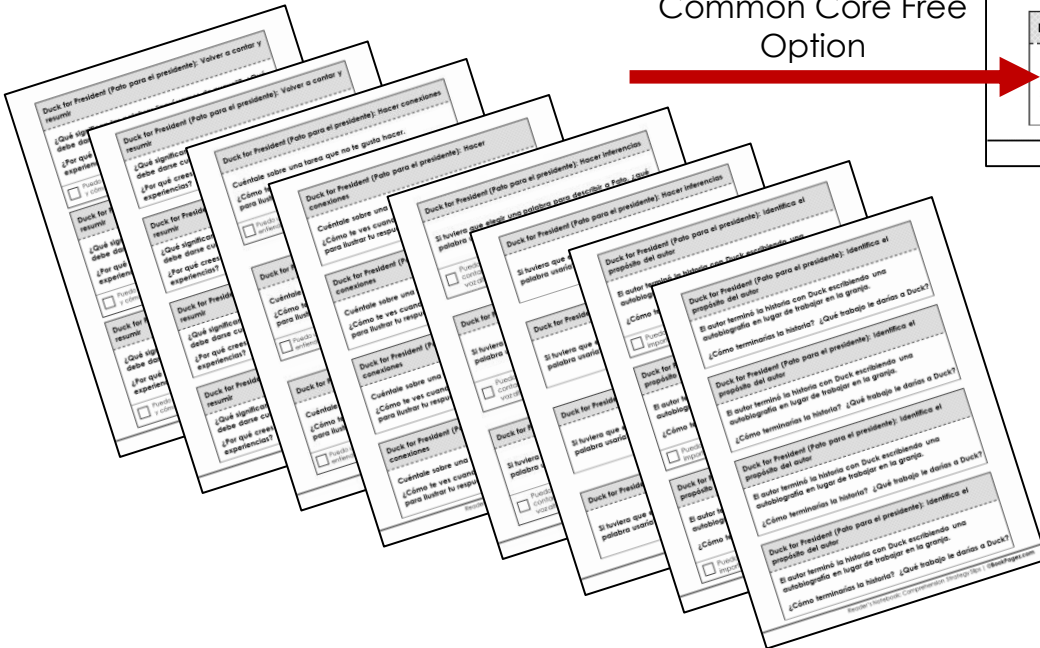
¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Duck for President (Pato para el presidente): Sintetizar

¿Cómo se sintió Duck al postularse para presidente? ¿Cómo se sentía él acerca de ser el presidente? ¿Cómo sabes esto?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Volver a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

| | | |
|-----------------|----------|----------|
| Primero | Después | Entonces |
| Después de esto | Entonces | Al final |

¿Cuál es la cosa más importante sobre lo que leíste en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and Summarizing

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Teño a teño

Teño a mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Connections

Hacer inferencias
Título: _____

| | |
|---|---|
| Lo que dice el texto Busca pistas en el texto en el abito | Lo que sé ¿Qué sabes de lo que el autor piensa, comenta, cree, o escribe? |
|---|---|

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Inferences

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir

Para informar

Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estás leyendo.

Instrucciones:
1. Contesta todas preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Sintetizar
Título: _____

| | | |
|------------------------------------|-----------------|---------------------|
| Al principio yo estaba pensando... | Ahora pienso... | Antes yo pensaba... |
| Porque... | Porque... | Porque... |
| Porque... | Porque... | Porque... |

¿Qué pienso que el autor quería que pensamos mientras estamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estás leyendo.

Instrucciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com


Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Los presidentes son buenos solucionadores de problemas. Haga una lista de algunos problemas que tenemos en nuestro país. Luego, elija el problema más importante y explique cómo lo resolvería si fuera presidente de los Estados Unidos de América.

Algunos de los problemas que creo que tenemos en Estados Unidos son ... 

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|



Si fuera presidente, lo haría ...

| |
|---|
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|