

Here's What You'll Get in the So You Want to Be President? Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Synthesizing Lesson Plan

So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: B

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

Summary
Being the President of the United States is something almost anyone can become. It doesn't matter if you are rich or poor, tall or short, good at sports, or of ballet. As long as you were born in the United States and are at least 35 years old, you can run for President. That's why America has given the job to people who were born in log cabins, to people who kept pet snakes, and to people who were lawyers, teachers, farmers, and sailors.

Link to What You Know

- What does the word opinion mean to you? In your opinion, what type of person makes a good President?
- How do people gain your trust? How do people lose your trust?

Important Words to Know and Understand

Constitution – The system of beliefs and laws by which a country, state, or organization is governed

President – A person who has the highest position in a country, business, etc.

Vice President – A person whose rank is just below that of the President of a country, business, etc.

2
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you are confused

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually gives you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

Activate Prior Knowledge

Synthesizing Lesson Plan

So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: P

Synthesizing

3
Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a setting, a problem, or a topic

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.

Page 8 – You have learned some surprising facts about America's past Presidents. What information do you think is most surprising?

Page 14 – America's Presidents have very different from one another. What is your opinion of some of the Presidents mentioned so far?

Page 22 – America's Presidents have had many different kinds of pets. How does the information about presidential pets affect your opinion of America's Presidents?

Page 30 – America's Presidents have been far from perfect. What are some things you find funny or surprising about America's Presidents?

Page 42 – What was your opinion of America's Presidents at the beginning of this book? What is your opinion now?

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – How did your thinking change while you read *So You Want to Be President*? What information helped you to gain a better understanding of the information in the book?
Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect – Think about the synthesizing work you did while reading *So You Want to Be President*. How does paying attention to the work you did while reading help you to be a better reader? What thinking changes across a text help you to be a better reader? What reading comprehension strategies were most helpful to you as you read today?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President*. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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.

Page 10 – What does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 18 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 22 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 30 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 42 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

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Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President*. (Remember to include examples from the book!)

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Author's Purpose

Visualizing

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
Visualize 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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Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President*. (Remember to include examples from the book!)

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Visualizing

Determining Importance

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
Determine Importance 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.

Page 10 – What does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 18 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

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Think – How did your thinking change while you read *So You Want to Be President*? What information helped you to gain a better understanding of the information in the book?
Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect – Think about the synthesizing work you did while reading *So You Want to Be President*. How does paying attention to the work you did while reading help you to be a better reader? What thinking changes across a text help you to be a better reader? What reading comprehension strategies were most helpful to you as you read today?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President*. (Remember to include examples from the book!)

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Determining Importance

Understanding Text Structure

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
Understand Text Structure 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.

Page 10 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

Page 18 – How does the author want us to think about the information in the book? How does the author use the facts to make his point?

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Learn About Comprehension Strategies

- Think about the text you read
- Know what to do when you are confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect
Think – How did your thinking change while you read *So You Want to Be President*? What information helped you to gain a better understanding of the information in the book?
Talk – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.
Reflect – Think about the synthesizing work you did while reading *So You Want to Be President*. How does paying attention to the work you did while reading help you to be a better reader? What thinking changes across a text help you to be a better reader? What reading comprehension strategies were most helpful to you as you read today?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *So You Want to Be President*. (Remember to include examples from the book!)

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Understanding Text Structure

Answer Key for Identifying the Author's Purpose with So You Want to Be President?

Your Turn to Practice Identifying the Author's Purpose with So You Want to Be President?

Answer Key for Visualizing with So You Want to Be President?

Your Turn to Practice Visualizing with So You Want to Be President?

Answer Key for Determining Importance with So You Want to Be President?

Your Turn to Practice Determining Importance with So You Want to Be President?

Answer Key for Understanding Text Structure with So You Want to Be President?

Your Turn to Practice Understanding Text Structure with So You Want to Be President?

Answer Key for Synthesizing with So You Want to Be President?

Your Turn to Practice Synthesizing with So You Want to Be President?

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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

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

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 the author made you think about while reading.

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

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

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

Visualizing

Determining Importance
Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Give an example of a President who did something important.

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

Determining Importance

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____
Page: _____	Page: _____	Page: _____

Text Structure You Might See While Reading:
Description: Problem and Solution, Cause and Effect

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

Understanding Text Structure

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Became...	Became...	But now I think...
My new thinking is...	Now I understand...	After thinking about...
Became...	Became...	I conclude...

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

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: F

Important Words to Know and Understand in "So You Want to Be President?"

Assassinate
To kill a famous or important person, usually for political reasons

Constitution
The system of beliefs and laws by which a country, state, or organization is governed

Duel
A fight between two people that includes the use of weapons. Duels were used in the past to settle arguments or protect someone's honor

Frock coat
A long coat worn by men especially in the 19th century

General
A military officer of very high rank

Hitching post
A post to which a horse or other animal may be tied

Oath
A formal and serious promise to tell the truth or to do something

President
A person who has the highest position in a country, business, etc.

Rig
A vehicle with wheels drawn by one or more horses

Spectator
A person who watches an event, often as part of an audience

Vice President
A person whose rank is just below that of the President of a country, business, etc.

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in So You Want to Be President? Word List

Vocabulary Connections So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: F

Assassinate **Constitution** **Duel**

Frock Coat **General** **Hitching Post**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: F

Assassinate **Constitution** **Duel**

To kill a famous or important person, usually for political reasons

The system of beliefs and laws by which a country, state, or organization is governed

A fight between two people that includes the use of weapons. Duels were used in the past to settle arguments or protect someone's honor

Frock Coat **General** **Hitching Post**

A long coat worn by men especially in the 19th century

A military officer of very high rank

A post to which a horse or other animal may be tied

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: F

Assassinate is a/an
noun verb
adverb adjective
Definition of Assassinate:

Constitution is a/an
noun verb
adverb adjective
Definition of Constitution:

Duel is a/an
noun verb
adverb adjective
Definition of Duel:

Assassinate looks like this:

Constitution looks like this:

Duel looks like this:

Assassinate reminds me of:

Constitution reminds me of:

Duel 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 So You Want to Be President?

Directions: Fill in each blank with the correct vocabulary words from the Word Bank.

- Synonym for watcher _____
- A verb that means to kill a famous person _____
- Another word for a solemn promise _____
- A fight with weapons between two people _____
- An object one ties horses to _____

Word Bank
ASSASSINATE
CONSTITUTION
DUEL
FROCK COAT
GENERAL
HITCHING POST
OATH
PRESIDENT
RIG
SPECTATOR
VICE PRESIDENT

Directions: Read each word above Abraham Lincoln's hat. Then use the code to color the hats.

1 Syllable	2 Syllables	3 Syllables	4 Syllables
Red	Brown	Green	Yellow

Constitution Frock coat General Rig Vice-President

3 Syllables **4 Syllables**
Green Yellow

Name: _____

Answer Key | ©BookPages.com

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections So You Want to Be President?
By: Judith St. George
Grade Level: 3 / Guided Reading Level: F

So You Want to Be President?
By Judith St. George

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: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

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 the text.
- 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	✓

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 **So You Want to Be President?**
By: Judith St. George
Grade Level: 3 / Guided Reading Level: P

Instructional Focus:
Antonyms and Synonyms

Background:
Antonyms are words that have the opposite meaning of each other. For example, hot and cold are antonyms. Synonyms are words that have the same meaning as each other. For example, small and little are synonyms.

Optional Activity to Extend Engagement

Word Work **So You Want to Be President?**
By: Judith St. George
Grade Level: 3 / Guided Reading Level: P

Step 2: Connect Word Work to Reading (continued)

Antonyms and Synonyms in the Text
Examples of Antonyms and Synonyms Found in the Text:

Antonyms		Synonyms	
good	bad	mad	bother
tallest	smallest	shy	quiet
biggest	smallest	thrifty	penny pincher
young	old	dance	jig
nice	cold	honest	truth
honestly	handsome	workaholic	fear
loved	hated		
full	short		
fat	thin		
talkative	quiet		
vain	humble		
succeeded	failed		

Extend Engagement

- Create groups of three words: base word, an antonym, and a synonym. Write each word on a separate index card one for each student.
- Distribute cards face-down. When you say "Go!" instruct students read their word and then find a word and then find a group of three: base word, antonym, and synonym.
- When each group of three has been formed, ask the groups to share their words with the class.

Materials and Preparation

- A Copy of
- Antonyms
- Markers
- Scissors
- Glue
- Same or
- Antonyms
- Optional

Interactive Exploration

- Distribute copies of the **Same and Different** activity.
- Tell students that they will cut apart the Word Cards. Next, they will read the words in the middle of the page. To complete the activity, they will choose Word Cards that are the antonyms and synonyms for the printed words. They will glue the antonym on the left and the synonym on the right.
- Monitor students while they work.
- Provide support as needed.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Step by Step Lesson Plan

Interactive Activity

Same and Different Sorting Mat

Directions: Cut apart the Word Cards. Read the printed word in the middle of the page. Choose the Word Card that is the antonym and synonym for the printed word. Glue the Word Card in place.

Antonym	Word	Synonym
	sick	
	fast	
	sprint	
	pause	
	truth	

Name: _____ Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Word Work **So You Want to Be President?**
By: Judith St. George
Grade Level: 3 / Guided Reading Level: P

Step 4: Independent Word Work Practice

Practice Page

- Pass out copies of the **Antonyms and Synonyms** practice page.
- Read the directions aloud while students follow along.
- Instruct students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **antonyms and synonyms** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Word Work Lesson Plan | @BookPagez.com

Extension Activity

Word Detective: Antonyms and Synonyms
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **antonyms and synonyms** while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the words or phrases.

Word	Book Title	Page	Sentence

Word Work Extension Activity | @BookPagez.com

Adding -ed to Verbs
Word Work Practice Page

Directions:
Write the words in past tense using -ed, -d, or -id.

rule	lift	marry	dine	notice	tidy
study	brush	apply	mix	thank	decide

-ed **-d** **-id**

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

Assessments

Running Record				
Title: <i>So You Want to Be President?</i>		Guided Reading Text Level: P	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
2				
3				
4				

Analysis and Comments:

Tested By: _____ ©BookPagez.com

Running Record Assessment

So You Want to Be President CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>So You Want to Be President</i> to answer each of the following questions.		
1. What is one of the main ideas presented in this selection about being president?		
<input type="radio"/> A There is a bowling alley in the White House. <input type="radio"/> B You can't have a pet or do anything fun while you are president. <input type="radio"/> C Presidents have brothers and sisters too. <input type="radio"/> D Presidents have all been different, but their first job is to serve the people.		
2. What key detail supports the idea that being president is an important, serious job?		
<input type="radio"/> A The president does not need to take an oath. <input type="radio"/> B All presidents take a solemn oath to protect the Constitution. <input type="radio"/> C Most presidents went to college. <input type="radio"/> D Some say presidents just want power.		
3. What was the result of John F. Kennedy's war on crime?		
<input type="radio"/> A He told everyone to be kind. <input type="radio"/> B He got rid of all homework. <input type="radio"/> C He sent the Peace Corps to help and encourage other countries. <input type="radio"/> D He bought the Louisiana Territory and made it a state.		
4. Based on the text, what does it mean to be "intelligent"?		
<input type="radio"/> A It means to be very intelligent. <input type="radio"/> B It means that you are very tall. <input type="radio"/> C It means to go to college. <input type="radio"/> D It means you need to study.		
5. If you wanted to know more about U.S. presidents since this book was published, what keywords could you use to search online? (RI.3.5)		
<input checked="" type="radio"/> A U.S. presidents after George W. Bush <input type="radio"/> B Being president <input type="radio"/> C White House <input type="radio"/> D How to become president		
6. How can you tell the author wants to someday have a woman become president? (RI.3.6)		
<input type="radio"/> A She never wrote anything about that. <input type="radio"/> B She writes that a woman would be better at the job. <input checked="" type="radio"/> C She says it has never happened, but that anything is possible. <input type="radio"/> D She wants to be the first woman president!		
7. This is nonfiction, but has illustrations, and some of them are funny. How do these illustrations support the text? (RI.3.7)		
<input type="radio"/> A The author just likes to draw and didn't want photographs. <input checked="" type="radio"/> B They show how presidents are people, too. They are all different and interesting. <input type="radio"/> C The text was only about funny stories that happened to presidents. <input type="radio"/> D The illustrations are trying to make fun of all the presidents.		
8. How are the facts about the presidents organized in this selection? (RI.3.8)		
<input type="radio"/> A They are written in order, like a timeline. <input type="radio"/> B The author uses headings to organize the facts about presidents. <input type="radio"/> C The author writes about their problems and how they solved them. <input checked="" type="radio"/> D The author compares and contrasts the presidents, and writes about what they may have in common with us.		
9. What did the author include to help you better understand U.S. presidents? (RI.3.10)		
<input type="radio"/> A She included a map of the White House. <input type="radio"/> B She used a Table of Contents to show you each important section. <input type="radio"/> C There is a chart that compares all the presidents. <input checked="" type="radio"/> D She includes short biographies about each president at the end of the book.		
CCSS Assessment 3rd Grade Reading Standards for Information BookPagez.com		

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

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book **So You Want to Be President?**, the author shares a lot of information about the people who have been the President of the United States of America. Use what you learned about America's Presidents to fill in the boxes below.

Presidential Looks:	Presidential Talents:
Tallest: _____	First-rate swimmer: _____
Shortest: _____	Basketball player: _____
Heaviest: _____	Violinist: _____
Thinnest: _____	Philosopher: _____
Presidential Blunders:	
Arrested for speeding: _____	
Impeached for lying: _____	
Had 14 duels, fights, shootings, and brawls: _____	

Extension Activity | ©BookPages.com

Bonus Extension Activity

Complete Common Core Alignment

<p>Common Core State Standards Correlation</p> <p>So You Want to Be President? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "So You Want to Be President?" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Identifying the Author's Purpose Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea.</p> <p>RI.3 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.4 - Distinguish their own point of view from that of the author of the text.</p> <p>RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., where, when, why and how key events occur).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>So You Want to Be President? CCSS Alignment ©BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>So You Want to Be President? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "So You Want to Be President?" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Importance Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea.</p> <p>RI.3 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.4 - Distinguish their own point of view from that of the author of the text.</p> <p>RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., where, when, why and how key events occur).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>So You Want to Be President? CCSS Alignment ©BookPages.com</p>	<p>Common Core State Standards Correlation</p> <p>So You Want to Be President? Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "So You Want to Be President?" correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Understanding Text Structure Lesson Plan and Resources</p> <p>Reading Informational Text</p> <p>RI.2 - Determine the main idea of a text; recount the key details and explain how they relate to the main idea.</p> <p>RI.3 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.4 - Distinguish their own point of view from that of the author of the text.</p> <p>RI.7 - Use information gained from illustrations (e.g., maps, photographs) and the words to demonstrate understanding of the text (e.g., where, when, why and how key events occur).</p> <p>RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Reading Foundational Skills</p> <p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.3.3 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening</p> <p>SL.3.6 - Explain their own ideas and understanding in the light of the discussion.</p> <p>SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).</p> <p>So You Want to Be President? CCSS Alignment ©BookPages.com</p>
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

So You Want to Be President? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "So You Want to Be President?" correlate with the following English Language Arts Common Core State Standards for third grade.

Vocabulary Lesson Plan and Resources

Language

L.3.4 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after, dinner, that night, we went looking for them).

So You Want to Be President? CCSS Alignment | ©BookPages.com

Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation

So You Want to Be President? Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "So You Want to Be President?" correlate with the following English Language Arts Common Core State Standards for third grade.

Word Work Lesson Plan and Resources

Reading Foundational Skills

RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

So You Want to Be President? CCSS Alignment | ©BookPages.com

Vocabulary Connections
Common Core Alignment

Student Facing Resources in Spanish for So You Want to Be President? Super Pack

5 Comprehension Strategy Practice Pages

Author's Purpose Practice Page

Tu turno para practicar: Identifica el propósito del autor con So You Want to Be President? (¿Así que quieres ser presidente?)


Página 10:
El autor nos ha dicho que América ha elegido a 8 presidentes que nacieron en cabañas de troncos. ¿Por qué crees que ella incluyó este hecho en el libro?

Página 18:
¿Qué quiere el autor que sepamos sobre las familias de los presidentes anteriores?

¿Crees que esta información es importante? ¿Por qué o por qué no?

Páginas 27 y 28:
El autor ha tomado el tiempo para decirnos acerca de la educación de los anteriores presidentes de Estados Unidos. ¿Qué crees que piensa el autor de Andrew Johnson?

¿Qué piensa ella de Thomas Jefferson?

Nombre: _____  @BookPages.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Identifica el propósito del autor con So You Want to Be President? (¿Así que quieres ser presidente?)


¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Lo sé porque ella dice "en su tiempo libre" y el "azotó". Estas palabras hacen que parezca que ella está impresionada por él.

Página 36:
El autor nos ha dicho la regla más importante que debe seguir si quiere ser presidente. ¿Cuál es la regla?
La regla más importante si quieres ser presidente es ser honesto.

¿Estás de acuerdo con el autor? ¿Por qué o por qué no?
Las respuestas varían. Podrían incluir: Estoy de acuerdo en que es importante que el Presidente sea honesto porque no puede confiar en alguien que miente.

Páginas 41 y 42:
Estas páginas son diferentes a las otras páginas del libro. ¿Cuál es el propósito de estas páginas?
El autor usó estas páginas para resumir lo que significa ser presidente.

¿Qué el autor escribió este libro?
Quiere que sepamos que es difícil ser presidente y que lo más importante que hacen es servir a los Estados Unidos y a las personas que viven aquí.

Nombre: _____  Answer Key | @BookPages.com

Visualizar con So You Want to Be President? (¿Así que quieres ser presidente?)

Tu turno para practicar: Visualizar con So You Want to Be President? (¿Así que quieres ser presidente?)

Páginas 35 y 36:
La ilustración ¿Cómo está? Las respuestas varían.
¿Cada y cada ilustración? E hicieron triste.

Página 41:
Las palabras en esta página. Las respuestas varían.
no hay más página esta.

Página 30:
Usa la información sobre Franklin para la visualización de uno.

Página 13:
Hay muchas descripciones sobre esta página. ¿Cómo ilustrarías a _____

Página 10:
¿Qué has aprendido ahora? ¡Ci!
Los respue todos dife
viven en la
Los respue dice donde

Página 14:
Has aprendi Unidos. ¡Ci!
Los respue que alguna otros no
¿Por qué es Los respue
páginas se

Páginas 23 y 24:
¿Es importa Las respue cualquiera
¿Por qué o Las respue se trata de sea import

Nombre: _____  @BookPages.com

Visualizing

Determining Importance

Entender la estructura del texto con So You Want to Be President? (¿Así que quieres ser presidente?)

Tu turno para practicar: Entender la estructura del texto con So You Want to Be President? (¿Así que quieres ser presidente?)

Página 5:
Aquí el autor presidente presidente. El autor es Los siguien carbata de

Página 11:
Aquí el autor para hablar estructura d Los respue
contraste
sido igualte

Página 25:
El autor nos del reportero El problem Quincy Ad

Página 25:
El autor nos ha contado sobre un problema y una solu del reportero? Ella resolvio devolvierla

¿Cómo resolvió su problema?

Nombre: _____  @BookPages.com

Understanding Text Structure

Sintetizar con So You Want to Be President? (¿Así que quieres ser presidente?)


Tu turno para practicar: Sintetizar con So You Want to Be President? (¿Así que quieres ser presidente?)

Página 30:
Los presiden algunos con Estados Uni Las respue Grant fue su
podría ve

Página 42:
¿Cuál fue su libro? Las respue

Página 14:
Los presidentes de Estados Unidos son muy diferentes entre sí. ¿Cuál es tu opinión de algunos de los presidentes mencionados hasta ahora?

Página 22:
Los presidentes de Estados Unidos han tenido muchos tipos diferentes de mascotas. ¿Cómo afecta la información sobre mascotas presidenciales a su opinión de los presidentes de Estados Unidos?

Nombre: _____  @BookPages.com

Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

So You Want to Be President? (¿Así que quieres ser presidente?): Sintetizar

¿Qué presidente es tu presidente favorito? ¿Por qué?

¿Qué presidente crees que le gustó más al autor? ¿Por qué piensas eso?

Puedo distinguir la diferencia entre lo que pienso y lo que escribe un autor en un texto informativo. CCSS: RI.3.6

So You Want to Be President? (¿Así que quieres ser presidente?): Sintetizar

¿Qué presidente es tu presidente favorito? ¿Por qué?

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

So You Want to Be President? (¿Así que quieres ser presidente?): Sintetizar

¿Qué presidente es tu presidente favorito? ¿Por qué?

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¿Qué presidente es tu presidente favorito? ¿Por qué?

¿Qué presidente crees que le gustó más al autor? ¿Por qué piensas eso?

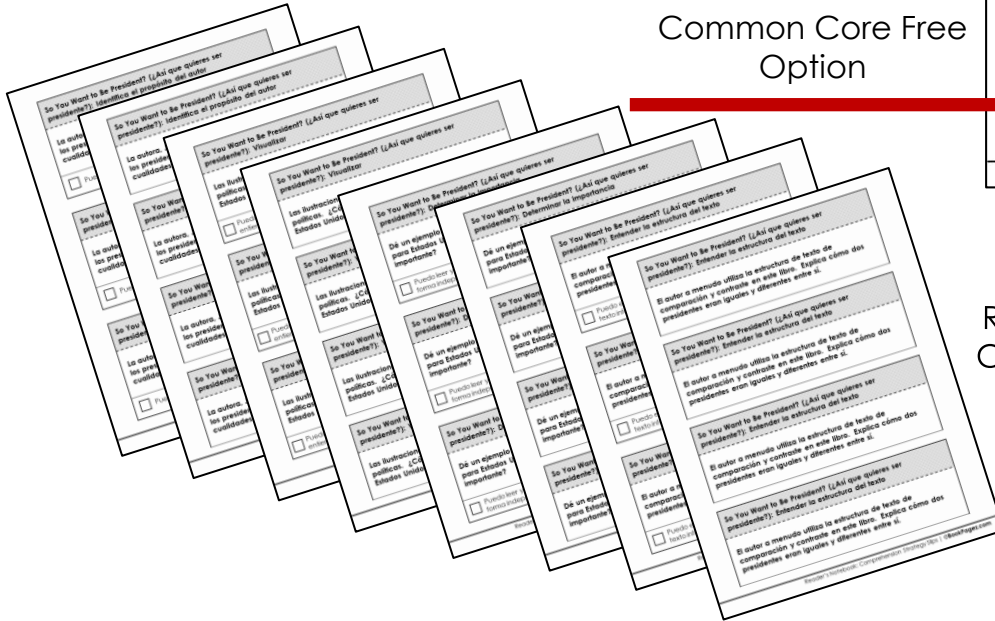
So You Want to Be President? (¿Así que quieres ser presidente?): Sintetizar

¿Qué presidente es tu presidente favorito? ¿Por qué?

¿Qué presidente crees que le gustó más al autor? ¿Por qué piensas eso?

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

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?

Dibujó lo que más importante en que el autor le hizo pensar mientras estamos leyendo.

Instrucciones:
1. Conéctala cada pregunta.
2. Conéctala cuidadosamente en las líneas de puntos.
3. Pega o engrosa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's Purpose

Visualizar
Título:

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo:

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Agrégale de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Conéctala cada pregunta.
2. Conéctala cuidadosamente en las líneas de puntos.
3. Pega o engrosa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determinar la importancia
Título:

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Instrucciones:
1. Conéctala cada pregunta.
2. Conéctala cuidadosamente en las líneas de puntos.
3. Pega o engrosa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Entender la estructura del texto

Entiende el texto	Dónde fue usada la estructura del texto	Cómo la estructura del texto me ayudó
Página:		
Página:		
Página:		
Página:		

Instrucciones:
1. Conéctala cada pregunta.
2. Conéctala cuidadosamente en las líneas de puntos.
3. Pega o engrosa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Sintetizar
Título:

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

Al menos forma de pensar es... Después de pensar sobre...
Puede concluir que...
Porque...

Instrucciones:
1. Conéctala cada pregunta.
2. Conéctala cuidadosamente en las líneas de puntos.
3. Pega o engrosa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

En el libro *¿Así que quieres ser presidente?*, el autor comparte mucha información sobre las personas que han sido presidente de los Estados Unidos de América. Use lo que aprendió sobre los Presidentes de los Estados Unidos para completar los cuadros a continuación.

Las apariencias de los presidentes:

El más alto:

El más corto:

El más pesado

El más delgado:

Talentos de los presidentes:

Nadador de primera categoría:

Jugador de baloncesto:

Violinista:

Filósofo:

Errores de los presidentes:

Arrestado por exceso de velocidad

Procesado por mentir

Tuvo 14 duelos, peleas, tiroteos y peleas:

