

S18 Template for Illinois Reads Curriculum Plan Illinois Reads Books

This curriculum plan and the interactive strategy and technology based resources are worth a combined 50% of your course grade. This completed template is worth 25% of your course grade.

Title of Book	Penny Meets POTUS		
Title of Unit	Who is POTUS? Understanding the President and Other Jobs in the White House		
Grade level (interest)	2 nd grade	Reading Grade level	2 nd grade
Lexile Level	AD530L	Guided Reading level	1 st -3 rd grade
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Theme: The theme of this unit is “Understanding the President and Other Jobs in the White House” with a focus on the President of the United States. Through a literary lens, students will be able to identify the role of the President of the United States in the government by the end of this unit.</p> <p>Purpose of Instruction: The purpose of this unit is to gain a stronger understanding of the job of the President of the United States, otherwise known as POTUS. Additionally, students will become more familiar with jobs within the United States government.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are some jobs in the government? 2. Why are jobs in the government important? 3. Who is the President of the United States? 4. Who is POTUS and what is their job? 5. What would you do if you were the President of the United States? 		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2. CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 3. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 4. CCSS.ELA-LITERACY.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 5. CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they
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are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

C. Student Learning Outcomes – Targeted unit goals

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

1. Looking at pictures and statements, I can tell things about the characters, plot, and setting of a story.
2. I can answer *who, what, where, when, why* and *how* questions about a story.
3. I can make personal connections to words and phrases in a story.
4. I can describe the beginning, middle, and end of a story.
5. After reading a story, I can make my own opinions and express my ideas to defend my opinions.

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: Making Predictions

- Look at front cover and use student background knowledge
- Pages 1-6
- Pages 7-14

Lesson 2: Synthesizing

- Pages 1-6
- Pages 7-14
- Pages 15-17

Lesson 3: Questioning

- Pages 1-6
- Pages 7-14
- Pages 15-17

Lesson 4: Recognizing Story Structure

- Page 1 (Main character)
- Page 3 (Setting)
- Page 15 (Problem)
- Page 17 (Solution)

Lesson 5: Making Inferences

- Page 4 (Secret Service Agent)
- Page 5 (Pilot and Personal Chef)

Alyssa Lee 2018

- Page 8 (Secretary)
- Page 9 (Butler)
- Page 10 (Gardener)

Lesson 6: Making Connections by Identifying Similarities and Differences

- Page 1
- Page 6
- Page 14
- Page 17

Academic Language to be supported at word, syntax, and discourse levels

Academic Language Related to the Text

1. **Job:** The work that a person does to earn money
2. **Government:** A system created by the people to protect and help the people living in that country
3. **POTUS:** A nickname for the President of the United States
4. **White House:** The house that the President of the United States lives in
5. **Secret Service Agent:** A person whose job is to protect the President of the United States

Vocabulary Tier 2 Words Tier 3 Words

Bloom's Levels Addressed: (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Remembering | <input checked="" type="checkbox"/> Analyzing |
| <input checked="" type="checkbox"/> Understanding | <input checked="" type="checkbox"/> Evaluating |
| <input checked="" type="checkbox"/> Applying | <input checked="" type="checkbox"/> Creating |

E. Instructional Lessons

Research Based Lesson 1: Making Predictions

Strategies [Tied to STW & standards]

- Students will make predictions about what will happen in a text and review them throughout their reading.

Lesson 2: Synthesizing

- Students will periodically revisit their interpretations of the text and revise them as they continue to read.

Lesson 3: Questioning

- Students will use their background knowledge to categorize before, during, and after reading

questions. Students will create their own questions that delve deeper into their areas of clarification in a story.

Lesson 4: Understanding Story Elements

- Students will identify characters, setting, and main events of a text to better understand story structure.

Lesson 5: Making Inferences

- Students will infer from illustrations of a text what roles and positions there are in the White House.

Lesson 6: Making Connections

- Students will make connections to the text by identifying similarities and differences between their predictions at the beginning of the story to their conclusions made at the end of the story.

Brainstorming for Lessons

Interactive activities for each lesson

Lesson 1: Making Predictions

- Students will discuss what they think is going to happen in a story after reading each statement from the book.
- Each statement is general to the text, but not specific enough where it gives the story away. Students will write their own predictions on their worksheet.
- Students will volunteer to add their predictions to the Smart Board activity.
- Students will revisit their predictions throughout their reading.

Lesson 2: Synthesizing

- After reading first half of the book, students will turn and talk with partners to discuss who they think POTUS is and what POTUS could possibly stand for.
- Students will draw a picture and write a sentence describing what they think a POTUS is before, during, and after the story on their worksheet.
- Instructor will have students share out their thoughts and have a volunteer draw what the group believes a POTUS is with a descriptive sentence.
- Students will revisit their drawings and the Smart Board activity throughout their reading.

Lesson 3: Questioning

- Introduce question words (who/what/where/when/why/how) to students.
- Have students strengthen their understanding of questioning by categorizing the types of questions you would ask before, during, and after reading a story.
- Instructor will model first, then have students work individually at their table groups to cut and place each type of question into their own worksheet.
- Students will volunteer to drag and drop each type of question you would ask before, during, and after

a reading using Smart Board activity.

- Instructor will guide students throughout process, asking why they chose to put each question there and have them come to the correct conclusion if initial thought process was incorrect.
- Students will paste each question in their correct category on the worksheet. Next, they will come up with their own question they'd like to ask before reading, during reading, and after reading to practice this skill.

Lesson 4: Understanding Story Elements

- Introduce story elements (main character, setting, problem, and solution) to students.
- Specific sections of the book are chosen to exemplify the following highlighted story elements:

1. **Main character:** Penny

2. **Setting:** White House

3. **Problem:** POTUS is not a creature

4. **Solution:** POTUS is a human (just like Penny!)

- Students will read selected picture and caption from story on their worksheet. Then, they will cut and place each story element to match each picture.
- Students will volunteer to drag and drop each story element to the corresponding visual using the Smart Board lesson activity.
- Instructor will guide students throughout process, asking why they chose to put each story element with the picture. Instructor will guide them to reach the correct conclusion if initial thought process was incorrect.
- Students will paste each story element to its corresponding picture on the worksheet.

Lesson 5: Making Inferences

- Students will brainstorm different job positions that occur within the White House.
- Using illustrations from the text, students will be able to look at 6 different jobs of people working for the President of the United States:

1. **Secretary**

2. **Butler**

3. **Personal Chef**

4. **Gardener**

5. **Secret Service Agent**

6. **Pilot**

- Instructor will introduce the idea of making an inference to students.
- Students will cut and place each job position with the picture from the text, practicing how to infer.
- Students will volunteer to drag and drop each job position to the corresponding visual using the Smart

Board lesson activity.

- Instructor will guide students throughout process, asking why they chose to put each job position with the picture. Instructor will guide them to reach the correct conclusion if initial thought process was incorrect.
- Students will paste each job position to its corresponding picture on the worksheet.

Lesson 6: Making Connections by Identifying Similarities and Differences

- Students will make meaningful connections to the reading by identifying similarities and differences between POTUS, the creature, and POTUS, the President of the United States.
- During large-group instruction, instructor and students will use Smart Board activity to move 3 labels into their respective categories.
- Students will work in table groups to cut out the different labels, place them in their respective categories, and sort the rest of the given labels into their thinking map worksheet.
- Students will use blank labels to come up with their own ideas, fostering the skill of making connections.
- Students will volunteer to move around the different labels provided on the Smart Board activity. Instructor will guide students throughout process, asking why they chose to put each story element with the picture. Instructor will guide them to reach the correct conclusion if initial thought process was incorrect.
- Students will paste each label in their respective category of the thinking map.
- Students will share out the ideas they came up with and add them to the Smart Board thinking map for the entire class to see.

Plans for six instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

Lesson One:	Making Predictions
Objective:	Students will make predictions about what will happen in a text and review them throughout their reading.
Procedure Lesson One:	<ol style="list-style-type: none">1. Hand out “Making Predictions” worksheet. Ask students what they remember about making predictions from first grade. Allow time for students to share out responses.2. Instructor will introduce the story, <i>When Penny Met POTUS</i>. Students will get to see the front cover of the book. Students will turn and talk with partners, discussing what they think the book will be about.3. Instructor will turn attention to the worksheet, reading five statements from the story together with the class. Instructor will model a prediction for the first statement.4. Students will individually make their own predictions for each statement on their worksheet.5. Have students volunteer to come up to the Smart Board and write their predictions.6. Instructor will save these predictions so that students can revisit them after reading.
Technology Pages:	Smart Board Lesson Page 1 Lesson Worksheet Page 1

Lesson Two:	Synthesizing
Objective:	Students will periodically revisit their interpretations of the text and revise them as they continue to read.
Procedure Lesson Two:	<ol style="list-style-type: none">1. Instructor will start by asking who or what they think a POTUS is. Students will turn and talk with partners to discuss their thoughts.2. Students will draw a picture and write a sentence describing their thoughts on POTUS before reading on their "Synthesizing" worksheet. A volunteer will put their ideas on the Smart Board activity for class to refer back to throughout reading.3. Read the first spread of the book (Pages 1-6) with students. Pausing their reading, instructor will ask students what they know so far about POTUS, asking the following guiding questions:<ul style="list-style-type: none">• What relationship does Penny's mom have with POTUS? (POTUS is her mom's boss)• What does Penny imagine POTUS to look like? (Big, furry, has two horns, has four claws, has a big smile, seems friendly)• Where does POTUS live? (White House)• What else do you know about POTUS? (Has to be protected by Secret Service Agents, has his own airplane to travel, has a personal chef that makes POTUS sandwiches, has lots of paperwork to do at his desk)4. Students will draw a new picture and write a sentence describing who and what they think POTUS is now after reading first half of story. A volunteer will put their ideas on the Smart Board activity for class to refer back to throughout reading.5. Instructor will resume their reading of the second spread of the book (Pages 7-14) with students.6. Pausing their reading one final time, instructor will ask students what they know thus far, having them revisit their drawings on the Smart Board activity.7. Students will share out their final thoughts before the story reveals the identity of POTUS, practicing their skill of synthesizing.8. Instructor will finish reading of the third spread of the book (Pages 15-17) with students.9. Students will draw a picture and write a sentence describing who and what POTUS is after reading. Students will volunteer to add their conclusions made about POTUS to the Smart Board activity, looking at how their thought process had changed from beginning to end.
Technology Pages:	Smart Board Lesson Page 2 Lesson Worksheet Page 2

Lesson Three:	Questioning
Objective:	Students will use their background knowledge to categorize before, during, and after reading questions. Students will create their own questions that delve deeper into their areas of clarification in a story.
Procedure Lesson Three:	<ol style="list-style-type: none">1. Instructor will introduce question words (who/what/where/when/why/how) to students.2. Discuss the difference between who/what/where/when/how/why and how they relate to a story:<ul style="list-style-type: none">• Who: Characters• What: Problem• Where: Setting• When: Sequence of Story• How: Solution• Why: Questions3. Discuss the different types of questions you ask before, during, and after reading:<ul style="list-style-type: none">• Before: Who is the story about?/What is the story about?/Where does the story take place?• During: This makes me wonder.../I want to dig deeper and understand why...• After: What are some clarifications?/I didn't understand _____. Therefore.../What was the theme or main idea?4. Students will be given a "Questioning" worksheet where several types of questions related to the text to be put into three categories: Before, During, and After reading questions. Instructor will choose a question, read it, and determine which of the three categories it belongs in, modeling the process.5. Have students work individually at their table groups to cut and place each type of question into their own worksheet.6. Students will volunteer to drag and drop each type of question you would ask before, during, and after a reading using Smart Board activity.7. Instructor will guide students throughout process, asking why they chose to put each question there and have them come to the correct conclusion if initial though process was incorrect.8. Students will paste each question in their correct category on the worksheet. Next, they will be challenged to come up with their own question they'd like to ask before reading, during reading, and after reading to practice this skill.
Technology Pages:	Smart Board Lesson Page 3 Lesson Worksheet Page 3 and 4

Lesson Four:	Understanding Story Elements
Objective:	Students will identify characters, setting, and main events of a text to better understand story elements.
Procedure Lesson Four:	<ol style="list-style-type: none">1. Instructor will introduce story elements (main character, setting, problem, and solution) to students.<ul style="list-style-type: none">• Main character: Penny• Setting: White House• Problem: POTUS is not a creature• Solution: POTUS is a human (just like Penny!)2. Instructor focuses attention to “Understanding Story Elements” worksheet. Instructor will conduct a picture predication of the book, asking students what they see in each picture from their worksheet. Instructors will ask students to predict which story element each picture highlights, independently cutting and placing each story element by the matching visual.3. Students will volunteer to drag and drop each story element to the corresponding visual using the Smart Board lesson activity.4. Instructor will guide students throughout process, asking why they chose to put each story element with the picture. Instructor will guide them to reach the correct conclusion if initial though process was incorrect.5. Students will paste each story element to its corresponding picture on their worksheet.
Technology Pages:	Smart Board Lesson Page 4 Lesson Worksheet 5 and 6

Lesson Five:	Making Inferences
Objective:	Students will infer from illustrations of a text what roles and positions there are in the White House.
Procedure Lesson Five:	<ol style="list-style-type: none">1. Students will brainstorm different job positions that occur within the White House. Instructor will record all job positions that students come up with during brainstorming session.2. Instructor will introduce the idea of making an inference to students. Students will refer to “Making Inferences” worksheet, examining 6 different illustrations of the jobs people have working for the President of the United States:<ul style="list-style-type: none">• Secretary• Butler• Personal Chef• Gardener• Secret Service Agent• Pilot3. Students will infer what job each picture is describing by cutting and placing each job position with the matching picture on their worksheet.4. Students will volunteer to drag and drop each job position to the corresponding visual using the Smart Board lesson activity.5. Instructor will guide students throughout process, asking why they chose to put each job position with the picture. Instructor will guide them to reach the correct conclusion if initial thought process was incorrect.6. Students will paste each job position to its corresponding picture on the worksheet.
Technology Pages:	Smart Board Lesson Page 5 Lesson Worksheet Pages 7 and 8

Lesson Six:	Making Connections by Identifying Similarities and Differences
Objective:	Students will make connections to the text by identifying similarities and differences between their predictions at the beginning of the story to their conclusions made at the end of the story.
Procedure Lesson Six:	<ol style="list-style-type: none">1. Instructor will refer back to the predictions and ideas students had on POTUS before reading the story, making reference to previous worksheets. Ask students how their thoughts changed during their reading, allowing time for student-facilitated discussion.2. Instructor will pass out “Making Connections” thinking map worksheet. Students will make meaningful connections to the reading by identifying similarities and differences between POTUS, the creature, and POTUS, the President of the United States.3. During large-group instruction, instructor will model for students the process of putting a similarity label in the middle of the thinking map using the Smart Board activity. Instructor will ask for two other volunteers to move 1 label into the other two categories: POTUS and President of the United States.4. Students will work in table groups to cut out the different labels from their worksheet, place them in their respective categories, and sort the rest of the given labels into their thinking map worksheet.5. Students will be challenged to use the blank labels to come up with their own ideas, fostering the skill of making connections.6. Students will volunteer to move around the different labels provided on the Smart Board activity, adding the ideas they came up with for the entire class to see.7. Instructor will guide students throughout process, asking why they chose to put each label in each category of the thinking map. Instructor will guide them to reach the correct conclusion if initial though process was incorrect.8. Students will paste each label in their respective category of the thinking map.
Technology Pages:	Smart Board Lesson Page 6 Lesson Worksheet Pages 9 and 10

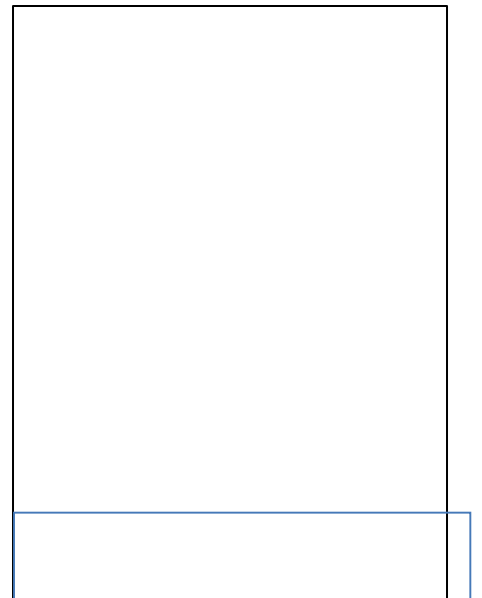
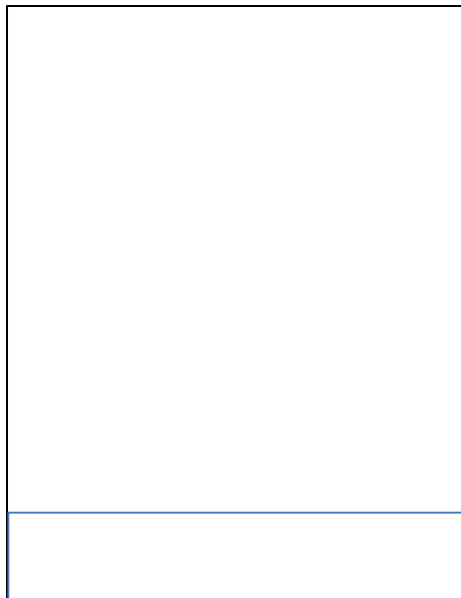
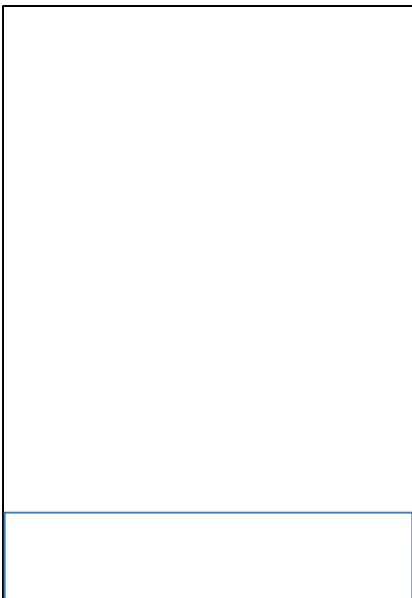
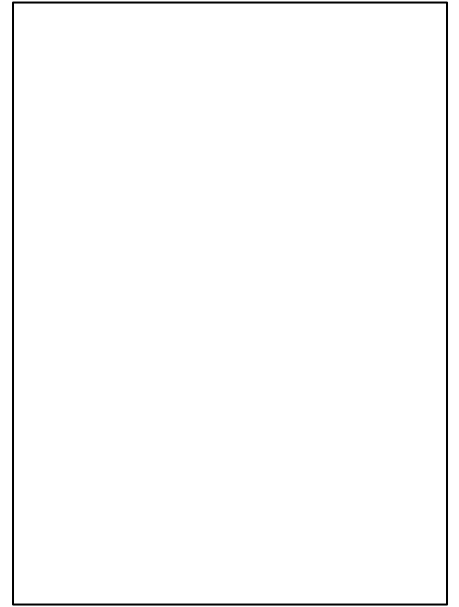
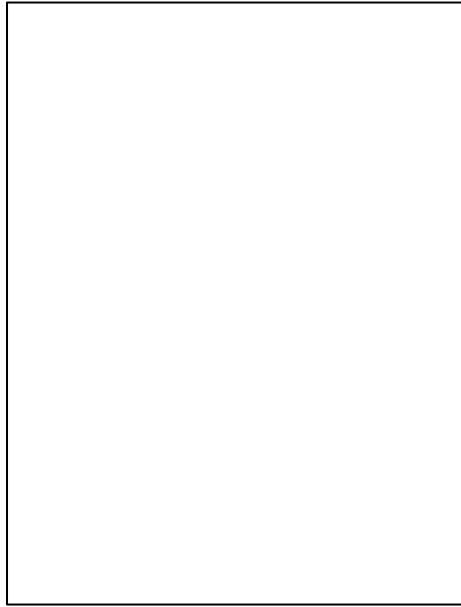
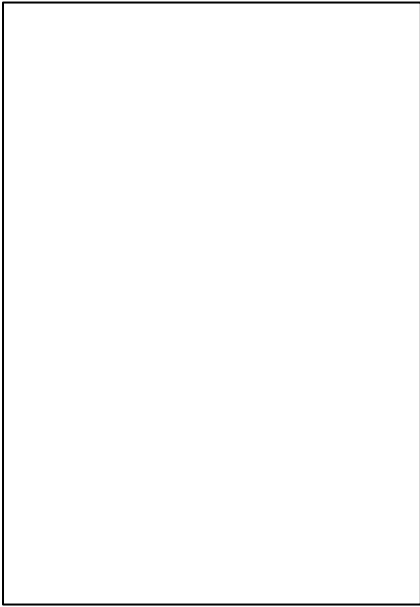
<p>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</p>	<p>Formative Assessments:</p> <ol style="list-style-type: none">1. Group discussions during large-group instruction.2. Interactive Smart Board activities3. Responses on worksheets (that mirror the Smart Board activities) <p>Summative Assessment:</p> <p>After reviewing the six Smart Board materials and corresponding activity worksheets, the instructor will clear up misconceptions students may exhibit about POTUS and their role in the government by the end of the unit. Once these clarifications have been addressed, students will be asked to complete one of the following options for a summative assessment:</p> <p>Option 1: Present students with the idea that they are going to take on the role of being the President of the United States, otherwise known as POTUS. Students will be asked to write a short story about their role as the President. They will need to incorporate the story elements discussed throughout the unit in their writing, highlighting main characters, setting, a problem, and a solution. They will use their background knowledge, knowledge from the text, and their own ideas to create their short story, <i>When _(student name)_ Became POTUS</i>.</p> <p>Option 2: Present students with the idea that they are going to take on the role of being the President of the United States, otherwise known as POTUS. Students will be asked to write a short reader's theater, where students will act out their role as the President of the United States. They will need to incorporate the story elements discussed throughout the unit, highlighting main characters, setting, a problem, and a solution. They will use their background knowledge, knowledge from the text, and their own ideas to create their short play, <i>When _(student name)_ Became POTUS</i>.</p>
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When Penny Met POTUS: Making Inferences

Name: _____

Date: _____

Cut out each job. Using the illustrations, practice your inference skills to match the job with the pictures.



When Penny Met POTUS: Making Inferences

Secretary

Butler

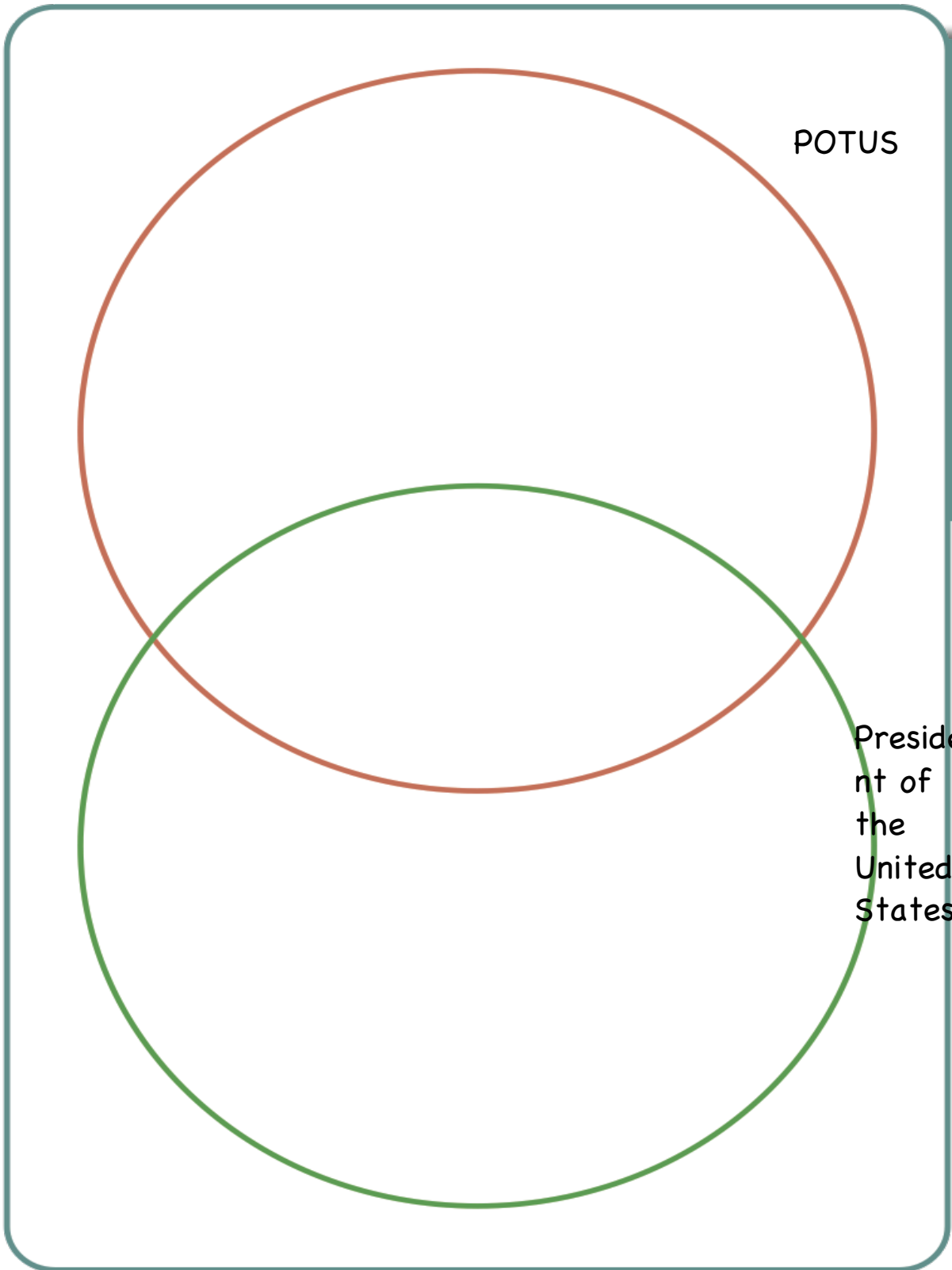
Personal Chef

Gardener

Secret Service Agent



Pilot



Name:

Date:

When Penny Met POTUS: Making Connections

The following boxes contain similarities and differences between POTUS and the President of the United States. Cut out the pieces and sort them into the thinking map.

Come up with **two more similarities and differences** on your own using the empty boxes. Color the boxes **red** if they are about POTUS and **green** if they are about the President of the United States.

Lives in White House

The boss to Penny's mom

Creature

Girl

Boy

Human