

Illinois Reads Final Curriculum CIEP 329 Illinois Reads Books

Title of Book	<i>The Superlative A. Lincoln: Poems About Our 16th President</i>		
Title of Unit	<i>Characteristics Collection: Abraham Lincoln</i>		
Grade level (interest)	3rd-5th Grade	Reading Grade level	4 th Grade
Lexile Level	770L	Guided Reading level	Not Defined (at this time)
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Purpose: The purpose of this unit is for students to interact with a text that allows them to explore different aspects of a character in unique text genre and learn more about a historical figure important to Illinois history and United States history. Using the text, <i>The Superlative A. Lincoln: Poems About Our 16th President</i>, students will interact with poetry to make connections with the text, collect and organize details from the text, and highlight important information in the text to create a bigger picture of the main character as they build on background knowledge they possess. This unit will feature classroom projector technology, opportunities for one-to-one student technology, graphic organizers, formative assessments, and a summative assessment to provide opportunities to scaffold student learning and measure student growth.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can making connections help us to understand a text? 2. How can we organize details to help us better understand a text? 3. What is the most important part of a text? <p>Theme: The theme of this unit is using different tools to learn and collect information about a character using the historical figure Abraham Lincoln in a poetry text. Students will make connections, ask questions, collect information, illustrate using details, and determine important details to develop a clearer picture of the character Abraham Lincoln.</p>		

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

CCSS ELA Standards	<p>Lessons 1 & 2:</p> <ol style="list-style-type: none"> 1. <u>CCSS.ELA-LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>Lesson 3:</p> <ol style="list-style-type: none"> 2. <u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p>Lesson 4:</p> <ol style="list-style-type: none"> 3. <u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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C. Student Learning Outcomes – Targeted unit goals

- Students will make connections between the text and their own knowledge using specific details.
- Students will document questions to address specific characteristics, actions, and events that occur during the reading.
- Students will draw and describe the main character using evidence collected from the text.
- Students will select one poem from the text that highlights important information about the main character.

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

- Lesson 1: Pages 3-9
- Lesson 2: Pages 10-13
- Lesson 3: Pages 14-17, 20-21, 38-39
- Lesson 4: Pages 14-15, 36-37, 40-41

<p>Academic Language to be supported at word, syntax and discourse levels</p> <p><u>Vocabulary</u> Tier 2 Words Tier 3 Words</p>	<p>Tier 2 Words:</p> <ul style="list-style-type: none"> • Superlative • Supreme • Pondered • Pedigree • Astute • Altitude • Orator • Frayed • Strife 	<p>Tier 3 Words</p> <ul style="list-style-type: none"> • Timber • Kin • Toiled • Post • Salute • Army Corps • Line • Stanza
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<p>Bloom’s Levels Addressed: (Check all that apply)</p>	
<ul style="list-style-type: none"> ✓ Remembering ✓ Understanding ✓ Applying 	<ul style="list-style-type: none"> ✓ Analyzing ✓ Evaluating ✓ Creating

E. Instructional Lessons

Research Based Sources: Strategies

- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Portland, Me: Stenhouse Publishers.
- Meyer, E.R. (2019). *The superlative A. Lincoln: Poems about our 16th president*. Watertown, MA: Charlesbridge Publishing, Inc.
- Serravallo, J. (2015). *Reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.
- Tompkins, G. E. (2017). *Literacy for the 21st century: A balanced approach* (7th ed.). Boston, MA: Pearson, Inc.

Lesson 1:

- **Activating Background Knowledge and Making Connections** (Harvey & Goudvis, 2007, 105-124) is a strategy where students focus on using their own knowledge and experience to make connections with texts and new information.
- **“Connecting”** (Tompkins, 2017, p. 261) is a (student-centered) activity where students focus on making text-to-self, text-to-world, and text-to-text connections with the content on hand.
- **K-W-L Chart** (Tompkins, 2017, p. 448-450) is an activity where students can document and organize what they know (K), questions they want to answer (W), and things they learn (L). The class can complete the (K) in Lesson 1.

Lesson 2:

- **Questioning** (Harvey & Goudvis, 2007, 125-150) is a strategy where students focus on using questions as a tool to guide their reading as they engage with the text on different levels and reflect on what they read.
- **Ask Questions to Engage with the Text** (Serravallo, 2015, p. 59) is a teacher facilitates activity that encourages students to engage with the text by asking questions about details, events, topics, and simple wonderings. Students can also document these questions on sticky-notes or different graphic organizers.
- **K-W-L Chart** (Tompkins, 2017, p. 448-450) is an activity where students can document and organize what they know (K), questions they want to answer (W), and things they learn (L). The class can complete the (W) in Lesson 2.

Lesson 3:

- **Visualizing** (Harvey & Goudvis, 2007, 151-184) is a strategy where students focus on combining observations in the text to form “pictures” or “images” of what they read. It is often connected to inferring and focuses on students looking at how a picture or image can help a student to better understand a story, character, perspective, setting, etc.
- **Graphic Organizers** (Tompkins, 2017) are a tool that students can use to help them monitor details in a text. They can provide guides to fill collect information about “who, what, where, when, or why,” or they can simply provide spaces for students to collect information about each page, chapter, or section in a text.
- **Reread and Sketch with More Detail** (Serravallo, 2015, p. 276) is an activity where students use details from the text to create images and label these images with the specific details they used. This activity can be modified so that students first compile their details on a graphic organizer and then complete their drawings with labels.

Lesson 4:

- **Determining Importance** (Harvey & Goudvis, 2007, 185-210) is a strategy where students focus on inferring big ideas and themes and collecting the most vital information that best supports these.
- **K-W-L Chart** (Tompkins, 2017, p. 448-450) is an activity where students can document and organize what they know (K), questions they want to answer (W), and things they learn (L). The class can complete the (L) in Lesson 2.
- **Boxes and Bullets** (Serravallo, 2015, p. 226) is an activity where students focus on determining details to support main ideas. This activity can be modified so that students focus on determining the main details within their selected poem that reflect the most important characteristics of Abraham Lincoln.

	<p>Summative:</p> <ul style="list-style-type: none"> • Open-Mind Portraits (Tompkins, 2017, p. 456) is an activity where students draw portraits of a character and fill in an outline with his or her thoughts, actions, emotions, characteristics, etc. This activity can be modified so that students complete the Open Mind Portrait as a group using details they located while annotating their selected poems.
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<p>Interactive activities for each lesson</p>	<p>Lesson 1: Activating Background Knowledge & Making Connections</p> <ul style="list-style-type: none"> • Students will be shown an image of Abraham Lincoln on the projector and will be asked to identify him. They will be given the opportunity to share any information they already know about Abraham Lincoln as part of a class discussion. • Students will work as a class to familiarize themselves with different terms related to poetry (stanza, line, etc.) • Students will make text-to-self, text-to-text, and text-to-world connections on sticky-notes during the read-aloud. • Students will select one connection to write about on a graphic organizer to be turned in. • The class will complete the (K) portion of the K-W-L chart on the projector/smartboard. <p>Lesson 2: Engaging with the Text through Questions</p> <ul style="list-style-type: none"> • Students will document questions about the text on a graphic organizer during the read-aloud. These questions can be based on information shared during the read-aloud or the images that are displayed with the shared poems. • Students choose one question to submit on Padlet. • Students will write a comment with a prediction to their question or another student’s question. • The class will complete the (W) portion of the K-W-L chart on the projector/smartboard. <p>Lesson 3: Visualizing the Main Character</p> <ul style="list-style-type: none"> • The teacher will facilitate a discussion were students talk about the different purposes of images and how they can help a reader to better understand. Students will share their initial thoughts and ideas. • Students will complete a graphic organizer to collect details and information that will help them draw Abraham Lincoln. Students will be shown the image of each poem after they collect details during the read-aloud. • Students will use their collected details and information to draw their own pictures of Abraham Lincoln and label their drawings with the key details they choose. • Students will have the opportunity to share their drawings and highlight which details helped them to complete this. <p>Lesson 4: Determining Importance to Depict the Main Character</p> <ul style="list-style-type: none"> • The teacher will work with students to complete a graphic organizer that highlights important information about Abraham Lincoln in the last poems shared during a read-aloud. • Students will each select one poem (besides the ones shared) that they feel highlights important information about Abraham Lincoln. Students will read and annotate their poem to find 2-3 pieces of important information to back up their claim that their selected poem highlights important information about Abraham Lincoln. <p>Summative: A Poetry Portrait of the Main Character</p> <ul style="list-style-type: none"> • Students will work in groups of 3-4 to create one Open-Mind Portrait for Abraham Lincoln. Each group will create one poster that features their selected poems and the open-mind portrait. Each student in a group will be assigned a different color to add information into the group’s open mind portrait, and an additional color will be used for the background knowledge of all the students in the group.
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Lesson 1:

<p>Objective:</p> <p>Procedure Lesson One:</p>	<p>Students will make connections between the text and their own knowledge using specific details.</p> <p><u>Purpose:</u> The purpose of this lesson is to get students thinking about the main character of the unit, Abraham Lincoln, and what they already know about him. Looking at background knowledge and making connections are both strategies that are important for students to have in order to be successful readers who engage with texts on different levels. Both of these strategies will also help students to engage with the main character, Abraham Lincoln, in ways they may have not even been aware of previously and allow them to build on any knowledge they already possess about him and the office of the presidency.</p> <p>Introduction/Hook:</p> <ul style="list-style-type: none">• The teacher will display an image of Abraham Lincoln on the projector/smartboard and ask students who he is and to share information they already may know about him.• The teacher will work with students to define some poetry terms and terms specific to the text. These can be added to a piece of chart paper for students to reference throughout the unit and use any poem/stanza/line throughout this text or another to demonstrate these terms.<ul style="list-style-type: none">○ Line: the unit/group words are divided into○ Stanza: a group of 4 or more lines in poetry○ Superlative: highest quality• The teacher can read or reference page 3 in the text to review “superlative” with students. <p>“I DO”:</p> <ul style="list-style-type: none">• The teacher will read the first poem “Simply Superlative” on pages 4-5 in the text.<ul style="list-style-type: none">○ The teacher will stop after the first stanza and demonstrate how to make a text-to-text connection on a sticky-note.: Abraham Lincoln is described as a president and the teacher can connect him as being the 16th president as information from another text.○ After finishing the poem, the teacher will show the students the image next to the poem and make a text-to-world connection and document this: White House is behind picture of Abraham Lincoln and the White House is the current home of the president.• The teacher will read the paragraph of additional information at the bottom of page 4. <p>“WE DO”:</p> <ul style="list-style-type: none">• The teacher will help students make connections with the poem “Most Studious: Yearning to Learn” on pages 6-7 and will work with students to document different connections they/the class creates.<ul style="list-style-type: none">○ The teacher will read the first two stanzas and stop to help students make connections.<ul style="list-style-type: none">▪ <u>Text-to-Self:</u> (example) Abe had no phone and many students may not have phones. (Be
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- sure to emphasize how this effects communication with others)
 - Text-to-Text: (example) No internet and other texts may describe how students had to use lots of different books to find information they needed.
 - Text-to-World: (example) Abe’s schools were not open all year can connect with how different schools and districts all have different calendars for when school happens.
- The teacher will finish reading the poem and help students make connections.
 - Text-to-Self: (example) Abe borrowed books like students do at the library.
 - Text-to-Text: (example) Abe farmed and other texts may describe how many children worked as famers as part of their families at the time.
 - Text-to-World: (example) Abe had no degree can connect with other famous individuals who have been successful without degrees (ex: musicians, athletes, small-businesses)
- The teacher will read the paragraph of additional information at the bottom of page 6 and ask students if they have any other examples of connections they would like to share.

“YOU DO”:

- The teacher will read the poem “Most Distracted Farmer” and stop so students can make connections.
 - The teacher will read the first stanza and then stop and give students time to document their text-to-self, text-to-text, and or text-to-world connections.
 - The teacher will read the next two stanzas and review what the text is trying to say then give students time to document their text-to-self, text-to-text, and or text-to-world connections.
 - The teacher will read the final two stanzas and review what the text is trying to say then give students time to document their text-to-self, text-to-text, and or text-to-world connections.
 - The teacher will read the paragraph of addition information at the bottom of page 9 and ask students to document any additional text-to-self, text-to-text, and or text-to-world connections.

Formative Assessment:

- Students will submit one of their sticky note connections on a graphic organizer. On this worksheet, they will explain what type of connection they made, what part of the text they made a connection with, and how this connection helps them to better understand the text.

Student Pages: *Graphic Organizer (inserted below): “Making Connections” (Page 7)*

Conclusion:

- The teacher will document the students’ knowledge of Abraham Lincoln in the (K) portion of a K-W-L chart on the projector/smartboard.

Technology pages:

K-W-L Chart (inserted below) (Page 8)

Name: _____ Date: _____

MAKING CONNECTIONS

Glue your sticky-note OR write your connection in the box below



Circle ONE: Text-to-Self Text-to-Text Text-to-World

Which part of the text did you make your connection with?

How does this connection help you better understand the text?

K- What I Know	W- What I Want to Know	L- What I Learned

Lesson 2:

Objective:	<p>Students will document questions to address specific characteristics, actions, and events that occur during the reading.</p> <p><u>Purpose:</u> The purpose of this lesson is for students to engage with the text by asking questions about the main character, events that occur, and the setting. Practicing this strategy will allow them to look at the different parts that make up a story and combine this with their own interests and curiosities with the text. Overall, this lesson will allow students to focus on what the story does not directly tell them and allow them to engage with how this type of unknown information can help them better understand a text.</p>
Procedure Lesson Two:	<p>Introduction/Hook:</p> <ul style="list-style-type: none">• The teacher will discuss the importance of questions and how they can help guide thinking.<ul style="list-style-type: none">○ Questioning is a strategy we can use to further engage with the text. We can use questions to help us track things that are unknown in a text or document our own wonderings.• The teacher will ask students if there are any questions they currently have about Abraham Lincoln and document these in the (W) column on the K-W-L chart on the projector/smartboard. <p>“I DO”:</p> <ul style="list-style-type: none">• The teacher will read the poem “Best Lumberjack: Lincoln and His Ax” to the students.<ul style="list-style-type: none">○ After reading the title, the teacher will stop and write down the question “What is a Lumberjack?” on a sticky note. The teacher will remind students that questions can involve specific details about a character or even just words or phrases that are unknown.○ The teacher will read the entire poem and then stop to write down questions.<ul style="list-style-type: none">▪ The text says, “young Abe” so my question is “How old was Abe when he was doing the labor of three?” I think that knowing this information will help me understand the types of skills/talents Abe had even at a young age.○ The teacher will read the additional information paragraph at the bottom of page 10.<ul style="list-style-type: none">▪ This paragraph shares information I could use to answer my question. Now I know that Abe first started using an ax at age eight and developed a talent for it. <p>“WE DO”:</p> <ul style="list-style-type: none">• The teacher will read the poem “Biggest Dreamer: How Lincoln Earned Two Silver Half-Dollars.”<ul style="list-style-type: none">○ After reading the title, the teacher will stop and ask the students what questions they can ask about the title. (example: What dreams did Abraham Lincoln have growing up?)○ The teacher will read the first stanza of the poem and work with students to develop questions.

The teacher will also ask students to share descriptions of the events that occurred so far to ensure students have an understanding of the story/character to ask questions about.

- (example): What was Lincoln chopping?
- (example): What did his parents do for a living?
- (example): How did Lincoln compare to others his age at the time?

“YOU DO”:

- The teacher will read the second stanza of the poem and provide opportunities for students to develop and document their own questions.
 - The teacher will ask students to share the events that occur during the poem to ensure students have an understand of the context in order to ask questions.
 - Students will document their questions on graphic organizer worksheets.
- The teacher will read the third stanza of the poem and provide opportunities for students to develop and document their own questions.
 - The teacher will ask students to share the events that occur during the poem to ensure students have an understand of the context in order to ask questions.
 - Students will document their questions on graphic organizer worksheets.

Formative Assessment:

- Students will work one-to-one with technology to each submit one question online to Padlet.
 - Students will each write one prediction to their question in the comment section below their question. The teacher will review the question submissions at a later time.
 - Use <https://padlet.com/> to create and share the Padlet.

Conclusion:

- The teacher will document additional questions from students about Abraham Lincoln and the text in the (W) portion of a K-W-L chart on the projector/smartboard.

Student Pages: *Graphic Organizer (inserted below): “My Questions” (Page 11)*

Technology pages: *K-W-L Chart (inserted below) (Page 12)*
Padlet Information (example below) (Page 13)

Name: _____ Date: _____

MY QUESTIONS

Document your questions in the chart below as we read the text.

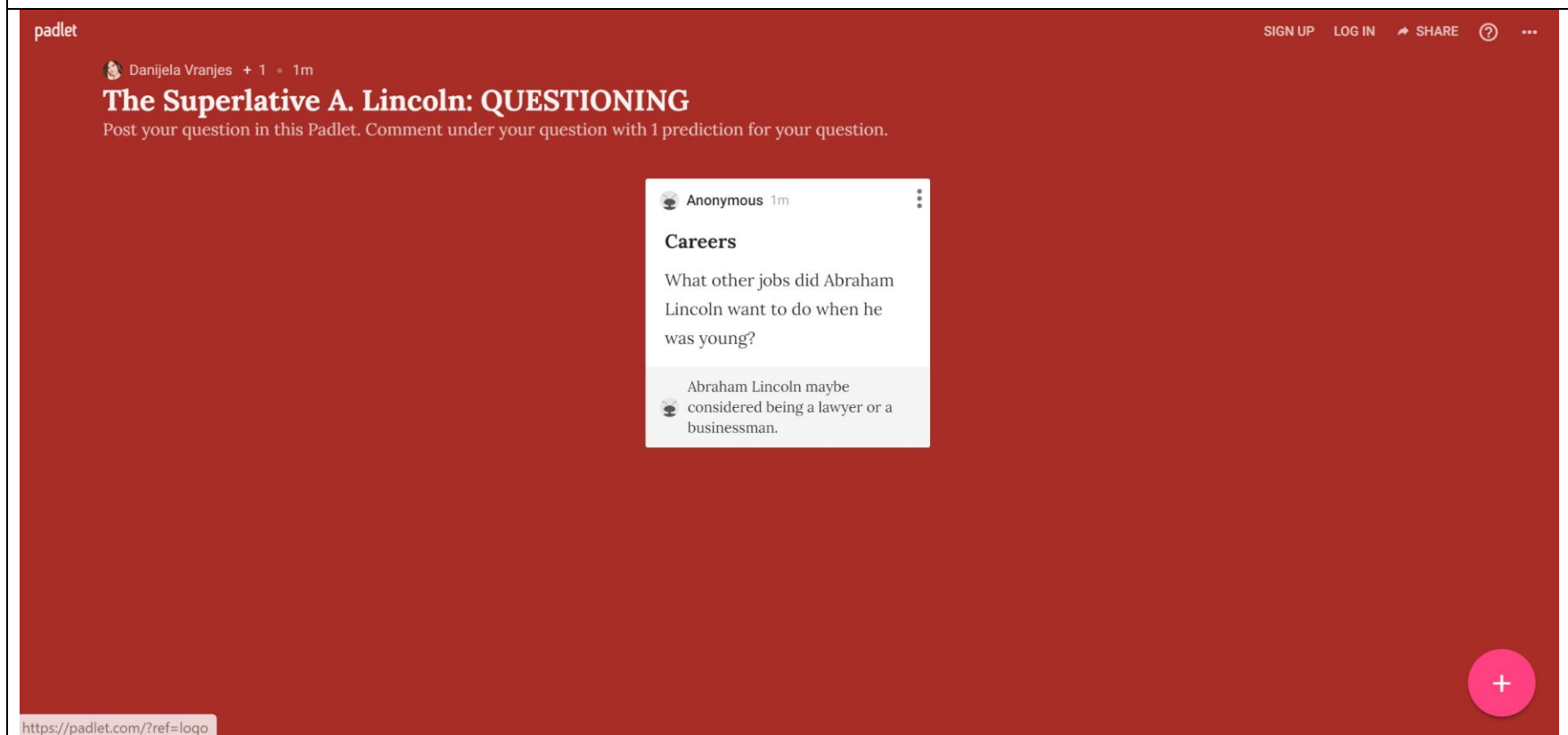
<p>“Best Lumberjack: Lincoln and His Ax”</p>	
<p>“Biggest Dreamer: How Lincoln Earned Two Silver Half-Dollars”</p>	

K- What I Know	W- What I Want to Know	L- What I Learned
<i>Completed in Lesson 1</i>		

PADLET INFORMATION:

- Create a Padlet on <https://padlet.com/>
- Share the Padlet with students via link, Google Classroom, QR code, email, etc.
- Students can title their post and write their question in their post.
- Students can also go back and comment on their posts and each other's posts.

Example of Padlet & Single Submission Below:



The screenshot shows a Padlet interface with a dark red background. At the top left, the word "padlet" is visible. In the top right corner, there are links for "SIGN UP", "LOG IN", "SHARE", and a help icon. Below the header, the creator's name "Danijela Vranjes" is shown with a plus sign, a minus sign, and "1m". The main title of the Padlet is "The Superlative A. Lincoln: QUESTIONING" in white text. Below the title, there is a subtitle: "Post your question in this Padlet. Comment under your question with 1 prediction for your question." A single submission is displayed in a white box. The submission is from an "Anonymous" user, posted "1m" ago. The title of the submission is "Careers". The question asked is "What other jobs did Abraham Lincoln want to do when he was young?". Below the question, there is a response: "Abraham Lincoln maybe considered being a lawyer or a businessman." In the bottom right corner of the Padlet interface, there is a pink circular button with a white plus sign. At the bottom left of the screenshot, the URL "https://padlet.com/?ref=logo" is visible.

Lesson 3:

Objective:	<p>Students will draw and describe the main character using evidence collected from the text.</p> <p><u>Purpose:</u> The purpose of this lesson is for students to engage with how images can be used to better understand a text. In this lesson, students will collect details to form their own pictures of Abraham Lincoln. They will discuss how visualizing based on information in a text can help readers to better understand a text. Using this strategy, readers will be able to practice engaging with descriptive language in texts and transfer these understandings into imagery they create based on a text.</p>
Procedure Lesson Three:	<p>Introduction/Hook:</p> <ul style="list-style-type: none">• The teacher will discuss the importance of imagery to a text and how visualizing is a key strategy that readers can use to help them better understand a text.<ul style="list-style-type: none">○ When we look at pictures in a book, we use them to help us understand what an author wants us to see. Sometimes they can be a picture of just a character, sometimes a setting, or sometimes even something that has happened. While many times pictures are given to us, we can also use information from the text to develop our own pictures because not all books provide them. Using a strategy called “visualizing,” we are going to practice collecting details about Abraham Lincoln to develop our own pictures of him that we support with our details. <p>“I DO”:</p> <ul style="list-style-type: none">• The teacher will read the poem “Best Wrestler: Tips from the Champ” on page 14 and project parts of the text to highlight details that should be documented.<ul style="list-style-type: none">○ The teacher will read the entire poem while concealing the picture on page 15.<ul style="list-style-type: none">▪ The teacher will share different details taken from this poem that can be documented.<ul style="list-style-type: none">• “Talk bold and loud” → I can write down “loud” in our charts.• “Act rough and tough” → I can write down “tough” in our charts.• “Look fierce and frown” → I can write down “frown” in our charts.• “Extend a hand to help ‘em stand” → I can write down “helping” in our charts.○ The teacher will read the additional information paragraph at the bottom of page 14.<ul style="list-style-type: none">▪ The teacher will share further details that can be documented.<ul style="list-style-type: none">• “National Wrestling Hall of Fame” → I can write down “famous wrestler.”• “stood six feet four inches, weighed 185 pounds, and was muscular and long-armed” → These are all details we can add to our charts.○ The teacher will show the students project image on page 15 that corresponds to the poem and ask the students how it aligns with the details that they all documented.

“WE DO”:

- The teacher will read the poem “Most Respected: Lincoln’s Boot Camp” on page 16 while concealing the picture on page 17 until the very end. The teacher will also project certain parts of the text to highlight details that should be documented.
 - The teacher will read the first three stanzas and ask the students what they think these stanzas are describing or who are they describing.
 - The teacher will read the rest of the poem and help the students to document details.
 - Ex: From what we talked about in the first three stanzas, what is Lincoln a part of?
 - We can add “army” to our charts.
 - Ex: The text says, “To Captain Lincoln they salute,” and what does this tell us?
 - We can add “captain” right next to “army” on our charts.
 - The teacher will read the additional information paragraph at the bottom of page 16.
 - Ex: “Lincoln served as a soldier for three months” → Add “three months as a soldier.”
 - When we think about what we know about soldiers, what can that tell us about any details we could use to draw Abraham Lincoln? → Ex: “in a uniform”
 - Ex: “His peers elected him a militia captain” → You can add “militia” next to captain.
 - Ex: “He survived ‘a good many bloody struggles with the musquetoos’” → Are there any details from this statement we could add to our charts and use in our drawings later? → Ex: “draw musquetoos” or “Lincoln fighting musquetoos” in our drawings.
 - The teacher will project the image on page 17 that corresponds to the poem and ask the students how it aligns with the details that they all documented.

“YOU DO”:

- The teacher will read the poem “Best Advice: Why Not Whiskers?” on page 20 while concealing the image on page 21 until the end and pause to provide students with opportunities to document details. The teacher will also project certain parts of the text to highlight details that should be documented. The teacher will also remind students that details can be documented about settings and actions of the main character in addition to details that just describe physical traits.
 - The teacher will read the first four lines of the poem and then pause to provide students with the opportunity to document different details they hear in the poem.
 - The teacher will finish reading the poem and provide students with time to document details.
 - The teacher will read the paragraph of additional information and provide students time.
 - The teacher will project the image on page 21 and allow students time to compare details.
- The teacher will read the poem “Who’s Tallest: Presidential Stature” on page 38 while concealing the image on page 39 until the end and pause to provide students with opportunities to document details. The teacher will also project certain parts of the text to highlight details that should be documented.

The teacher will again also remind students that details can be documented about settings and actions of the main character in addition to details that just describe physical traits.

- The teacher will read the first four eight lines of the poem and stop to ask students “what do you think this poem is about?” Ex: how tall presidents are
- The teacher will read the last four lines of the poem and all students time to document details.
- The teacher will read the paragraph of additional information and provide students time.
- The teacher will project the image on page 39 and allow students time to compare details.

Formative Assessment:

- Students will create a drawing of Abraham Lincoln using details they collected from the text They will also label different parts of their drawing with details they collect from the text. They will be required to have at least 3-5 labels that connect to details in their graphic organizers.
- Students can share these images in a group setting in pairs, or students can take turns projecting their images and describing to the class at least one of the details they choose to include in their drawings.

Conclusion:

- At the conclusion of the reading and throughout the presentation, the teacher will once again highlight the importance of visualizing. The teacher will remind students that we can also use information from the text to develop our own pictures because not all books provide them and that through this we will be able to better understand the messages authors want us to see and the have our own takeaways from a text. Overall, the teacher will highlight that using the strategy of “visualizing” will help us to better understand a story and this tool reaches across a variety of texts, genres, and ages.

Student Pages: *Graphic Organizer (inserted below): “Visualizing the Story: Collecting Details” (Page 17)*
Abraham Lincoln Drawing Worksheet (inserted below): “Visualizing Abraham Lincoln” (Page 18)

Technology pages: *N/A:* projector will be used to display parts of the text and images

Name: _____ Date: _____

Visualizing the Story: Collecting Details

Document details in the chart below as we read the text.

<p>“Best Wrestler: Tips from the Champ”</p>	
<p>“Most Respected: Lincoln’s Boot Camp”</p>	
<p>“Best Advice: Why Not Whiskers?”</p>	
<p>“Who’s Tallest?: Presidential Stature”</p>	

Name: _____ Date: _____

Visualizing Abraham Lincoln

Draw a picture of Abraham Lincoln in the box below using details you collected from the text in your charts. Label at least 3-5 of these details.



Lesson 4:

<p>Objective:</p>	<p>Students will select one poem from the text that highlights important information about the main character.</p> <p><u>Purpose:</u> The purpose of this lesson is for students to focus on looking at details in a text that highlight important information about a character and connect to the main idea. The strategy “determining importance” is an important tool for a reader to have as it helps guide them towards what to focus on in a text and what details best provide important information about a character.</p>
<p>Procedure Lesson Four:</p>	<p>Introduction/Hook:</p> <ul style="list-style-type: none">• The teacher will discuss the importance of look at details about a character and determining what information and details in a text provide the most important and helpful information. This type of information will help a reader to best understand a text and the characters in a text. The teacher will also highlight that there is not always one correct answer and that strategic readers can back up their ideas with evidence to ensure they have a strong argument for what is important. One can determine the importance of something by finding a main idea that is supported and reiterated through details. <p>“I DO”:</p> <ul style="list-style-type: none">• The teacher will reread the poem “Best Wrestler: Tips from the Champ” to demonstrate finding the main idea of the poem and details that support this main idea.<ul style="list-style-type: none">○ The teacher will highlight that in this text, many of the titles provide helpful clues towards describing the main idea of each poem. This text is titled “Best Wrestler: Tips from the Champ” and based on the title and the first reading we did of this text a potential main idea could be “Abraham Lincoln’s Wrestling Career” or “Abraham Lincoln’s Wrestling Techniques” and the teacher can choose the second one to try and find details to support this with.<ul style="list-style-type: none">▪ The teacher can also mention that the students can ask themselves, what is being said about this person” to help them find the main idea.○ The teacher will reread the poem and highlight details to support the selected main idea.<ul style="list-style-type: none">▪ “talk bold and loud,” “stomp in the dirt,” and “extend a hand to help ‘em stand” are all details I can use to support my main idea of “Abraham Lincoln’s Wrestling Techniques.” These can be documented in our graphic organizers.▪ The teacher will reiterate that other details could have also been found to support the other option for the main idea and that supporting the main idea with details is key. Also, now that they have a supported main idea, they have also determined information that is important in that specific part of the text.

“WE DO”:

- The teacher will read the poem “Least Favorite Nickname: Greeting Guidelines” and work with the students to find the main idea of the poem and details that support this main idea.
 - The teacher will read the title of the poem and the poem and ask students if they have any ideas about the main idea of the text.
 - Ex: “Abraham Lincoln had many names” or “Lincoln’s Least Favorite Nickname”
 - The teacher will reread the poem and work with students to collect different details to support the chosen main idea.
 - “Abraham Lincoln had many names”:
 - Mr. President, great orator, neighbor, father, son, Abe
 - “call him” is used many times to show many names
 - “Lincoln’s Least Favorite Nickname”
 - “folks called him Abe, he didn’t like that name”
 - “call him” is used many times to show many names
 - The teacher will read the paragraph of additional information on page 36 and work with students to collect additional information to support the selected main idea.
 - “Abraham Lincoln had many names”:
 - “His friends called him Lincoln or Mr. Lincoln.”
 - “Lincoln’s Least Favorite Nickname”
 - He was “nicknamed” Abe during childhood.”
 - “Lincoln didn’t like his childhood nickname.”

“YOU DO”:

- The teacher will read the poem “Most Admired President: Why Do We Cherish Abraham Lincoln?” and provide students with time to develop main ideas and collect details related to the poem.
 - The teacher will read the title of the poem and ask students to stop and think about what they think this poem will be about.
 - The teacher will read the entire poem and then ask students to think about the title and what they heard in the poem and to write down what they currently think the main idea is. The teacher will also remind students that they can change or adjust their main ideas depending on what time of information they see and collect during the reading.
 - The teacher will reread the poem, stopping briefly after each stanza, to provide students time to document details to support their main ideas.
 - The teacher will read the paragraph of additional information and allow students time to document any other details to support the main ideas they are developing.

Formative Assessment:

- Each student will select one poem from the text that they feel highlights important information about the main character. They will receive a copy of the poem and will annotate the poem for this important information.
 - Annotating will involve:
 - Writing the main idea poem at the top of the page.
 - Highlighting, circling, or underlining 2-5 details to support this main idea.
- Teachers can provide copies of all the poems throughout the text or only the poems that were shared during in-class lessons depending on the number of students or type of learning environment.

Conclusion:

- At the end of the lesson and throughout the work time, the teacher will reiterate the value of determining the most important information in a text and supporting this information through details. The teacher will also highlight how this type of skill spans across many genres and texts and how it has assisted them in better getting to know Abraham Lincoln.
- The teacher will also document the students' learning of Abraham Lincoln in the (L) portion of a K-W-L chart on the projector/smartboard. These could include answers to questions that asked or new information that was learned throughout the unit.

Student Pages: *Graphic Organizer (inserted below): "Determining Importance: Main Ideas & Details" (Page 22)*
Copies of Poems from Text (provided based on teacher preference)

Technology pages: *K-W-L Chart (inserted below) (Page 23)*

Name: _____ Date: _____

Determining Importance: Main Idea & Details

Document the main idea and supporting details of each poem as we read.

“Best Wrestler: Tips from the Champ”

Main Idea:	
Supporting Details:	

“Least Favorite Nickname: Greeting Guidelines”

Main Idea:	
Supporting Details:	

“Most Admired President: Why Do We Cherish Abraham Lincoln?”

Main Idea:	
Supporting Details:	

K- What I Know	W- What I Want to Know	L- What I Learned
<i>Completed in Lesson 1</i>	<i>Completed in Lesson 2</i>	

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)

Formative Assessments:

- **Lesson 1: Students document one connection with the text and explain how this helps them better understand.**
 - Students will submit one of their sticky note connections on a graphic organizer. On this worksheet, they will explain what type of connection they made, what part of the text they made a connection with, and how this connection helps them to better understand the text.
- **Lesson 2: Students document one question about the text and make a prediction about their question.**
 - Students will work one-to-one with technology to each submit one question online to Padlet.
 - Students will each write one prediction to their question in the comment section below their question. The teacher will review the question submissions at a later time.
 - Use <https://padlet.com/> to create and share the Padlet.
- **Lesson 3: Students create a drawing of Abraham Lincoln using details they collected and label these details.**
 - Students will create a drawing of Abraham Lincoln using details they collected from the text. They will also label different parts of their drawing with details they collect from the text. They will be required to have at least 3-5 labels that connect to details in their graphic organizers.
 - Students can share these images in a group setting in pairs, or students can take turns projecting their images and describing to the class at least one of the details they choose to include in their drawings.
- **Lesson 4: Students select and annotate one poem from the text for important information about Abraham Lincoln.**
 - Each student will select one poem from the text that they feel highlights important information about the main character. They will receive a copy of the poem and will annotate the poem for this important information.
 - Annotating will involve:
 - Writing the main idea poem at the top of the page.
 - Highlighting, circling, or underlining 2-5 details to support this main idea.
 - Teachers can provide copies of all the poems in the text or only in-class lesson poems.

Summative Assessment: Students will work in groups of 3-4 to create an Open-Mind Portrait for Abraham Lincoln using their annotated poems and different colors to distinguish the different poems used for information.

- The students will work in groups of 3-4 to create Open-Mind Portraits for Abraham Lincoln.
- Each group will create one poster that features their selected poems and well as a single open-mind portrait.
- Each student in a group will be assigned a different color to add information into the group's open mind portrait, and an additional color will be used for background knowledge of all student's in that group.
- Once groups complete their posters, they can present them to the class and discuss how different poems contributed different types of information to their Open-Mind Portrait for Abraham Lincoln.

Student Pages: Open-Mind Portrait (inserted below): "Abraham Lincoln" (Page 25)

Abraham Lincoln

