MISSISSIPPI DEPARTMENT OF EDUCATION

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EXEMPLAR
Units *&* Lessons
ENGLISH LANGUAGE ARTS

Grade 1

Lesson 1: Using Key Details and Illustrations to Describe Characters

Focus Standard: RL.1.3, RL.1.7

Additional Standards: RL.1.1, SL.1.1, SL.1.2, L.1.4a, L.1.4.b

Estimated Time: 2 Days

Text(s): *Grace for President* by Kelly DiPucchio

Resources and Materials:
- Handout 1.1: Character Description Sentence Starter
- Handout 1.2: Character Drawing
- Reading Response Journals for each student (e.g., spiral notebook, teacher-made journal from stapled paper)
- Key Details Sentence Starter
- "Hail to the Chief" background music
- Props to be used to represent a president and other presidential topics/actions
- Map of the United States
- A picture of the District of Columbia in the context of the whole United States
- A close-up picture of the District of Columbia
- List of Adjectives

Lesson Target(s):
- Students show understanding through discussions and reflective writing of the following concepts:
  - Details (such as descriptions of characters and actions) are pieces of information that help the reader understand what they are reading.
  - Details and illustrations help the reader create a character description.
  - Effective readers identify the details in a story to help them understand the lesson of the text.

- Students use key details and inferences from illustrations to create a written character description.

Guiding Question(s):

- How do key details and illustrations help readers understand a character?

Vocabulary

Academic Vocabulary: • Fiction • Illustration • Main Topic • Key Details	**Instructional Strategies for Academic Vocabulary:** ☐ Introduce words with student-friendly definition ☐ Students create pictures/symbols to represent words ☐ Students write/discuss using the words
In-ConTEXT Vocabulary: • Stewed • Rallies • Based on the specific needs of your students, possibly choose additional words/phrases that have clear context clues in the text. **Note:** Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See L.1.4.	**Strategies for Teaching How to Determine Meaning from Context Clues:** ☐ Use an anchor chart to model how to use context clues to determine the meaning of words
Direct Instruction Text Vocabulary: • Campaign • Democracy • Candidate • Poll **Note:** Words included for direct instruction are meant to aid in comprehension of the text. Decisions about vocabulary	**Instructional Strategies for Direct Instruction Text Vocabulary:** ☐ Introduce words with student-friendly definition and pictures ☐ Read and discuss the meaning of word in multiple contexts ☐ Students write/discuss using the words

Symbol	Type of Text and Interpretation of Symbol
assessments and word walls are to be made based on individual needs of students.	

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Anticipatory Set/Introduction to the Lesson: Guessing Game
Tell students that you all will play a guessing game and they are to try to guess who you are based on the props and how you act.

    T: Guess who/what I am.

Play "Hail to the Chief" and walk around shaking hands. Walk towards a podium or stand.

    T: Today, I come to speak to you about an important matter concerning all United States citizens. Who/what am I?

    S: The president of the United States or a candidate for president of the United States.

    T: Yes! Now see if you can guess which president I am now.

Use something, such as a black paper top hat or image of Lincoln's face, that will help students identify you as Abraham Lincoln.

    T: "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." Which president am I?

    S: Abraham Lincoln!

    T: Great job! Now try to guess what I am doing.

On the board or projector, display what looks like a voting ballot and appear to think very hard about a decision between candidates.
Note: Make the candidates relevant to the time in which this unit is being implemented.

    S: Voting for a president.

    T: You are all so smart. What do you think we will learn about in this unit?

    S: Presidents.

✓ Discreetly note initial misconceptions and understandings. Be sure to address misconceptions (or make plans of when to address misconceptions as the unit progresses) and confirm understandings.

Explain the purpose of the unit and the culminating task. Allow students time to ask questions. Let the conversations lead into students understanding the lesson purpose and student outcomes.

Understanding Lesson Purpose and Student Outcomes
Project and ask this lesson's guiding questions and/or "I Can" Statements (based on learning targets listed in the lesson overview). Have students Think-Pair-Share about the guiding questions and/or "I Can" Statements:
Have students share with a partner what they think they will learn in the lesson.

Activity 1: Lesson Overview
✓ Have students to draw/label a picture and write a complete sentence about what the president does in their Reading Response (RR) journal as a pre-assessment. The evaluation of this writing will help guide your instruction.

For students who are EL, have disabilities, or perform/read well below the grade level:
- If students struggle to write complete sentences, students draw a picture and label. Ask them to dictate their sentence. Use a yellow highlighter to create a line for each word, which will provide a guide for each word.

Extensions and/or a more advanced text for students who perform/read well above grade level:
- Write more than one sentence or a more complex sentence.

Have students turn and talk about their writing with their partner at the teacher's direction.

✓ As students explain what they know about the role of the President, create a K-W-L (Know, Want to Know, Learned) chart to record their responses. Ask students what they want to know about presidents and record their responses.

Remind students this unit is designed to give them information about the job of presidents as well as teaching them about two famous past presidents: George Washington and Abraham Lincoln.

Activity 3: Direct Instruction of Vocabulary

Explain that before they read, they will need to be introduced to some important vocabulary. Introduce Direct Instruction Vocabulary by using the "Instructional Strategies for Direct Instruction Text Vocabulary" suggested activities above or see this resource about multisensory vocabulary instruction and activities. Focus on these words:

- Campaign- a series of events and speeches someone does to help them get elected
- Democracy- an approach in which the people elect representatives (the president, members of congress, or senators) to make important decisions about laws and rules other people will follow
- Candidate- a person who is nominated for an election
- Poll- a person's opinion or vote

Students view pictures to represent the meaning of the words and discuss.

Activity 4: Segmenting Practice

Explain to students that they may have a difficult time saying some words while they read, so they need to practice them ahead of time. Using the Head, Shoulders, Knee, and Toes segmenting words into syllables technique (or another segmenting words into syllables technique found here), ask the students to determine the number of syllables in the following words:

Note: Head, Shoulders, Knee, and Toes Technique- Have the children go through the motions of touching, in order, their "Head, shoulders, knees and toes" to syllables. The children will touch each body part to different syllables in a word you say. For example, if you say the word *elephant* (3 syllables), your child would touch his head -*el*, his shoulders -*e*, and his waist -*phant*. Go in the following order: head, shoulders, waist, knees, toes, and back. That way there are enough body parts for a multi-syllable word.

- President
- Campaign
- Democracy

- Candidate
- Poll
- Electoral

Activity 5: Read the Text

Distribute copies or project a copy of the book *Grace for President* by Kelly DiPucchio. Have students complete a picture walk through the text.

- Is this book fiction or nonfiction?
- How do you know?

Have students Think-Pair-Share responses.

✓ Check to see if students understand that this is a fictional text with characters who are made up/not real people. Though this text provides some information about the jobs of a president and about the election process, this text is written as a narrative that provides information about an imagined character, setting, and plot.

Explain to students that to fully understand the role of a president, they should read nonfiction informational texts, which they will do in the next lesson, because it will provide more information in different ways.

First Reading: Read aloud text as students follow along.
Note: Before the lesson, cover up the phrase "Where are the girls?" with a sticky note.

Allow students to engage with text without interruption and react to the illustrations. As you read to students, pose the following prompts and questions:
1. On page 2: Before showing "Where are the girls?" to students, ask students to predict why she "could not believe her eyes." Remove the sticky note over "Where are the girls?" and discuss their predictions.
2. On page 4: Read the word *stewed*. Review context clue strategies using an anchor chart. See "Strategies for Teaching How to Determine Meaning from Context Clues" the vocabulary section above. Ask students to determine the meaning of the word

stewed and explain how they made that determination. Even if some students respond with a correct answer, model/think-aloud how to determine the meaning of the word *stewed*.

3. On page 6: Do you think becoming president will be easy for Grace? Why or why not?
4. On page 7: Why does Mrs. Bamington say, "In the name of democracy"?
5. On page 9: Show students a picture of the District of Columbia in the context of the whole United States and a close-up. Discuss what this place is.
6. On page 10: Use a map of the United States to aid your conversations about electoral votes. Also, explain that *electoral* means *relating to elections or the people who vote*. Be sure to check for understanding of this information.
   Note: This is an advanced question. Students may need more support to answer this question.
7. On page 12: What are some things you would ask a school president to do?
8. On page 13: Provide a brief definition of *constituent*: someone who votes. Have students use the illustrations to discuss the difference between *candidates* and *constituents*.
9. On page 15-16: Provide a brief definition of *rallies.* Have students remind you of what *campaigns* means. Have students explain how the images show the meaning of *campaigns* and *rallies*.
10. On page 24: Have students make a prediction about who will win and explain their reasoning.
11. On page 28: Using information from the text, explain why Sam thought Grace would be the best person for the job.
12. On page 31: Describe what you think is happening in the illustration.

Activity 6: Small Group Instruction (addressed during literacy station time)
Provide differentiated instruction for students based on their needs for better comprehension of the text.
Note: Below is a one way to complete a small group activity, but be sure to plan for an activity that will enable better your students to comprehend the text and understand the text features. For example, students who are on-level or low-performing could be asked to create a story web. Students who are have high-performing could be asked to retell a story from the point of view of the main character.

High-performing Students
Direct students to choose whether to read silently or use a phonics phone at their own pace.
Have students read pages 1-31 independently.

As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic. Have students answer the following questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 6: Why would the teacher say "star-spangled idea"?
3. On page 7: Why did Mr. Waller's class nominate Thomas Cobb?
4. On page 8: Why did Grace's "heart sink"?
5. On page 11: What does the term slogan mean? What context clues helped you to make that decision?
6. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
7. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.
8. On page 25: Why do you think the author noted that Grace's flag was handmade?
9. On page 30: Why did Grace's classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

On-level Students

Have students read pages 1-10 independently. Direct students to choose whether to read silently or use a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. Have students answer these questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 6: Why would the teacher say "star-spangled idea"?
3. On page 7: Why did Mr. Waller's class nominate Thomas Cobb?
4. On page 8: Why did Grace's "heart sink"?

Have students continue reading pages 11-20 independently and answer these questions as a group:

5. On page 11: What does the term slogan mean? What context clues helped you to make that decision?
6. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
7. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.

Have students continue reading pages 11-20 independently and answer these questions:

8. On page 25: Why do you think the author noted that Grace's flag was handmade?
9. On page 30: Why did Grace's classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

Low-performing Students

Read pages 1-10 aloud (or use a recording) while students follow along in their text. Stop at the appropriate times to guide students through answering these questions as a group:

1. On page 5: Why do you think several of the students laughed?
2. On page 8: Why did Grace's "heart sink"?
3. On page 11: What does the term *slogan* mean? What context clues helped you to make that decision?
4. On page 17: Why was Thomas not worried? How does the illustration help you know you are right?
5. On page 20: Was Grace making good election decisions? Explain your answer using information from the text.

Have students read pages 25-31 independently. Direct students to choose whether to read silently or use a phonics phone at their own pace. As students read at their own pace, tap in front of one student at a time as an indicator for them to project their voice. This monitoring will guide fluency instruction. After all students have completed the section, tell the students you will be asking them questions about the details in the story. A detail gives readers more information about the main idea or topic.

Ask the following questions after students have read the text:

6. On page 30: Why did Grace's classmates feel differently at the end of the election about Grace being president? List several details from the text that help you to know this.

Activity 7: Character Description
Remind students of the learning targets for the lesson.
Project **Handout 1.1: Character Description Sentence Starter**. Explain to students that key details in a story help the reader describe the character. Explain that you will model how to make this determination with another character in the story and that students will complete their own character description writing piece just like you have but with the main character.

Model for students a character description using **Handout 1.2: Character Drawing** with another character other the main character. Think aloud why you drawing the character and including the details that you are including. Be sure to use the information from the text in the explanation boxes to create your drawing. Include actual words/phrase from the text in the explanation boxes to show why you drew the character in this way. You can quote words or phrases or cite illustrations. Draw lines from the explanation boxes to the appropriate details included in the drawing.

T: Based on these details, how would you describe this character with an adjective?

Provide students with a list of adjectives to help them make this determination. Help students use the details to make their determination. Explain which one you would choose and why.

Model for students how to complete **Handout 1.1** using **Handout 1.2**.

Pair students and have them complete this activity using **Handout 1.1** and **Handout 1.2** with another character that is not Grace**.**

✓ Make annotations while circulating around the room, observing students as they talk about the key details and character descriptions. Use the following checklist to assess students' progress toward the goals of the lesson:
• Student can identify the key details about the main character.
• Students discuss what they learn from the illustrations.

- Students can choose an adjective to describe the character.
- Students can explain how description is supported by key details and illustrations in the text.

Activity 8: Showing Mastery of the Standard
Provide each student with a new copy of **Handout 1.2**. Have each students complete individually based on the main character, Grace. Have students write a character description like the one practiced in the last two activities.

> **For students who are EL, have disabilities, or perform/read well below the grade level:**
> - Provide another copy of **Handout 1.1**.
>
> **Extensions and/or a more advanced text for students who perform/read well above grade level:**
> - Ask students to continue writing examples on the same page below the sentence starters.

Reflection and Closing:
Ask students to write the most important thing to remember from today with examples from the text on a sticky note and stick it on the board in a section titled "What Stuck?"

> **For students who are EL, have disabilities, or perform/read well below the grade level:**
> - Provide sentence starters for students who do not know how to get started.
>
> **Extensions and/or a more advanced text for students who perform/read well above grade level:**
> - Ask students to use examples from a text that they have read outside of school.

✓ After class, read these cards and divide them into one of two categories: what students are understanding and what students are misunderstanding. After dividing the sticky notes, analyze what they did not mention that was important. Make note of anything they need to remember but did not mention. Address this with students the next lesson.

Homework

Students read a book on their independent reading level and write the main topic and multiple key details they read in the text.

Handout 1.1: Character Description Sentence Starter

My character is _____.

<div align="center">(Place an adjective here.)</div>

One key detail that helped me determine

this is _____ because _____

_____.

Another key detail is _____

_____ because _____

_____.

Handout 1.2: Character Drawing

Explanation		Explanation

Draw your character here.

Explanation		Explanation

Explanation		Explanation

How would you describe your character?

For training or questions regarding this unit,
please contact:

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