May : Kid Who Ran for President

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Novel study of the Novel "The Kid Who Ran for President" by Dan Gutman

Enduring Understandings

We learn about the world through novel study.

Essential Questions

What can we learn about American Politics through careful reading of this novel?

Instructional Strategies & Learning Activities

Objective: Students will draw on personal experiences for meaning and monitor own comprehension.

Materials: Anticipation Guide, http://dangutman.com/

Assessment: Anticipation Guide

Objective: Students will connect their experiences and ideas with those of others to anticipate meaning and make sense of text.

Materials: Heart of the Story discussion cards

Assessment: group discussion

Objective: Students will use geographical tools to collect, analyze, and interpret data.

Materials: “Where in the World Are Wisconsin and Washington DC?”

Assessment: Map activity

Objective: Students will start a list of election facts/current events, preview vocabulary for chapters 1-3, and write a descriptive paragraph.

Materials: Reading journals

Assessment: Lists, definitions, essays

Objective: Students will read, recall information, and draw inferences for chapters 1-3.

Materials: Books, Comprehension Questions (Ch. 1-3), reading journals

Assessment: Comprehension question responses

Objective: Students will explore jokes and puns, their origins in homonyms, and word play.

Preview vocabulary for chapters 4-6.

Materials: "Word Tag: Cracked Egg! Get the Yolk?", reading journals

Assessment: "Word Tag: Cracked Egg! Get the Yolk?"

Vocab definitions

Objective: Students will read, recall information, and draw inferences for chapters 4-6.

Materials: Books, Comprehension Questions (Ch. 4-6), reading journals

Assessment: Comprehension question responses

Objective: Students will write a poem about being President of the United States.

Materials: Copies of If I were in Charge of the World by Judith Viorst, If I Were President of the United States template

Assessment: Poems

Objective: Students will read, recall information, identify cause/effect relationships, and draw inferences for chapters 7-11.

Materials: Books, Comprehension Questions (Ch. 7-11), reading journals, "Cause and Effect"

Assessment: Comprehension question responses, “Cause and Effect”

Objective: Students will read, recall information, and draw inferences for chapters 12-18.

Materials: Books, ComprActivities: -Preview vocab for the section

Assessment: Comprehension question responses

Objective: Students will read, recall information, and draw inferences for chapters 19-26.

Materials: Books, Comprehension Questions, reading journals

Assessment: Comprehension question responses

Objective: Students will create a slide show project to explain how we elect a President of the United States.

Materials: Computers, “Across the Presidency” Crossword Puzzle

Assessment: Slide show rubric, “Across the Presidency” Crossword Puzzle

Objective: Students will write a review for the book The Kid Who Ran for President

Materials: Books

Assessment: Book Review

Objective: Students will demonstrate their knowledge of the book The Kid Who Ran for President.

Materials: Test

Assessment: Test results

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about professional politics as a career possibility.

9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking

	and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Digital identities must be managed in order to create a positive digital footprint.
	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Technology and Design Integration

	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.

Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Group discussions will be teacher driven to allow for higher order questioning.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In class support

504 and IEP accommodations will be utilized.

Worksheets will be modified as needed.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Unit Assessment

Comprehension Questions

Reflections and personal connections

Text to text connections

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See projects above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to

great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See projects above.

Instructional Materials

See materials needed in lesson plans.

Student books

Standards

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.

LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.