

UNIT: *A Is for America*

<p>ANCHOR TEXT¹ <i>A Is for America</i>, Devin Scillian (Informational)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • <i>The Scrambled States of America</i>, Laurie Keller (Reader’s theater script² for the text) • <i>America the Beautiful</i>, Katharine Lee Bates and Chris Gall, Neil Waldman, or <i>America the Beautiful</i>, Wendell Minor <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • The following texts are available from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology:³ <ul style="list-style-type: none"> ○ “The Home of the President: Washington, D.C.” (pages 14-17) ○ “George Washington” (pages 48-51) ○ “Thomas Jefferson” (pages 58-61) ○ “Abraham Lincoln” (pages 75-78) • <i>America Is...</i>, Louise Borden <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • “America the Beautiful”⁴ (audio) • U.S. Symbols,⁵ BrainPOP Jr. 	<p>UNIT FOCUS</p> <p>Students read informational and literary texts in order to gather information about people, events, symbols, and ideas that are representative of the United States of America. Students begin to develop an understanding of the United States as being composed of 50 different states. Students will also explore the legacies of America’s founders and be introduced to several national symbols, including the American flag, the White House, and the Statue of Liberty.</p> <p>Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts</p> <p>Reading: RL.K.1, RL.K.2, RL.K.4, RL.K.5, RL.K.7, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10</p> <p>Reading Foundational Skills:⁶ RF.K.1b, RF.K.1c, RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.4</p> <p>Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8</p> <p>Speaking and Listening: SL.K.1a-b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6</p> <p>Language: L.K.1a-f, L.K.2a-d, L.K.4a-b, L.K.5a-c, L.K.6</p> <p>CONTENTS</p> <p>Page 155: Text Set and Unit Focus</p> <p>Page 156: <i>A Is for America</i> Unit Overview</p> <p>Pages 157-161: Summative Unit Assessments</p> <p>Page 162: Instructional Framework</p> <p>Pages 163-178: Text Sequence and Sample Whole-Class Tasks</p>
--	---

¹ Some texts, questions, and tasks in this unit are originally included in and in some cases adapted from the Core Knowledge Grade K Domain 12 Read-Aloud Anthology. The anthology falls under a Creative Commons license for reuse (<http://creativecommons.org/licenses/by-nc-sa/3.0/>). Additional Information about the license specific to Core Knowledge is available [here](#).

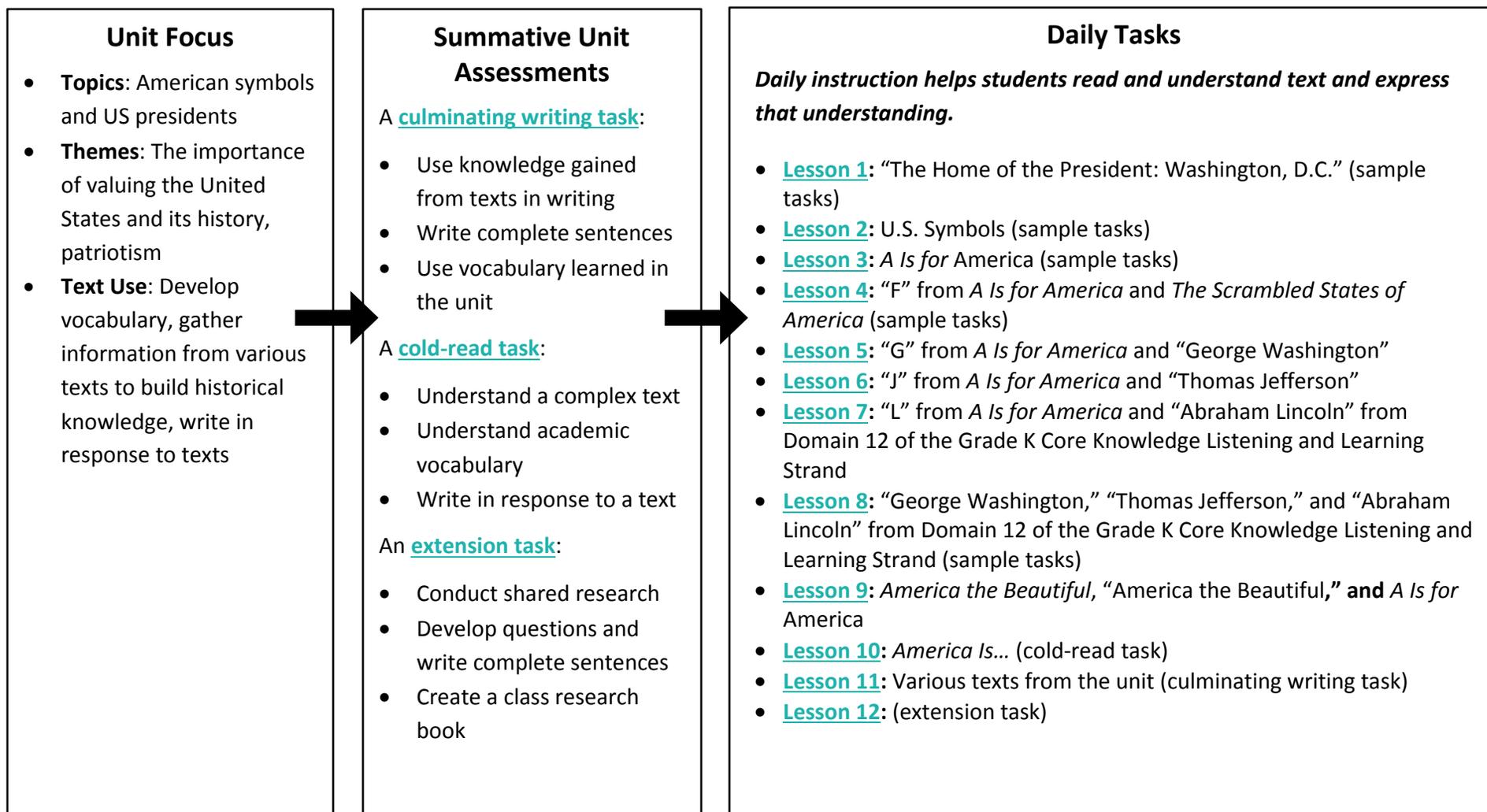
² <http://www.lauriekeller.com/download/ScrambledStatesReadersTheater.pdf>

³ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

⁴ http://choralmusic.com/audio/americanthebeautiful_satb.mp3

⁵ <http://www.brainpopjr.com/socialstudies/citizenship/ussymbols/>

A Is for America Unit Overview



⁶ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK⁷

Have students respond to the following prompt: “Write about one of the US presidents or symbols that we read about. Identify the person or symbol and write or draw one fact about the person or symbol and why the person or symbol is important.”

Teacher Notes:

- *Students are asked to demonstrate knowledge about a US president or symbol through a combination of writing, dictating, and drawing. (RL.K.3, RL.K.7, W.K.8, SL.K.5)*
- *Students should print many upper- and lowercase letters; use frequently occurring nouns, verbs, and prepositions; and spell simple words phonetically. (L.K.1a, b, c, e, f; L.K.2c, d) Students should also write complete sentences. Provide [sentence frames](#)⁸ for students who need help writing complete sentences (e.g., _____ [name or drawing of person or symbol] is _____ [fact]. _____ [name or drawing of person or symbol] is important because _____.”). The sentences should also be capitalized and punctuated correctly. (L.K.2a, b)*
- *The completed writing should use words from the unit vocabulary dictionary. (L.K.6)*
- *Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability (i.e., correctly forming letters, using correct letters for consonant and vowel sounds, capitalizing the first letter, using end punctuation, and writing a complete sentence). (W.K.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none"> • Topics: American symbols and US presidents • Themes: The importance of valuing the United States and its history, patriotism • Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts 	What shows students have learned it? <p>This task assesses:</p> <ul style="list-style-type: none"> • Using knowledge gained from texts in writing • Writing complete sentences • Using vocabulary learned in the unit 	Which tasks help students learn it? <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 6 • Lesson 7 • Lesson 11 (use this task)

⁷ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁹

Read aloud¹⁰ *America Is...* by Louise Borden to all students. Then ask students to answer a combination of orally read multiple-choice and constructed-response questions about the text.¹¹ Support students by rereading portions of the text as needed. Sample questions:

1. Show the cover of the book. Ask students: “What US symbols do you see on this cover?” Have students write or draw the symbols they see. **(RI.K.1; RI.K.7; L.K.1a, b; L.K.2c; L.K.6)**
2. Ask students: “What is another name for country?” **(RI.K.4, L.K.5a, L.K.6)**
 - a. City
 - b. State
 - c. Nation
3. Show students pages 1 and 2 of the text. Reread the text on page 2. Then ask students: “What symbol on these pages represents *freedom*?” **(RI.K.1, RI.K.3, RI.K.4, RI.K.7, L.K.6)**
 - a. The setting sun
 - b. The different boats
 - c. The Statue of Liberty
4. Ask students: “Identify one detail in *America Is...* that is similar to where you live.” Have students write or draw the detail. **(RI.K.1, RI.K.2, L.K.5c)**
5. Ask students: “Identify three things America is according to the text.” Have students write down or draw their answer. Reread portions of the text as needed, and display the illustrations to support students in answering the question. **(RI.K.1; RI.K.2; RI.K.7; RI.K.8; L.K.1a, b; L.K.2c; L.K.6)**

⁹ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

¹⁰ If students are already reading, allow them to read the text. This should be based on individual student ability.

¹¹ Ensure that students have access to the printed text while testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: American symbols and US presidents • Themes: The importance of valuing the United States and its history, patriotism • Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding a complex text • Understanding academic vocabulary • Writing in response to a text 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 4 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 9 • Lesson 10 (use this task)

EXTENSION TASK¹²

Create a research book about the lives and presidencies of notable US presidents.

1. Divide the class into groups. Assign each group a different US president not studied in the unit.
2. Give each group a picture and the name of the president.
3. Provide each student with a five-column graphic organizer labeled (1) Who, (2) When, (3) Where, (4) What, and (5) How.
4. At the top of the graphic organizer, have students write the name of their assigned president. **(L.K.1a, L.K.2c)**
5. For each column, ask the groups to develop a question they want answered about their assigned president. For example, “When was Franklin Roosevelt president?” or “What did Ronald Reagan do as president?” Support groups in writing their questions as needed and work with them to revise any questions that need further clarification. **(L.K.1a-f, L.K.2a-d, L.K.6)**
6. Gather a series of resources that will answer the groups’ questions in advance of conducting the class research. These resources should be both print and digital.
7. Conduct research as a class. **(W.K.7)** Have each group introduce their assigned president and ask their questions. **(SL.K.1a-b, SL.K.3, SL.K.4, SL.K.6)**
8. Project or display resources and engage students in locating the answers to their questions by reading aloud portions of the various resources or by having students use visual aids to locate their answers. **(SL.K.2, W.K.8)**
9. As groups get an answer to their question, have them write, dictate, or draw the answer in the appropriate column. **(W.K.2)**
10. Gather the graphic organizers and place them into a class book along with the pictures of the US presidents.
11. Place the research book in the classroom library for students to read on their own. **(RF.K.4)**

¹² Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: American symbols and US presidents • Themes: The importance of valuing the United States and its history, patriotism • Text Use: Develop vocabulary, gather information from various texts to build historical knowledge, write in response to texts 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting shared research • Developing questions and writing complete sentences • Creating a class research book 	<ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 6 • Lesson 7 • Lesson 8 (sample tasks included) • Lesson 12 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹³ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary and important people and symbols that represent the United States. Students will progressively build knowledge throughout the unit using the following tools.

- Unit Vocabulary Dictionary: Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in Lesson 1.
- What Is America? Journal: Students create and maintain an [interactive notebook](#)¹⁴ that contains a section for the symbols and people learned about in each text read in the unit. Begin in Lesson 1.

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹⁵</p> <p>“The Home of the President: Washington, D.C.” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (Pages 14-17)¹⁶</p>	<p>TEXT DESCRIPTION: This informational text introduces and explains the White House and Washington, DC, as the locations of the president of the United States and many other important American monuments and symbols. The text also identifies the American flag and the Pledge of Allegiance.</p> <p>TEXT FOCUS: By introducing many American icons, this text will begin the unit study by further explaining important symbols and people in the United States. Students engage in asking and answering questions about important US symbols and people. (RI.K.1, RI.K.3, RI.K.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud. They begin working on building a Unit Vocabulary Dictionary. Then they engage in a discussion and begin the What is America? Journal to be kept throughout the unit.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading</u>: Read aloud “The Home of the President: Washington, D.C.” following the procedures, beginning with the “Purpose for Listening” section on page 13 and continuing until page 17 of the Domain 12 Read-Aloud Anthology from the Core Knowledge Kindergarten Listening and Learning Strand. (RI.K.10, SL.K.2) • <u>Word Work</u>: Build a class unit vocabulary dictionary that students can rely on in their writing. (L.K.6) <ul style="list-style-type: none"> ○ Use a similar process throughout the unit for building the unit vocabulary dictionary.

¹⁴ <http://prezi.com/lfduej83ji6/interactive-student-notebook-intro-set-up-englishlanguage-arts/>

¹⁵ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹⁶ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ Say each word being studied and offer a student-friendly definition. ▪ Project the sentence in the text where the word is used and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence and how it relates to the words around it (e.g., “Is this word telling us about a person, place, thing, or idea? Is this word an action word that is telling us someone or something is doing an action? Is this word describing something?”). (SL.K.1a, SL.K.2) ▪ Use the word in another sentence. ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (RI.K.4, L.K.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.K.3, SL.K.4, SL.K.6, L.K.1f) ▪ Divide the class into pairs. (SL.K.1b) Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students illustrate the meaning on the template. ▪ Gather each page from the pairs and combine them into a single dictionary. Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. <ul style="list-style-type: none"> ○ For “The Home of the President: Washington, D.C.,” focus on adding the following words to the unit vocabulary dictionary: <i>symbol, nation, capital, important, decisions, affect, president, remains, elect/elected, represents, interests, position, enforce, liberties/liberty, and monuments</i>. (L.K.1b, c; L.K.4b) <ul style="list-style-type: none"> • <u>Second Reading</u>: Reread the text aloud. Stop at various points to ask students questions under the “Discussing the Read-Aloud” section on pages 17-18 of the Domain 12 Read-Aloud Anthology from the Core Knowledge Kindergarten Listening and Learning Strand. These questions engage students with the language of the text and ask them to summarize the knowledge they gained from the text. (RI.K.1, RI.K.2, RI.K.4, RI.K.8, RI.K.10) • <u>Class Discussion</u>: Record what students learned about Washington, DC, by writing their responses to the question, “Name three things you have learned about Washington, DC.” (RI.K.1, RI.K.2, W.K.8). <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Practice</u>: Have students begin their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in the reading. <ul style="list-style-type: none"> ○ Have students draw the person or symbol and write the name of the person or symbol in their notebook.

TEXT SEQUENCE	TEXT USE
	<p>(SL.K.5)</p> <ul style="list-style-type: none"> ○ Conduct a shared writing¹⁷ task in which the class answers the question, “What makes this symbol or person important?” Begin the task by listing various facts students remember about the person or symbol. (RI.K.2, W.K.8) Write those down for students to see. Ask students to list a reason for each fact that explains what makes the symbol or person important. (W.K.2) Ask the students to vote on the two most important facts and use a “shared pen” or “shared keyboard” technique to write a response. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ Ask them to write a response to following question: “How are you going to remember this symbol or person?” (RI.K.2, W.K.1, W.K.8) ○ This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
<p>LESSON 2: U.S. Symbols, BrainPOP Jr.</p>	<p>TEXT DESCRIPTION: In this video, students will learn about US symbols, such as the American flag and the bald eagle. They will learn how the Liberty Bell stands for independence and how the Statue of Liberty stands for hope, freedom, and friendship among people from all different cultures and countries. Students will also find out about famous monuments that honor important people or famous events in America’s history, such as the Lincoln Memorial and Washington Monument in Washington, DC, and Mount Rushmore.</p> <p>TEXT FOCUS: The information from this video reinforces the ideas presented in the first text and introduces additional information that will support students’ understanding of the anchor text.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students watch the video to further study important people and symbols in America. After viewing the video, students add words to their unit vocabulary dictionary and an entry in their What is America? journal.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Allow students to view the video once all the way through without interruptions. Prior to watching the video, discuss with students proper viewing behavior. (SL.K.1a) Following the video, ask students for their initial impressions and if they have any questions about what they just watched. (SL.K.2, SL.K.3, L.K.1d) • Second Reading: Play the video again, pausing it to ask students about key details and how the information was similar

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>to the information provided in the text read in Lesson 1. (RI.K.1, RI.K.2, RI.K.8, RI.K.9, SL.K.1b, SL.K.2, SL.K.6)</p> <ul style="list-style-type: none"> • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (RI.K.4, L.K.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For this video, focus on adding the following words to the unit vocabulary dictionary: <i>national, friendship, freedom, independence, immigrants, memorial, and anthem.</i> (L.K.4b) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Have students continue their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in the reading. <ul style="list-style-type: none"> ○ Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) ○ Conduct a shared writing¹⁸ task in which the class answers the question, “What makes this symbol or person important?” Begin the task by listing various facts students remember about the person or symbol. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes the symbol or person important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a “shared pen” or “shared keyboard” technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ Ask them to write a response to following question: “How are you going to remember this symbol or person?” (RI.K.2, W.K.1, W.K.8) ○ This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task. • Independent Writing: Provide students with sentence stems, such as “My favorite American symbol is _____ because _____.” Allow them to complete the sentences and illustrate them for a bulletin board display. (W.K.1; L.K.1a-c, f; L.K.2a-d; L.K.6) • Note for Small-Group Writing: If students need additional writing or grammar support, provide it during small-group

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE															
	time. (W.K.5)															
<p>LESSON 3:</p> <p><i>A Is for America</i>, Devin Scillian</p>	<p>TEXT DESCRIPTION: This ABC book uses rich illustrations, poetic language, rhyme, and rhythm to explain people, places, symbols, monuments, and ideas that are distinctly American.</p> <p>TEXT FOCUS: This text connects to the overall unit focus by providing introductions to the themes of the unit, including the important figures and monuments that will be learned in other read-aloud activities, and concepts behind what it means to be American. This text offers many opportunities for students to analyze poetic language and connect unknown words with illustrations to gain meaning. (RI.K.4, RI.K.5, RI.K.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Review knowledge gained in previous texts before listening to <i>A Is for America</i> read aloud. Engage in vocabulary study and then a shared writing task about what it means to be free. Students write their own response.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Pre-Reading: Display or project the following chart for students and work with them to complete the chart. <ul style="list-style-type: none"> ○ Ask students to say what they know about each symbol or person, using notes from their What is America? journal. (W.K.8, SL.K.4, SL.K.6) Record their ideas. Use this time to clear up any misunderstandings or confusion about the topics. (SL.K.3) ○ Ask students to respond to the prompt: “What do you want to know about the United States of America?” by using the sentence frame, “I want to know _____” with a shoulder partner (L.K.1d, SL.K.1a). Then, have multiple partners share their responses and record their questions on the chart. (SL.K.1b, SL.K.6) <p style="text-align: center;">United States of America</p> <table border="1" data-bbox="535 1128 1858 1433"> <thead> <tr> <th data-bbox="535 1128 772 1203">Important People and Symbols</th> <th data-bbox="772 1128 1318 1203">What We Already Know</th> <th data-bbox="1318 1128 1858 1203">Questions We Have</th> </tr> </thead> <tbody> <tr> <td data-bbox="535 1203 772 1260">American flag</td> <td data-bbox="772 1203 1318 1260"></td> <td data-bbox="1318 1203 1858 1260"></td> </tr> <tr> <td data-bbox="535 1260 772 1317">Statue of Liberty</td> <td data-bbox="772 1260 1318 1317"></td> <td data-bbox="1318 1260 1858 1317"></td> </tr> <tr> <td data-bbox="535 1317 772 1373">Liberty Bell</td> <td data-bbox="772 1317 1318 1373"></td> <td data-bbox="1318 1317 1858 1373"></td> </tr> <tr> <td data-bbox="535 1373 772 1433">Bald eagle</td> <td data-bbox="772 1373 1318 1433"></td> <td data-bbox="1318 1373 1858 1433"></td> </tr> </tbody> </table>	Important People and Symbols	What We Already Know	Questions We Have	American flag			Statue of Liberty			Liberty Bell			Bald eagle		
Important People and Symbols	What We Already Know	Questions We Have														
American flag																
Statue of Liberty																
Liberty Bell																
Bald eagle																

TEXT SEQUENCE	TEXT USE		
	George Washington		
	Abraham Lincoln		
	<ul style="list-style-type: none"> ● <u>First Reading</u>: Read the text aloud. <ul style="list-style-type: none"> ○ Prior to reading the text, show students the front and back cover and title page. (RI.K.5) Name the author and illustrator. Have students define who the author is and what the author does and who the illustrator is and what the illustrator does. (RI.K.6) ○ Explain to the class that this is an alphabet book, so each page will have lots of words that begin with the sound of the letter for the page. (RL.K.5) Using an alphabet song, cheer, or chant, recite the alphabet. Have students say the letter name, say the sound, and do a movement for each letter. (RF.K.1d, RF.K.3a) ○ Engage students in reading the text. For each page, have students identify the letter name and the sound, and do their movement. (RF.K.1d, RF.K.3a) Then read the main text on the page and ask students to identify the words and illustrations that begin with the letter sound: “What words and items in the illustration start with the letter ___?” (RI.K.1, RI.K.7) ● <u>Class Discussion</u>: Refer back to the chart from the pre-reading and ask: “Were our questions answered? What did we learn?” (Write the answers on the chart.) “What additional questions do you have about America?” (Write the questions on the chart.) (RI.K.1, SL.K.3, L.K.1d) ● <u>Word Work</u>: Show a chart that is labeled “Nouns” and has the following categories: People, Places, Things, and Ideas. Reread a few pages from the text with a combination of concrete and abstract nouns. Ask students to place the words they hear into the categories (L.K.1b, c, L.K.5a). After there are four or five words in each category, assign students a word. Have students write their word and draw a picture to add to the chart (SL.K.5). Post the chart in the classroom for students to use in their writing (L.K.6). ● <u>Second Reading</u>: Project or display the letter I page. Read aloud the main text. <ul style="list-style-type: none"> ○ Stop to ask: “What do you see? What do you notice about the words the author uses? How do the words and the illustrations on the page connect to the letter I?” (RI.K.1, RI.K.7). ○ Explain that <i>individual</i> means one person and <i>insist</i> means that a person can make sure something happens. Then ask students to use the text to answer the question: “What can Americans <i>insist</i> on being?” (RI.K.1, RI.K.4, RI.K.8) 		

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Display a two-column chart¹⁹ labeled “Free and Not Free.” Ask students to turn and talk with a partner to discuss what it means to be free. Then ask students to discuss with their partner what it means to be not free. Students should use real-life examples to describe the meaning of the words. (L.K.5c) Have the pairs share their ideas with the class and record examples on the two-column chart. Discuss with students how the words and examples are opposites. (RI.K.1, RI.K.4, L.K.5b) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ● Shared Writing: Conduct a shared writing²⁰ task in which the class responds to the prompt: “Describe what you are able to do because you are free.” <ul style="list-style-type: none"> ○ Have the class describe the various ways they are free. (W.K.3, W.K.7, W.K.8) ○ Guide the writing process while students write the parts they know using a “shared pen” technique (or a “shared keyboard” technique by modeling composition on a computer). (W.K.6) Demonstrate how to write the unknown parts of words. (As students learn letters and their sounds, they can take a more active role in writing the response.) For example, the first sentence may be: “I am free so I can live where I want to live.” Have students dictate the sentence, identifying the starting place, using initial capitalization, spelling the words aloud, using fingers to make spaces, and placing a period while saying, “Period.” (RF.K.1b, c; RF.K.3a, b; L.K.1a, b; L.K.2a, c, d) ○ Read the first sentence simultaneously with the students, and then have students dictate the next sentence. (SL.K.1a-b) Provide guidance and support to make a complete sentence, add details to expand the sentence, and decide on the appropriate punctuation. (W.K.5, L.K.1f, L.K.2b) Write the second sentence, modeling the writing process. ○ During the shared writing, model how to use examples from the Free and Not Free chart. For example, point to <i>free</i> on the chart, and have the students spell it while it is being written. (RF.K.3c, L.K.2c, L.K.6) Point to the words and read the entire message simultaneously with the students. ○ Study the response. Ask students to find capital or lowercase letters, count the words, and find and identify punctuation. (L.K.1a, b) Place the text where the students can practice reading it. (RF.K.4) ● Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. (W.K.3, W.K.8)

¹⁹ <http://freeology.com/wp-content/files/twocolumnchart.pdf>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Ask students to compose a response to the question, “What can you do because you are free?” Students may rely on the model or write their own response. Ask students to add an illustration to enhance their description. (SL.K.5) ○ Note for Small-Group Writing: If a selected group of students needs additional targeted writing or grammar support, provide this support during small-group writing. (W.K.5)
<p>LESSON 4:</p> <p>“F” from <i>A Is for America</i>, Devin Scillian</p> <p><i>The Scrambled States of America</i>, Laurie Keller (A reader’s theater script²¹ for the text is available. It could be used and performed by expert readers, such as older students, to accompany the text.)</p>	<p>TEXT DESCRIPTION: Both of these texts connect to the 50 states of America. The anchor text introduces how many states are in America. In <i>The Scrambled States of America</i>, the states decide to switch places and to move around to try new things, meet new people, and learn more about each other. After a while, things don’t feel right, and the states go back to their original placement on the map.</p> <p>TEXT FOCUS: Students apply information learned about maps to learn about the 50 states of America. Students answer questions about key details from the anchor text in order to determine how many states are in America. After reading aloud <i>The Scrambled States of America</i>, students identify and describe the states.</p> <p>MODEL TASKS</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Third Reading: Project or display the “F” page. Read aloud the main text. <ul style="list-style-type: none"> ○ Explain to students that they are going to learn more about the United <u>STATES</u> of America. • First Reading: Read aloud <i>The Scrambled States of America</i>. (RL.K.10) • Student Practice: Divide the class into pairs. Provide pairs with note cards that have events from <i>The Scrambled States of America</i> on them. Ask the pairs to arrange the note cards according to the story’s sequence of events, then retell the events of the story to each other. (RL.K.1, RL.K.2, SL.K.1a-b, SL.K.4, SL.K.6) • Second Reading: Reread portions of <i>The Scrambled States of America</i> as needed to support students in their retellings. • Word Work: Ask students to describe the relationship between a student, a class, and a school by drawing a picture that shows how they fit together (see below). Work with students to help them understand that a school contains many classes, and classes contain many students. (SL.K.5; L.K.5a, c)

²¹ <http://www.lauriekeller.com/download/ScrambledStatesReadersTheater.pdf>

TEXT SEQUENCE	TEXT USE
	<div data-bbox="802 245 1268 711" data-label="Diagram"> </div> <ul style="list-style-type: none"> ○ Have students review the following words in the unit vocabulary dictionary: <ul style="list-style-type: none"> ▪ nation (from “The Home of the President: Washington, D.C.”) ▪ state (from <i>The Scrambled States of America</i>) ▪ city (from <i>A Is for America</i>) ○ Ask students whether they think we live in a nation, state, or city. Explain to students that just like the example of the students, class, and school, a nation contains many states, and states contain many cities, and we live in all of them. ○ Continue the discussion by asking students the name of the city they live in. (SL.K.1b) Ask them to name the state their city is in and explain that this is similar to the class. Point out that, like all the other students are part of your class, other cities are part of your state. Finally, mention that we all live in the United States of America and that the nation or country is like the school in the earlier example; just as many classes make up the whole school, many states make up the nation, or country. Clear up any student confusion or misunderstanding. (SL.K.3) ○ Ask students: “How are a nation, state, city, neighborhood, and home related? Which is the biggest? Which is the smallest?” Create a class illustration of the relationship. (SL.K.5; L.K.5a, c)

TEXT SEQUENCE	TEXT USE
	<div data-bbox="800 245 1411 854" data-label="Diagram"> </div> <ul style="list-style-type: none"> • <u>Third Reading</u>: Reread <i>The Scrambled States of America</i> once students have a better understanding of the concept of nation, state, and city. This could be a good opportunity to perform the reader's theater. • <u>Word Work</u>: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (RL.K.4, RI.K.4, L.K.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For <i>A Is for America</i>, add the following words to the unit vocabulary dictionary: <i>colonies, influential, democracy, cities, government, veterans, and elections</i>. ○ For <i>The Scrambled States of America</i>, add the following words to the unit vocabulary dictionary: <i>arrangement, assuming, bicker, invitations, irritated, lonesome, Midwestern, north, packed (a suitcase), rumbling, south, southwestern, state, and switch (places)</i>. (L.K.4a, b) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Class Discussion</u>: Ask students to describe how the states are the same and different based on the two texts. Identify details from the texts. (RL.K.1, RL.K.2, RI.K.1, RI.K.2, RI.K.3, SL.K.4, SL.K.6)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Student Practice: Have students continue to work on their What is America? journal. For each entry in the journal, ask students to record information about the person and/or symbol they learned about in either <i>A Is for America</i> or <i>The Scrambled States of America</i>. <ul style="list-style-type: none"> ○ Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) ○ Conduct a shared writing²² task in which the class answers the question, “What makes this symbol or person important?” Begin the task by listing various facts students remember about the person. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes the symbol or person important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a “shared pen” or “shared keyboard” technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6) ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ Then ask them to write a response to following question: “How are you going to remember this symbol or person?” (RI.K.2, W.K.1, W.K.8) ○ This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
<p>LESSON 5:</p> <p>“G” from <i>A Is for America</i>, Devin Scillian</p> <p>“George Washington” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 48-51)²³</p>	<p>TEXT DESCRIPTION: This informational text explains George Washington as a president and, through relating a historical event regarding how George Washington convinced soldiers to be on his side, describes the sacrifices he made for the country.</p> <p>TEXT FOCUS: This text connects to the unit focus by describing an important national figure, George Washington, in greater depth. Using previously learned information about George Washington, students will continue to understand him as a great leader in our history.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students answer questions about the read-aloud text and add pages to the unit vocabulary dictionary. They sequence events in George Washington’s life using the terms <i>first</i>, <i>next</i>, and <i>last</i> to retell the events. Lastly, students add sentences to their What is America? journal.</p>

²² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²³ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Fourth Reading: Review the pre-reading chart from Lesson 3 and ask students what they already know about George Washington. Then project or display the “G” page. Read aloud the main text. Ask students, “What are some questions we had about George Washington that were not answered earlier?” • First Reading: Read aloud “George Washington” following the procedures beginning with the “Purpose for Listening” section on page 47 and continuing until page 51 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. (RI.K.10, SL.K.2) • Word Work: Continue building a class unit vocabulary dictionary that students can rely on in their writing. (L.K.6) <ul style="list-style-type: none"> ○ Use a similar process to that used in Lesson 1. ○ For “George Washington,” focus on adding the following words to the unit vocabulary dictionary: <i>disagree, strength, bravery, defeated, restless, ruin, dangerous, convince, risking, monarchy, rule, ashamed, and spectacles.</i> (L.K.4b) • Class Discussion: Lead students in a discussion using the questions under the “Discussing the Read-Aloud” section on pages 52-53 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. Complete the timeline activity as described under “Extensions” on page 54 of the Domain 12 Read-Aloud Anthology from Core Knowledge Kindergarten Listening and Learning Strand. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Have students continue to work on their What is America? journal. For each entry in the journal, ask students to record information about George Washington. <ul style="list-style-type: none"> ○ Have students draw the person or symbol and write the name of the person or symbol in their notebook. (SL.K.5) ○ Then conduct a shared writing²⁴ task in which the class answers the question, “What makes George Washington important?” Begin the task by listing various facts students remember about Washington. (RI.K.2, W.K.8) Write those down for students to see. Then ask students to list a reason for each fact that would explain to whom, why, and how that makes Washington important. (W.K.2) Lastly, ask the students to vote on the two most important facts and use a “shared pen” or “shared keyboard” technique to write a response to the question. (W.K.6, L.K.1a-f, L.K.2a-d, L.K.6)

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Prompt students to copy two or three facts from the class list into their notebook. (W.K.2, L.K.1a, L.K.2c) ○ Then ask them to write a response to following question: “How are you going to remember George Washington?” (RI.K.2, W.K.1, W.K.8) ○ This journal will be used to record information about people and symbols throughout the rest of the unit and will be used in the Culminating Writing Task.
<p>LESSON 6:</p> <p>“J” from <i>A Is for America</i>, Devin Scillian</p> <p>“Thomas Jefferson” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61)²⁵</p>	<p>TEXT DESCRIPTION: This informational text is about Thomas Jefferson. The text describes why he is considered one of America’s founders as he served as president and was also the main author of the Declaration of Independence.</p> <p>TEXT FOCUS: These texts support the unit focus by introducing an important founder, Thomas Jefferson. Students will come to understand why Jefferson is considered to be such a great leader in America’s history. Use a similar process to the one described in Lesson 5 (i.e., preparing for the reading by rereading a portion of <i>A Is for America</i>, completing the “Purpose for Listening,” “Discussing the Read-Aloud,” and “Extensions” sections from Domain 12 of Grade K Core Knowledge Listening and Learning Strand). Focus on adding <i>author, famous, complain, declaration, document, persuade, explaining, announcing, and deciding</i> to the unit vocabulary dictionary. Conclude the lesson with students adding information about Thomas Jefferson to their What is America? journal.</p>
<p>LESSON 7:</p> <p>“L” from <i>A Is for America</i>, Devin Scillian</p> <p>“Abraham Lincoln” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)</p>	<p>TEXT DESCRIPTION: Both of these texts explain Abraham Lincoln was a very important president.</p> <p>TEXT FOCUS: These texts support the unit focus by introducing an important leader in US history, Abraham Lincoln. Use a similar process to the one described in Lesson 5 (i.e., preparing for the reading by reviewing the pre-reading chart from Lesson 3, rereading a portion of <i>A Is for America</i>, and completing the “Purpose for Listening,” “Discussing the Read-Aloud,” and “Extensions” sections from Domain 12 of Grade K Core Knowledge Listening and Learning Strand). The extensions for this task focus on understanding multiple-meaning words and prepositions. (L.K.1e, L.K.4a) Focus on adding the selected words in the text (<i>proclaim, reputation, and serious</i>) to the unit vocabulary dictionary. Conduct a shared writing task in which students make connections between <i>A Is for America</i> and “Abraham Lincoln.” Ask students the meaning of the phrase, “He held us together and at the same time set us free” from <i>A Is for America</i>. Have them use information from “Abraham Lincoln” to determine how he “held the nation together” and “set the nation free.” (RI.K.3, RI.K.4) Conclude the lesson with students adding information about Abraham Lincoln to their What is America? journal.</p>

²⁵ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

TEXT SEQUENCE	TEXT USE
<p>LESSON 8:</p> <p>“George Washington” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 48-51)²⁶</p> <p>“Thomas Jefferson” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 58-61)</p> <p>“Abraham Lincoln” from Domain 12 of the Grade K Core Knowledge Listening and Learning Strand Read-Aloud Anthology (pages 75-78)</p>	<p>TEXT DESCRIPTION: Each of these informational texts describes a president using key details from his life to explain why he was important to the development of the United States.</p> <p>TEXT FOCUS: For the second look at these presidents, guide students to use details from their lives to draw conclusions regarding what made them important in American history and what traits they each possessed.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will compare and contrast information about the three presidents in order to determine what traits best fit the presidents. (RI.K.3, RI.K.9) After this, through shared writing, students will describe what it means to be American using the actions and traits of the presidents.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Use the images from the read-aloud activities and students’ What is America? journals to review who the presidents were, what they did, and any other important information. (RI.K.9, RI.K.10, W.K.8) • Word Work: Using the vocabulary listed at the beginning of each of the lessons, ask students to apply words to each president. For example, “Which president would you describe as <i>honest</i>? Why?” (RI.K.1, RI.K.2, RI.K.3, SL.K.1a-b, SL.K.2, SL.K.4, SL.K.6, L.K.6) Continue to ask students to identify the president(s) that matches words from the unit vocabulary dictionary (e.g., <i>respect, convince, serious, persuade, influential, freedom, bravery, courage</i>). • Student Practice: Divide the class into pairs. Have the pairs create a foldable for the three US presidents. Provide students with a three-flap foldable. A template for creating a three-flap foldable is available here.²⁷ Ask students to write the name of the presidents. Underneath each flap, ask them to include facts about the president, including words and drawings. Prompt them to use words from the word displays. (W.K.8, L.K.6) • Class Discussion: Display or project a Venn diagram with three rings. Label the rings with the names George Washington, Thomas Jefferson, and Abraham Lincoln. <ul style="list-style-type: none"> ○ Model for students how to determine a detail to add to the diagram (e.g., “All three men were presidents of the United States. I can add that in the middle of my diagram. George Washington, though, was the first president of the United States. I can add ‘first president’ to just George Washington’s circle.”)

²⁶ To access the text for free, click on the provided link and select “Add File” and then “Your Files”. You will need to create a user name and password (which is also free) to download the file.

²⁷ <http://www.iamhomeschooling.com/images/stories/printables/templates/4tabhfoldtitle.pdf>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Ask students to turn and talk to a partner to come up with a detail to add to each of the spaces on the diagram. Assign them a topic to consider (e.g., “What do Thomas Jefferson and Abraham Lincoln have in common that George Washington doesn’t share with them?”). Some will be more difficult than others to come up with. If the class is having trouble, leave the space blank. Remind students they can use their foldable and notes from previous lessons to help them come up with details to add to the diagram. (SL.K.1a-b, W.K.8) ○ When the diagram is complete, explain to students that these presidents help us understand what it means to be American. Explain that Americans respect these presidents because they are known as honest and brave and they valued freedom, among other reasons. ○ Ask students: “What kind of person do you think _____ was?” List the words on the diagram. (L.K.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Conduct a shared writing²⁸ task in which the class answers the question: “What does it mean to be American?” <ul style="list-style-type: none"> ○ Show the sentence frame:²⁹ “_____ was an American. He was _____ because _____.” Have the class identify the topic and supply some information in the blanks, such as <i>George Washington was an American. He was honest because he told the truth.</i> (RL.K.1, RL.K.3, W.K.2, W.K.7, W.K.8) ○ Complete the same sentence frame for each president studied. • Student Writing: Have students write independently or in pairs (depending on the developmental level of the students), using a combination of drawing, dictating, and writing. (W.K.1; W.K.8; L.K.1a-d, e-f; L.K.2a-d; L.K.6) <ul style="list-style-type: none"> ○ Ask students to respond to the following prompt in their What is America? journal: “What does it mean to be an American?” ○ Provide a sentence frame (e.g., “Americans are _____. To be _____ means you _____.”) ○ Have students draw an illustration for each sentence to enhance their writing. (SL.K.5) ○ Note for Small-Group Writing: If a selected group of students need additional targeted writing or grammar support, provide this support during small-group writing. (W.K.5)

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p><i>America the Beautiful</i>, Katharine Lee Bates and Chris Gall, Neil Waldman, or <i>America the Beautiful</i>, Wendell Minor</p> <p>“America the Beautiful” (audio)</p> <p><i>A Is for America</i>, Devin Scillian</p>	<p>TEXT DESCRIPTION: Using the song as the text, these books provide illustrations to match the various lines from the text and provide an understanding of its key words and message.</p> <p>TEXT FOCUS: Both of the print texts offer rich illustrations of America’s geographical landscape. Using the anchor text, students will analyze various illustrations to answer the question: “What does America look like?” Students will then read the song lyrics and connect the words to the illustrations to describe what makes America beautiful.</p> <p>MODEL TASKS</p> <ul style="list-style-type: none"> • Access a lesson³⁰ from ReadWriteThink.org that uses “America the Beautiful” lyrics, music, and pictures. The goal of the lesson is for students to create a mural of images representing the United States of America. • Have students continue to add words to the unit vocabulary dictionary. (RL.K.4) • Students should also add an entry to their What is America? journal for “America the Beautiful” in answer to the following prompt: “What makes America beautiful?” (W.K.1) A graphic organizer³¹ for prewriting can be done as a class or in small groups prior to independent student writing, drawing, or dictating a response to the prompt.
<p>LESSON 10:</p> <p><i>America Is...</i> Louise Borden</p>	<p>TEXT DESCRIPTION: This poetic text defines America using its geographic features and its diverse population, underlining the overall message that America is not one thing but many things. Each page begins with “America is...” and gives a new definition to students about how America is more than just a country—it represents values, symbols, and monuments.</p> <p>TEXT FOCUS: This text connects to the final focus of the unit by defining what it means to be American. This text offers opportunities to recognize different types of text (RL.K.5). Students will use the text to support their understanding that America is a place of diverse people and places (RI.K.3).</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 11:</p> <p>Various texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 12:</p> <p>Various texts from the unit</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>

³⁰ <http://www.readwritethink.org/classroom-resources/lesson-plans/america-beautiful-using-music-1147.html?tab=4#tabs>

³¹ http://www.readwritethink.org/lesson_images/lesson1147/AmericaReflection.pdf