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LESSON PLANS

“Grace for President”

US Presidential Election Lesson for Grades 2-4

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“Grace for President”
US Presidential Election Lesson for Grades 2-4
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Grade Levels(s): 2-4  Content Area(s): Social Studies  Time: 35-40 min

Featured Book(s): Grace for President, by Kelly DiPucchio

Section of The Spectrum of Multicultural Literature: Representation

Lesson Summary: Students discuss and research the question, “What is the US Presidential Election?” using the book, Grace for President by Kelly DiPucchio, and a KWL Chart. This book challenges students’ critical thinking and research skills because they have to pull out true facts using a picture book that explains the US Presidential Election through a fictional story. At the end of the lesson, students will summarize their learning on an Exit Ticket provided in this lesson plan that has a clear rubric for grading.

To see artifacts of this lesson being taught, go to www.colorfulpages.org.

Content Standards:

- This lesson can apply to grade-level state social studies standards. However, each state has a specific set of standards, so I did not apply state social studies standards to the lesson.
- **CCSS.ELA-LITERACY.SL.2.1**: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.3**: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **CCSS.ELA-LITERACY.SL.3.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-LITERACY.SL.3.3**: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **CCSS.ELA-LITERACY.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.
- **CCSS.ELA-LITERACY.SL.4.3**: Identify the reasons and evidence a speaker provides to support particular points.

**Inquiry Question**: What is the US Presidential Election?

**Lesson Objectives**:
- Students will be able to explain the basis of the US Presidential Election using at least two valid facts.
- Students will be able to (SWBAT) organize their ideas and questions into a KWL chart as a class.
  - SWBAT recall and explain background knowledge that they have about the US Presidential Election by themselves.
  - SWBAT develop their own questions about the US Presidential Election to promote inquiry about the subject.
  - SWBAT select facts about the US Presidential Election from *Grace for President*

**Language Objectives**:
- Students can verbally discuss the answer to the question, “What is the US Presidential Election?”

**Student Friendly Objectives**:
- I can explain the US Presidential Election using at least two true facts.
- I can organize my ideas and questions into a KWL chart with the class.
- I can verbally discuss the question: “What is the US Presidential Election?”

**Assessments for Learning**:
- Formative Assessments:
- **KWL Chart:** Look at the KWL chart throughout the lesson to determine if students are achieving the lesson objectives and/or what support they need in order to grasp a better understanding.
- **Discussion:** Throughout the discussions you have with your students and their turn and talks, make sure to listen to what your students are saying. This will help you assess if individuals are meeting the objectives or need more support.

**Summative Assessment:**
- **Exit Ticket:** At the end of the lesson, students will get an Exit Ticket to write an answer to the Inquiry Question. This will help you gauge if students are able to do the main lesson objective. While assessing the Exit Tickets, use the following rubric [feel free to adjust the rubric depending on your grade level, state standards, and learners]:
  - **Exceeds Expectations (4):** Explains the US Presidential Election using at least three valid facts.
  - **Meets Expectations (3):** Explains the US Presidential Election using two valid facts.
  - **Approaching Expectations (2):** Explains the US Presidential Election using one valid fact.
  - **Does Not Meet Expectations (1):** Does not explain the US Presidential Election or does not use any valid facts in their explanation.

**Materials:**
- *Grace for President*, by Kelly DiPucchio
  - Prep sticky notes with the discussion questions inside the book to help keep the lesson fast-paced
- Inquiry Question on a sentence strip
  - **IQ:** What is the US Presidential Election?
- Anchor Chart paper with a blank KWL chart
- Markers
- Class Set of Exit Tickets [Exit Tickets are at the end of this lesson plan]

**LEARNING PLAN**

**Introduction / Anticipatory Set (10 min)**
1. **Introduce the Lesson:** Review the objectives and the schedule for the lesson.
   - Review the student-friendly objectives with the class
2. **Introduce the Inquiry Question:** Introduce the inquiry question, “What is the US Presidential Election?”
a. Put the sentence strip with the Inquiry Question where students can see it
b. Teacher: The inquiry question that we’re researching today is: “What is the US Presidential Election?” Now, keep your ideas turning in your heads. Think about every single thing you have heard, seen, or read about revolving around the US Presidential Election.

3. Explain KWL Chart: Introduce/review the K-W-L chart poster and explain what goes in each category
   a. Put up the KWL Anchor Chart where students can see it and the Inquiry Question
   b. Teacher: To help us with our research for the inquiry question, we are using a KWL chart. The K in the KWL stands for Know – we will write what we already know about the US Presidential Election. The W stands for Wonder – we will write what we wonder about the US Presidential Election. Finally, the L stands for Learn – at the end, of the lesson we will write what we learn.

4. Activate Students’ Prior Knowledge: Fill out the K part of the chart with background knowledge as a class
   a. Have students turn and talk and discuss the question: What do we already know about the US Presidential Election?
      i. Teacher: Now, we are going to rewind back to when we were thinking about the US Presidential election. Turn to a partner and discuss the question: “What do we already know about the US Presidential Election?”
   b. Gather students’ attention back to the KWL chart and call on 3-5 students to say what they already know about the US Presidential Election
      i. Teacher: Let’s bring it back in so we can get these amazing thoughts on paper. So, what do we know about the US Presidential Election?
      ii. Prompting discussion questions [use if students cannot think about anything they already know]:
         1. Who is our current US President?
         2. What do we do to get our US President?
         3. Who can vote?
      iii. Record the students’ ideas in the K column of the KWL chart

5. Elicit Students’ Wondering: Have students think about their wonders and then record them on the KWL Chart
   a. Ask the students: “What do you all wonder about the US Presidential Election? What do we still need to know about the US Presidential Election or the US Presidents?”
      i. Give students some think time
      ii. If your class has not covered the skill of wondering, quickly explain what that wondering is when we ask questions that we do not have the answer to
   b. Call on 3-5 students to say their wonders
c. Record students’ ideas down in the W column of the KWL chart

Procedures / Activities (15 min)

1. Introduce *Grace for President*: Overview the picture book to give students some context.
   a. Introduce the book’s title, author, and summary
   b. Explain the book’s genre
      i. Teacher: *This book is a fiction story, which means what happens to Grace and her class is made up. However, it does have true facts about the US Presidential Election. So, while we are listening to Grace’s story, we are also learning facts about the US Presidential Election.*

2. Read Aloud Book: Read *Grace for President* aloud and stop for discussion questions
   a. Review students’ job for the read aloud
      i. Teacher: *We are going to read the book now. If you have a fact to add to our L section, raise your hand so we can continue to fill out our chart.*
   b. Read the book aloud
      i. Ask students the discussion questions on the following page numbers [these are to help guide students to recognizing facts about the US Presidential Election]:
         1. Pg. 3 “‘That is a very…’”: What is Grace shocked by? Why?
         2. Pg. 7 “The next day…”: What is democracy? (definition: a system of government by the whole population or all the eligible members of a state, typically through elected representatives; government ruled by the people)
         3. Pg. 10 “‘I’m Texas!’”: So, what do the teachers tell us about the US Presidential Election? [Reread the pages or read author’s note if needed]
         4. Pg. 16 “During lunch,”: What do candidates have to do during an election?
      ii. Record students’ new learnings in the L part of the KWL chart

Closure (10-15 min)

1. Discuss New Learnings: Have students discuss what they learned about the US Presidential Election
   ○ Tell students to turn and talk to their partner about: *What did you learn about the US Presidential Election from this book?*
     ■ Teacher: When I say, “knee-to-knee, eye-to-eye”, you are going to turn and talk to your partner about: “What did you learn about the US Presidential Election from this book? Remember, we are looking for true facts not what happened in Grace’s election. Knee-to-knee, eye-to-eye.
     ■ This will be a hard distinction for some students, so you can flip back to the pages listed above to jog their memory of the true facts
- Gather students and add to the chart if it is a new learning that is not on the KWL chart already

### Exit Ticket
2. **Exit Ticket**: Have students complete an exit ticket as a summative assessment of their learning
   - **Ask students**: So, *what is the US Presidential Election?*
     - Give students some think time and then call on 2-3 students to share their answer
   - **Explain the Exit Ticket**
     - **Teacher**: I want to know what each one of you learned about the US Presidential Election, so we are going to do an exit ticket. When I call your name, you are going to come get an Exit Ticket and go back to your desk. At your desk, you will write your name and date on the Exit Ticket and then answer the question, “What is the US Presidential Election?” Remember, you need at least 2 true facts to get a 3 on this Exit Ticket.
   - **Give each student an Exit Ticket to write their explanation of the US Presidential Election**
     - Make sure the sentence strip with the Inquiry Question is able to be seen by students from their desks
     - I would also leave up the KWL chart because they worked on it as a class, so it can be a shared resource to help recall valid facts
   - After about 5-8 minutes, collect the Exit Tickets and praise students for their hard work at researching, “What is the US Presidential Election?”

### Notes:
- Feel free to adjust the rubric depending on your grade level, state standards, and learners
- Timing for the lesson is a suggested guideline to make sure that carpet time isn’t too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners’ needs.
- Scripted language is a SUGGESTION! Please do **not** feel like you have read everything word for word. Teaching wouldn’t be any fun if we couldn’t teach with our own style 😊
Grace for President Exit Ticket

Answer the following question: What is the US Presidential Election?

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