

Tennessee Reading Unit for Grades K-1:**Proud to Be Americans: Patriotic Acts and Symbols**

Learning Objective: The goal of this unit is to teach kindergarten and first grade students to read closely and critically in order to comprehend complex informational text. In this unit, the teacher uses a variety of strategies, including a multi-sensory approach, to actively engage students in analyzing vocabulary, answering text-dependent questions, and creating graphic organizers. Students learn to take collaborative notes using a graphic organizer and to use those notes to develop a deeper understanding of the text through writing. Discussion and writing exercises help students to construct meaning of the text in a way that “sticks.”

Reading Tasks: The first text, “The United States: Our Country Has Many Symbols,” will be read aloud in its entirety for the first read. The text is then read multiple times. The Lexile level for this text is 530. The qualitative measure for the first text is moderately complex based on vocabulary and subject matter knowledge.

The second text, “Our Country, Our Home,” will be read aloud in its entirety for the first read. The text is then read multiple times. The Lexile level for this text is 490. The qualitative measure for the second text is slightly complex.

The third text, “I Pledge Allegiance,” is an optional text and can be used if needed. The Lexile level for this text is 730. The qualitative measure for the third text is moderately complex based on vocabulary, sentence structure, and subject matter knowledge.

All three full texts are included in this unit. The texts are also presented with guiding questions for teachers. All of these texts are located in the Tennessee Electronic Library (www.tntel.tnsos.org) and the citation for each text is included. The qualitative measures were found using the Informational Text Qualitative Rubric found at http://www.tncore.org/english_language_arts/curricular_resources/text_complexity.aspx.

Please note that some words have been glossed and are provided at the end of each text. The glossed words have an asterisk (*). Generally, these are words that can't be defined by context.

Discussion/Language Tasks: The text is presented and explored orally. Collaborative conversations about the content from the texts form the foundation of the lessons.

Writing Tasks: All of the writing tasks for this unit are highly guided and scaffolded by the teacher. At this level, students begin by dictating much of the information to the teacher, copying what the teacher writes on a graphic organizer and using those notes to develop a deeper understanding of the text through writing. In kindergarten, students should use a combination of drawing, dictating, and writing. In first grade, students should move toward more independent writing.

Note: These units are peer-reviewed and have been vetted for content by experts. However, it is the responsibility of local school districts to review these units for social, ethnic, racial, and gender bias before use in local schools.

Standards:

Strand	Kindergarten	1st Grade
Reading: Informational Text	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>
Writing	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure.</p>
Speaking and Listening	<p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1</p>

	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Language standards 1 and 3 here for specific expectations.)
Language	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
Social Studies (TN Social Studies Standards 2014-2015)	K.16 Identify the following state and national symbols: <ul style="list-style-type: none"> • The American flag and its colors and shapes. • The national symbols of the bald eagle, Statue of Liberty, and the White House. 	1.26 Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette.

A Note on the Standards: This unit is not designed with an emphasis on Foundational Skills Standards. Teachers are encouraged to address any Foundational Skills Standards that they determine are needed or will enhance this unit.

First Full Text:

The United States: Our Country Has Many Symbols

A symbol is an object or a sign that stands for something else. The United States has many symbols.

U.S. Flag

What is red, white, and blue and flies? The U.S. flag! It is also known as Old Glory and the Stars and Stripes.

Our country adopted* the first U.S. flag in 1777. The flag has gone through many changes since then. Today, it has 50 stars and 13 stripes. The stars stand for the 50 states. The stripes stand for the 13 original colonies.*

Bald Eagle

The bald eagle is our national bird. It was chosen in 1782. The bald eagle is a symbol of strength and freedom. Pictures of the bald eagle can be seen on U.S. money and stamps.

Bald eagles were once endangered, or at risk of dying out. Hunters had killed many of them. A chemical used to kill insects also harmed the birds. People worked to save the birds. Bald eagles are protected by law today. Killing a bald eagle is illegal. Something that is illegal is against the law.

The White House

The White House is a symbol of our country and the presidency. It is where the president lives and works. It is located in Washington, D.C. That is our nation's capital.*

George Washington never lived in the White House. Why? It had not been built yet! Work on the White House was started in 1792. It was finished in 1800. John Adams and his wife, Abigail Adams, moved in then. John Adams was the second U.S. president.

Liberty Bell

The Liberty Bell is a symbol of freedom. The bell arrived in Pennsylvania in 1752. It was made to call people together for special announcements. The bell cracked when it was rung the first time.

People tried to fix the bell, but it cracked again. Today, it hangs in a museum* in Pennsylvania. Many people visit the bell to see the crack that made it famous.

Source Citation (MLA 7th Edition) Kids Infobits presents *The United States Our Country Has Many Symbols Weekly Reader, Edition Pre-K (including Science Spin)*, May-June 2012 v32 pS1(5)Thomson Gale, 2007. Reproduced in Kids InfoBits. Detroit: Gale, 2014. http://galenet.galegroup.com/servlet/KidsInfoBits?as1=The+United+States+Our+Country+Has+Many+Symbols&vrsn=127&ai2=TD&locID=tel_s_tsla&srchtp=advanced&c=1&ab1=AND&ste=49&ab2=AND&tab=2&tbst=asrch&ai3=TD&ai1=TD&n=10&docNum=A285993786&bConts=2

Gale Document Number: A285993786

Glossary:

Adopted: Approved by the government

Colonies: People who left their own country to live in another land but who are still loyal to their old country

Capital: The place in which a government is located

Museum: A building or room where objects are collected and displayed

Second Full Text:

Our Country Our Home

Our country is the United States. It is our home. We are proud* of our country. We love our country.

How do we honor* our country?

We fly our flag. The American flag has 50 stars. Each star stands for a U.S. state. Our flag is red, white, and blue.

We say the Pledge of Allegiance. We also sing songs about our country. We sing them at school or at special events. One of those songs is our national anthem.* The name of that song is "The Star-Spangled Banner."

We visit American monuments. Monuments are built to remember important people or events. A monument can be a statue or a building.

We visit national parks. National parks are special places in our country. Giant redwood trees are huge trees that grow in a national park. They grow on the West Coast in the state of California.

Memorial Day is May 30. On this day, Americans honor the brave men and women who fought in wars and died for our country. Many towns have parades. A memorial is something that keeps a memory alive. Memorial Day is celebrated on the last Monday in May.

June 14 is Flag Day. Americans honor our country's flag on this day. Some people march in parades. People fly the flag outside their homes and other places. Our flag is sometimes called the Stars and Stripes.

Independence Day is July 4. Americans celebrate the birthday of our country. Some people have big parties or barbecues.* Many places have fireworks shows. Happy birthday to the United States!

Source Citation (MLA 7th Edition) Kids Infobits presents *Our Country Our Home* Weekly Reader Edition I May-June 2011V88 pS1(3) Thomson Gale, 2007. Reproduced in Kids InfoBits. Detroit: Gale, 2014.
http://galenet.galegroup.com/servlet/KidsInfoBits?as1=Our+Country+Our+Home&vrsn=127&ai2=TD&locID=tel_s_tsla&srchtp=advanced&c=1&ab1=AND&ste=49&ab2=AND&tab=2&tbst=asrch&ai3=TD&ai1=TD&n=10&docNum=A253056818&bConts=2

Gale Document Number: A253056818

Glossary:

Proud: Showing great pleasure or satisfaction

Honor: To respect or think highly of something

Anthem: A song of patriotism

Barbecues: Outdoor feasts

Third Full Text (OPTIONAL):

I Pledge Allegiance

Congress authorized* the official Pledge of Allegiance on June 22, 1942. American citizens have been reciting it at school and at public gatherings ever since. You've said the Pledge many times yourself. But have you ever thought about what the Pledge of Allegiance means?

I pledge allegiance ...

A pledge is a promise. Allegiance means "loyalty." When you pledge allegiance, you promise to be loyal.*

to the flag ...

A flag is a symbol of a nation. When we say the Pledge of Allegiance, we promise to be loyal to the flag of our nation.

of the United States of America ...

We also promise to be loyal to the nation that the flag stands for. Our country is made up of 50 states. The states make their own laws, but they also follow the laws of the nation.

and the republic for which it stands ...

The United States is a republic. A republic is a country where we elect people to make laws for us. These people promise to keep our needs, wants, and interests in mind.

one nation under God, indivisible ...

The United States is a single nation that cannot be split. When our country began, states were more independent. They behaved almost as separate countries. When states got into disagreements with other states, they sometimes threatened to break away from the nation. In 1861, the American Civil War started when southern states tried to break away and start a new country. It took many years after the Civil War ended in 1865 for the country to become unified again.

with liberty and justice ...

Liberty means "freedom." Within the law, we are free to make our own decisions about our lives. Justice means "fairness." We have a responsibility to be fair toward others when we make decisions.

for all.

All citizens of the country are entitled to liberty and justice. No group should be left out.

Source Citation (MLA 7th Edition)

"The White House." *Kids InfoBits Presents: I Pledge Allegiance **Appleseeds***, Sept 2002 v5 i1 p22(2). Reproduced in Kids InfoBits. Detroit: Gale, 2014. <http://galenet.galegroup.com/servlet/KidsInfoBits> http://galenet.galegroup.com/servlet/KidsInfoBits?as1=I+Pledge+Allegiance&vrsn=127&ai2=TD&locID=tel_s_tsla&srchtp=advanced&c=2&ab1=AND&ste=49&ab2=AND&tab=2&tbst=asrch&ai3=TD&ai1=TD&n=10&docNum=A93082556&bConts=6

Gale Document Number: A93082556

Glossary:

Authorized: Given the power to do something

Loyal: True and faithful

Unit Overview

This is a suggested timeline in which to teach this unit. Times can be flexible to meet the needs of the students and schedules. Due to the age of the students, all text will be read aloud by the teacher. Teachers are encouraged to display the text while reading aloud. Teachers can project the text, write the text on chart paper, or provide an individual copy. Teachers should use multiple readings of the text using choral and echo reading to promote student engagement with the text.

Developmentally appropriate teaching strategies such as using graphic organizers and drawing help make this type of close reading and analysis accessible to young children. Teachers should display pictures to aid in comprehension of the texts. Examples of pictures might include: the Liberty Bell, the Statue of Liberty, the White House, and the American flag.

Day 1: Read the first text (“The United States: Our Country Has Many Symbols”) aloud, in its entirety. Discuss what the text is mostly about.

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions.

Day 3: Re-read the first text. Use the text to write about what the word “symbol” means (Kindergarten) and/or ways in which symbols help us show our patriotism (First Grade).

Day 4: Read the second text (“Our Country Our Home”) aloud, in its entirety. Discuss what the text is mostly about.

Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions.

Day 6: Re-read the second text. Use the text to write about what the word “symbol” means (Kindergarten) and how symbols help us show our patriotism (First Grade).

Day 7: Write to a prompt about the texts.

At the end of the unit are extension ideas for using the third text as well as extension ideas for Social Studies. There are also suggestions for how to support struggling readers and writers. Finally, there are suggestions for formative assessments to use with this unit.

Directions for Teachers

Day 1: Read the first text (“The United States: Our Country Has Many Symbols”) aloud, in its entirety. Discuss what the text is mostly about. The first read establishes a first familiarity with the text for students. The teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share with a partner three facts about our symbols.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “The United States: Our Country Has Many Symbols “ in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?” “What is the main topic?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that draw</i></p>

	<p><i>students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>	<p><i>students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.” “How do you know?” “What words in the text make you think that?”</p>
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Day 1 Extension Idea: Teachers may wish to create an essential question for the unit. An example essential question might be, “Why do we have symbols to help us show our patriotism?” or “How can symbols and acts of patriotism help us show our love for our country?”

Day 2: Re-read the first text in sections focusing on vocabulary and text dependent questions. Sample text dependent questions are in the table below. Teachers are encouraged to ask additional questions, as well as higher-order questions, that may enhance comprehension. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>The United States: Our Country Has Many Symbols A symbol is an object or a sign that stands for something else. The United States has many symbols.</p> <p>U.S. Flag</p> <p>What is red, white, and blue and flies? The U.S. flag! It is also known as Old Glory and the Stars and Stripes.</p> <p>Our country adopted the first U.S. flag in 1777. The flag has gone through many changes since then. Today, it has 50 stars and 13 stripes. The stars stand for the 50 states. The stripes stand for the 13 original colonies.</p> <p>Bald Eagle</p> <p>The bald eagle is our national bird. It was chosen in 1782. The bald eagle is a symbol of strength and freedom. Pictures of the bald eagle can be seen on U.S. money and stamps.</p>	<p>What is a symbol?</p> <p>What are the colors in the American flag?</p> <p>When did our country adopt the first flag? How many stars and stripes are in the flag?</p> <p>When was the bald eagle chosen to be our national bird? What does the bald eagle symbolize?</p>	<p>What is a symbol?</p> <p>What is another name for our flag?</p> <p>When did our country adopt the first flag? What do the stars and stripes stand for in the flag?</p> <p>What does the term “national bird” mean? What does the bald eagle symbolize?</p>

<p>Bald eagles were once endangered, or at risk of dying out. Hunters had killed many of them. A chemical used to kill insects also harmed the birds. People worked to save the birds. Bald eagles are protected by law today. Killing a bald eagle is illegal. Something that is illegal is against the law.</p>	<p>Why did bald eagles die? What does the word “illegal” mean?</p>	<p>Why were bald eagles endangered? Why is it illegal to kill a bald eagle?</p>
<p>The White House</p>	<p>Where is the White House located? Why is the White House a symbol of our country?</p>	<p>Where is the White House located? What does the word “capital” mean?</p>
<p>George Washington never lived in the White House. Why? It had not been built yet! Work on the White House was started in 1792. It was finished in 1800. John Adams and his wife, Abigail Adams, moved in then. John Adams was the second U.S. president.</p>	<p>Why didn’t George Washington live in the White House?</p>	<p>How long did it take to build the White House? Who was the first president to live in the White House?</p>
<p>The Liberty Bell</p>	<p>What happened to the Liberty Bell the first time it was rung?</p>	<p>Why was the Liberty Bell made?</p>
<p>People tried to fix the bell, but it cracked again. Today, it hangs in a museum in Pennsylvania. Many</p>	<p>Where is the Liberty Bell today?</p>	<p>Why do people visit the Liberty Bell today?</p>

people visit the bell to see the crack that made it famous.		
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Day 2 Extension Idea: Teachers may wish to create a class chart with essential vocabulary. This chart could include words that capture the essence of the meaning of each text. Or this chart could contain vocabulary words that are new to students. Students can be encouraged to use the words from the chart in their speaking and writing. Discuss the difference between the words “capital” and “capitol.” Another word that may be worth investigating is “bell.” Students could look at the multiple meanings of this word and investigate the different sizes of bells in relation to the Liberty Bell.

Day 3: Re-read the first text. Begin a list of our country’s symbols (Kindergarten) or ways in which symbols help us show our patriotism (First Grade). This lesson should take approximately 20 minutes.

1. Re-read the first text. Teachers can either read the text aloud or have students read the text independently.
2. After re-reading the text, teachers should make a list.
3. Make this list on chart paper. Add a title to the list. Using collaborative conversations with students by guiding the students to orally discuss ways to show our patriotism.
4. Go back into the text to find information/key ideas. When possible, use the words from the text. Teachers can use complete sentences, phrases or just create a list of words on the chart. Teachers should model the thinking and writing process for students.
5. **Optional:** Students can highlight or underline the words in their own text or teachers can display the text and highlight/underline as needed.
6. Give students a copy of the page found below (or create your own). Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently and perhaps add a few details without teacher support. For students who need more scaffolding, see the suggestion below or the suggestions for struggling students at the end of this unit.
7. Students will share their writing with a partner by pointing to the words on the page and reading them.
8. **Note:** This chart will be used throughout the unit after the reading of each text. It may also be used as a reference during the final writing task.

Why Are Symbols Important?

Symbol	Why is it important?

How Do Symbols Help Show Our Patriotism?

Symbol	How Does It Show Patriotism?

Additional Scaffold: Some students may not be ready to complete the chart on his/her own. These students may find it helpful to use a combination of drawing, dictating, and writing to complete the task. The template below is provided as an additional scaffold for these students. In the first column, the student draws a picture (Example: the flag). In the middle column, the teacher shows the student how to find the word in the text, and then writes the word for the student. In the last column, the student writes the word on his/her own.

Draw a picture.	Teacher writes the word.	Student writes the word.

Day 4: Read the second text (“Our Country Our Home”) aloud, in its entirety. Discuss what the text is mostly about. The first read establishes a familiarity with the text for students. Teacher should read the text prior to the lesson to become familiar with the text and the main idea. This lesson should take approximately 20 minutes.

1. Read the text aloud in its entirety. Read the text straight through, with expression, using tone and volume of your voice to help the students understand each line and to provide some context for inferring unknown words.
2. When you have finished reading, discuss what the text is mostly about (main topic). When discussing the main topic, explain to students that the main topic is what the text is mostly about. You can only find the main topic after you have read.
3. Allow students to share with a partner three ways we honor our country.

Text Under Discussion	Kindergarten Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Read the first text, “Our Country Our Home” in its entirety.</p>	<p>After reading the text aloud, ask the students, “What is this mostly about?” “What is the main topic?”</p> <p>Guide students to what this text is mostly about.</p> <p>Have students give evidence from the text to support their ideas. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that</i></p>	<p>After reading the text aloud, ask the students, “What is the main topic?”</p> <p>Guide students to the main topic and include supporting details.</p> <p>Have students give evidence from the text to support the main topic. Accept all responses but encourage students to return to the text for details.</p> <p><i>Examples of teacher questions that</i></p>

	<p><i>draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.”</p> <p>“How do you know?”</p> <p>“What words in the text make you think that?”</p>	<p><i>draw students back into the text:</i></p> <p>“Let me see if we can find that part and read it again.”</p> <p>“How do you know?”</p> <p>“What words in the text make you think that?”</p>
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Day 5: Re-read the second text in sections focusing on vocabulary and text dependent questions. Sample text dependent questions are in the table below. Teachers are encouraged to ask additional questions, as well as higher-order questions, that may enhance comprehension. This lesson should take approximately 20 minutes.

Text Under Discussion	Kindergarten Grade Sample Teacher Dialogue & Guiding Questions	1st Grade Sample Teacher Dialogue & Guiding Questions
<p>Our Country Our Home</p> <p>Our country is the United States. It is our home. We are proud of our country. We love our country. How do we honor our country?</p> <p>We fly our flag. The American flag has 50 stars. Each star stands for a U.S. state. Our flag is red, white, and blue.</p>	<p>What is our country? What does proud mean?</p> <p>How many stars do we have in our flag?</p>	<p>What does it mean to be proud? What does honor mean?</p> <p>What do the stars stand for in our flag? How can the stars be thought of as symbols?</p>

<p>We say the Pledge of Allegiance. We also sing songs about our country. We sing them at school or at special events. One of those songs is our national anthem. The name of that song is "The Star-Spangled Banner."</p> <p>We visit American monuments. Monuments are built to remember important people or events. A monument can be a statue or a building.</p> <p>We visit national parks. National parks are special places in our country. Giant redwood trees are huge trees that grow in a national park. They grow on the West Coast in the state of California.</p> <p>Memorial Day is May 30. On this day, Americans honor the brave men and women who fought in wars and died for our country. Many towns have parades. A memorial is something that keeps a memory alive. Memorial Day is celebrated on the last Monday in May.</p> <p>June 14 is Flag Day. Americans honor our country's flag on this day. Some people march in parades. People fly the flag outside their homes and other places. Our flag is sometimes called the Stars and</p>	<p>What do we say to show our love for our country?</p> <p>Where and when do we sing songs about our country?</p> <p>What is a monument?</p> <p>What are national parks?</p> <p>When is Memorial Day? What do we do on Memorial Day? Why is it important?</p> <p>When is Flag Day? What do we do on Flag Day? Why is it important?</p>	<p>What do we say to show our love for our country?</p> <p>Why is the Star Spangled Banner our national anthem? What is meant by the word "allegiance?"</p> <p>What is a monument? Why are monuments built?</p> <p>What are national parks? What are redwood trees? How does this show patriotism?</p> <p>When is Memorial Day? What do we do on Memorial Day? How does this show patriotism?</p> <p>When is Flag Day? What do we do on Flag Day? How does this show patriotism?</p>
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<p>Stripes.</p> <p>Independence Day is July 4. Americans celebrate the birthday of our country. Some people have big parties or barbecues. Many places have fireworks shows. Happy birthday to the United States!</p>	<p>When is Independence Day? Why do we have Independence Day?</p>	<p>When is Independence Day? Why do we have Independence Day?</p>
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Day 5 Extension Idea: In addition to symbols, this text introduces the idea of patriotic acts and monuments. Teachers can link these words with the word “symbols” from the first text. Teacher can create a map of these words by illustrating how they are similar and different.

Day 6: Re-read the second text. Add to the list additional symbols of America and ways the symbols help us show our patriotism. This lesson should take approximately 20 minutes.

1. Re-read the second text. Teachers can either read the text aloud or have students read the text independently.
2. After re-reading the text, teachers should add to the list of the symbols of America and ways in which the symbols help us show our patriotism after discussing the details with students.
3. Refer to the chart. Add new information to the chart.
4. Go back into the text to find information/key ideas. When possible, use the words from the text. Teachers can use complete sentences, phrases or just create a list of words. Teachers should model the thinking and writing process for students.
5. **Optional:** Students can highlight or underline the words in their own text or teachers can display the text and highlight/underline as needed.
6. Students can copy the teacher chart onto individual papers. First grade or more advanced students can write independently and add additional details on his/her own.
7. Students will share their writing with a partner by pointing to the words on the page and reading them.
8. **Note:** This chart will be used throughout the unit after the reading of each text. It may also be used as a reference during the final writing task.

**Kindergarten:
Informative/Explanatory Prompt**

What are some important symbols of America and why are they important?
Use key details from the text in your writing.

**First Grade:
Opinion Prompt**

Write an opinion about why it is important to engage in acts of patriotism. Use key facts and details from the texts to share your opinion.

Day 7: Students will write using the grade appropriate prompt. This lesson will take about 30 minutes.

1. During a group discussion, work on turning the details from the graphic organizer into complete thoughts. Use the prompt to help. Make sure students can see the prompt. Teachers should model the thinking and writing for students.
2. Teachers will model how to decide on a structure for the writing that makes the most sense based on the prompt and the details/information in the graphic organizer.

Kindergarten example:

- Include an introductory sentence that names the topic
- 1-2 sentences giving details and information about the topic.

First Grade example:

- Introduce the topic
- State your opinion
- Supply a reason for the opinion using details and information from the text
- Provide a sense of closure. This can be a simple restatement of the opinion.

3. Kindergarten teachers may wish to create a class writing example. If so, teachers should take dictation from the students for the sentences. Model the thinking and writing. This can be projected or recorded on chart paper.
4. Continuously refer to the graphic organizer to help with spelling and remind students that the information on it came from the texts. This is a teacher directed/modeled activity that uses discussion to show students how to organize the writing.
5. Teachers model “talking the writing” before writing each sentence. By “talking the writing” the teacher is giving an oral rehearsal of what will be written. Likewise, after writing each sentence, teachers should go back and re-read each sentence, pointing to each work as it is read aloud. Students can then choral or echo read the sentence.
6. For first grade or more advanced students, teachers may wish to have students to write independently to the prompt.

Possible Extension Ideas:

1. The writing can typed by the teacher or by the students. Students can add illustrations or pictures.
2. Students can read their writing to peers. Peers can provide feedback on the writing.
3. Teachers can conference with students to provide feedback on the writing.

Additional Text Extension Idea:

Use the third text, “I Pledge Allegiance.” Read the text aloud to students and discuss the main idea. Kindergarten students can discuss how the pledge is a symbol of America; first grade students can discuss different ways in which the pledge shows patriotism.

Possible Social Studies Extension Ideas:

1. Students can create a log of other symbols of America. These logs can be used to locate and record symbols, landmarks, and events. This activity addresses Tennessee Social Studies (2014-2015) standard K.16.
2. Teachers can create a collection of photos of national symbols. This activity address Tennessee Social Studies (2014-2015) standard K.16.
3. Tennessee Social Studies (2014-2015) standards K.29 and 1.39 require students to learn about several national holidays. After students have learned about several national holidays, students can discuss how national holidays support both national symbols and acts of patriotism. Several holidays are mentioned in the texts.
4. Tennessee Social Studies (2014-2015) standard K.16 requires students to learn the words to the Pledge of Allegiance. Teachers can use the optional third text to help students learn the words and the meaning behind the words to the pledge.
5. First grade or more advanced students may enjoy writing an additional task to a more challenging prompt. Example: “Why should all Americans protect and preserve our national landmarks and symbols?” Use what you have learned about symbols and acts of patriotism as an example.”

Support for Struggling Readers and Writers:

Teachers will need to use informal and formative assessment to know the individual needs of his/her students. There are many strategies that can be used with struggling readers to help them access and understand a text. This unit uses reading aloud, asking questions to aid comprehension and define words, repeated readings, choral and echo readings, and creating diagrams to enhance understanding. Further, these units don’t include instruction with the Foundational Skills Standards. All students should have direct, explicit instruction with the Foundational Skills Standards daily.

Likewise, there are many strategies that can be used with struggling writers to help them engage in the writing process. Several of these strategies are described below.

4. **Dictation:** The student will plan and/or rehearse what he/she wants to write about orally. Then the student will tell the teacher what he/she wants to write. The teacher will take dictation. After the teacher writes everything the student said, the teacher should then go back and read each word by pointing to it and creating a voice-to-print match. Having the student echo the teacher and point to the words can repeat this process and provide for needed practice.

4. **Thinking Aloud:** While the teacher is writing, the teacher may want to model the *decoding process* by “thinking aloud.” For example, the teacher may model the decoding process by saying, “The next word we need to write is ‘day.’ Before I can write the word ‘day,’ I need to think about the sounds in the word ‘day.’ First I get my mouth ready to say the word. As I say each sound, I tap it on my finger. /d/ /a/. Day has 2 sounds. Now I will write each sound that I hear.” The teacher may also want to model using the text to help find the word. (“I remember reading that word in our text. Let’s see if we can go back and find it. We can use the words in the text to help us spell.”)

While the teacher is writing, the teacher may want to model the *writing process* by “thinking aloud.” For example, the teacher may model the processes of starting a sentence with a capital letter by saying, “I know that all sentences begin with a capital letter. So I am going to start this sentence with a capital (name the letter).” The teacher may also want to model things such as spacing between words, ending punctuation, and scrolling from left to right while taking dictation. These are all parts of the writing process that may need to be modeled for struggling writers.

4. **Sentence Frames and Stems:** Sentence frames provide struggling writers with scaffolds and structure to help ease the writing process. In a sentence frame, some words are given to students with only a word or two missing for students to complete. The missing words can be substituted with a blank line. For example, in the prompt, “What is a symbol of America?” a sentence frame could look like: A symbol of America is _____. It is important because _____. Another example is: We express our patriotism by _____. This is important because _____.

Sentence stems usually provide the beginning of the sentence for students and then encourages students to finish the sentence on his or her own. Sentence stems usually don’t include blank lines. This encourages students to use more than

one word to complete the sentence and include the ending punctuation. For example a sentence stem from the above example could look like: Veterans Day is...

4. **Clapping and Drawing Lines for Each Word**: In this scaffold, the teacher models how to clap one time for each word in the sentence. Then, the teacher draws a line for each word in the sentence. Finally the student writes each word on the line. If students aren't able to write the whole word, students should be encouraged to write the beginning sound for each word. For example, if the student says the sentence is "The bald eagle is a symbol of America." The teacher would clap 8 times and draw 8 lines on the paper. The student would then write the words/sounds. Students should be encouraged to clap with the teacher and eventually learn to clap the words on his/her own. Likewise, the students should be encouraged to eventually draw the lines for each word on his/her own.

Formative Assessment Ideas:

Formative assessment is ongoing assessment that is used to inform and improve instruction throughout the teaching and learning process. Generally following formative assessment, teachers will talk to students and provide feedback and direction. Typically, formative assessment is not used for a performance or academic grade. Formative assessment usually is contrasted with summative assessment.

1. **Quick Write**: Before students read the text on Day 1 of the unit, ask them to do a quick write. A quick write is when students write everything they know about a topic in a short amount of time. During a quick write, students should not worry about handwriting, grammar, or punctuation. A quick write topic for this unit might be: Write everything you know about important American symbols. Teachers should read the quick writes before beginning instruction on Day 1. This quick write will help teachers assess the level of knowledge on the topic as well as formatively assess basic writing skills. For Kindergarten students, this could be a speaking activity instead of a writing activity.
2. **Exit Tickets/Slips**: Exit Tickets/Slips are typically written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They are designed to take only a few minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which students have the key concept, which ones need a little help, and which ones are going to require much more instruction on the concept. In this unit, at the end of each first text reading, students are asked to talk with a partner about something learned from the text. Teachers could

follow up this partner discussion with an Exit Ticket/Slip. For students who are just beginning the writing process, these Exit Tickets/Slips could be done verbally as students transition to another activity.

3. **Windshield Check:** This formative assessment can be used to have students check their own understanding of a concept just taught in a lesson. This assessment can quickly let the teacher know if there are major or minor misunderstandings, and help him/her design instruction to clarify any misconceptions before moving on. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:
 - CLEAR = I get it! I thoroughly understand the concept.
 - BUGGY = I understand it for the most part, but a few things are still unclear.
 - MUDDY = I don't get it at all.

4. **Whiteboard Check:** This formative assessment allows teachers to “eyeball” the class and see who is having difficulty with a concept or idea. Teachers can give students individual whiteboards and dry erase markers, then they can ask students to write responses to questions on the boards. A quick glance will let the teacher know whether to proceed or reteach.