



## PRESIDENTS FACTS & FUN TEACHER'S MANUAL

The *Presidents Facts & Fun Activity Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Presidents Facts & Fun Activity Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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## TEACHER'S MANUAL LESSONS

**CCSS**

### Common Core State Standards

#### Reading Literature or Informational Text

**RI.1.1** Ask and answer questions about key details in a text.

**RI.1.2** Identify the main topic and retell key details of a text.

**RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**RI.1.7** Use the illustrations and details in a text to describe its key ideas.

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.

**RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.10** By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Foundational Skills

**RF.1.3, RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.4, RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

#### Writing

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W.1.6, W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

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<p><b>Writing, continued</b></p>	<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p><b>Language</b></p>	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.4, L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

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## Summary

The book uses pictures and text to introduce information about the presidents to children.

Learning Activities	<p><b>Introduce the Book</b></p> <ul style="list-style-type: none"> <li>• Display the book and point to the title. Read the title aloud and ask children the name of our current president. Help them identify Barack Obama on the cover. As a challenge, see if they can identify all of the presidents on the cover. (RI.1.7, SL.1.2, RI.2.3, SL.2.2)</li> <li>• Have children look at the text on each page. Remind them that the names of the presidents are proper nouns and are always capitalized. Help them practice writing the names of the presidents by correctly printing the uppercase and lowercase letters. (L.1.1.a, L.1.1.b, L.2.2)</li> </ul>
	<p><b>Present a Reading Routine</b></p> <ul style="list-style-type: none"> <li>• Ask children to read the book aloud with you or repeat each sentence after you. After each page, pause to help them complete the activities. Make sure they understand the information about the president and how to complete the activity. (RI.1.2, RI.1.10, RF.1.4.b, RI.2.2, RI.2.10, RF.2.4.b)</li> <li>• Show page 1. Read the sentence at the top of the page. Then say each word and have children tell how many syllables the word has. Remind them that every syllable has a vowel sound. Continue this routine on other pages. (RF.1.3, RF.1.3.d, RF.1.3.e, RF.2.3.c)</li> </ul>
	<p><b>Provide Activities for Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud the text on page 7. Ask: <i>What was Andrew Jackson's nickname? Why did people call him that?</i> Make sure children understand that this information is in the text, not in the pictures. Then have them complete the activity. (RI.1.1, RI.1.2, RI.1.6, RI.2.1, RI.2.10)</li> <li>• Show the activities on pages 33–35. Read the directions aloud and ask: <i>Where can you find out the order of these presidents?</i> Then direct children to the List of Presidents in the back of the book. Have them use the information in the list to complete the activity. (RI.1.1, RI.1.5, RI.2.1, RI.2.5)</li> </ul>
	<p><b>Focus on Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>Speaking/Listening:</b> After children complete the activity on each page, have a volunteer tell about his or her strategy for completing it. Make sure children use complete sentences and speak clearly and audibly. (SL.1.2, SL.1.4, SL.1.6, SL.2.2, SL.2.4, SL.2.6)</li> <li>• <b>Language Skills:</b> Reread the text on pages 24–25. Help children use the context of the text to understand the meaning of the word <i>destroyed</i>. Have children draw a picture of the USS <i>Maine</i>. Help children fill in this sentence frame and write it below their drawings: <i>The USS Maine was _____ on February 15, 1898.</i> (L.1.4.a, L.1.6, L.2.4.a, L.2.6)</li> </ul>

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Vocabulary	
<b>Summary</b> Have children use the following activity to learn about root words and their inflectional forms.	
<b>Vocabulary Activities</b>	<b>Root Words</b> Show children the text on page 8 and read it aloud. Explain that the (inflectional) endings -s, -ed, and -ing are added to root words to change their meaning or use in a sentence. Say the word <i>looking</i> . Write the root word <i>look</i> on the board. Help children say and write some of the endings for the word. (look, looks, looking) As a challenge, they can write a new sentence for each word. (L.1.4, L.1.4.c, L.2.4, L.2.4.c)
Writing	
<b>Summary</b> Have children develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<b>Narrative Writing</b> Have children look at the maze activities on page 2. Write: <i>I helped John Adams find the White House. First, we saw a man chasing a horse. Next, we saw a man using a worm to catch a bird. Last, we saw a cannon explode before we made it to the finish.</i> Read the story aloud and have children identify what happens first, next, and last. Explain that a story tells what happens first, next, and last. Then have children choose a maze (pages 1, 6, 11, 20) to complete and help them write their own story about what happened first, next, and last. (RI.1.7, W.1.3, W.2.3)
	<b>Informative/Explanatory Writing</b> Have groups participate in research projects by choosing a president that they would like to learn more about. Using approved Internet sites, encyclopedias, and other reference sources, have children gather information about the president. Remind them to state the president's name, give information about the president, and provide a sense of closure at the end. (W.1.2, W.1.6, W.1.7, W.1.8, SL.1.5, W.2.2, W.2.6, W.2.7, W.2.8, SL.2.5)
	<b>Opinion Writing</b> Page through the book with children. Based on the information in the text and photographs, have them choose the president they think was the best. Have children write about that president and why they think he was the best. You can provide these sentence frames to help them get started: <i>_____ was the best president. He was a good president because _____.</i> Tell them to draw a picture of the president they chose to accompany their writing. Volunteers can share their writing and drawings with the class. (W.1.1, SL.1.4, W.2.1, SL.2.4)

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