Title/Author: *Duck for President* by Doreen Cronin

Suggested Time: 4 Days (about 20-30 minutes for the reading; first and second reading on the same day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7; W.1.1, W.1.8; SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6; L.1.1, L.1.2, L.1.4

Teacher Instructions:

Before the Lesson:

1. Read the Key Understandings and the Synopsis below. *Please do not read this to the students*. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from *Duck for President*.

Key Understandings: There is a process for becoming a leader. Duck realizes that leadership is not an easy job. What you think you want is sometimes more than you may bargain for.

Focusing Questions: What is this story trying to teach us? One key takeaway is that being a leader is hard work.

Synopsis: Duck is unhappy with the work he is responsible for doing on the farm. He decides to run for farmer and wins the election. He goes on to seek progressively higher offices (governor and president) but is unhappy each time with the hard work required to be a good leader. Duck decides to return to the farm because he realizes that being a leader is more work than he wants to do.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Note: you may want to copy the questions, vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each chapter’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Draw the students together and display the book on a document camera or projector if possible. Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully.  \*If needed, clarify “lint bunnies” are not actual bunnies. They are dust balls that come from under the beds. |
| SECOND READING:  **NOTE: Begin numbering every page starting on the first page of text.**  **Reread pages 1-2.**  Re-read this sentence: “Running a farm is very hard work.” Ask, “What does ‘running’ in this sentence mean?” Direct students to look at the pictures. Discuss the meaning of “running” as in leading something (versus the homophone “running” as in “A dog was running in the field”).  **Look at the illustration on page 2.**  Direct students to look at the illustration and re-read the list what is covering Farmer Brown. Teacher asks, “How do you know that ‘running a farm is very hard work?’” Use the text and illustrations to explain.  **Re-read pages 3-6.**  Re-read this sentence from page 4: “The animals have chores to do, too.” Ask, “What are the animals’ chores on page 4?” Explain that chores are jobs that you do to help, like the classroom jobs that students hold.  **Re-read pages 7-8.**  Explain that an election is the process of choosing a leader.  Ask, “Why do you think Duck wants to have an election?”    **Re-read pages 9-12.**  Ask the students, “According to pages 9-12, what does it mean to **vote**?”  **Look at the illustration on p. 12.**  Ask, “What do the animals have to do in order to vote?”  “The mice got together and protested the height requirement. So Duck crossed it off.” Tell students that “height” means how tall they are. Tell the students that a “requirement” is a rule or something you have to have.  Listen to me reread this sentence. “The mice got together and protested the height requirement.”  Look at the picture on page 12, “How are the mice feeling?” “Why are they protesting?”  As the students are looking at the mice on page 12, explain that protesting means to strongly disagree. The mice disagreed with the voting requirements. | Re-read the story, stopping on the pages listed to clarify the meaning of the words that may be unfamiliar to the students.  Page 1 - “running”  Students use picture clues to determine the meaning of “running.”  -Guide students to connect a farmer running a farm, to a teacher running a classroom, or a president running a country. Teacher can guide in the discussion.  Students can turn to shoulder partner and discuss how they know from the text and illustrations that running a farm is hard work. The whole class can discuss. Record student responses on chart paper for Public Notes: Begin a web or a tree map listing the things that Farmer Brown and Duck in his various positions are covered with throughout the book.  **Ex. Web or Tree Map**  Start this on the chart paper and add to it as you continue through the book. Draw arrows to show progression.  Farmer Brown Duck as Farmer ...  horse hair  feathers  seeds  mud  coffee stains  hay  Page 4 - “chores”  Students identify animals’ chores on page 4. Teacher lists chores on chart paper. Students turn to their partners and give examples of classroom chores.  Duck wants to have an election because he does not want to do chores. The work is too hard.  List the students’ responses for public notes. Students then become the voters. Students raise their hands to vote on “Who should be in charge of running the farm, Duck or Farmer Brown?” Tally the votes and record their votes on the chart paper.  The animals register to vote by writing on a sheet of paper.  Students discuss the picture on page 12 to determine what the animals had to do to register to vote: 1. Live on the farm, 2. Show valid I.D. (teacher might reference student I.D.’s which are valid if they belong to them) 3. Be at least this tall. Record these steps for public notes.  Students may use the picture to conclude that the mice have their hands on their hips and their arms crossed to show that they are angry about the height requirement. They are shorter than the other animals and they were not going to be allowed to vote. |
| THIRD READING:  **Reread pages 1-12 (from day before with no interruptions).**  **Read pages 13-14.**  Listen as I read this sentence:  “On Election Day each of the animals filled out a **ballot** and placed it in a box.”  Ask students, “What is a **ballot**?” Tell students to look back at the illustration on page 12 to understand that a ballot is the paper where you write your vote.  Use the illustration on page 14 to determine who won the election.  Refer back to the illustrations on pages 8, 10, and page 12 to determine how Duck won the election.  **Re-read pages 15-16.**  What does the phrase, “Voters had spoken” on page 16 mean? | Review public notes from previous reading.  Students will share that a ballot is a piece of paper you write your vote on based on the illustration on page 12. Teacher can reference the earlier election on who they thought should be farmer.  The students can discuss how they can use the numbers to determine who won. Show pages 8, 10, and 12. Have students turn to their shoulder partner and discuss what Duck did to win the election. Students share their responses and the teacher writes them as public notes.  Students look back at page 16 to determine what this phrase means. Students will discuss with a shoulder partner if the voters actually did speak. NO, the voters did not speak, but the ballots were counted and showed that the voters chose Duck to run the farm instead of Farmer Brown. Each vote counted. |
| FOURTH READING:  **Re-read pages 1-16 (with no interruptions).**  **Re-read pages 17-20 (stop and ask questions during this reading).**  Ask,“How did duck learn that running a farm is very hard work?” Use the text and illustration on page 17.  Direct students to look at the illustration on page 17 and listen as the teacher re-reads the list of what is covering Duck. Teacher asks, “How do you know that “running a farm is very hard work?” Use the text and illustrations to explain.  Listen to me read this sentence (18). “That night Duck and his staff started working on his campaign for governor.” Explain that a campaign is when someone who is running for office makes posters and speeches to try to convince people to vote for him or her. Show the illustrations on pages 18-20. “How did Duck persuade voters during his campaign to vote for him?”  **Re-read pages 21-24.** Read these sentences, “The governor demanded a recount.” Explain that a “recount” is when one of the people running for office thinks that he should have won, he asks for the votes to be counted again to be sure the count was fair. “Two sticky ballots were found stuck to the bottom of a plate of pancakes.”  Why did Mrs. Governor demand a recount? | Lead students to review public notes from previous readings.  At the end of each day Duck was covered from head to toe. The picture shows that he is covered in muck just like Farmer Brown was at the beginning of the story. Duck has a sad look on his face.  Public notes - Add to the web/tree map (from second read) listing the things that Farmer Brown and Duck are covered with throughout the book. Below is a sample, not a complete list. You will continue to add on to it throughout the book.  Farmer Brown Duck\_as Farmer\_\_\_\_  horse hair horse hair  feathers feathers  seeds seeds  mud mud  coffee stains coffee stains  hay hay  Duck made signs that said “Vote For Me,”  Duck visited small-town diners, he marched in parades, he went to town meetings, and he gave speeches.  Students will discuss with a partner and then share their responses while the teacher records for public notes.  She only lost by a few votes. She lost to a Duck. |
| FIFTH READING:  **Re-read pages 1-24 (do not stop for interruptions).**  **Read pages 25-26.**  Ask, “Why does Duck decide to run for president?”  “How is this similar to his decision to run for farmer and for governor?”  Direct students to look at the illustration on page 25 and listen as you re-read the list of the things Duck is covered with. Ask, “How do you know that “running a state is very hard work?”” Use the text and illustrations to explain.  **Read pages 27-28**.  Listen to me read this sentence.  “Duck left his staff in charge and hit the campaign trail.”  What does “in charge” mean?  What does the phrase, “hit the campaign trail” mean? Use the context and the pictures on pages 27-28.  Ask, “What were some things Duck did to try to persuade people to vote for him for president?”  **Re-read pages 29-30**.  “How are the things that happened during the presidential election similar to the things that happened when Duck ran for farmer and governor?” Ask, “Why did the president demand a recount?” Tell the students to use the illustrations on page 30 as evidence in their answer.  **Re-read pages 31-32.**  Ask students, “What does the author keep repeating after duck is in charge after each election? “Why do you think the author keeps repeating this statement and what does it tell us about Duck?”  Direct students to listen as the teacher re-reads the list on page 31 of what covers Duck. Ask, “How do you know that “running a country is very hard work?”” Use the text and illustrations to explain.  **Re-read pages 33-37.**  Why does Duck check the help-wanted ads?  What does the ad say the duck must be able to do?  Show the illustrations on pages 35-36 and discuss that Farmer Brown looks the same as he did in the beginning of the book (page 2).  Ask, “How is Duck’s job at the end of the story different from his job at the beginning of the story?”  What does Duck learn in the story? | Review public notes from previous readings.  Duck does not like having a responsibility. He thought that running a state was hard work. He didn’t like the responsibility of running the farm and running the state. He thought that if he moved up the ladder of success, it would be less work.  Public notes - Add to the web/tree map (from second read) listing the things that Farmer Brown and Duck are covered with throughout the book. Guide students to see that Duck is covered with different things for each job because of the responsibilities of each one. Lead a whole class discussion about why *these* items cover Duck, as compared to items from his previous jobs.  The students will discuss what it means to be “in charge.” For example, just as the teacher is in charge of a classroom; the principal is in charge of a school; and the president is in charge of the country.  The phrase, “hit the campaign trail” means that Duck is going to do things to persuade people to vote for him for president.  Show the pictures so the students can see the different things he did. Students may talk to a shoulder partner and list the different things he did. The teacher or student can write shared responses on the public notes.  During all three elections, on Election Day the voters fill out ballots. The ballots re-counted. Duck always wins by a few votes and the other person demands a recount. Ballots are found stuck somewhere. When the ballots are counted, Duck wins and is now in charge. The teacher or a student can write the responses in a flow chart on the public notes.  The author keeps repeating, “Running a country is no fun at all.” The author keeps repeating this statement after each election because it seems that Duck runs for office each time because he doesn’t think that being leader will be hard work. Duck thinks he can do the job better with less work.  After he gets each new position, he quickly realizes that being in charge is more work than he wants. Show the illustration on page 32 of Duck leaning across the desk with his head down. Discuss what he’s covered in each day. Lead students in a discussion about which job seems to be worse, based on the things that Duck has been covered with throughout the book.  Public notes - Add to the web/tree map listing the things that Duck is covered with throughout the book. Guide students to see that Duck is covered with different things for each job he has because of the different responsibilities of each job. Discuss why *these* items cover Duck, as compared with items from his previous jobs.  Duck looks at the help-wanted ads because he wants a new job and doesn’t want to be in charge anymore.  The ad says the duck must be able to mow the lawn and grind coffee beans. Guide students in discussing that this job is the same exact job Duck had at the beginning of the story.  At the end of the story Duck is writing his autobiography. Explain that an autobiography is a story someone writes about their own life. Discuss that Duck’s new job is now inside—he is not getting “covered” in things because he is not doing any of the same jobs he had at the beginning of the story.  Duck learns that being in charge is not as easy as it seems. He is happy being alone. **He learns that what you wish for is not always what you really want.**  Ask students to discuss lessons learned with a partner and write responses on the public notes. |

FINAL DAY WITH THE BOOK - Culminating Task

* In groups of four, the students will create a poster and write a persuasive presentation to convince their classmates to elect either Farmer Brown or Duck for farmer. The project will include a written paragraph to be read aloud during the presentation and a poster that illustrates qualities and persuades students. Students will include an introductory sentence, give at least three text-based reasons for their arguments, and a clear closing. Public notes will be the resource they will use for this project.

Sample Template:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be elected as the Farmer for three reasons. First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Last, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_ as the Farmer because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* The following rubric is an option for scoring this task. Be sure to show and discuss the rubric with the students both before and throughout the task.

|  |  |
| --- | --- |
| Description | Points |
| -At least five well developed sentences included.  -Sentences include correct capitalization.  -Sentences include correct punctuation.  -Three text based reasons are included.  -A clear persuasive introductory sentence is included.  -A clear closing is included.  -Poster includes three descriptive words, phrases, or sentences.  -Illustrations on poster are neat and match the argument.  -Each team member presents equally.  -Presentation is clear and loud enough for audience.  -Presenters persuade by reading aloud their persuasive argument.  -Presenters explain their poster in order to persuade the audience. | \_\_\_\_\_\_-5 points  \_\_\_\_\_\_-5 points  \_\_\_\_\_\_-5 points  \_\_\_\_\_\_-3 points  \_\_\_\_\_\_-1 point  \_\_\_\_\_\_-1 point  \_\_\_\_\_\_-3 points  \_\_\_\_\_\_-3 points  \_\_\_\_\_\_-2 points per member  \_\_\_\_\_\_-1 point  \_\_\_\_\_\_-1 point  \_\_\_\_\_\_-1 point |

* Sample Persuasive Paragraph:

Farmer Brown should be elected as the Farmer for three reasons. First, Farmer Brown never gives up. Next, he gives jobs to other animals. Last, his name is Farmer Brown. I like Farmer Brown as the farmer because he gives Duck a second chance to work on the farm.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students.) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1, 17 – “head to toe” – the whole body  Page 4, 7 - chores – jobs  Page 4, 34 – mow – cut  Page 4, 34 – lawn – grass in yard  Page 4, 34 - grind – crush into very small pieces  Page 5 – “lint bunnies” – little balls of dirt or hair usually found under furniture  Page 6, 7 – tiny – very, very small  Page 6, 7 – bits – very small pieces  Page 10 – kinder – nicer  Page 10 – gentler – easier  Page 11 – furious – very angry  Page 10, 11 – vote – to show your choice, to select a leader  Page 12, 29, 30 – voter – the person doing to voting  Page 12 – valid – real  Page 12 – ID – identification  Page 12 – height – how tall  Page 12 – requirement – something that is needed  Page 12 – “crossed off” – to strike through an item that has been taken care of or deleted  Page 13, 21 – “filled out” – to write in the answers  Page 13, 21, 29 – “Election Day”- the day to vote  Page 13, 21, 23, 29, 30 – ballot, ballots – the paper or electronic page to mark your vote  Page 13, 22, 29 - counted – added up  Page 13, 22, 29 – results – what happened; the outcome | Page 1, 16, 25, 31 - running (a farm, a state, a country) – taking care of it  Page 7, 16, 18, 24, 35 – (in) charge – to be responsible for taking care of something  Page 7, 17, 25 – thought – think about  Page 7, 8, – election – a way to choose a leader by voting  Page 11 – registering – to put your name on an official list  Page 12 – protested – strongly disagree  Page 13, 22, 26 – posted, posters – to put up a sign; a sign  Page 15, 21, 30 – demanded – to ask for something with force  Page 16, 24, 30 – (The voters had) spoken -  Page 18, 26, 27 – staff – a team  Page 19, 27 – diners – one who eats a meal; a restaurant  Page 20, 28 – speeches – a talk in front of people  Page 20 – march(ed) – walk in step with others  Page 21 – (the) state –  Page 22, 27 – local – close by; in the same town  Page 26 – change – to make different  Page 27 – (campaign) trail – a series of activities to help Duck meet voters and get elected  Page 29 – announced – told everyone  Page 31 – security – guards that keep someone or something safe  Page 34 – checked – made sure it was right  Page 34 – ads – advertisements  Page 35 – headed – went towards  Page 35 – back (to the farm) - return |
| Page 15, 21, 23, 30 – recount- add again to make sure the first count is correct  Page 15, 24, 30 – tally – add or count  Page 16, 24, 30 – officially – properly, according to an authority  Page 17, 18, 27 – campaign – to compete for votes  Page 18 19 – politician – a person holding a political office  Page 18, 21, 22, 23, 24 – governor – a person in charge of a state  Page 19, 27 – parades – a large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something  Page 20 – “town meetings” – people gather and talk about important town business  Page 21, 29 – booths – places to sit  Page 22 – paper – newspaper  Page 22 – “by a nose” – very close, almost the same  Page 26 – presidential – about the president  Page 26 – proud – being pleased about yourself  Page 28 – “late – night” – towards the end of the night  Page 20, 35 – vice-president – the person that  Page 31 – badges – a piece of material or metal or paper that identifies a person  Page 34 – “help-wanted” – this is an expression used when a person or company is asking for a person to apply for a job  Page 37 – autobiography – a story written about you that you write yourself |  |

Fun Extension Activities for this book and other useful Resources

* Hold a class election having students wanting to be elected as class president campaign and present speeches. Many of the vocabulary in this lesson can be reinforced through this process.
* Build background about the voting process and vocabulary by watching a video specifically for students. *Note: This is particularly supportive of English Language Learners.* For example:

<https://www.youtube.com/watch?v=S6oFLipB6g8>

Note to Teacher

* Culminating Task NOTE: Be sure to show and discuss the rubric with the students before the task and throughout the task.
* Pages are numbered beginning with the first page with words.
* It is recommended that the first and second readings be done on day 1.
* It is recommended students are allowed several days to prepare their presentations and persuasive arguments. Be sure and discuss the rubric with students when giving the culminating assignment and throughout their development of the final product.
* It is recommended that some of the following texts be combined with or this text or be read to students prior to using this text. Examples:

*Literary Texts*

* *If I Ran for President*, *If I Were President*, and *Today on Election Day* by Catherine Stier (Read Alouds)
* *My Teacher for President* by Kay Winters
* *We Live Here Too! Kids Talk About Good Citizenship* by Nancy Loewen (Read Aloud)
* *If Everybody Did* by Jo Ann Stover

*Informational Texts*

* *Being a Leader* by Robin Nelson (First Step Nonfiction)
* Celebrating President’s Day: What Is a President? by Kimberly Jordano and Trisha Callella-Jones
* Excerpts from *So You Want to be President?* by Judith St. George (Read Aloud)
* *Why Are Elections Important? (Know Your Government)* by Jacqueline Laks Gorman
* *We the Kids: The Preamble to the Constitution of the United States* by David Catrow (Read Aloud)
* Excerpts from *D is for Democracy* by Elissa Grodin (Read Aloud)

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

\_690L\_\_\_\_

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Moral/Lesson-Sometimes what you think you want is more than you bargained for.

Illustrations, picture clues

Fantasy

Chronological and Circular Structure

Homophones/Multiple meanings words

Academic Language/Vocabulary: protest, requirement, speeches, ballot, …

Figurative Language: “running” a farm, “lint bunnies,” “hit” the campaign trail

Elections, Campaigns, Voting, roles in government (governor, president)

**Meaning/Purpose**

**Structure**

**Knowledge Demands**

**Language**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* The words with multiple meanings, vocabulary, and academic language will challenge students most. Using illustrations, class discussions, partner discussions, guided questioning, and public notes will help support students with these challenges.

How will this text help my students build knowledge about the world?

* Students will build knowledge of fantasy versus reality, the election process, campaigns, and voting. They will also learn a lesson about leadership being harder than it may seem as well as the moral- sometimes what you wish for is different once it becomes reality.

1. **Grade level**

What grade does this book best belong in? It belongs in the first grade as a read aloud and in the second or third grades as a student read text.

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