



Read Aloud Transcript

Language Arts 2A Module 12 – Getting Creative

Father of the Constitution: A Story about James Madison

By: Barbara Mitchell

Book ISBN #: 9781575051826

Objectives:

- Students will summarize a text by answering chapter-based questions.
- Students will read a biography.
- Students will ask and answer questions about an informative text.

Special Note: This book is 7 chapters, but only 60 pages, long. This transcript covers the entire book. If you choose to, you can break the Read Aloud for this book into 2 synchronous Read Aloud sessions reading Chapters 1-4 for the first session and Chapters 5-7 for the second session. You could also read 1 to 2 chapters each session, breaking the Read Aloud into 3 to 7 synchronous sessions. The student interactive PowerPoint will be used throughout the reading of this story and filled out after finishing a chapter.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a story about the life of a president. This story is called a biography. How many of you know what a biography is?</i>
Pause to call on a student or several students to hear their answer. Once a student(s) answers the questions, point to the title of the book and say:	<i>The title of this book is Father of the Constitution: A Story about James Madison. This story is a biography of James Madison's life as president of the United States. A biography is a true story about someone's life. Our module theme this week is "Getting Creative." The biography of James Madison will show you how there are many different ways to be creative. James Madison was not an artist who paints pictures, but he was a very creative, talented writer whose writing shaped our nation.</i>

Point to the name of the author of the book and say:	<i>The author is Barbara Mitchell. Who can tell me what the author does or what the job of the author of a story is?</i>
Call on a student to answer, acknowledge that an author writes the story. Point to the illustrator's name and say:	<i>This story is illustrated by Alex Tavoularis. What does an illustrator do, or what is the job of the illustrator of the story?</i>
Call on a student to answer, acknowledge that an illustrator draws the pictures of a story. Point to the cover of the book and say:	<i>Let's take a look at the cover of this book. The title says Father of the Constitution: A Story about James Madison. What do you think the men are doing on the front cover?</i>
Call on a few students to hear their answers, until someone says "signing a document" or "writing on a piece of paper." Next, hold up the cover so that the students can see the picture and say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a good guess about something based on clues or pictures you see. When you look at the picture on the cover of this book, what do you think this story is going to be about? Do you think this story will be fiction or non-fiction?</i>
Call on a few students to hear their predictions. Acknowledge their predictions. Then call on a few students to hear their answers. Once a student answers "non-fiction," say:	<i>That is correct. This is a non-fiction story. A non-fiction story is a true story. It tells us facts about a person or event. In this story, the facts are going to be about James Madison.</i>
Finally, set a focus for the story by saying:	<i>This week our comprehension skill is reading a biography and summarizing a text based on the chapters. As we read the story, pay attention to the major events that happened in James Madison's life as the president of the United States.</i>

During Reading

Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for details during this story to answer comprehension questions for each chapter.</i>
Read Chapter 1, "Louder, Madison." Ask students the following:	<p><i>What year did James Madison remember the most? Why?</i></p> <p><i>Answer: Year nine. He moved from his grandmother's place up to the big brick house.</i></p>
After completing Chapter 1, pull up the Chapter Summary PowerPoint showing Slide 1 and say:	<i>After we read each chapter of this story, we will be filling out a chapter summary using this graphic organizer. Who can summarize our first chapter for us? What are the key events in Chapter 1? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 1. Say:	<p><i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i></p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> • <i>James Madison remembers his ninth year the most.</i> • <i>He moved from his grandma's house.</i> • <i>He attended school.</i> • <i>He was urged to read louder by his teacher.</i> • <i>At the end of the chapter, Madison was pulled from school.</i> • <i>His family decided that a minister would teach him from home.</i> <p><i>After reading Chapter 1, what predictions do you have? What do you think will happen next in James Madison's life? Write your predictions in your notes.</i></p>

Ask students to share their predictions. After calling on a few students to share their predictions, say:	<i>Great job with your predictions! Let's add some of them to our Chapter 1 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 1? Write your questions in your notes.</i>
Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 1 Summary. (Type some of the questions in the graphic organizer.) Let's see if any of them get answered in Chapter 2.</i>
Read Chapter 2, "Politics and Pots of Tea." Ask students the following:	<i>Where does James go to college? Answer: Princeton.</i>
After completing Chapter 2, pull up the Chapter Summary PowerPoint showing Slide 2 and say:	<i>Who can summarize our second chapter for us? What are the key events in Chapter 2? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 2. Say:	<p><i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i></p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> <i>• King George taxed tea, and colonists were upset.</i> <i>• James Madison met William Bradford, and they became best friends.</i> <i>• James Madison went to Princeton.</i> <i>• He graduated from Princeton with honors but didn't know what to do after graduation.</i> <i>• Colonists dumped ninety thousand pounds of tea into Boston Harbor (The Boston Tea Party).</i> <i>• James visited William Bradford in Philadelphia.</i> <i>• James told his dad he did not want to be involved in the family business that was dependent on slavery.</i> <p><i>After reading Chapter 2, what predictions do you have? What</i></p>

	<i>do you think will happen next in James Madison's life? Write your predictions in your notes.</i>
Ask students to share their predictions, after calling on a few students to share their predictions say:	<i>Great job with your predictions! Let's add some of them to our Chapter 2 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 2? Write your questions in your notes.</i>
Read Chapter 3, "Drowned Black Rat." Ask students the following:	<i>What section of the Declaration of Rights did James work on? Answer: Freedom of Religion</i>
After completing Chapter 3, pull up the Chapter Summary PowerPoint showing Slide 3 and say:	<i>Who can summarize our third chapter for us? What are the key events in Chapter 3? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 3. Say:	<i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i> <i>Possible Answers:</i> <ul style="list-style-type: none"> • <i>James became a landowner so that he could vote and be elected to public office.</i> • <i>He was elected to the Committee of Public Safety.</i> • <i>The colonists and England were at war.</i> • <i>James is elected as a delegate.</i> • <i>The Declaration of Independence was adopted.</i> • <i>James Madison became Patrick Henry's writer.</i> <i>After reading Chapter 3, what predictions do you have? What do you think will happen next in James Madison's life? Write your predictions in your notes.</i>
Ask students to share their predictions. After calling on a few students to share their predictions, say:	<i>Great job with your predictions! Let's add some of them to our Chapter 3 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 3? Write your questions in your notes.</i>

Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 3 Summary. (Type some of the questions in the graphic organizer.) Let's see if any of them get answered in Chapter 4.</i>
Before beginning Chapter 4, ask the students the following:	<i>The title of Chapter 4 is "Glowing Patriot." What do you think is going to happen in this chapter?"</i>
Discuss and acknowledge the students' predictions. Read Chapter 4, "Glowing Patriot." Ask students the following:	<i>Who was James talking about when he said, "He smelled a rat"? Answer: Patrick Henry.</i>
After completing Chapter 4, pull up the Chapter Summary PowerPoint showing Slide 4 and say:	<i>Who can summarize our fourth chapter for us? What are the key events in Chapter 4? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 4. Say:	<i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i> <i>Possible Answers:</i> <ul style="list-style-type: none"> • <i>James becomes a member of the Second Continental Congress.</i> • <i>The colonists won the war.</i> • <i>Madison researched the history of nations and politics.</i> • <i>He wrote an essay stating the Articles of Confederation were weak and explaining the need for America to have a stronger law of the land.</i> <i>After reading Chapter 4, what predictions do you have? What do you think will happen next in James Madison's life? Write your predictions in your notes.</i>
Ask students to share their predictions. After calling on a few students to share their predictions, say:	<i>Great job with your predictions! Let's add some of them to our Chapter 4 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 4? Write your questions in your notes.</i>

Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 4 Summary. (Type some of the questions in the graphic organizer.) Let's see if any of them get answered in Chapter 5.</i>
Before beginning Chapter 5 ask the students the following:	The title of Chapter 5 is "Something Most Important." What do you think is going to happen in this chapter?
Read Chapter 5, "Something Most Important." Ask students the following:	<i>What kind of power were James Madison and Randolph speaking about? Answer: The power of the people.</i>
After completing Chapter 5, pull up the Chapter Summary PowerPoint showing Slide 5 and say:	<i>Who can summarize our fifth chapter for us? What are the key events in Chapter 5? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 5. Say:	<p><i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i></p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> <i>• Madison's Virginia Plan was presented at the Convention.</i> <i>• The Virginia Plan was selected to be the framework for the government of the new nation.</i> <i>• The Constitution was created.</i> <p><i>After reading Chapter 5, what predictions do you have? What do you think will happen next in James Madison's life? Write your predictions in your notes.</i></p>
Ask students to share their predictions, after calling on a few students to share their predictions say:	<i>Great job with your predictions! Let's add some of them to our Chapter 5 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 5? Write your questions in your notes.</i>

Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 5 Summary. (Type some of the questions in the graphic organizer.) Let's see if any of them get answered in Chapter 6.</i>
Before beginning Chapter 6, ask the students the following:	<i>The title of Chapter 6 is "Washington Ablaze." What do you think is going to happen in this chapter?</i>
Discuss and acknowledge the students' predictions. Read Chapter 6, "Washington Ablaze." Ask students the following:	<i>What was James Madison's first piece of business to present? Answer: Bill of Rights.</i>
After completing Chapter 6, pull up the Chapter Summary PowerPoint showing Slide 6 and say:	<i>Who can summarize our sixth chapter for us? What are the key events in Chapter 6? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 6. Say:	<i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i> <i>Possible Answers:</i> <ul style="list-style-type: none"> <i>• George Washington was president.</i> <i>• Philadelphia was the nation's capital.</i> <i>• James married Dolley Payne Todd.</i> <i>• James became President Jefferson's secretary of state.</i> <i>• James became the fourth president of the United States.</i> <i>After reading Chapter 6, what predictions do you have? What do you think will happen next in James Madison's life? Write your predictions in your notes.</i>
Ask students to share their predictions. After calling on a few students to share their predictions, say:	<i>Great job with your predictions! Let's add some of them to our Chapter 6 Summary. (Type some of the predictions in the graphic organizer.) What questions do you have after reading Chapter 6? Write your questions in your notes.</i>

Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 6 Summary. (Type some of the questions in the graphic organizer.) Let's see if any of them get answered in Chapter 7.</i>
Read Chapter 7, "The Diary." Ask students the following:	<i>What story did James Madison want Americans to remember the most? Answer: The story of their Constitution.</i>
After completing Chapter 7, pull up the Chapter Summary PowerPoint showing Slide 7 and say:	<i>Who can summarize our final chapter for us? What are the key events in Chapter 7? Write some of the key events in your notes.</i>
After giving students time to write some key events in their notes, ask them to share what they wrote, typing their responses in the graphic organizer for Chapter 7. Say:	<p><i>Great job listing some key events! Let's type them in the Key Events section of this graphic organizer!</i></p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> <i>• Madison retired to his home in Montpelier.</i> <i>• Thomas Jefferson dies.</i> <i>• Madison wrote his account of the creation of the Constitution.</i> <i>• James Madison died on June 28, 1836.</i> <p><i>Since this is the last chapter of the story, we do not need to make any more predictions, but we can see if you still have any questions. What questions do you still have after completing this story?</i></p>
Ask students to share their questions. After giving students time to share some of their questions, say:	<i>Great job with your questions! Let's add some of them to our Chapter 7 Summary. (Type some of the questions in the graphic organizer.) Since this is the last chapter, how can we find the answers to any questions we may still have? (Pause to hear answers) Answer: We can research further if we choose!</i>

After Reading

Directions	Teacher Script
After finishing the story summary, go back to Slide 1 of the PowerPoint. Say:	<i>This week we learned how to summarize a biography with chapters. Remember, a biography is a true story based on someone's life. We are going to review the key events of James Madison's life by looking over what we listed for each chapter.</i>
As you click through each slide, say:	<i>What were the key events for this chapter? Did any of our predictions come true? Did any of our questions get answered?</i>
For each slide, give students time to discuss the answers to your questions. After reviewing each slide, say:	<i>You did a great job identifying the key events, making predictions, and asking questions about our story! As you do your independent reading this week, be sure to think about the key events of the story and write down any questions you have after reading your story.</i>