



President Abraham Lincoln

Read Aloud Transcript

Language Arts 3A Module 16 - The Presidency

Abraham Lincoln: A Life of Honesty

By: Tonya Leslie

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Objectives:

- Students will make predictions.
- Students will learn new vocabulary words.
- Students will use context clues to identify the meaning of a new vocabulary word in the text.
- Students will identify the central idea (main idea) and key details in a text.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read a story about Abraham Lincoln.</i>
Point to the title of the book and say:	<i>The title of this book is Abraham Lincoln: A Life of Honesty.</i>
Point to the name of the author of the book and say:	<i>The author is Tonya Leslie. Who can tell me the job of the author of a story?</i>
Point to the illustrator's name and say:	<i>This story is illustrated by Tina Walski. What is the job of the illustrator of a story?</i>
Hold up the cover of the book and say:	<i>Let's look at the cover of this book. The title says Abraham Lincoln: A Life of Honesty. Who is Abraham Lincoln?</i>
Call on a few students to hear their answers. Once a student answers "president," say:	<i>Yes, Abraham Lincoln was the 16th president of the United States.</i>
Next, hold up the cover so that the students can see the picture and then show them the table of contents and say:	<i>Before reading the story, let's make a prediction. A prediction is when you make a guess about something based on clues you see.</i>

	<i>When you look at the cover of this book and the table of contents, what do you think this story is going to be about? Is this story fiction or nonfiction?</i>
Call on a few students to hear their predictions. Then, call on a few students to hear their answers. Once a student answers "nonfiction," say:	<i>Correct! This is a nonfiction story. A nonfiction story teaches us facts or information on the topic we are reading about.</i>
Next, set a focus for the story by saying:	<p><i>This week, our comprehension skill is central idea (which can also be called the main idea) and key details. The central idea, or the main idea, is what the text is mostly about. The key details are facts or examples that tell more about the central, or main, idea. As we read the story, pay attention to what the text is mostly about and the details that tell more about the central, main, idea.</i></p> <p><i>Another skill we are working on this week is identifying new vocabulary words and using context clues to find their meaning. As we read the story, I will pause when I come to a new vocabulary word so that we can use context clues to find the meaning.</i></p>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for what the text is mostly about and the details that tell more about the main idea.</i>
Read page 4. Ask students:	<p><i>What do you think the central idea (main idea) of this text is?</i></p> <p><i>Answer: How Abraham Lincoln's</i></p>

	<i>ideals of fairness and honesty changed our country.</i>
Point out the bolded word ideal and say:	<i>Look at the bolded word ideal. This means this is an important word in the text.</i>
Read the sentence with the word <i>ideal</i> in it and ask the following:	<i>Using the context clues in the sentence, what do you think the word ideal means?</i>
Call on a few students to hear their answers, then say:	<i>Ideal is a standard of excellence. What context clues helped you figure out the meaning of this word?</i>
Read page 6. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on this page? Possible answers: He was born in 1809. He loved to read and write when he wasn't working.</i>
Point out the bolded word frontier . Read the sentence with the word <i>frontier</i> in it and say:	<i>Look at the bolded word frontier. Using the context clues in the sentence, what do you think the word frontier means?</i>
Call on a few students to hear their answers, then say:	<i>Frontier is the edge of exploration.</i>
Read pages 8 and 9. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on these pages? Possible answers: Abraham was known for his honesty. His acts of kindness earned him the nickname "Honest Abe."</i>
Read pages 10 and 11. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on these pages? Possible answer: Abraham thought slavery was wrong.</i>
Point out the bolded word debate . Read the sentence with the word <i>debate</i> in it and say:	<i>Look at the bolded word debate. Using the context clues in the sentence, what do you think the word debate means?</i>
Call on a few students to hear their answers, then say:	<i>Debate is a discussion or argument with two sides.</i>

Point out the bolded word slavery . Read the sentence with the word <i>slavery</i> in it and say:	<i>Look at the bolded word slavery. Using the context clues in the sentence, what do you think the word slavery means?</i>
Call on a few students to hear their answers, then say:	<i>Slavery is the state of a person being the property of another person. What context clues helped you figure out the meaning of this word?</i>
Point out the bolded word right . Read the sentence with the word <i>right</i> in it and say:	<i>Look at the bolded word right. Using the context clues in the sentence, what do you think the word right means?</i>
Call on a few students to hear their answers, then say:	<i>A right is something that a person deserves to have. What context clues helped you figure out the meaning of this word?</i>
Read pages 12 and 13. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on these pages? Possible answers: Many people had heard about Abraham's honesty, and in 1860 he was elected the 16th president of the United States. One month after he became president, the country went to war.</i>
Read page 14. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on this page? Possible answer: Abraham wanted a united country and an end to slavery. How does this detail support the main idea that Abraham Lincoln was fair and honest?</i>
Reread the question on page 14 and then call on a few students to hear their answers:	<i>"What would you do if you felt something was wrong, but many people disagreed with you?" Answers will vary.</i>
Point out the bolded words Civil War . Read the sentence with the words <i>Civil War</i> in it and say:	<i>Look at the bolded words Civil War. Using the context clues in the sentence, what do you think the words Civil War mean?</i>
Call on a few students to hear their answers, then say:	<i>The Civil War was the war in the United States between northern states and southern states.</i>

Read pages 16 and 17. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on these pages? Possible answer: On January 1, 1863, Abraham issued the Emancipation Proclamation.</i>
Point out the bolded words Emancipation Proclamation . Read the sentence with the words <i>Emancipation Proclamation</i> in it and say:	<i>Look at the bolded words Emancipation Proclamation. Using the context clues in the sentence, what do you think the words Emancipation Proclamation mean?</i>
Call on a few students to hear their answers, then say:	<i>The Emancipation Proclamation is the document issued by President Lincoln in 1863 that freed the slaves. How does this detail support the main idea that Abraham Lincoln was fair and honest?</i>
Read page 19. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on this page? Possible answers: In 1865, the northern states won the Civil War. A man who was angry about the end of slavery killed Abraham Lincoln in a theater.</i>
Read page 20. Ask the students the following:	<i>What do you think are key details about Abraham Lincoln on this page? Possible answers: In December 1865, the Thirteenth Amendment to the US Constitution was passed. People credited Abraham Lincoln and his honesty for changing the law and changing the United States.</i>
Point out the bolded word Thirteenth Amendment . Read the sentence with the words <i>Thirteenth Amendment</i> in it and say:	<i>Look at the bolded words Thirteenth Amendment. Using the context clues in the sentence, what do you think the words Thirteenth Amendment mean?</i>
Call on a few students to hear their answers, then say:	<i>The Thirteenth Amendment is an amendment to the Constitution of the United States making slavery against the law.</i>

After Reading

Directions	Teacher Script
After finishing the story, complete the <i>Abraham Lincoln: A Life of Honesty</i> PowerPoint. Students will be identifying the central idea (main idea) and key details of the text. Say to the students:	<i>This week, we learned about the central idea, or the main idea, and key details of a text. We are going to practice this by completing an interactive activity. In this story you learned about Abraham Lincoln the 16th president of the United States. You learned a lot of key details about his life. He was an important president because he was an honest and fair person, and those ideals made a huge difference in our country. As you think about the central idea of this story, think about the key details you learned that support the central idea.</i>
Pull up the PowerPoint so that the students can see it and say:	<i>Using a whiteboard or a piece of paper, write down the central idea of the text and three key details from the text that support that main idea. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the activity on their own, then display the PowerPoint and discuss the answers with the students.	<i>Let's look at the PowerPoint together. What is the central idea, or the main idea of the text?</i> <i>Answer: Abraham Lincoln's ideals of fairness and honesty changed our country.</i>
After the students answer, type the answer in the central idea (main idea) box, then say:	<i>What is a key detail that supports the central idea, or the main idea of the text?</i> <i>Answer: Abraham Lincoln thought slavery was wrong.</i>
After the students answer, type the answer in the 1st detail box, then say:	<i>What is another key detail that supports the central idea, or the main idea of the text?</i> <i>Suggested Answers: Many people had heard about Abraham's honesty, and</i>

	<p><i>in 1860 he was elected the 16th president of the United States. One month later the country went to war. Abraham Lincoln wanted a united country and an end to slavery. On January 1, 1863, he issued the Emancipation Proclamation, which freed the slaves.</i></p>
<p>After the students answer, type the answer in the 2nd detail box, then say:</p>	<p><i>What is a third key detail that supports the central idea, or the main idea of the text? Suggested Answer: Lincoln's ideals lived on after his death. His work set in motion the Thirteenth Amendment, which made slavery against the law and all people free.</i></p>
<p>After the students answer, type the answer in the 3rd detail box, then say:</p>	<p><i>You did a great job identifying the central idea, or the main idea and key details of the text! As you do your independent reading this week, be sure to think about the central idea, or the main idea and key details of the story you are reading.</i></p>