



Read Aloud Transcript

Language Arts 3A Module 35 Voting

A More Perfect Union: The Story of Our Constitution

By: Betsy and Giulio Maestro

Book ISBN #:9780688068394

Objectives:

- Students will make predictions.
- Students will sequence the events of a non-fiction text.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a story about our Constitution.</i>
Point to the title of the book and say:	<i>The title of this book is A More Perfect Union: The Story of Our Constitution.</i>
Point to the name of the author of the book and say:	<i>The author is Betsy Maestro. Who can tell me the job of the author of a story?</i>
Call on a student to share their answer. Point to the illustrator's name and say:	<i>This story is illustrated by Giulio Maestro. What is the job of the illustrator of the story?</i>
Call on a student to share their answer. Hold up the cover of the book and say:	<i>Today we are going to read about the United States Constitution, its purpose, and how it was created. What rules do we have in our country? Why is it important to have those rules? Answers will vary.</i>
Call on several students to share their answers and acknowledge their responses. Next, hold up the cover so 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 guess about something based on clues you see. 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 non-fiction?</i>

Call on a few students to hear their predictions. Acknowledge their predictions. Then call on a few more students to hear their answers to whether the story is fiction or non-fiction. Once a student answers "non-fiction," say:	<i>Correct! This is a non-fiction story. A non-fiction story teaches us facts or information on the topic we are reading about.</i>
Next, set a focus for the story by saying:	<i>This week our comprehension skill is sequence of events in a non-fiction text. The sequence of text is the order in which the events take place. As we read the story, pay attention to major events that happened in the text.</i>

During Reading	
Directions	Teacher Script
Open the book to the first page of the story and say:	<i>Remember, we are listening for some of the major events that happened in the text.</i>
Read page 3. Ask students the following:	<p><i>What did the thirteen colonies write in 1776? Answer: The Declaration of Independence.</i></p> <p><i>What did the Declaration of Independence do for the colonies? Answer: It told King George III of England that the colonies wanted to rule themselves.</i></p> <p><i>Why do you think the colonies wanted to rule themselves? Answers will vary.</i></p> <p><i>What would be the benefits of being free from another country? Answers will vary.</i></p>
Read page 4. Ask students the following:	<p><i>Why was America in trouble in 1786? Answer: The government was not working well. Many people were poor, and the thirteen states were not cooperating with one another.</i></p> <p><i>How might having a president help the states? Answers will vary.</i></p>

<p>Read page 5-7. Ask students the following:</p>	<p><i>Why did a few leaders from each state travel to Philadelphia in May of 1787? Answer: To have a convention to figure out what could be done to make the government strong.</i></p> <p><i>Which important men arrived in Philadelphia? Answer: George Washington, James Madison, Alexander Hamilton, and Benjamin Franklin.</i></p> <p><i>Why might the delegates have been so eager to help their country? Answers will vary.</i></p>
<p>Read pages 8-13. Ask students the following:</p>	<p><i>When did the convention begin? Answer: May 25th</i></p> <p><i>Who was voted the leader of the convention? Answer: George Washington</i></p> <p><i>How are rules helpful when working with a large group? Answers will vary</i></p>
<p>Read pages 14-17. Ask students the following:</p>	<p><i>What is the Virginia Plan? Answer: The Virginia Plan called for a government elected, or chosen, by the people. It would have three parts: a president, a congress, and a law court.</i></p> <p><i>Do you think the Virginia Plan sounds fair? Show me a thumbs up or a thumbs down.</i></p>
<p>Read pages 18-23. Ask students the following:</p>	<p><i>What is the New Jersey Plan? Answer: The New Jersey Plan said that except for some small changes, the old government was fine. All states, no matter what their size, would have the same number of representatives.</i></p> <p><i>Why might New Jersey want all states to have the same number of representatives? Possible Answer: Because New Jersey is a small state and would not have the same number of representatives as the larger states.</i></p> <p><i>What is the Great Compromise or the Connecticut Compromise?</i></p>

	<p><i>Answer: It is a plan made up of some parts of the Virginia Plan, some parts of the New Jersey Plan, and some new ideas from both sides.</i></p>
<p>Read pages 24-29. Ask students the following:</p>	<p><i>What happened on August 6th?</i> <i>Answer: The delegates began to examine the draft.</i> <i>What was the committee called that wrote the final draft and made sure that every word was just right?</i> <i>Answer: The Committee of Style and Arrangement.</i> <i>When did the convention have its final meeting to sign the Constitution?</i> <i>Answer: September 17, 1787.</i></p>
<p>Read pages 30-35. Ask students the following:</p>	<p><i>Do you think it was easy for the delegates to convince their home states to vote for the new Constitution? Why or why not?</i> <i>Answers will vary.</i> <i>If you were a delegate, how would you convince your home state to vote for the new Constitution?</i> <i>Answers will vary.</i> <i>How many of the thirteen states had to vote for the new Constitution for the new government to be set up?</i> <i>Answer: 9 out of the 13 states or a two-thirds majority.</i> <i>What date did they celebrate the new Constitution becoming law?</i> <i>Answer: July 4th.</i></p>
<p>Read pages 36-42. Ask students the following:</p>	<p><i>Who was unanimously voted as the president of the United States?</i> <i>Answer: George Washington.</i> <i>When did the last state ratify the Constitution?</i> <i>Answer: May 1790.</i> <i>What does the Bill of Rights protect?</i> <i>Answer: It protects people from losing their freedom to say what they want, go where they want, and pray to any God in the way they want.</i> <i>Why was it important that the Constitution was written so that it can be changed?</i></p>

Answer: So that as times change, the Constitution can change to meet the needs of our country. Why do you think it is important that the power of the government should come from the people? Possible answer: The idea of each citizen playing a part in the government is one of the principles that makes the United States strong.

After Reading

Directions	Teacher Script
After finishing the story, complete the <i>A Perfect Union: The Story of Our Constitution</i> sequencing interactive activity with the students. They will be ordering the events of the story using the ordering interactive. Say to the students:	<i>This week we learned how to sequence the events of a story. We are going to practice this by completing an interactive activity.</i>
Pull up the activity link so that the students can see it.	<i>I am going to post a link to this activity for you to complete. You are going to read each event from the story and then click on the event and drag it to place it in the right order of what happened.</i>
Demonstrate how to click and move each event on the interactive, but do not put them in the right order. Post the link to the ordering interactive in the meeting chat box.	<i>I just posted the link to the chat. Click on the link and put the events of the story in the correct order. Remember to place them in the right order of what happened. 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 interactive on their own, then display the interactive and discuss the answers with the students.	<i>Let's look at the interactive together. What happened first? Answer: The Declaration of Independence from Britain is adopted by the Second Continental Congress.</i>
After the students answer, click and drag the 1st event to the top.	<i>What happened next? Answer: Delegates travel to Philadelphia to write the United States Constitution.</i>

After the students answer, click and drag the 2nd event below the 1st, then say:	<i>What happened next? Answer: The Constitution is signed in September and ratified by three states by December.</i>
After the students answer, click and drag the 3rd event below the 2nd, then say:	<i>What happened next? Answer: George Washington is elected the first president of the United States.</i>
After the students answer, click and drag the 4th event below the 3rd, then say:	<i>What happened next? Answer: The Bill of Rights is written.</i>
After the students answer, click and drag the 5th event below the 4th, then say:	<i>What happened last? Answer: The Bill of Rights becomes part of the Constitution.</i>
After the students answer, click and drag the 6th event of the story to the bottom, then say:	<i>You did a great job identifying the sequence of events of the story! As you do your independent reading this week, be sure to think about the sequence of events of the story you are reading.</i>