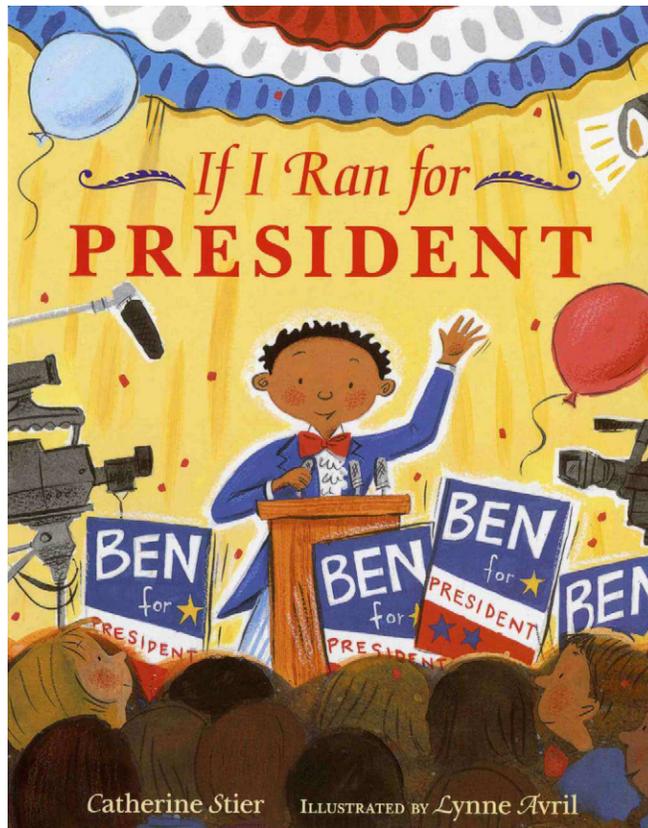


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



IF I RAN FOR PRESIDENT

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ILLUSTRATED BY LYNNE AVRIL CRAVATH

Watch the video of actors
Lonnie Chavis, Parker Bates
and Mackenzie Hancsicsak
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

If you ran for president, you would have to do a lot of hard work. You would study the nation's problems, tell the American people about your platform, select a running mate, and debate your opponents on live television.

THEMES IN THE STORY

Government, Competition, Dedication and hard work, Goal-setting

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to 4th grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1:** Build background and tap knowledge about the presidency of the United States. Questions to ask:
- Who is the president of the United States? Do you know the names of any other presidents?
 - How is a president of the United States chosen?
 - Who can run for president?
 - What are some jobs of the president?
- Step 2:** Introduce the book, *If I Ran for President* and discuss with students what they think they would need to do if they ran for president.
- Step 3:** Introduce key vocabulary: Candidate, Campaign, Political party, Delegates, Ballot, Caucus, Primary election

DURING VIEWING

Focus: Reading for information

Standards: CCSS.SL.2.2, CCSS.SL.3.2, CCSS.RL.2.1; 2.2; 2.4, CCSS.RL.3.1; 3.2; 3.4

Objective: Students will use focus questions to find information.

Procedure:

- Step 1:** Display the following questions.
- How does a person become president?
 - What happens on election day?
- Step 2:** Tell students that during the read aloud they should use the focus questions to gather information about the topic of running for president.
- Step 3:** Stop story at appropriate parts to discuss vocabulary and summarize information to help answer the focus questions.

AFTER VIEWING

Standards: CCSS.RL.2.2; 2.3, CCSS.RL.3.2; 3.3

Objective: Students will summarize information gained from text.

Materials: Graphic organizer (see page 7)
Teacher Prep: Duplicate the graphic organizer on large paper.

Procedure:

- Step 1: Revisit reading focus questions and have students discuss them with a partner or in a group.
- Step 2: Distribute graphic organizer and explain how to complete.
- Step 3: Complete the organizer independently or with a partner.
- Step 4: Gather whole class to check understanding. Use student generated responses to complete the class organizer.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Describe the most interesting thing you learned about running for president. Use details from the story to support your response.

WRITING – OPINION

Standards: CCSS.W.2.1; 2.5, CCSS.SL.2.2; 2.4; 2.6, CCSS.W.3.1; 3.5, CCSS.SL.3.2; 3.4; 3.6

Objective: Students will write a persuasive essay explaining why they should be president using grade appropriate sentence structure and spelling.

Materials: Writing tools
Graphic Organizer:  **Google It!:** *Persuasive Essay Graphic Organizer* to find an organizer to meet the needs of your class.

Procedure:

- Step 1: Provide instruction on writing to persuade. Give students examples of persuasive writing.
- Step 2: Tell students they are going write an essay to persuade the class to vote for them for president of the classroom.
- Step 3: Hold a class discussion on ideas to include in the essay.
- Step 4: Distribute the graphic organizer and model how to complete.
- Step 5: Have students complete the organizer to plan their writing.
- Step 6: Continue to go through the writing process, providing instruction and modeling as needed.
- Step 7: Have the students present the essay to the class in the form of a speech.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES – UNITED STATES ELECTION PROCESS

Students learn about the presidential election process in the United States.

MATERIALS —

Chart paper, white board, or Smartboard

Sentence strips

Large white construction paper

Art supplies

Writing paper

Ballot box

Teacher Prep: Make ballots with candidates' names to be used on Election Day. Use the internet to find examples and videos of campaign posters, speeches, etc. for instruction.

PROCEDURE —

- Step 1:** Ask students to recall the story, *If I Ran for President*, and tell what they learned about the process of running for president.
- Step 2:** Tell students they will work in a group to run a campaign to get their candidate elected.
- Step 3:** Explain that when a candidate runs for office they try to address issues that are important to voters by giving them their opinion on the issue and how they will solve the problem. This is what voters use to make their decision on who to vote for in the election.
- Step 4:** What are some issues that need to be addressed in our school? Make a class list of student responses.
- Step 5:** Explain and discuss campaign promises. (Ex: If the issue is more free time in school, a candidate might promise to give students a morning and afternoon recess.)
- Step 6:** Divide the students into groups (the number of groups is teacher choice).
- Step 7:** Appoint a campaign manager for each group. Give each campaign manager a sentence strip.
- Step 8:** Complete the activities. Explain and discuss the activities that each group must accomplish:
- Choose a fictitious name for their candidate and write it on the sentence strip.
 - Choose an issue from the class list and write it on the back of the sentence strip. (If possible, talk to the principal about the promises and discuss the possibility of the winning candidate's promise to be implemented for one day during the school year.)
 - Discuss how the candidate will promise to solve this problem. List ideas on writing paper.
 - Create a persuasive campaign poster: Include a picture of the candidate and the campaign promise.
 - Prepare and present a speech. Groups can decide who will represent the group candidate and present the speech on election day.
- Step 9:** Election Day: Invite another class to listen to each candidate's presentation on the issue. Conduct an election by having the visiting class vote using the prepared ballots.
- Step 10:** Devise a plan with your class to count the ballots and record on a tally chart.
- Step 11:** Announce the winner to the voters. Have the winning candidate give a speech including when the campaign promise will be carried out, if possible.

MATH – GRAPHING AND INTERPRETING INFORMATION

Students make a bar graph to represent data and use the graph to interpret the data.

MATERIALS —

Survey sheet
Graph paper
Chart paper
Poster size graph paper
Crayons or markers

Teacher Prep: Think of 4 or 5 issues that are important to families in your area to use in the poll.

- Make a Survey Sheet: *What is the most important issue to you?*
- Make a large class size tally chart for recording responses

PROCEDURE —

- Step 1:** Explain that polls are used during a campaign to see which issues are most important to voters.
- Step 2:** Distribute the Survey Sheet to each student and explain. Give a specified time for students to complete poll.
- Step 3:** After polls are complete, work with the class to complete the class tally chart.
- Step 4:** Distribute graph paper and guide students in using the data from the tally chart to make a bar graph.
- Write the title at the top of the graph: **Important (Community/School) Issues.**
 - Explain to students that bar graphs need a scale label, and category labels. Guide students in completing the bar graph by adding the labels.
 - Instruct students on how to graph the data using the tally chart.
 - Interpret the data: Use the graph to answer the questions: *Which issue was the most important to people polled? Which issue was the least important to people polled?*
- Step 5:** Extend the activity by having students make up questions to solve using the graph. Exchange with a partner to solve.

ART – ELECTION BUTTON

In art, perspective is a method of creating an illusion of depth by using converging lines. Students use a horizontal line to create near and far in drawing trees.

MATERIALS —

Red, white, blue crepe paper
Red, white, blue acrylic paint
Scissors
Tape
Glue
Plastic lid (sour cream, coffee, etc.)
Star stickers

Teacher Prep (optional): Cut strips of crepe paper about 6 inches long, 1 of each color per student.

PROCEDURE —

- Step 1:** Show students examples of election buttons ( [Google It!](#): Election buttons)
- Step 2:** Paint the inside of the lid with acrylic paint to create the button. Let dry.
- Step 3:** Cut red, white, and blue crepe paper into six - inch strips.
- Step 4:** Tape strips together to form a red, white, and blue streamer.
- Step 5:** Glue the streamer on the unpainted side of the lid.
- Step 6:** Decorate the streamers with star stickers.
- Step 7:** Display the buttons on a classroom wall.

Name: _____



IF I RAN FOR PRESIDENT

Complete the organizer with important facts about how a person runs for president.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy® nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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