

Abraham Lincoln

Synopsis: This informational text tells about the life and deeds of Abraham Lincoln.

Introduction: Explore Informational Text

Explain to students that this is an informational text. Discuss that it was written to teach readers about a famous American president.

Say, *The subject of this informational text is Abraham Lincoln. The beginning of the book includes a Table of Contents that tells us what we will read about. We can use the Table of Contents to find out that we will read about Abraham Lincoln's childhood, education, presidency, and accomplishments.*

Vocabulary

Tier Two: descendants, grandchildren, nickname, rebuilding, remarried, stepmother

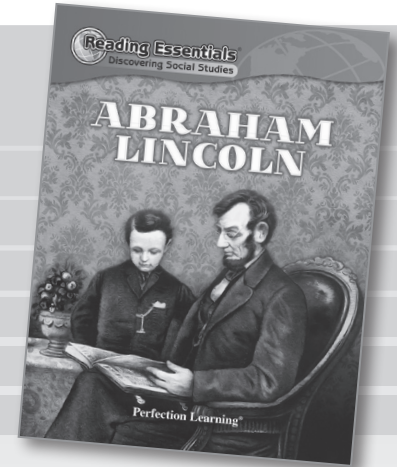
Tier Three: county, election, legislature, North, president, slavery, South, votes

Word Work

1.6.D Identify and sort words into conceptual categories (e.g., opposites, living things).

Introduce vocabulary in context as it appears within the book before or during reading. Write the words *brother, father, grandchildren, mother, and sister* where all can see. Explain that these words can all be put into the same group, or category. Ask students what these words have in common. Lead students to discover that they are all members of a family. Ask students to look at page 4 and find one more word that could be put in the same category. Add the word *stepmother* to the words you wrote. Next, have students divide the words into two categories: *male (brother and father)* and *female (mother, sister, and stepsister)* family members. Discuss why *grandchildren* does not fit in either category.

Write the words *rebuilding* and *remarried* where all can see. Underline the prefix *re-*. Explain that a prefix is a word part that you add to the beginning of a word to change its meaning. Then explain that the prefix *re-* means “again.” Lead students to the conclusion that *rebuilding* means “building again” and *remarried* means “married again.”



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Genre: Informational Text

Guided Reading Level: F

TEKS: 1.1, 1.2, 1.6.D, 1.14.B, 1.14.D, 1.19

English Language Support

Offer realia, gestures, or photos to support the introduction of new vocabulary. Show students a Civil War map of the United States. Point out the Northern states and the Southern states, explaining that people who lived in the North, or Northern states, generally were against slavery while people living in the South, or Southern states, were in favor of it. Help students find the state they live in and determine if the state would have been for or against slavery.

Understanding the Text

Literal: How did Abraham Lincoln get the nickname Honest Abe? (His stepmother said he never lied to her.)

Interpretive: What was Abraham Lincoln's greatest accomplishment? (He wrote a document that freed slaves.)

Applied: Do you think Abraham Lincoln was a good president? Why or why not?

Phonics and Word Recognition

1.2 Students display phonological awareness.

Write the words *civil* and *states* where all can see. Read the words aloud and have students repeat. Emphasize the beginning sound of each word. Say, *Sometimes different letters can sound the same. What do you notice about the beginning sound of these words?* Explain that sometimes the letters *c* and *s* can sound the same. Ask students if the *c* in the word *descendants* sounds more like the *c* in *Lincoln* or the *s* in *southern*.

Text Features

1.1 Students understand how English is written and printed.

Point out the Table of Contents at the beginning of the book. Explain that the Table of Contents tells which contents, or subjects, are discussed in the book. It also gives the page number where each subject can be found. Ask students what page they would turn to if they wanted to read about the Civil War. Have them identify the page numbers of the other subjects addressed in the book. Ask why the Table of Contents comes at the beginning and not the end of a book.

Reading Informational Text

1.14.B Identify important facts or details in text, heard or read.

1.14.D Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.

Have students reread the text and look at the picture on page 9. Then have them look at the photograph of Lincoln on page 6. Ask students what is different about Lincoln in each picture. Ask them if the picture on page 9 shows Lincoln before or after he became president. Ask them to support their answers with evidence from the text.

Writing

1.19 Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.

Have students use the following sentence frames to write informative sentences about the text.

Abraham Lincoln was _____.

The Civil War _____.

People today remember Lincoln because _____.