

For students reading at
Literacy Level D/6, including:

- English-language learners
- Students reading below grade level
- K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Draw Conclusions
- Visualize
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structure *The ____ has ____*
- Use the preposition **in**

PHONEMIC AWARENESS

Students will:

- Listen for short /i/

PHONICS

Students will:

- Use final-letter cues to solve words
- Recognize words with short “i”

FLUENCY

Students will:

- Read with appropriate stress or emphasis

WRITING

Students will:

- Write to a picture prompt

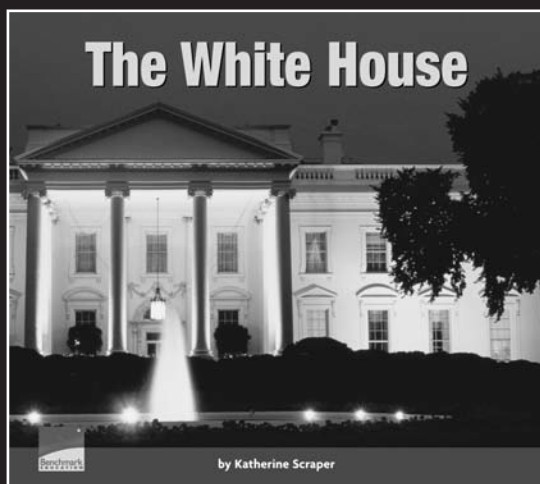
The White House

Theme: Symbols

- The Flag (B/2)
- The White House (D/6)

Social Studies Big Idea:

Readers learn what the White House looks like and how people use some of its rooms.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- The Statue of Liberty (F/10)
- Flags Around the World (H/14)

Fluency and Language Development

- *The White House* Audio CD

Comprehension Resources

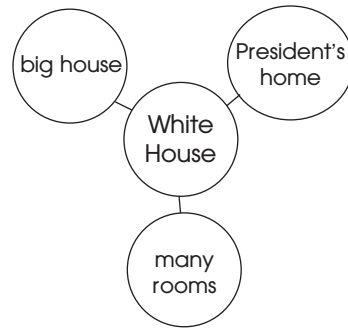
- *The White House* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Draw Conclusions poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Photographs** Display page 5 in the book. **Say:** *We will read a book about the White House. This is a picture of the White House.* Display page 7 in the book **Say:** *The President of the United States lives in the White House. This is a picture of three presidents who once lived in the White House.* Ask students to Think/Pair/Share other things they know about the White House.
- **Use a Graphic Organizer** Draw a circle on the board and write **White House** in the center. Read the words. **Ask:** *What do we know about the White House?* As students respond, create a concept web about the White House. Then read each entry and ask students to echo-read.



Introduce the Book

- Give each student a copy of the book. Remind students they will read about the White House. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Cover Graphic Feature** *The cover has a **photograph**. Photographs are pictures that show what the book is about. What does the photograph on the cover show you about the book?* Allow time for students to share their ideas.
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title, author, photo			
2–3	photos, labels	garden, room, White House, windows		
4–5	photo	White House, windows		The ____ has ____.
6–7	photos	people, rooms	in/en	
8–9	photo			
10–11	photo	big, small		
12–13	photo	work		
14–15	photo	gardens, flowers	garden/jardín, flower/flor	
16	photo			

- **Page 4 Sentence Structure** Write *The ____ has ____ on the board.* Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about the photograph, such as *The White House has a flag on top* or *The White House has a fountain.* Then assist students in forming their own sentences about the White House using the structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*

- **Page 6 Spanish Cognate** Does *in* sound like a word you know in Spanish? (Allow time for students to respond.) *The English word in sounds like the Spanish word en. In and en mean the same thing. Who lives in the White House?* (Allow time for students to respond.) Write the word **in** on the board and ask students to locate it on page 6 in the book.

Rehearse Reading Strategies

- **Say:** *One word in this book is work. What letter do you expect to see at the end?* Allow time for students to respond, assisting as needed. Then ask them to find the word **work** on page 12. **Say:** *Use final-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the White House concept web. **Say:** *Now it's time to whisper-read the book. Read to learn more about the White House.*

Cue Source	Prompt	Example	Page
Graphophonic	Look at the final letter.	lived	6
Syntactic	Think about the sentence structure.	The White House has many rooms.	6
Semantic	Check the picture.	people	12

During Reading

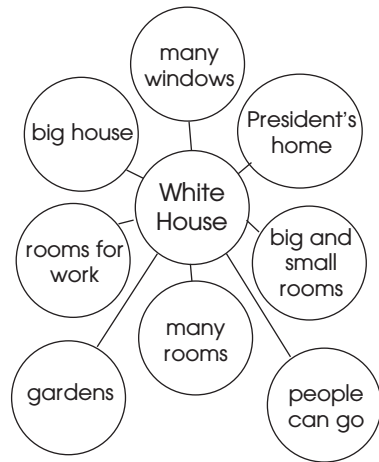
Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our web. Do we need to add any information about the White House?* Record ideas students suggest. Choral-read the entire web. Then ask students to use the graphic organizer to tell a partner about the book.



Reading Strategy Mini-Lesson: Visualize

- **Reflect** Ask: *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model** Say: *I want to understand what I read. One way is to visualize what I'm reading. To visualize means to make a picture in my mind. Ask students to turn to pages 4 and 5. Say: I will shut my eyes. I will imagine standing in front of the White House. I hear the water in the fountain. I see many windows. I feel curious about who is working inside. Can you think of other things I might see, hear, or feel? Allow time for students to share their ideas. Say: Visualizing the pages helped me. Now I better understand how special the White House is.*
- **Guide** Invite students to read page 6 with you. Ask: *What do you see? Can you imagine living in the White House? Can you picture what some of the rooms look like? What do you hear? How do you feel? Allow time for students to share their visualizations. Then invite them to tell how visualizing the scene helped them better understand page 6.*
- **Apply** Ask students to read their favorite page to a partner and then visualize it out loud. Observe students as they share their visualizations, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then say: *You can visualize any time you read. Remember to visualize to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer question about books they have read. Say: *We answer different kinds of questions in different ways. I will help you learn how to answer each kind. Tell students today they will practice answering Look Closer! questions. Say: The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.*
- **Model** Use the second Look Closer! question on the question card. Say: *I will read the question to figure out what to do: What sentence tells the main idea for page 12? The words **main idea** mean I need to look for the most important statement. What other words in the question will help me? (Allow students responses.) Yes, I need to look on **page 12** to find clues and evidence about the main idea. Model looking at page 12. Say: First I read: Many people work in the White House. Then I read about people who work in a big room. Working in a big room is a detail. The first sentence is the main idea. The answer makes sense. I have found the answer in the book.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Draw Conclusions

- Explain** Create an overhead transparency of “The White House” graphic organizer on page 12 or draw it on the board. **Say:** *An author can’t give us every bit of information in a book. We figure out some things on our own. We use the author’s words and photographs for clues. Figuring something out using three or more clues is **drawing a conclusion**.*
- Model Say:** *Let’s draw a conclusion in The White House. On page 8 we read about rooms for people. On page 9 we see a bedroom. On page 12 we read that many people work in the White House. On page 13 we see people working in a big room. Record this evidence in the first Clues box on the graphic organizer. Then **say:** Now we need to use the clues to draw a conclusion. We can conclude that the White House is divided into different parts. Each part is used for a special reason. Write this statement in the first Conclusion box.*
- Guide Say:** *Now let’s draw another conclusion. On page 14 we learn the White House has gardens and flowers. We see a picture of the White House, a garden, and flowers on page 15. How would you describe the house, garden, and flowers? (Allow time for students to respond, assisting if needed.) Yes, the house, garden, and flowers are very beautiful. Record this evidence in the second Clues box on the graphic organizer. Then **ask:** What can we figure out from the information and photograph? (Again, allow time for students to respond.)*

Yes, we can conclude that the White House has workers to take care of the house, garden, and flowers. Write this statement in the second Conclusion box.

- Apply** Ask students to work with a partner to draw a conclusion from page 16. Remind them to use the words and photograph to figure out something the author doesn’t say. After the partnerships share, record their ideas on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

The White House	
Clues	Conclusion
<ul style="list-style-type: none">• rooms for people• bedroom• many people work• big room for working	The White House is divided into different parts. Each part is used for a special reason.
<ul style="list-style-type: none">• gardens• flowers• house• beautiful	The White House has workers to take care of the house, garden, and flowers.
<ul style="list-style-type: none">• people can go• you can go• kids having fun	The White House is for everyone.

THE WHITE HOUSE©2007 Benchmark Education Company, LLC

Home Connection

- Give students the take-home version of *The White House* to read to family members. Encourage students to work with a friend or family member to draw a picture of themselves in front of the White House. Invite them to bring their pictures to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Write a question you would like to ask the author.
- Draw a picture about something you learned.
- Tell about your favorite photograph in the book
- Pretend you are visiting the White House. Act out your visit with a partner.
- Tell what you thought was most important in the book.
- Write a word that describes the garden outside the White House.

Write to a Picture Prompt

- **Describe a Place** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 5. **Say:** *I can use this picture to describe a place in the book. **The White House is on a wide, green lawn.** Now I will write my idea.* Model writing your sentence on the board. Ask students to use a picture to tell a partner about a place in the book. Allow time for students to share their descriptions, providing assistance as needed. Then **say:** *You used a picture to tell about a place in the book. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Short /i/

- Tell students you will read a sentence from *The White House*. Ask them to listen for two words that have the short **iil** sound: *The White House is a big house.* (page 4) Reread the sentence if needed so students can identify the words **is** and **big**.
- **Say:** *I will name some things you might see if you visit the White House. Some have the short **iil** sound and some do not. Please listen carefully. Clap your hands if you hear a word that has the short **iil** sound: **dish, clock, path, bridge, sticks, pet, rug, bricks.***

Phonics: Short “i”

- Ask students to locate the word **is** on page 4. Write **is** on the board and underline the “**i**” in the word. **Say:** *I see the letter “**i**” in the word **is**. I hear the short **iil** sound in the word **is**.*

Slowly draw your finger under the word as you blend the sounds. Then ask students to do the same in their books. Repeat the process with **big** on page 4, **lived** and **in** on page 6, and **this** on page 8.

- Ask students to brainstorm words with the short /i/ sound. Make a list on the board. Then read each word, inviting students to echo-read.
- **Say:** I will make up some rhymes. You may call out a word from the list to help me finish each rhyme. I will underline the “i” in the word. Then you will know you guessed correctly. Use simple rhymes such as: *My friend Bill ran down the ____.* (hill)

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **visit** and ask students to repeat it. **Say:** *To visit means to go someplace to see people or do interesting things. Many people visit the White House. Kids visit the White House for a field trip. Leaders from other countries visit the White House to meet with the President. Discuss other places people visit, such as a friend’s house, park, or museum. Then model a sentence, such as I like to visit the library on Saturday mornings. Invite students to share their own sentences, providing assistance as needed. Ask: What word have we been talking about? Yes—visit. Let’s try to use the word visit many times today. We can use the word at school and at home.*
- **Tier Three Vocabulary** Review the book with students and write the words **White House, windows, room, people, gardens, and flowers**

on index cards. Ask students to read the words with you, and then invite volunteers to draw illustrations for the words on another set of cards. Show the picture cards one at a time. Ask students to find the word that names the picture, read it aloud, and place the two cards on the chalk ledge. Continue until all the words have been matched with their pictures. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Preposition in

- **Model** Explain that authors sometimes use phrases that begin with the word **in**. Ask students to read page 6 with you: *Many people lived in the White House.* **Say:** *The words in the White House explain where many people lived. I use the word in, too. Pantomime some simple actions and make up a sentence about each one, such as:*
I ride in the car.
I walked in the park.
I sleep in a bed.
- **Guide** Ask students to turn to page 12. **Ask:** *Where do the people work? (in a big room)* Ask student partners to use clues in the photograph on page 13 to make up sentences about other things the people might do in the room, such as *People meet in this big room* or *People talk in this big room.*
- **Apply** Ask students to locate the **in** phrase from page 6 on one more page (in the White House, page 8). Then ask student partners to make up their own sentences using the phrase.

Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *We do not read every word the same way. Instead, we watch for important words to stress or emphasize.*
- Ask students to turn to page 4. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, emphasizing the words **big** and **many**. **Say:** *The words **big** and **many** tell two important things about the White House. We can emphasize the words **big** and **many**.* Read the page again, asking students to echo-read.
- Ask students to turn to page 10. Help students locate words they might want to emphasize, such as **big**, **small**, and **This**. Choral-read the page with them, emphasizing the words discussed.
- Invite students to take turns rereading *The White House* with a partner. Remind them to stress or emphasize important words as they read.

Vocabulary

Find each word in the book. Write the page number where you first found the word. Then write a sentence for each word.

Words	Page Number
White House	
windows	
people	
rooms	
gardens	

The White House

Clues	Conclusion