Table of Contents

Lead the Way!

Standards

▸ **Social Studies**

Understands ways in which such fundamental values as fairness, protection of individual rights, and responsibility for the common good have been applied by different groups of people.

▸ **Reading**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

▸ **Writing**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials

- copies of *Lead the Way!* (pages 115–116)

- copies of *Lead the Way! Skim and Post It* (page 117) (optional)

- copies of *Lead the Way! Four-Flap Vocabulary Book* (page 118) (optional)

- copies of *Lead the Way! Inner/Outer Notes* (page 119) (optional)

- sticky notes (3 per student)

- uncoated paper plates (1 per student)

- small sticky notes (1 per student)

- markers, scissors, and glue (or stapler)

- each student's interactive notebook

Graphic Organizer Examples

Before Reading— Skim and Post It
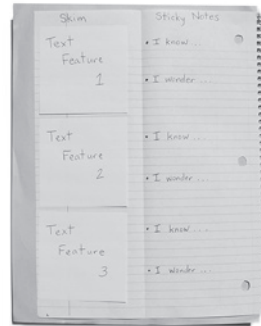
During Reading— Four-Flap Vocabulary Book
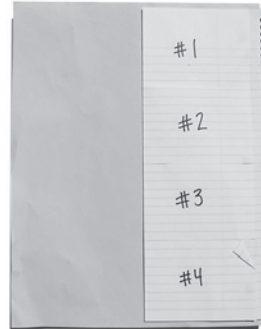
After Reading— Inner/Outer Notes

Lead the Way! *(cont.)*

Before Reading Procedure

Strategy: Skim and Post It

1. Distribute a copy of *Lead the Way!* (pages 115–116) and three sticky notes to each student. Review what the term *skim* means when previewing a text, and point out the title, subheadings, graphics, and structure of the text.

2. Tell students to turn to the next Lesson Input page. Have them write *Skim and Post It* at the top of the page. Below this, have them write the title of the text, *Lead the Way!*

3. Have students skim the text and write the title and all the subheadings on separate sticky notes. Once finished, students should have created the following sticky notes:
   - Lead the Way!
   - Traits of a Good Leader
   - Kid Leaders

4. Have students place the sticky notes vertically down the left margin of their interactive notebook pages that they prepared in Step 2.
   - You may choose to have students complete copies of *Lead the Way! Skim and Post It* (page 117) instead of placing sticky notes in their notebooks. Once students have completed their graphic organizers, have students cut them out and glue them to their Lesson Input pages.
   - **Differentiation:** For visual and kinesthetic learners, print extra copies of the text. Have students cut out the title and subheadings and glue them in their interactive notebooks. Have them write what they know and wonder beneath this text.

5. Have students add two bullets to the right of each sticky note. The first bullet should say, *I know…*, and the second bullet should say, *I wonder….*

6. Have students write anything they know about the topic of a subheading next to their "I know" bullets. Have them write questions next to their "I wonder" bullets.

7. Have students meet with partners to discuss what they already know and the questions they have.

8. Tell students they will read the text to learn more about leadership.

Assessment

- On the Student Output page, have students illustrate times when they were good leaders. Have them explain the characteristics they showed while being good leaders.

During Reading Procedure

Strategy: Four–Flap Vocabulary Book

1. Write the following words on the board: *leader*, *traits*, *responsible*, and *communities*. Read the words aloud. Explain that students will complete a vocabulary activity with these words.

2. Have each student turn to the next Lesson Input page. Have them each fold the edge of the page to the center of the notebook and crease the fold. Check that students now have two columns in their notebooks.

Lead the Way! *(cont.)*

3. Have each student unfold the page to its full size and make three horizontal cuts beginning on the outer edge of the page and stopping at the center fold. This will divide the outer column into fourths. Students may need support to cut the column into roughly equal sections. Monitor students to ensure that they do not cut past the fold in the center of the page.
   - You may choose to have students complete copies of *Lead the Way! Four-Flap Vocabulary Book* (page 118) instead of having them create the graphic organizers in their notebooks. At the end of the activity, have students cut out their graphic organizers and glue them onto the Lesson Input page.

4. Ask students to fold the page back over to the center fold to create a four-flap book. With the flaps still folded over, have students label the top flap *leader*, the second flap *traits*, the third flap *responsible*, and the fourth flap *communities*.

5. Read the text aloud, asking students to pay close attention to the four words they wrote on the flaps of their graphic organizers. Have students underline, highlight, or circle each of these words as you come to them in the text.

6. Have students carefully examine the context surrounding each of the four vocabulary words. Then, have students use this information to write definitions for the words behind the corresponding flaps in their graphic organizers. You may need to model this initially for students.

- **Differentiation:** Work with a small group of below-level learners to complete all the definitions. Model how to look at the context around the vocabulary. Show them additional strategies to assist them, such as writing a definition in the margin as practice before writing it behind the flap. Provide sentence stems, as needed, for students to write the definitions.

7. Have students draw illustrations or examples that describe each vocabulary word on the remaining space on the fronts of the flaps.

8. Tell students to work with partners to review the new vocabulary, using their four-flap vocabulary books to quiz each other.

Assessment

- Observe students as they quiz one another.

- On the Student Output page, have students use the vocabulary words in short paragraphs that describe what they learned about leaders.

After Reading Procedure

Strategy: Inner/Outer Notes

1. Distribute a paper plate and a small sticky note to each student. Ask students to fold their paper plates into four sections and trace all the folds.

2. Have each student place a small sticky note in the center of the paper plate and write *Leaders* on it. Then, ask students to draw a circle just inside the rough edge of the paper plate. This will create an inner circle and an outer circle.

Lead the Way! *(cont.)*

3. Have students label the inner circle *Says/ Does* and the outer circle *Means/Implies*. Explain the meaning of the word *implies*, if necessary.
   - You may choose to have students complete copies of *Lead the Way! Inner/ Outer Notes* (page 119) instead of using paper plates. At the end of the activity, have students cut out their graphic organizers and glue them onto the Lesson Input page.

4. Tell students they will read *Lead the Way!* one more time, taking notes as they go. Model how to record a few key ideas about what a good leader does in the inner circle. Then, think aloud about what this behavior means or implies, and record your ideas in the outer circle. For example, you might write in the inner circle, *Treat all people with respect*. In the outer circle, you could write, *Good leaders are fair*.

5. Continue reading the text as a class, or allow students to finish reading the text independently. Model the process as much as needed. All sections of the plate should be completed when students are finished.
   - **Differentiation:** Give below-level learners slips of paper with prewritten or pre-typed text that belongs in the inner and outer circles. Have them match each Says/ Does text with the correct Means/Implies text and glue them onto the appropriate sections.

6. Have students share their information and their reasoning with partners. Encourage students to add some of their partners' information to their graphic organizers. Walk around the room monitoring and assessing students while they collaborate.

7. Ask students to fold their paper plates in half and glue one half onto the Lesson Input page.

8. Have students turn to the next Lesson Input page and attach the text *Lead the Way!* Refer to pages 150–151 for options on how to attach the text.

Assessment

- On the Student Output page, have each student write about the text using the information from their Inner/Outer Notes. Summaries should include actions of good leaders and their character traits.

Lead the Way!

Have you ever played Follow-the-Leader? It is fun. One person is the leader. That person is in charge. He or she leads the way. What can this game teach us about the world we live in?

Traits of a Good Leader

Good leaders are fair. They treat all people with the same respect. Good leaders are caring. They help others. They make good choices. They do the right things. Good leaders are responsible (ree-SPON-suh-buhl). They can choose between right and wrong.

Lead the Way! (cont.)

Leaders help keep the peace. They make rules to keep us safe. They make sure we know the rules. Leaders work hard to make the world a good place.

Leaders care about others. They help people in need. They care about the world, too. They try to keep their communities (kuh–MYOO–nih–teez) clean.

Kid Leaders

Kids can lead, too! They can help kids in need. They can share food with kids who do not have any. They can pick up trash to keep the city clean. They can lead when they care for others.

Lead the Way! Skim and Post It

Directions: Write something you know and wonder about each topic.

Lead the Way	I know... I wonder...
Traits of a Good Leader	I know... I wonder...
Kid Leaders	I know... I wonder...

Lead the Way! Four–Flap Vocabulary Book

Directions: Write a definition and draw a picture for each word.

leader	
traits	
responsible	
communities	

Name: _____ Date:_____

Lead the Way! Inner/Outer Notes

Directions: Write key ideas from the text. Write what each idea means or implies.

Means / Implies

Says / Does

Leaders