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**Guided Reading**

10:00 Reading Skills

*Read Story*

- "The Brown Tom
- Miss teens
- Read all in Class
- Group A: NICE Group B: NICE

10:15 - 11:15

- "Mrs. Flynn"
- "Grammar Unit"
- "Test 127-128"
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<td>2:30</td>
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<td>3:00</td>
<td>Self-Selected Reading</td>
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<td>3:25</td>
<td>Clean up</td>
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<td>3:40</td>
<td>Discipl. Charts</td>
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<td>3:40</td>
<td>Teacher Reads</td>
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<tr>
<td>3:40</td>
<td>Students Dismiss</td>
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</table>

**Notes:**
- Every 4 Wks
- Duty
- Spotlight
- A.R. Points / Tiny Tickets
- Group Sticks / Tiny Tickets
- Discipline Charts
- Pass out newsletter
- spelling and vocabulary
- word flash cards
- Friday Reading Hmwk.
- Clean-up Room
Section IV
Science
Unit Plan
Pre-lesson Ideas
Science Unit Plan
Measurement (Two weeks)

Measurement: Monday, Tuesday
   Working with non-standard measurements (shoes, unifex cubes, books, etc.)
   Working with standard units of measurements (feet, inches, etc)
   Learning center on height of presidents
   Guest Speaker: Truck driver and/or architect

Weight: Wednesday, Thursday
   Working with balances to determine heavier/lighter objects
   Weigh produce (bring in speaker from produce department at Owens)
   Use scale/school nurse

Temperature: Friday, Monday
   Temperature of different items (humans, outside/inside temperature, food)
   Temperature of different places in country
   Guest speaker: weatherman

Graphing: Tuesday, Wednesday
   Graph information from last six days
      Line graph heights or presidents
   Create a bar graph using favorite fruits
   Line graph of temperature from different places in country

Final Project: Thursday, Friday
   Have different stations set up in Conference Room A & B. With their journals, the
   "scientists" go to each station and perform experiment/discovery activity at the station.
Literature: Measurement

Adler, David A., 3D, 2D, 1D

Anno, Mitsumasa, Anno's Math Games

Ault, Roz, Kids are Natural Cooks

Branley, Franklyn M., How Little and How Much

Briggs, Raymond, Jim and the Beanstalk

Carle, Eric, The Grouchy Ladybug

Douglass, Barbara., The Chocolate Chip Cookie Contest

Gerstein, Mordicai, The Sun's Day

Hoban, Tana, Is It Larger? Is It Smaller?

Of Colors and Things

Hutchins, Pat, Clocks and More Clocks

Johnston, Tony, Farmer Mack Measures His Pig

Kalan, Robert, Blue Sea

Krauss, Ruth, Big and Little

Krementz, Jill, The Fun of Cooking

Kroll, Steven, The Biggest Pumpkin Ever

Leaf, Munro, Metric Can Be Fun

Lexeu, Joan, Archimaedes Takes a Bath

Lionni, Leo, Inch by Inch

Lopshire, Robert, The Biggest, Smallest, Fastest, Tallest Things You Ever Heard Of

MacGregor, Carol, The Fairy Tale Cookbook

Marshall, James, Yummers

McCloskey, Robert, Journey Cake, Ho
Myller, Rolf, *How Big is a Foot?*

Neasi, Barbara, *A Minute Is a Minute*

Olney, Ross and Patricia, *How Long? To Go, To Grow, To Know*

Parker, Nancy Winslow, *Love From Aunt Betty*

Polacco, Patricia, *Thundercake*

Thompson, Brenda, *The Winds that Blow*

Titherington, Jeanne, *Big World, Small World*

Tresselt, Alvin R., *How Far is Far?*
Tentative Schedule
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>9:05 a.m.</td>
<td>Attendance and Lunch Stick</td>
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</table>
| 9:20 a.m. | First Grade: Writing  
Second Grade: Math  
w/ Mrs. Pulver | First Grade: Writing  
Second Grade: Math  
w/ Mrs. Pulver | First Grade: Writing  
Second Grade: Math  
w/ Mrs. Pulver | First Grade: Writing  
Second Grade: Math  
w/ Mrs. Pulver |
| 10:20 a.m. | Science Journal  
Kite Chart  
on Measurement  
Create lab chart | Lesson on Standard Measurements  
Teach: the Weighing | Lesson on Balances  
Teach: the Temperature | Lesson on Temperature  
Teach: the Temperature |
| 11:00 a.m. | Word wall  
Word wall activity | Word Wall | Word Wall | Word Wall |
<p>| 11:23 a.m. | Restroom Break | Restroom Break | Restroom Break | Restroom Break |
| 11:28 a.m. | Lunch | Lunch | Lunch | Lunch |
| 12:00 p.m. | Recess: DUTY FREE | Recess: DUTY FREE | Recess: DUTY FREE | Recess: DUTY FREE |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
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<tr>
<td>12:35 p.m.</td>
<td><img src="image" alt="A Ted Scientific Illustrator" /></td>
<td><img src="image" alt="P.E. Shoes" /></td>
<td><img src="image" alt="Partner Conf 3+4" /></td>
<td><img src="image" alt="Activity in weight" /></td>
<td><img src="image" alt="Lesson on Hot &amp; Cold" /></td>
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<tr>
<td>1:10 p.m.</td>
<td><img src="image" alt="Music" /></td>
<td><img src="image" alt="Music" /></td>
<td><img src="image" alt="Observations in W.I.N." /></td>
<td><img src="image" alt="Spelling" /></td>
<td><img src="image" alt="Conf 6 &amp; 7" /></td>
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<td><img src="image" alt="Guest Speaker on Measurement" /></td>
<td><img src="image" alt="Conf 3" /></td>
<td><img src="image" alt="Writing Centers" /></td>
<td><img src="image" alt="Fore" /></td>
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<tr>
<td>2:10 p.m.</td>
<td><img src="image" alt="Desk Standard Deviation" /></td>
<td><img src="image" alt="Fore Conference 1" /></td>
<td><img src="image" alt="Writing Centers" /></td>
<td><img src="image" alt="Fore Conf 6 &amp; 7" /></td>
<td><img src="image" alt="Fore" /></td>
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<td>2:30 p.m.</td>
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<td><img src="image" alt="Recess: DUTY FREE" /></td>
<td><img src="image" alt="Recess: DUTY EVERY 4 WKS." /></td>
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<td>3:00 p.m.</td>
<td><img src="image" alt="Learning Centers" /></td>
<td><img src="image" alt="Learning Centers" /></td>
<td><img src="image" alt="End week activity" /></td>
<td><img src="image" alt="Conf 2 &amp; 5" /></td>
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<td>First Grade: Writing Second Grade: Math w/ Mrs. Pulver</td>
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<tr>
<td>Around Country</td>
<td>Introduces Bar Graphs</td>
<td>Students Discuss Story</td>
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<td>12:35 p.m.</td>
<td>Internet Lesson on Facebook</td>
<td>12:35 p.m.</td>
<td>PE, Shoes</td>
<td>12:35 p.m.</td>
<td>Chart Temperature Summary of Activities Two Weeks</td>
</tr>
<tr>
<td>1:10 p.m.</td>
<td>Music</td>
<td>1:25 p.m.</td>
<td>Music</td>
<td>1:20 p.m.</td>
<td>Printing</td>
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<td>1:45 p.m.</td>
<td>School &amp; Scheme</td>
<td>1:45 p.m.</td>
<td>Season/Activity: Fine Graph</td>
<td>1:30 p.m.</td>
<td>1:30 p.m.</td>
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<td>2:10 p.m.</td>
<td>Weighs</td>
<td>2:10 p.m.</td>
<td>Graphs</td>
<td>2:00 p.m.</td>
<td>Lab 5:8:00-8:20</td>
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<td>2:30 p.m.</td>
<td>Recess: DUTY FREE</td>
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<td>Recess: ON DUTY</td>
<td>2:30 p.m.</td>
<td>Lab 6:3:00-3:20</td>
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<td>3:00 p.m.</td>
<td>Conference 7</td>
<td>3:00 p.m.</td>
<td>Conference 10</td>
<td>3:00 p.m.</td>
<td>Conference 14 &amp; 15</td>
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<tr>
<td>3:25 p.m.</td>
<td>Wrap Up &amp; Dismiss at 3:40 p.m.</td>
<td>3:25 p.m.</td>
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Selected Science
Indiana Academic Standards
Science Unit Plan
“Weighing and Measurement”

Indiana Academic Standards that will be addressed:

Science:

Standard 1: The Nature of Science and Technology
Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

2.1.2 Use tools, such as thermometers, magnifiers, rulers, or balances, to gain more information about objects.

2.1.3 Describe, both in writing and verbally, objects as accurately as possible and compare observations with those of other people.

2.1.4 Make new observations when there is a disagreement among initial observations.

2.1.5 Demonstrate the ability to work as a team but still reach and communicate one's own conclusions about findings.

Standard 2: Scientific Thinking
Students begin to find answers to their questions about the world by using measurement, estimation, and observation as well as working with materials. They communicate with others through numbers, words and drawings.

2.2.2 Make quantitative estimates of familiar lengths, weights, and time intervals and check them by measurement.

2.2.3 Estimate and measure capacity using cups and pints.

2.2.5 Draw pictures and write brief descriptions that correctly portray key features of an object.

Standard 3: The Physical Setting
Students investigate, describe, and discuss their natural surroundings. They wonder why things move and change.

2.3.2 Investigate, compare and describe weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tended to be high, medium, or low in the same months every year.
Standard 5: The Mathematical World

Students apply mathematics in scientific contexts. They use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture and bar graphs. They recognize and describe shapes and patterns. They use evidence to explain how or why something happens.

2.5.1 Recognize and explain that, in measuring, there is a need to use numbers between whole numbers, such as 2 1/2 inches.

2.5.2 Recognize and explain that it is often useful to estimate quantities.

English/Language Arts

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral, and silent reading.

Decoding and Word Recognition:
- Recognize common abbreviations.
- Read aloud and fluently and accurately with appropriate changes in voice and expression.

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by the students. In addition to their regular school setting, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and on-line information).

Comprehension and Analysis of Grade-Level-Appropriate Text
- Ask and respond to questions to aid comprehension about important elements of informational texts.
- Restate facts and details in the text to clarify and organize ideas.
- Recognize cause-and-effect relationships in a text.
- Interpret information from diagrams, charts, and graphs.
- Follow two-step written instructions.
Standard 4: WRITING: Writing Process

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Organization and Focus**
- Create a list of ideas for writing.

**Research and Technology**
- Use a computer to draft, revise, and publish writing.

**Evaluation and Revision**
- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

Standard 5: WRITING: Writing Applications

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose of writing.

- Write a brief description of a familiar object, person, place or event that:
  - develops a main idea
  - uses details to support the main idea.

- Use descriptive words when writing.
Standard 6: WRITING: Written English Language Conventions

*Students write using Standard English conventions appropriate to this grade level.*

**Handwriting**
- Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

**Sentence Structure**
- Use the correct word order in written sentences.

**Grammar**
- Identify and correctly write various parts of speech, including nouns and verbs.

**Capitalization**
- Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

**Punctuation**
- Use commas in the greeting and closure of a letter and with dates and items in a series.

Standard 7: LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.*

**Comprehension**
- Determine the purpose or purposes of listening.

**Organization and Delivery of Oral Communication**
- Organize presentations to maintain a clear focus.
- Speak clearly and at an appropriate pace for the type of communication.
- Tell experiences in a logical order.

**Speaking Applications**
- Report on a topic with facts and details, drawing from several sources of information.
Lesson Plans
11.1 Estimate and Measure in Non-Standard Units

I Objective
Students will be able to estimate and measure objects using manipulatives such as paperclips, pencils, and snap cubes.

II Materials
Snap cubes
Paper clips
Pencils
Chalkboard
Math book

III Goal for the learner
You will be able to measure different things in the classroom by using paperclips, pencils, and other objects.

IV Motivation
I will give each student a slip of paper. I will have them look around the room. I will have them write an answer to the following question: “Name something in the room that is 10 small paperclips long.” Student responses will vary. After the students have answered this question, we will test a couple of the objects they guessed. I will ask the students, “How did you know what to write down?” Students will probably respond, “We guessed.” I will ask the students, “Do you know what another word for guess is?” Students may respond estimate.

V Instruction
I will have four objects at the chalkboard: (a book, an envelope, a line drawn on the chalkboard, and a disk. I will ask the students ways we could find out how long the objects are. Student responses will vary. I will guide the students through measuring these objects with a pencil, paperclip, and snap cubes. We will record these results on the chalkboard.

VI Practice
I will divide the students into groups of 3. Each group will be given a list of objects in the classroom. The students will have to measure these objects with three items: A pencil, a paperclip and snap cubes. Once completed, the students will go to the reading corner and we will share our results.

VII Assessment
Students will complete page 402 in their math book, and hand this page in to me.
11.2 Inches and Feet

I  Objective
   Students will be able measure using an inch ruler.

II  Materials
   “How Big Is a Foot?”
   Chalkboard
   Rulers
   Body Part Measurement paper

III  Goal for the learner
   You will be able to measure different objects in the class using a ruler.

IV  Motivation
   I will have the children come to the reading corner, and I will read to them the story, “How Big is a Foot?” After completing this activity, I will have all the children stand around the carpet. I will measure the rug using my foot. I will record the results. I will then have another student measure the same rug, and record the results. I will ask the students, “What can we use to measure the carpet with so both the student and I get the same answer?” Student responses will vary. I will introduce the ruler to them.

V  Instruction
   I will give each student a ruler. We will go on a measuring scavenger hunt in the classroom. I will ask students to find an object that measures: 1, 2, 4, 6, and 12 inches. We will record our results on the chalkboard.

VI  Practice
   Students will pair up and measure the following parts of the body: arm, leg, foot, hand, finger. The students will record these answers on the sheet I provide for them.

VII  Assessment
   Students will do the following pages for homework: Reteach 11-2 and Page 404
Using a ruler, measure the following body parts of your friend. Record your answers below.

1. The name of the person I measured was _____________________.

2. The arm was __________ inches.

3. From the knee to the ankle was __________ inches.

4. The foot was _____________________.

5. The hand was _____________________.

6. The index finger was _____________________.

My Friend is This Long...
11.3 Inches, Feet, and Yards

I Objective
Students will be to estimate and measure to the nearest inch, foot, and yard

II Materials
- Rulers
- Yard Sticks
- Tape
- Yarn
- Chalkboard
- Paper for students to complete about how far they jumped

III Goal for the learner
You will be able estimate and measure objects in inches, feet, and yards.

IV Motivation
I will give each student a piece of yarn. The student will measure their piece or yarn and write down the answer on the paper attached to it. We will place them from shortest to longest on the chalkboard. We will categorize the pieces of yarn by inches (1-11 inches), feet (12-35 inches), and yards (36+ inches).

V Instruction
We will discuss how 12 inches = 1 foot. We will write this on the board. We will then discuss how 3 feet = 1 yard. We will write this on the board. I will then ask the students, “How many inches are in a yard?” I will give them a few minutes to work on this. We will go through this problem together.

VI Practice
I will take the class to the conference room. I will divide the class into 2 groups. In the conference room, there will be measuring sticks taped to the ground. We will measure how far we can jump, and record these measurements. The students will convert their measurements on the paper they are given.

VII Assessment
Students will complete page 406.
How Far I Jumped

Name_________________________ Date ____________

1. I jumped this far in inches: ________________

2. If I add 4 inches to how far I jumped, it will be this much____________

3. If I subtracted 2 inches from how far I jumped, it will be this much____________.

4. I jumped 5 inches. If I jumped 8 inches the second time, how many inches did I jump in all? ________________

5. I jumped 17 inches.
   How many feet did I jump? ________________
   How many inches were left over______________

6. What were you closest to when you jumped, 1 foot or 1 yard?
11.4 Centimeters and Meters

I Objective
Students will be to estimate and measure length to the nearest centimeter and meter.

II Materials
Centimeter and meter rulers
Story
Math book

III Goal for the learner
You will be able to estimate and measure objects in centimeters and meters.

IV Motivation
I will have students place their thumb in front of their face. I will ask them, “What would you do if you were not any bigger than your thumb?” I will give students an opportunity to answer this question. I will read the story, *Thumbelina*. We will discuss this story.

V Instruction
I will give each student a centimeter ruler. I will give them an inch ruler. I will ask them to look at the rulers in groups for 2 minutes. The students will respond to this. We will discuss the differences. We will review that there are

<table>
<thead>
<tr>
<th>12 inches = 1 foot</th>
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<tbody>
<tr>
<td>100 centimeters = 1 meter</td>
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</tbody>
</table>

**Why would we use these kinds of measurements?** I will tell students that there are many countries around the world who use meters and centimeters to measure. It is important to know how to use these because you may have to do this later in life if you visit these countries.

We will measure our math book and desk together in class after I measure the chalkboard with help from the students.

VI Practice
Students will complete page 409.

VII Assessment
I will use page 409 to assess students. I will also be walking around the classroom doing informal assessments to ensure that students understand the concept. This is very similar to using inch rulers. Since there is only one lesson on this topic, I will assess the students on a quiz I make for Friday.
11.7 Logical Reasoning (Putting It All Together)

I  Objective
   Students will use logical reasoning to draw shapes and answer questions about perimeter and area.

II  Materials
   Pieces of Square units
   Graph paper
   Math book
   Math activity page
   Math homework page

III  Goal for the learner
   You will be able to use logical reasoning to find perimeter and area.

IV  Motivation
   “What is the difference between a rectangle and a square?” We will compare and contrast the two shapes together as a class. We will talk about the perimeter of a square and a rectangle.

V  Instruction
   I will give each student squares and graph paper. I will give the students instructions on what to draw. They will make the following:
   - Rectangles with the perimeter of 8, 10, 12
   - Squares with the perimeter of 4, 9, 16
   - Not rectangles or squares with perimeter of 5, 6, and 7.

VI  Practice
   Students will do page Practice 11.7 and Enrichment 11.7

VII  Assessment
   I will use the practice pages to assess the students. I will also have a shape on the board Friday. The students will find the perimeter and area of the shape.
Math Quiz  
(11.1-11.7)

Directions: Read each sentence. Answer the question.

1. Draw a rectangle that has sides of 4 and 7. Be sure to label the sides.

2. What is the perimeter? Be sure to show your work in the box provided.

   [Blank box]

   The perimeter is ____________.

3. There is a shape drawn on the board. What is the area of the shape? ________________

4. Using the shape you were given and the orange squares, find the area of the shape.
   
   The letter on my shape was _________.
   
   The area of my shape was ________________.

5. How many inches is the length of your math book (measure the math book from left to right).

6. Using the dots in the box below, make a shape that
   
   Is a rectangle.
   
   Has a perimeter of 10 units.
   
   Has an area of 6 square units.

   [Filled box with dots]

Name ___________________________

1. A

2. B

3. C

4. D
11.8 Explore One Pound

I  Objective
Students will be able to estimate and determine whether objects weigh more or less than one pound.

II  Materials
Balance scales (1 for every 2)
One pound weights
Objects to weigh
Math book (pages 420, Reteaching 11-8)

III  Goal for the learner
You will be able to determine whether objects weigh more or less than one pound

IV  Motivation
I will have the boxes the same size. I will label one box apple. I will label another box pencil. I will label the last box marker. I will ask the students which box do they think is the heaviest? Which box is the lightest? I will have a student come up and lift all three boxes. I will ask them which was the heaviest. The box with the marker labeled on it will be because there are lots of markers inside it. I will tell the students we cannot assume that something is heavier than something until we measure the objects.

V  Instruction
Students will be given the Estimation sheet. I will hold up 10 different objects. Students will guess whether or not they equal a pound. After guessing, I will partner the students up and give them a balance and a one pound weight. The students will all be given a pencil. We will weigh this together to ensure that all the students know how to weigh an object. After finishing the students will weigh the object I gave them. We will have each group share whether the object was more or less than one pound.

VI  Practice/Assessment
Students will complete page 420 in the math book and reteaching 11-8)
Weighing Objects
Estimation

Name ___________________________ Date ____________________________

Directions: Look at the objects that are shown to you. Write whether you think they less than or more than 1 pound.

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Directions: Circle the objects that weigh the most out of the group of words.

1. apple book paper clip
2. desk chair table
3. bus car bicycle
4. penny 1 dollar bill 5 dollar bill
11. 9 Explore One Pound

I  Objective
Students estimate whether objects weigh more than, less than, or about one kilogram.

II  Materials
Balance scales (1 for every 2)
One kilogram weights
Objects to weigh
Math book (pages 421, 422, Practice 11-9)

III  Goal for the learner
You will be able to determine whether objects weigh more than, less than or equal to 1 kilogram.

IV  Motivation
I will hold up an object that weighs approximately 2 pounds. I will ask the students how much this weighs. Students will guess in pounds. I will ask the students if they remember when we used rulers, what were the two types of rulers we used. The response should be inch and centimeter. I will ask the students what we weigh objects in. Students should respond with pounds. I will explain to them about how we measure the length of objects is similar to how we measure the weight of objects. In the metric system we use kilograms. We will create two poster boards that have Standard Measurement and Metric Measurement. We will add kilograms to this chart.

V  Instruction
Students will do the same activity that was done yesterday with pounds. I will hold up various objects or names of objects. Students will estimate. We will check our work.

VI  Practice/Assessment
Students will complete page 419-420 in class. Students will do Practice 11-8 and Another Look 11-8 for homework.
Weighing Objects in the Metric System
Estimation

Name ___________________________ Date ___________________________

Directions: Look at the objects that are shown to you. Write whether you think they less than or more than 1 kilogram

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Directions: Answer the questions.

1. An object that weighs 2 pounds, weighs ____ kilogram in the metric system.

2. How do we abbreviate kilograms? __________

3. How do we abbreviate pounds? __________
11.10 Cups, Pints and Quarts

I Objective
Students will identify the relationship between cups, pints and quarts.

II Materials
Measurement Man activity
Math book (pages 423-424)

III Goal for the learner
You will be able to understand the difference between cups, pints and quarts.

IV Motivation
I will introduce the students to Mike the Measurement Man. Mike the Measurement Man is a very special friend of mine that came all the way from Montana. In Montana, Mike likes to milk. But, he has problems figuring out how much milk he has milked. He doesn't understand the difference between cups, pints and quarts. After lots of thinking and milking, Mike mustered a way to milk milk and know how much milk he milked. After telling this story, we will make Mike the Measurement Man.

V Instruction
Students will practice figuring out how many cups are in a pint and pints in a quart by using Mike the Measurement Man.

VI Practice/Assessment
Students will complete page 423-424.
Section V

Execution of Units
A Look at the Four Blocks
In the Social Studies Unit
A Look at the Four Blocks in the Social Studies Unit

Looking back on the time that was invested in creating this two week unit on American Presidents, I realized that there were many attributes of the unit that I took for granted. From finding materials to use for self-selected reading to the technological problems that I faced, I found it necessary to adapt and improvise when I was in the midst of preparing the lessons. The best way to evaluate and discuss the changes that I made to my unit is to breakdown the unit into the four different blocks.

Guided Reading: The purposes of this block were to expose children to a wide range of literature, teach comprehension strategies, and teach children how to read material that becomes increasingly harder.

One of the most challenging aspects of incorporating this block into my unit was to find material that was appropriate for my students. I took for granted that there would be multiple trade books for second grade at the school library, the public library and even book stores. Once I began looking for the books, however, I was in for a big surprise.

Most of the books I found for my students were library books that served as informational resources. There were very few fiction books available for primary students. The public library had even fewer books for me to use. I finally went to a bookstore and purchased three books to use for my classroom. My classroom supervisor also provided me books on Abraham Lincoln that I was able to use.

I attempted to start every day by reading a book about presidents or the White House. The two books I read from were *The Ghosts of the White House* and *Abraham Lincoln: The Younger Years*. The children listened very intently when I read because I modeled reading
with expression and emotion. I felt this was a very good learning opportunity that I made available to my students.

I ended up borrowing books from other teachers in the school to come up with a reading program that I could use for my class. I found four copies of *Abe Lincoln's Hat* that I used for group reading. I used a reading log (see Reading Skills section of thesis) to evaluate and assess student reading. I also gave a comprehension quiz to assess student's skills in remembering what they read. I originally wanted to have multiple copies of various books so all my students could be engrossed during this time. But, I ended up having to combine Self-Selected Reading and Guided Reading together.

**Self-Selected Reading:** The part of the four block method that provides balance to the other blocks by allowing students to choose what they read and how they respond. Opportunities are provided for students to share what was read. Teachers also hold conferences with the students to provide feedback on reading.

This block was by far the hardest of the four blocks to excel in during this unit. Again, many of the problems came from lack of resources. I was not able to find sufficient material for my lower reading ability students. There were plenty of books that were at a third grade reading level or higher. I ended up moving the self-selected reading block with the guided reading. I spilt my students into four groups. One group was involved with the guided reading block, and the other three spent time with self selected reading. Each group spent one day with a basket of trade books that included both information and fiction books. One basket contained the same book, *Abe Lincoln's Hat*. The groups read together, discussed the book, and were asked questions by me before taking a comprehension quiz.
While this group was in guided reading, my other three groups were in self-selected reading. I found that this did work very well. After the students finished reading a book, they used their reading journals to answer questions about the book. The questions discussed the different elements of a story, including character, setting, plot and conclusions.

**Working with Words:** In this block, students learn to read and spell high-frequency words and the patterns that allow them to spell other words.

This block was very easy to integrate into the other three blocks throughout the unit. Many words repeated in this unit, including words like president, American, White House, Bush, Washington D.C., and First Lady. There were many opportunities to talk about the spelling of words, and we practiced and talked about spelling patterns that we saw and heard. We were also able to use the words to practice phonics and talk about sounds that were heard in the various words. Students worked with the *au* sound in Washington and the *eu* sound in house. Students were able to identify and spell some of the more frequent words they saw repeatedly.

**Writing:** One way students are able to read is through writing. Some of the most struggling students learn to first read by reading their own writing.

This block of the Four Blocks method was by far the most widely used block throughout my two week unit. I was continually impressed with the amount of writing, and how much detail and editing was completed by the students. The students were very eager to learn, and find ways to write about anything and everything they could about presidents. I
had the students do three writing assignments (originally there was only one). Students discussed in a paper that included main ideas and details why they would or would not want to be president of the United States.

After introducing the President Unit by reading a letter from George Bush that I found on the internet, the students wanted to write a letter back to him. I never thought about this idea until the students brought it up. Finding it a great idea myself, we were able to write President Bush a letter while covering the Indiana Academic Standard of writing a friendly letter to him.

Finally, the students completed their final project by studying a president that was assigned to them. The students researched, wrote a rough draft, edited, and completed the final copy. The students then practiced reading the paper they wrote, and shared the information with the rest of the class. The students also completed an 11x17 picture and description of the president to include as part of the class book. I felt the students really excelled in this block, and I found that this was by far the easiest of the four blocks to integrate into the classroom.
Evaluation and Summary of Social Studies Unit
Evaluation and Summary of Social Studies Unit

Overall, I was extremely happy with what my students gained from spending two weeks working with the social studies unit. Not everything went according to plan, and I would be naïve to think that it would. Throughout the two weeks, I learned patience, flexibility, how to hold my students accountable for the work they did, and how to ask for help in finding additional resources.

When sitting down to create my two week unit back in the fall, it was incredibly simple to create two weeks worth of material to teach about the presidents. But, when I was put in the situation of creating the lessons and materials, I become very impatient. I was not able to find all the resources that I wanted to find. In fact, I had to make and/or buy a lot of my own resources. The trade books that I counted on were not available to me, which made it extremely difficult to incorporate the self-selected reading block and the guided reading block into my unit.

I also learned how to be patient with my students. Many of my students had limited computer ability. We spent lots of time in the computer lab looking up information, typing our letters, and printing out our reports. I learned that second graders pick up on items rather quickly, but patience is still needed to teach and practice the skills with them.

Flexibility was another skill I received a crash course in. I found that within two days by schedule I worked so hard to create was thrown out the window. Between Public Law 221 meetings, where my cooperating teacher was pulled out of the classroom, absences, reteaching ideas, and weather, many of my lessons were put on hold, repeated or cut out because of time. This was probably the most stressful time of my student teaching experience. I had these great ideas that I wanted to do with my students, and because of
circumstances out of my control, I was forced to change these plans. At first, I was very irate and frustrated with myself, but as time went along, I became more flexible.

My students also were held more accountable for their actions as time went on throughout the work. I found some of my students would rush through activities and work to get to the “fun” stuff of my lessons. When students had to repeat the work because of sloppiness or laziness, they were often upset with me. But, they learned. By the end of the unit, I only struggled with one student who had to redo his illustration of his president three times because he was not taking his time to do his best work. I found that if students are genuinely interested and excited about the work, they put forth their best effort. My students brought in books and newspaper articles about presidents, and one girl even wrote to the president (she got back an 8 ½ X 11 signed, color photograph!).

One of the most exciting parts of the two week unit was the Lincoln chest. My cooperating teacher visited Abraham Lincoln’s boyhood home over the summer, and received information about a traveling Lincoln chest that moves from schools to schools. Inside the chest were replicated documents, clothes from his time era, and learning activities for students. I was able to use these resources, and even dressed up as Abraham Lincoln when I gave The Gettysburg Address to them when I started off my unit.

I was also able to count on many teachers in the school for help when needed. Teachers offered suggestions, feedback and resources for me to use. Three teachers let me borrow books from the classroom to help fill my self-selected reading time in the classroom. The librarian was also a great resource the helped me in my endeavors in preparation for my unit.

When looking back at the last two weeks, I felt there were many changes that were made to my unit. I felt stressed and sometimes not in complete control like I wanted to be.
But, I also found that some of the most meaningful moments for some of my second graders occurred during these two weeks. The little things like pictures of the presidents, the music I had of presidents, and the booklets that I made for the students ignited sparks of interest and enthusiasm in every one of my students—that was the greatest accomplishment of them all to me.
Section VI

Artifacts from Social Studies Unit
Artifacts from Social Studies Unit

Correspondence

I felt it was very important keep my parents involved in the classroom happening as much as possible. To do this, I discussed the president unit in the newsletters that went home weekly, attached notes to the rubrics that were used for assessing student work, and informational messages on what they can do to help their child succeed during this unit.

Technology

This was a wonderful opportunity to include technology into the classroom. Throughout the two weeks, students were introduced to a variety of technology that I incorporated into my lessons. The first day, I gave each student a copy of a letter that President Bush had written and published on the internet for all the children of the world. They really enjoyed this because they felt that President Bush was really writing to them. I have included this letter in the artifacts. I was also able to find The Gettysburg Address on the internet that I was able to use as a resource in the classroom. Additionally, I used the computer lab in the library to take the students through a guided tour of the White House. They really enjoyed this because they saw real pictures of the White House (and the President's dog, Spotty, led them on the tour). I have included the web pages in this section. Finally, I created two power point presentations on Abraham Lincoln and George Washington. These served as informational resources for the students, and they were intrigued that I had been the one to create the presentation.
Reading Skills

One of the ways I was able to incorporate the President Unit in my classroom was to create activities that incorporated the theme of American Presidents in the lessons I created. I worked on helping verbs, using the table of contents, index, and glossary, guided instruction with encyclopedias, as well as practice using commas in letter writing. These are only a select few of the many activities that I incorporated with the president unit.

“Why I Would/Would Not Want to be President” paper

One of the first activities I had students complete was a paper that had them think about all the different things they would do as President of the United States of America. After discussing all the responsibilities, the students decided whether they would or would not want to be president. Students were to complete a brainstorming activity sheet, write a rough draft, and edit. After editing they were to write a final copy and practice at home. Students gave their speeches to their peers. They also wore hats from Abraham Lincoln’s time period that were included in the traveling trunk.

Letter to President Bush

I created a rubric to assess the students on their writing, spelling, punctuation, and content of their letter. I also made sure I evaluated that the students included and understood the different parts of a letter. Students also practiced how to address an envelope. This was a very important skill that was used to extenuate the skills of letter writing. I found this very beneficial because it prompted students to become excited about letter writing. I have included samples of two student letters as well.
President Project

This was probably the biggest project the students completed during the unit. The students were given a blue booklet that guided them through learning different facts about their president. After completing the required portions of the booklet, students were given an outline. This outline included all the information that was necessary to include in the speech they were to write. After receiving the outline, students were given paper to begin their writing. We did the first two points together in class as a model of how to write the paper. After completing the rough draft, students edited by themselves, then with a teacher before writing the final copy. Students practiced reading their speeches at home, and then presented the speech. I have included two examples of the speeches the students completed.

Other Selected Student Work

This portion of the artifacts section includes book reviews that were designed for the self-selected reading portion of the unit. This has three samples from the same child to illustrate the effectiveness of this activity. The student worked through three different books, and provided relevant information for each question. The other samples are written work produced by the children. The work includes information that was written by the students when we completed a KWL chart on what the students knew about presidents and illustrations on what they gathered from their web site tour of the White House.

Photographs

I have included a variety of photographs from the two week unit study of American presidents. The pictures range from work student work to resources that I created for the two week plan. Each caption discusses what is happening in the photographs.
Correspondence with Parents
D & G Gazette
February 8

Dates to Remember
Saturday, February 9: Child's Play Presentation at the Merillat Center for the Arts. Tickets:$4-Student $6-Adult

Monday, February 11: Wear your red, white, and blue T-Shirts to school.

Tuesday, February 12: 2 Hour Delay

Thursday, February 14: D.A.R.E. Program. Valentine Party at 2:00

February 18 - March 15: Wizzard's Reading Program. Students will earn a reward as they get to each base:
1st base  Wizards Baseball Card
2nd base  Wizards Bookmark
3rd base  Wizards Collectible Postcard
Home Plate  Ticket Order Form for the 5/19 game at 2:00P.M.

March 19: Reading Night for families with K-2 grade students.

Questions to Ask Your Child
1. What are two examples of solids that can change into liquids.

2. What is a landmark?

3. What is the plural form of the word friend? What is plural form of the word bus?

4. How did your landmark presentation go at school?

The American President
Starting Monday we will begin a two week unit on American Presidents. We will be doing different activities throughout the next two weeks.

We will spend the first week looking at what it is like being the President of the United States. We will read the book, "So You Want to Be President?" Students will be keeping a journal where they will respond to various questions that relate to the President. We will also be studying Abraham Lincoln through the use of an Abraham Lincoln Traveling Trunk. Mrs. Gehrke visited Lincoln's boyhood home last summer and discovered they had it.

During the second week of our unit, the children will each choose a president they will learn about. They will read about the president, learn interesting facts, and complete a Presidential Booklet. The students will then present the president they studied to the rest of the class on Friday, February 22.

Landmark Presentations
I just wanted to let you know that all the children did a wonderful job with their presentations on the landmarks around the US. I was very pleased with the student's work. They all exceeded my expectations! Be sure to ask your child how it went!
Dates to Remember
February 18 - March 15: Wizard's Reading Program. Students will earn a reward as they get to each base:
1st base Wizards Baseball Card
2nd base Wizards Bookmark
3rd base Wizards Collectible Postcard
Home Plate Ticket Order Form for the 5/19 game at 2:00 P.M.
Please see attached form for more information!

March 19: Reading Night for families with K-2 grade students.

Questions to Ask Your Child
1. What is an encyclopedia?
2. What is your favorite room in the White House? Why?
3. Who is our current president?
4. How many people have served as President of the United States?
5. How do I spell my middle name?

The White House
On Tuesday, the children spent 20-30 minutes on the internet looking about different rooms in the White House. In addition to using the internet, the students also illustrated rooms in the White and were read The Ghosts of the White House. Many children have asked for the web site of the White House. You can reach the White House web site at the following address: http://www.whitehousekids.gov.

President Unit
We are well into our unit on American Presidents. The students have participated in a variety of activities about our nation's leaders. Here is just a few of the activities:
• Read a letter from President Bush
• Learned about Abe Lincoln (Mr. Drummond dressed up as Honest Abe!!)
• Spent time reading books about various Presidents.
• Played a fact game about the presidents.

Writing Assignment
Instead of our Friday homework, your child will be writing their final copy on "Why I Would or Would Not Want to Be President." We have brainstormed reasons why, and have written the rough draft in class. The final product is due Monday!

My Address
Attached to the newsletter is a page that looks like an envelope. Please have your child write his/her address on the return address portion of the envelope.
February 21, 2002

Dear Parents,

Attached to this note is your child’s final copy of the president paper that was turned in on Monday. When I reviewed the final copy, I noticed some of the edits that were made on the rough draft were not corrected when the final copy was written. I have sent home the final copy for them to rewrite, correcting the edits that need to be made.

I have talked with your student and discussed the importance of taking his/her time when recopying a paper. Many final copies are published in the hallway and various places around the school, and it is essential that time is taken to write nicely, copy the sentences correctly, and use appropriate punctuation and capitalization.

Thank you for your help to ensure that your student does the best work that he/she is capable of doing. If you have any questions, please let me know.

Thanks again!

Mr. Drummond
Tuesday, February 19

Dear Parents,

Attached to this note is your child’s “Why I Would/Would Not Want to Be President” paper, as well as a rubric for oral presentations. Your child will be reading his/her paper tomorrow in class, and will be assessed on their speaking and listening skills. We have sent the rubric home so you and your child will know what is expected of your child when giving a presentation, and listening to other students present.

Please be sure your child practices reciting his/her paper tonight and returns the paper and rubric tomorrow. If you have any questions, please let me know! Thanks for your help!

Mr. Drummond
Technology

President Bush's State of the Union Letter for Children
The Gettysburg Address
White House for Kids Web Site
Lincoln PowerPoint
January 29, 2002

Dear Young Americans:

Since September 11, 2001, many of you have sent cards, letters, and drawings to express your love for our great Nation and for the families of the victims. Thank you for sharing your thoughts and ideas with me.

I asked you to send a dollar to help the children of Afghanistan in October. I was moved by the response of our children, and I was particularly touched by an eight-year-old's desire to "help heal their hearts" by baking and selling heart-shaped cookies to raise money for the Afghan children. More than $2 million has been raised so far, and the first shipment of tents, clothing, and school supplies arrived in Afghanistan in December. Thank you for your efforts to help those in need. I am proud of you.

The events of last September have reminded us of the value of the things that matter most in life: our faith, our love for family and friends, and our Nation's freedoms. I particularly want you to understand that the war we are fighting against terrorism is about your future, and the future of our country. We fight to protect America, so that you and other young Americans can pursue your dreams and grow up in peace and freedom. We fight for all freedom-loving people throughout the world.

I recently gave my State of the Union message to Congress, and this is my message to you: Work hard. Read. Make the right choices, and follow your dreams.

Mrs. Bush joins me in sending our warmest wishes to you, your family, and friends. God bless you, and God bless America.

Sincerely,

George W. Bush
ADDRESS DELIVERED AT THE DEDICATION

OF THE CEMETERY AT GETTYSBURG

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

ABRAHAM LINCOLN.

November 19, 1863.
Join the President in Helping Afghan Kids
President Launches "Lessons of Liberty"
Friendship Through Education
Laura Bush’s letter to children about Sept. 11 attacks
Hello, I'm Spotty, the President's English Springer Spaniel. (I'm the spotted dog in the picture with Laura Bush and my pal, Barney, the Scottish Terrier.)

I love this house and thought you would enjoy a tour...from a dog's point of view. I've heard there are many different names for this house. Some call it the "People's House" while others call it the "White House."

The White House is larger than any dog house I've ever seen, that's for sure. There are six floors, 132 rooms, 35 bathrooms, 147 windows, 412 doors, 12 chimneys, 8 staircases, and 3 elevators. As you can see, it's easy to lose your tennis ball in this place. My favorite room is the chief usher's office. I love to sleep on the floor next to his desk.

begin tour
Welcome to our online tour of the White House, the First Family's Home. Every day, more than 6,000 people come to visit the White House. Through this online tour, we invite you to join these visitors and tour the White House. Our website tour highlights the rooms seen on the live tour and describes their functions and features. We have also included descriptions of a few areas not seen on the live tour but of interest to many. These include the Oval Office, Cabinet Room, the West Wing and the East Wing. We thank you for visiting and hope you enjoy your visit to the First Family's Home. (The information on these pages is from the book *The White House: An Historic Guide* written and published by the White House Historical Association.)
Vermeil Room

This is the Vermeil Room. I like to call this room the "Fur may" Room, but the correct pronunciation is "vur-may." I heard the curator say that vermeil objects are silver pieces that have been dipped in gold. Wow! Maybe I can get a vermeil dog tag one day. Several portraits of First Ladies hang on the walls in this room.

India's Quiz:
What was Abraham Lincoln's occupation before he became President?

- Tailor
- Cook
- Poet
- Lawyer

Photograph courtesy of the White House Historical Association.
Welcome to the Vermeil Room

The Vermeil Room, sometimes called the Gold Room, was last refurbished in 1991; it serves as a display room and, for formal occasions, as a ladies sitting room. The soft yellow of the paneled walls complements the collection of vermeil, or gilded silver, bequeathed to the White House in 1956 by Mrs. Margaret Thompson Biddle.

The vermeil collection contains pieces from different services and includes the work of English Regency silversmith Paul Storr (1771-1844), French Empire silversmith Jean-Baptiste-Claude Odiot (1763-1850), and Philip Rundell of London, who crafted the vermeil wine cooler at the right. The cooler has as its handles classical figures reaching for grapes from an arbor.

The green silk draperies are of early 19th-century design. The carpet is a Turkish Hereke of about 1860, chosen for its pale green background and gold silk highlights. In the center of the room stands a circular mahogany table made in the Empire style in the 19th century. Its tilt top is veneered in 12 wedge-shaped sections, each inlaid with a brass star. Hanging above it is a cut-glass chandelier with ten arms, which was made in England about 1785.

Portraits of seven First Ladies are exhibited in the Vermeil Room.

Against the south wall is a New York sofa circa 1815 attributed to the workshop of Duncan Phyfe. It has scrolled ends and a reeded frame.

Two pairs of American Empire card tables with lyre-form supports stand against the east and west walls.

http://www.whitehouse.gov/history/whtour/vermeil.html
Library: Spotty's White House Tour

The White House Library is a great room to do something really exciting...read! The curator told me that the books in this room are all by American authors. Maybe one day I can put my favorite book, *Hank the Cowdog*, on the shelf in here. First Lady Abigail Fillmore (1850-53) asked Congress to buy books for the White House. The American Booksellers Association began to add to the collection in the 1930s. Today, many of these books are on display in the library. My owner, First Lady Laura Bush, loves books. She was a public school librarian and a teacher, and she still enjoys sharing the joy of reading with children.

http://www.whitehouse.gov/kids/tour/library.html

11/12/2001
The Library: Historical Tour of the White House

Welcome to the Library

"Tubs Buckets and a variety of Lumber" cluttered Room 17 of the basement in February 1801, according to the first official White House inventory. The room served mainly as a laundry area until Theodore Roosevelt's renovation of the Ground Floor in 1902, when it was designated a "Gentlemen's Ante-Room". In 1935, it was remodeled as a library, and in 1961 a committee was appointed to select works representative of a full spectrum of American thought and tradition for the use of the President, his family, and his staff. This wide-ranging collection is still being augmented with Presidential papers.

The Library is furnished in the style of the late Federal period (1800-1820) with most of the pieces attributed to the New York cabinetmaker Duncan Phyfe. It is less formal than the rooms of the State Floor and is often used for teas and meetings. The soft gray and rose tones of the paneling are complemented by a Tabriz carpet of the mid-19th century. The gilded wood chandelier with a painted red band was made about 1800 and belonged to the family of James Fenimore Cooper, author of The Last of the Mohicans and other classics.

On the west wall is a neoclassical mantel that came from a house in Salem, Massachusetts. It dates from the early 19th century and is decorated with grape-leaf swags and bellflower pendants.

On the mantel rests a pair of English silver-plate Argand lamps, a gift of the Marquis de Lafayette to Gen. Henry Knox, Secretary of War in Washington's Cabinet. Such lamps, named after their Swiss inventor, Aimé Argand, were a major innovation; George Washington ordered some in 1790, noting that by report they "consume their own smoke...give more light, and are cheaper than candles".

One of the bookshelves displays an unusual lighthouse clock made by Simon Willard to commemorate the visit of the Marquis
made by Simon Willard to commemorate the visit of the Marquis de Lafayette to the United States in 1824-25. A likeness of Lafayette appears in a medallion on its base.

Portraits of Native Americans by Charles Bird King flank the east door, and a fifth hangs over the entrance to the corridor.

The Library was completely redecorated in 1962 as a "painted" room typical of the early 1800's and was refurbished again in 1976. The paneling, now a soft gray color, dates from the Truman renovation of 1948-52. Old timber removed when the mansion was stripped to a shell was made into paneling for various Ground Floor rooms.
China Room

This is the China Room. First Lady Edith Wilson began using this room in 1917 to display the pieces of china and glass used by past Presidents. I tried to put my water bowl in the cabinet next to a plate used by President Benjamin Harrison, but the curator quickly removed it. I guess I will have to create my own china room in my dog house. My favorite part of the room is the large picture of the collie, Rob Roy, with his owner, First Lady Grace Coolidge (1923-29). This painting was done by Howard Chandler Christy in 1924.

Photograph courtesy of the White House Historical Association.
Welcome to the China Room

The "Presidential Collection Room", now the China Room, was designated by Mrs. Woodrow Wilson in 1917 to display the growing collection of White House china. The room was redecorated in 1970, retaining the traditional red color scheme determined by the portrait of Mrs. Calvin Coolidge--painted by Howard Chandler Christy in 1924. President Coolidge, who was scheduled to sit for Christy, was too occupied that day with events concerning the Teapot Dome oil scandal. So the President postponed his appointment, and Mrs. Coolidge posed instead.

The red theme continues in the red velvet-lined cabinets, silk taffeta draperies and the early 20th-century Indo-Ispahan rug. The cut glass chandelier, made about 1800, is in the English Regency style. Flanking the portrait of Mrs. Coolidge are Chippendale sidechairs used by President George Washington in the earlier presidential residences in New York and Philadelphia. The painting above the mantel, "View on the Mississippi Fifty-Seven Miles Below St. Anthony Falls, Minneapolis", was completed by Ferdinand Richardt in 1858--the year Minnesota achieved statehood.

Almost every past President is represented in the China Room either by state or family china or glassware. The collection is arranged chronologically, beginning to the right of the fireplace. Even the earliest Presidents received government funds to purchase state china. However, by a special clause in the appropriation bills, "decayed furnishings" could be sold and the proceeds used to buy replacements. Such "furnishings" included state china, and during the 19th century the cupboards were frequently swept clean and the contents carted off to auction. The money could then be used to order a new china service that better suited the President and his family.

An array of presidential china is on display in the China Room.
East Room

I like this room because it is the largest room in the house and can be used for many purposes such as dinners, receptions, press conferences, and bill signing ceremonies. President Bush used this room to swear in his staff on their first day of work in the White House. He also held a press conference in this room to introduce his New Freedom Initiative, an effort to provide jobs and other assistance to people with disabilities.

Two famous paintings of President George Washington (1789-97) and his wife, Martha, hang on the walls. The chief usher told me that First Lady Abigail Adams (1797-1801) used this room as a porch and as a place to hang her laundry. If I had lived with the Adams family, I would have enjoyed chasing after my tennis ball and running in and out of the clothes hanging on the line.

http://www.whitehouse.gov/kids/tour/east.html
Welcome to the East Room

The East Room, scene of many historic White House events, was designated by architect James Hoban as the "Public Audience Room." It normally contains little furniture and traditionally is used for large gatherings, such as dances, after-dinner entertainments, concerts, weddings, funerals, award presentations, press conferences, and bill-signing ceremonies.

Today the East Room retains the late 18th-century classical style to which it was restored by architects McKim, Mead & White during the Theodore Roosevelt renovation of 1902. An oak floor of Fontainebleau parquetry was installed at the time as were the bronze electric-light standards, upholstered benches, and three Bohemian cut-glass chandeliers. The walls were paneled in wood with classical fluted pilasters and relief insets. The paneling was painted white, and delicate plaster decoration was added to the ceiling.

The Steinway grand piano with gilt American eagle supports was designed by Eric Gugler and was given to the White House in 1938 by the manufacturer. It is decorated with gilt stenciling by Dunbar Beck.

The full-length portrait of George Washington that hangs here is one of several replicas painted by Gilbert Stuart of his "Landsdowne" portrait. It is the only object known to have remained in the White House since 1800--except for periods of reconstruction, such as after the British burned the mansion during the War of 1812.

Local artistry, 1818: President Monroe purchased 24 chairs for the East Room from William King, a cabinetmaker in Georgetown. One of these chairs is pictured here.

During the Civil War years and the administration of Abraham Lincoln there was much activity in the East Room. At one time during the war Union troops occupied the room.

In 1864, the East Room was the scene of a large reception given by President Lincoln in honor of Ulysses S. Grant shortly before his appointment as head of all the Union
Ulysses S. Grant shortly before his appointment as head of all the Union armies. In April of 1865 the East Room was again filled with people, but this time they were mourners surrounding the body of President Lincoln after he had been assassinated by John Wilkes Booth. Seven Presidents have lain in state in the East Room, including John F. Kennedy in November 1963.

When President Arthur redecorated the White House in 1882, Louis C. Tiffany found it necessary only to install silver paper on the ceiling of the East Room and to increase the number of potted plants. All of the heavy Victorian adornments were swept away in the 1902 restoration. During the Theodore Roosevelt Administration, this room became the scene of some unusual activities, including a wrestling match arranged to entertain some 50 to 60 guests of the President. The exuberant Roosevelt children are also known to have used the East Room for roller-skating.