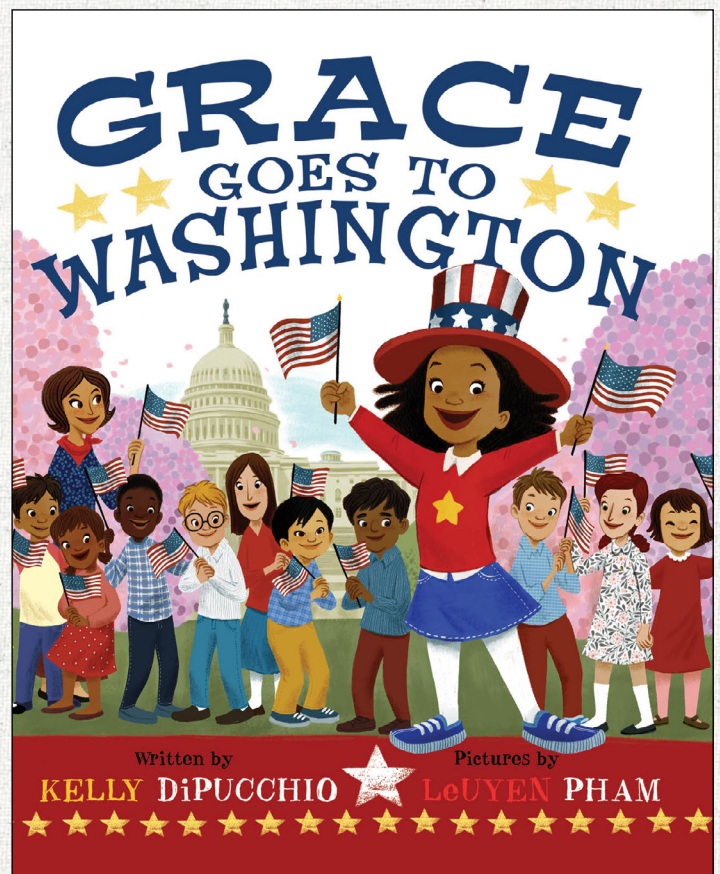


# THE GRACE SERIES



## Educator's Guide








## ACTIVATING BACKGROUND KNOWLEDGE

**GRACE FOR PRESIDENT:** What is the president's job? Why is the president's job important? What are the characteristics of a great president? Why? What is the process for the president of the United States to be elected?

**GRACE FOR PRESIDENT:** With a partner, use electronic and text resources to learn about the electoral votes for each state in the United States. Then respond to the questions in the table below with your supporting evidence and/or source.

Question	Student Response	Textual Evidence (Source)
#1	How many electoral votes does someone need to become president of the United States?	
#2	Which states have the most electoral votes? Which states have the least electoral votes? How many electoral votes does your state have? Is this system fair? Why?	
#3	What is the difference between electoral votes and popular votes? How does each influence the presidential election?	

**GRACE GOES TO WASHINGTON:** Have you ever visited Washington, DC? If yes, what did you see and enjoy most about your visit? If no, what would you like to visit? Think about the book title *Grace Goes to Washington* and look through the illustrations. What do you think will happen in the book? Where do you think Grace might visit?






**GRACE GOES TO WASHINGTON:** The government has three branches—can you name them and explain their purpose? If not, with the support of an adult use electronic and text resources to research the three branches of government. Then complete the table below by naming each branch and explaining its purpose and connection to the other two branches. How do the branches work together to make our society better?

Branch of Government	Purpose/Role	Who Works in This Branch

How Do the Branches Work Together?





As you read, listen for new vocabulary, figurative language, imagery, and metaphors to get a better understanding of how the author uses language. Use the template below to figure out the definition of new words based upon context clues from the story.

**I Can Find Interesting New Words While I Read**

1. I found the word \_\_\_\_\_. I think the word means

\_\_\_\_\_ because \_\_\_\_\_.

2. I found the word \_\_\_\_\_. I think the word means

\_\_\_\_\_ because \_\_\_\_\_.

3. I found the word \_\_\_\_\_. I think the word means

\_\_\_\_\_ because \_\_\_\_\_.

4. I found the word \_\_\_\_\_. I think the word means

\_\_\_\_\_ because \_\_\_\_\_.







# DISCUSSION QUESTIONS

## GRACE FOR PRESIDENT

1. When Mrs. Barrington displays the “big poster with all of the presidents’ pictures,” what does Grace immediately notice? How does she feel about the discovery? What is Grace’s next action based upon what she learns?
  - a. Do you recognize any presidents from the poster that Mrs. Barrington displays? What do you know about the president(s) whom you recognize?
  - b. In your opinion, would a woman make a great president of the United States? Why hasn’t the United States elected a female president yet?
2. How does the class respond when Grace says, “I’ve been thinking it over, and I’d like to be PRESIDENT”? How does Mrs. Barrington respond? Consider how each response makes Grace feel. How would you respond if you were Grace’s classmate? Why?
  - a. When you grow up, what would you like to be? Why? What steps will you take to accomplish your goal? Have you ever set a goal and been discouraged? How did it feel?
3. Mrs. Barrington states, “In the name of democracy, I have invited Mr. Waller’s class to join our election.” What is democracy? Do you share Mrs. Barrington’s perspective? Do you think Mrs. Barrington made the right decision? Why or why not? How does Grace view her decision? Why is democracy important to our government and society?
4. In the story, we learn that Thomas Cobb (Grace’s opponent) has accomplished many different things at school. What are some of Thomas Cobb’s notable accomplishments? How does Thomas’s entry into the presidential election change Grace’s perspective about winning the race?
5. How does Grace’s school election mirror a real presidential election? Why is each student assigned to represent a state? What are electoral votes? Provide a clear and concise definition.
6. As you read the book, look at the campaign posters of each candidate. What message do the posters send? What do they suggest about each character? Which poster is your favorite? Why?





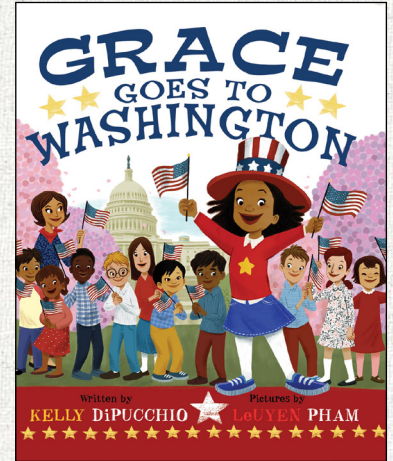
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7. How do Thomas and Grace approach the campaign differently? What seems to motivate each character? Take a look at the illustrations. What campaign promises does each candidate make? If you were running for school president, which issues would you address? Why?
  8. Based upon the details in the text, why isn't Thomas worried about winning the election? Make a prediction—who do you think will win? Why?
  9. The author writes, "Each week, the teachers set aside time for the candidates to meet with their constituents." What is a constituent? Why is this time important for each candidate? Explain using evidence from the text.
  10. Why is Sam's vote so important? Before making the decision, the author writes, "He looked down at Grace's handmade flag." What does the flag say about Grace's character? What is Sam's decision? After Sam makes his decision, what is his reason for casting his vote for that individual?
  11. In the end, when Grace says, "My name is Grace Campbell, and when I grow up, I'm going to be president of the United States." How does the reaction from her peers change in comparison to the beginning of the book?
  12. Retell the major events of the story in a brief summary by discussing the beginning, middle, and end of the book. How does each part of the story make the book interesting to read?
  13. It is important to think about the overall structure of every story we read. When is the reader introduced to Grace? Which events reveal Grace's problem? How is Grace's problem solved?
  14. Read the Author's Note, located at the end of the book. Based on the explanation, how does the electoral college work? When was the system established and why? What is the difference between electoral votes and the popular vote? Why is every vote important?
  15. An author usually does not tell readers the theme; instead, readers have to infer the theme using clues from the story. What is the theme of this story? Why is that message important? How did the author build the theme through characters and events? Explain using textual evidence.
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# DISCUSSION QUESTIONS

## GRACE GOES TO WASHINGTON

1. On the first page of the story, Mrs. Barrington displays a “large diagram of the three branches of the US government.” Look at the illustration. What can the reader learn about the government from the diagram and text? Which branch of government is led by the president of the United States? Note: There is also a full diagram located on the front and back endpapers of the book.
2. At the school council meeting, what are the different ideas that students share for spending the bake sale profits? What are their different perspectives? How will they decide which idea to use? Is it a fair process?
  - a. When the children talk about their ideas on the playground, what are some of their arguments for how to spend the profits? Do you agree with any of the students? How do you think the school should spend the funds? Why?
3. Describe the comparisons that Grace makes between the branches of government and her school (i.e., Principal Pérez, school council, and Mr. Marshall). How are they similar? Different?
4. Consider the quote that Grace reads at the Martin Luther King, Jr., Memorial: “Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in.” What does this quote mean? Why is this quote important to Grace and her goals?
  - a. How is the idea for the Friendship Mall related to the Martin Luther King, Jr. quote that Grace read during the field trip? Use textual evidence to support your claims.
5. On the day of the field trip, where does the class visit? Why is each place important and how do the students respond to the new sites? Which locations are related to the branches of government discussed in the book? How does the visit influence Grace’s decision as the story progresses?
6. When Grace looks at the new boy, Aman, during recess, what does she notice? What is her new idea based upon her observation of Aman?
  - a. Describe the Friendship Mall, which the students propose. How will it make the school better? Do you think it is a good idea? Why?





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7. After reading the results of the school election, Grace announces, “It’s a unanimous decision.” What does the word “unanimous” mean? Have you ever been part of a unanimous decision? When?
    - a. After the unanimous vote, how does Principal Pérez define true leadership? Do you agree? Why or why not? How do you define true leadership?
  8. Look at the final illustration in the story. What is happening? What do the signs the children are holding suggest about the school? What message does the image send as the story concludes? Support your response with examples from the story.
  9. Retell the major events of the story in a brief summary by discussing the beginning, middle, and end of the book. How does each part of the story make the book interesting to read?
  10. It is important to think about the overall structure of every story we read. How is each character introduced to the reader? Which events reveal the primary problem within the story? How is the problem solved?
  11. Read the Author’s Note, located at the end of the book. Based on the explanation, what is the purpose of the three branches of government? When were the branches established? How is each branch unique? How do the branches ensure checks and balances? Why are checks and balances critical to governmental structure?
  12. Look at the section titled “How can you become an involved citizen and make a difference?” Based on the list, describe three ways that you can get involved in your school. How will each idea help others or improve your community? What is at least one new idea that you can add to the list?
  13. The illustrations provide many different details about the story. Which illustration is your favorite? Why? How does the illustration build on the story? Specifically, what does it teach the reader about the characters, setting, or plot?
  14. An author usually does not tell readers the theme; instead, readers have to infer the theme using clues from the story. What is the theme of this story? Why is that message important? How did the author build the theme through characters and events? Explain using textual evidence.
- 



## EXTENSION ACTIVITIES

### POST-READING QUESTIONS


1. Compare and contrast Grace's adventures in both stories. What are the similarities and differences between the setting, plot, and characters? How does the second book build on the first story? In your opinion, what do you think Grace should do next?
2. After reading both books, what is the overall theme for the series? What lesson can readers learn from Grace, her school, and her classmates? Support your response with examples from the books. Can you think of another book with the same theme?

### POST-READING PROJECTS


1. In *Grace for President*, Grace creates campaign posters with "catchy" slogans and discusses her key issues with constituents. Imagine that you are running for president of the United States. With the help of an adult, use digital tools to design a campaign poster that highlights your slogan. Then create a detailed list of issues you will address as president and aligned solutions.
2. In *Grace for President*, each student is assigned to represent a state and cast electoral votes. As the students share their votes, they also state the nickname of their assigned state. For example, Wyoming is "the Equality State" and Alabama is "the Yellowhammer State." Select two state nicknames to research, and then explain the significance of each nickname in a brief paragraph and illustration.





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3. In *Grace Goes to Washington*, readers learn about the three branches of government in the United States. Think about your school and the many people who ensure that the school year runs smoothly (e.g., the principal, teachers, custodial staff, cafeteria staff). Place the names of the individuals and their role in the table below.

Individuals Who Support Your School	Describe the Individual's Role

- a. Explain how the various individuals work together to make the school function successfully.
- b. Write a thank-you letter to at least two people who support your school. In your letter, be specific and explain how they make the school a better place.
4. In *Grace Goes to Washington*, Grace is inspired by a quote displayed at the Dr. Martin Luther King, Jr., monument. Dr. King's birthday is a national celebration that provides a great opportunity to serve the community. Use the national holiday as an opportunity to volunteer for an activity that will make a difference in your community. Write a summary that clearly describes your contribution as a volunteer, your feelings about the experience, and your thoughts on why volunteering is important.
5. We can all make a difference in society if we explore ways to help others. Think about three issues affecting your school and write a letter to your principal sharing a new idea to address the issues. Your letter must include a clear introduction, facts to support your opinion, descriptive details, and a concluding statement.
- a. Then identify an issue affecting your community and write a letter to an elected official (e.g., president, governor, senator, mayor) to share your ideas to address the problem. Your letter must include a clear introduction, facts to support your opinion, descriptive details, and a concluding statement.
- 



6. Create a newspaper article that highlights someone in your community or state who is making a positive impact. Your article should include a title, picture, caption, facts about the individual's contribution, what others can learn from the individual, and a concluding statement.

Article Title

Person's Name

Print out a picture  
and attach it here

Caption \_\_\_\_\_  
\_\_\_\_\_

Describe the Person's Positive Contribution to Society

What Can Others Learn from the Individual?

Conclusion



## VOCABULARY BUILDING

**DIRECTIONS:** Complete the word search below to find important vocabulary words from the books. As you read each book, locate the words and define them concisely. Reread both books for fluency.

R B D I C C C A F S Z C O D Q  
N E A E H A L O E V O V E W U  
G A P T T L N H U N L T G N F  
I U H R I N C D S N P P A V E  
A T N E E E U T I U T N N E X  
P I D I E S I O R D I R P V E  
M F I P T T E R C M A O Y I C  
A I S R U E E N O C L T A T U  
C C W E V T D U T L A T E A T  
E A N L N G S J S A H N O L I  
U T L I H U M A N I T Y U S V  
S I N O I T C E L E A I P I E  
N O I T U T I T S N O C V G F  
T N D E M O C R A C Y T Q E K  
A S S E M B L Y F F Y S V L S

### GRACE FOR PRESIDENT

Country	Polls
Democracy	Beautification
Candidate	Speeches
Election	Assembly
Campaign	Unaccounted
Constituents	

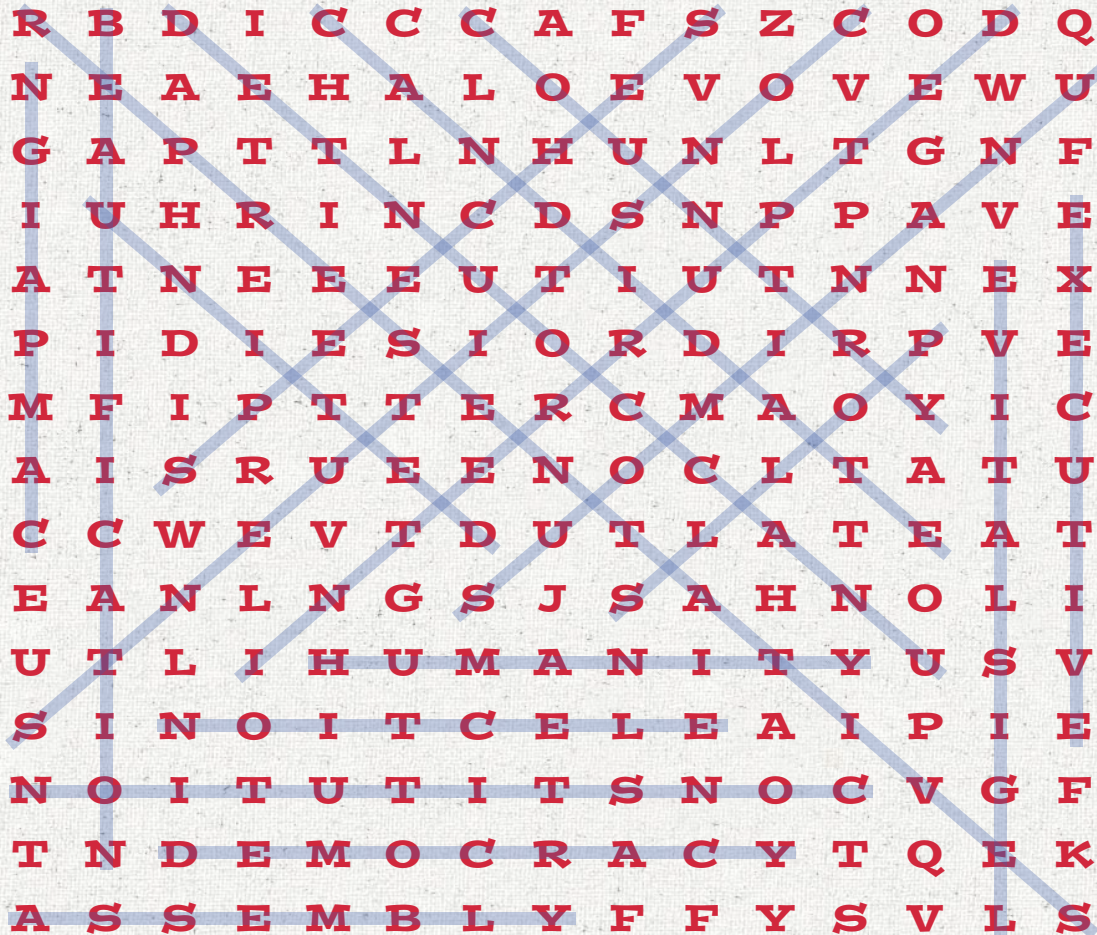
### GRACE GOES TO WASHINGTON

Legislative	Humanity
Executive	Interrupted
Constitution	Unanimous
Representatives	United



## VOCABULARY BUILDING – ANSWER KEY

**DIRECTIONS:** Complete the word search below to find important vocabulary words from the books. As you read each book, locate the words and define them concisely. Reread both books for fluency. (*Reading Literature: Craft and Structure: RL.2.4; 3.4*)



### GRACE FOR PRESIDENT

Country	Polls
Democracy	Beautification
Candidate	Speeches
Election	Assembly
Campaign	Unaccounted
Constituents	

### GRACE GOES TO WASHINGTON

Legislative	Humanity
Executive	Interrupted
Constitution	Unanimous
Representatives	United



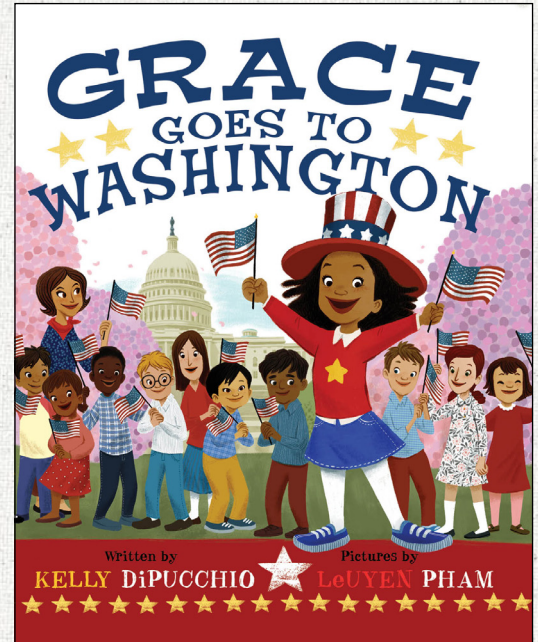
## ABOUT THE BOOKS



978-1-423-13999-7 HC  
978-1-368-04168-3 ebook

### GRACE FOR PRESIDENT

In *Grace for President*, Grace learns that the United States has never had a female president. In response, she decides to participate in her school's mock presidential election to change history. Grace works hard to prove that she is the best person for the job, while her opponent focuses on being the best man for the job. Grace shows determination, insight, and attention to the needs of others as she runs her campaign.



978-1-368-02433-4 HC  
978-1-368-04599-5 ebook

### GRACE GOES TO WASHINGTON

In *Grace Goes to Washington*, Grace travels to Washington, DC, and learns about the importance of the three branches of government in the United States. Amid her visit to important landmarks, she also works to figure out how to spend the profits from a recent school fund-raiser. Readers will learn about government structure as Grace navigates meeting the needs of her constituents and influencing change.





## ABOUT THE AUTHOR

**KELLY DIPUCCHIO** is the *New York Times* bestselling author of over 30 picture books for children. Her titles include *Grace for President*, *Gaston*, and *The Sandwich Swap*—a picture book she co-authored for Queen Rania of Jordan. Kelly lives in Michigan with her growing family, which includes three crazy dogs and one perfect grandchild. For more information about Kelly and her books visit [kellydipucchio.com](http://kellydipucchio.com) and follow her on Twitter/Instagram @kellydipucchio.



## ABOUT THE ILLUSTRATOR

**LEUYEN PHAM** is the award-winning illustrator of many best-selling books for children, including the *Princess in Black* series by Shannon and Dean Hale, *Itty Bitty Kitty-Corn*, and the graphic novel *Friends* series with Shannon Hale, and the *Vampirina Ballerina* series with Anne Marie Pace. Her book *Bear Came Along*, written by Richard Morris, was awarded a Caldecott Honor. Her own books include *Big Sister*, *Little Sister* and *Outside, Inside*, a book written about time spent during the pandemic. She lives with her husband and two sons in Los Angeles. Visit her at [leuyenpham.com](http://leuyenpham.com) to learn more.

This guide was written by **DAWN JACOBS MARTIN, PhD**, an assistant clinical professor at the University of Maryland, College Park. She has spent her career supporting students with disabilities through various roles as a practitioner, researcher, special education director, and teacher educator. She continues to improve the academic outcomes for students with disabilities through teacher development, instructional design, and research in the areas of literacy intervention, social support, and parent involvement.

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