Title: **The Class Vote** Level: D ISBN: 978-1-4042-7929-2 Publisher:\_Rosen\_ \_\_

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. **from** **them** **pass, glass, class**

2. **of** **art, cart, chart vote, votes, voted**

3. **some**

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

**Have you ever voted for something in your class?**

**The title of the book today is The Class Vote. A classroom is having a party and the kids will learn how to vote for which food to eat at their party.**

**Browse through the book and ask kids to look at the pictures and describe what they see.**

**Look at p. 11 Explain that this graphic organizer shows what the students did when they voted.**

**p. 11 Look at and read the glossary. Explain that the glossary will give us the meanings of important words in this book.**

**Discuss the big, bold, red headings on p. 11-12 and talk about what they tell us as readers.**

Difficult Words/Vocabulary – p**. 9 count p. 10 people**

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

**Text structure: Identify the problem and the solution**

**Sometimes an author describes a problem or something that someone wants to do. Then the author describes the solution or the action the person takes.**

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

After Reading: (5-7 min.)

* Discuss the story

**Let’s reread to find the problem and the solution in this book.**

**Model identifying the problem on p. 3 Say: The problem is that students have to pick one food to eat at their party. They have 4 foods to choose from.**

**Reread p. 4 with students. Ask: How will they pick? (Explain that voting to pick a food is the solution to the problem.) (Each child gets a small version of the chart, it is called a *ballot*.)**

**Reread p. 5-6 with students. Remind them the chart shows the foods the students will vote for. Explain that making the chart is one action the students take to reach a solution.**

**Reread p. 7-9 with students. Explain that voting and counting the votes are the next steps to reach a solution.**

**Reread p. 10. Have students complete the sentence frames orally: *The students’ problem is* *that they \_\_\_\_. Their solution is to \_\_\_\_\_\_\_\_\_\_.***

Return to the teaching point:

Comprehension Strategy Focus: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

**Discuss how identifying a problem and solution helped students understand the text. Remind them that they can look for problems and solutions when they read other books.**

**Reread the graphic organizer on p. 11. Have kids trace the arrows with their fingers and repeat the sentences. Ask them to retell in order the steps the students take to solve their problem.**

**Ask: Is The Class Vote a good title for this book? Why or why not?**

**Was voting a good way for the class to solve their problem?**

**When are some other good times to vote to help reach a decision?**

Writing Connection: (5 min.)

**Draw the ballot shown on p. 4. Show with a check mark which food you would vote for if your class was having a party.**

**Write about another time when a vote would help people reach a decision.**