



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 496

Book Summary

The government plays an extensive role in the life of every citizen, but many children have only a vague idea of the nature of a government. Use *Community Government* to enlighten students about basic roles and responsibilities within the government and how the students themselves are connected to their community's government. Colorful illustrations featuring friendly faces support the information presented, and the facts are broken up into small sections. The book also provides opportunities to study main idea and details and verbs.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Discern main idea and details
- Identify vowel diphthong *ou*
- Identify and use verbs
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Community Government* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- KWL/ask and answer questions, main idea and details, verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
Story critical: **community** (n.), **council** (n.), **departments** (n.), **election** (n.), **government** (n.), **mayor** (n.)

Before Reading

Build Background

- Write the word *government* on the board and read it aloud with students. Remind students that the school has its own government in the form of the student council. Discuss with students the different jobs in the student council, such as president and treasurer, and why the school needs the council.
- Point out that the country has a government also, with different levels in each state and city. Have students discuss with a partner everything they know about governments, either in their school or their country.

- Create a KWL chart on the board. Review with students the meaning of the chart: the *K* stands for what they know, the *W* stands for what they want to know, and the *L* stands for what they learned. Invite volunteers to share information about the government, and record accurate facts in the *K* column of the KWL chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Remind students that engaged readers help themselves to understand what they are reading by asking questions before and during reading, and searching for answers as they read. Discuss with students how asking and answering questions will help them understand and remember what they read.
- Model how to ask questions.
Think-aloud: On the cover of the book I see a police woman walking beside a girl. I know the book is about community government, but what does a police officer have to do with the government? That is my first question for this book. We can arrive at questions on the basis of what we read in the text and what we see in illustrations. For example, looking at a table of contents often creates questions for a book. When I read the table of contents on page 3, I think of a couple of more questions. Who are the city government leaders? What are some of the laws in a community? I will look for the answers to these questions as I read.
- Review the KWL chart on the board. Write your questions in the *W* column of the chart.
- Encourage students to use what they already know about governments in connection with what they read to create questions about the information in the book. Have students study the table of contents with a partner and think of at least one question for the book. Invite volunteers to share their question with the rest of the class, and record questions on the board in the KWL chart.
- Introduce and explain the [KWL/ask-and-answer-questions worksheet](#). Have students record their questions in the appropriate column of the chart, and then have them review with a partner everything they know about governments. Have students record at least three facts in the *K* column of the chart on their worksheet.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Remind students that a main idea is the general topic of a book, and the details are the extra information or descriptions that further explain the main idea. Point out that the title often provides clues about the main idea of a book. Have students read the title aloud, *Community Government*. Ask students to share with a partner their thoughts on possible main ideas for the book.
- Invite volunteers to share with the class their prediction for the main idea. Ask students to give a thumbs-up signal if they agree that the main idea will have something to do with community government.
- Explain to students that sometimes the author will present the main idea toward the beginning of the book in a sentence or two, and sometimes readers will have to infer the main idea by putting together all the details and making their own sentence to describe it.

- Read page 4 aloud and model identifying the main idea.
Think-aloud: *I know the main idea will have something to do with community government, and I see this book has an introduction. Often, an author will set forth the main idea of the book in the introduction. In this paragraph, I see some details about communities and about people in the government. One sentence connects communities and government: People run their community with a government. This sentence expresses a big topic that could be the subject of the book. Although I can't be sure until I finish the book, I believe this sentence expresses the main idea. After I have read all the supporting details, I can confirm this as the main idea or change it to accurately reflect the main idea. Now I will look for the main idea and supporting details of each section in the book.*
- Write the main idea on the board: *people run their community with a government*. Have students work in groups to discuss details that could support the main idea, on the basis of information they saw while previewing the book. Invite volunteers to share a detail with the rest of the class, and discuss with students whether each detail could support the main idea and why.
- Point out to students that sometimes the amount of information on a topic is so large that the author groups it into sections, and each section has a main idea and details. The main ideas for each section contribute to the main idea for the entire book. Remind students that this book has sections and will therefore have a main idea for each section.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *The woman in this picture is a mayor. Do you know what a mayor does? A mayor leads the city or town's government. Who is our mayor?*
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Have students share with a partner everything they know about each word. Ask students to turn to the glossary on page 16. Invite volunteers to read the words and their definitions to the rest of the class, and discuss their meanings aloud.
- Have students write each word on a separate sheet of paper. Beneath the word, have students draw a picture that accurately reflects the meaning of the word.
- Have students work with a partner to make oral sentences for each word. Have students turn their vocabulary papers over, and ask them to write a sentence on the back that accurately uses each vocabulary word. Invite volunteers to share a sentence with the rest of the class.

Set the Purpose


- Have students read to find out more about community governments. Encourage students to ask and answer questions while reading and to pay attention to the main idea and supporting details of the book.


During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Ask students to look at their KWL/ask-and-answer-questions worksheet and see if this part of the text answered their question(s). Have students write new questions in the *W* column of the chart on their worksheet.

- Model asking and answering questions.
Think-aloud: Before I started reading, I had questions for the book. What does a police officer have to do with government? Who are city government leaders? What are some the laws in a community? Now that I have read some of the book, I know the answers to a couple of my questions. A mayor is a city government leader. The mayor is chosen in an election and is in charge of many departments in the government. I also learned that the police department is under the mayor's control. Police officers work for a government department, and that is how a police officer is connected to the government. The book has not yet answered my third question, so I will continue to look for the answer as I read. I also thought of new questions as I read. How does a person become mayor? What other government departments are there? The book already answered my question about how a person becomes mayor. The mayor is chosen by receiving the most votes in an election. I also learned about the police department, fire department, and the department of public works. However, I am sure many other government departments exist, so I will look for more answers to that question as I read.
- Write the answers to your earlier questions in the *L* column of the chart on the board. Remind students that they will record everything they learn from the book in the last column of their KWL chart. Draw a line between the question and its answer to visually connect them.
- Record your new questions in the *W* column of the chart on the board. Write the answer to the question about choosing a mayor in the *L* column of the chart. Draw a line between the two. Point out that as they read, students may ask a question and have it answered in the next sentence or paragraph, or they may not find the answer for several pages or at all. Encourage students to ask as many questions as they think of and to continue recording them on their KWL worksheet.
- Have students write the answers they found for their own questions in the *L* column of the chart on their worksheet. Invite volunteers to share new questions they had while they read, and record them in the *W* column of the chart on the board. Have students examine the questions on the board, and invite volunteers to share answers with the rest of the class. Record answers in the *L* column of the chart on the board. Invite volunteers to come to the board and draw a line between a question and its corresponding answer.
- Review with students the main idea: *people run their community with a government*. Ask students to nod their head if the book still confirms that sentence as a main idea for the book.
- Remind students that each section also has a main idea. Have students share with a partner the details they read in the second section of the book, "City Government Leaders." Invite volunteers to share a detail with the rest of the class, and record details on the board using key words and sentences.
- Point out that this section does not neatly organize the main idea in one sentence. Have students work in groups to formulate a sentence expressing the main idea of the section, and have each group share their main idea with the rest of the class. Guide students to a consensus on a main idea for the section.
- **Check for understanding:** Have students read pages 8 through 11. Have them write answers they found while reading on their worksheet and any additional questions they generated. Ask students to share their worksheet with a partner and discuss the answers they found.
- Have students reread page 10 with a partner and point to the sentence that best expresses the main idea for the section (*A community needs laws to keep people safe and keep the community clean*). Have students read the sentence aloud.
- Write several sentences on the board, some details from the section and other statements that do not support the main idea. Have students point to the sentences that are supporting details. Invite volunteers to come to the board and circle the supporting details. Call on random students to explain why each statement is a detail supporting the main idea of the section.

 Have students read the remainder of the book. Remind them to continue asking questions and looking for answers as they read and to record the information on their KWL worksheet. Encourage students to discern a main idea for each section they read and to identify the supporting details for that main idea.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students discuss with a partner new questions they posed while they read, and record them on their KWL worksheet.
- **Think-aloud:** *Having finished the book, I was done with asking questions and focused on the answers. I wanted to know about laws in a community, and the book described a few: laws that say how fast cars can go and laws that tell people where to put their trash. I am sure communities have many other laws but to learn about those, I will need to research the topic in other resources. I also wanted to know more about the different types of government departments. Besides the ones I already read about—police, fire, and public works—the book mentioned one more, the transportation department. I am sure if I researched, I could learn about more departments. Asking questions kept me engaged with the book and eager to read and learn more so I could find the answers to my questions.*
- Record your answers in the *L* column of the KWL chart on the board.
- Invite volunteers to share new questions with the rest of the class, and record them in the *W* column of the KWL chart. Have students discuss with a partner the answers to the questions on the board. Invite volunteers to share an answer with the rest of the class, and record it in the *L* column. Ask each volunteer to come to the board and draw a line between the corresponding question and answer.
- Have students search their worksheet and the questions on the board for questions that were not answered by the book. Have them point to an unanswered question. Discuss with students how they could find the answers to these questions by using other resources, such as other nonfiction books, the Internet, articles, and magazines. Have students circle the unanswered questions on their worksheet, and encourage them to seek the answers to these questions elsewhere.
- **Independent practice:** Have students complete the KWL/ask-and-answer-questions worksheet by completely filling out the last column of the chart. Invite volunteers to share information they learned with the rest of the class, and encourage students to add details they hadn't included yet to the *L* column of their own worksheet.

Reflect on the Comprehension Skill

- **Discussion:** Have students work in groups to determine a main idea for the section "Other Jobs in the Community." Review with students the final details of the book, and discuss how they support the main ideas of the final sections. Record details on the board using key words and sentences.
- Explain to students that a conclusion has the job of wrapping up the information with an engaging ending. Point out that rather than having a main idea of its own, the conclusion usually rewords the main idea of the book to reinforce it in the closing.

- Review the main idea of the book: *people run their community with a government*. Have students discuss with a partner whether they feel this sentence accurately reflects the main idea of the book. Discuss with students how the main idea of each section contributes to the main idea of the book. Point out that the main ideas of the sections are also supporting details for the bigger main idea of the book.
- **Independent practice:** Introduce, explain, and have students complete the [main-idea-and-details worksheet](#). If time allows, have them share their worksheet with a partner and make any desired corrections.
- **Enduring understanding:** In this book, you learned about the people involved in community governments and the work they do. Why do people need government? How can you be involved in your government right now?

Build Skills

Phonics: Vowel diphthong *ou*

- Write the word *council* on the board. Read it aloud with students, and have students work with a partner to find the word in the book.
- Ask students what vowel sound they hear in the middle of the word (/ow/). Point to the letters *ou* in the word and explain to students that the letters *ou* often stand for the /ow/ sound.
- Write the word *sound* on the board next to *council*. Blend the word aloud as you run your finger under the word. Invite a volunteer to come to the board and circle the letters in each word that represent the /ow/ sound.
- Have students practice tracing the letters *ou* in the air while saying the /ow/ sound.
- **Check for understanding:** Write the following words on the board and read them aloud with students: *house, crowd, loud, town, cow, found, flower, mouse, and now*. Have students give a thumbs-up signal for each word that uses the /ow/ sound. Invite volunteers to come to the board and underline words that use the letters *ou*. Have students write the underlined words on a separate sheet of paper and circle the letters *ou* in each word.

Grammar and Mechanics: Verbs

- Write the following sentence on the board: *When people vote, they make a choice*. Read it aloud with students. Ask students to point to the action words in the sentence (*vote, make*).
- Remind students that a *verb* is an *action word*. Have students share with a partner why sentences need verbs. Invite volunteers to share their ideas with the rest of the class.
- Direct students to silently think of one verb. Call on random students to share their verb with the rest of the class, and have other students give a thumbs-up signal if they agree the word is a verb. Record a list of verbs on the board.
- Point to a verb on the board and have students act it out at their desk. Then, have students use the verb in an oral sentence with a partner. Repeat several times.
- Explain to students that some verbs are easier to pick out than others. Write the word *is* on the board. Point out that the verb *is* describes the state of being of something, which is an action, although it may not seem like one. Write a list on the board of verbs students may not recognize as verbs, such as the following: *is, are, did, does, has, have, and seems*.
Check for understanding: Have students work with a partner to find and circle all of the verbs in the section "Laws in a Community." Call on students to share a verb with the rest of the class, and have the other students circle any verbs they missed. Discuss with students the verbs that were harder to find, such as *are, is, and say*.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers aloud.

Word Work: Alphabetical order

- Review the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and compare their locations in the alphabet. The word with the letter that comes first in the alphabet comes first in alphabetical order. Point out they can refer to alphabet posters and the alphabet song to help them locate the letter's position in the alphabet.
- Write the words *government* and *council* on the board. Have students work with a partner to determine which word comes first alphabetically. Invite a volunteer to identify the word to the rest of the class and explain how he or she knows it comes first in alphabetical order (the letter *c* comes before the letter *g*, therefore the word *council* comes first). Write the word *council* above the word *government* to start a list.
- Write the word *city* on the board. Ask students whether the word comes before or after *council*. Explain to students that when two words begin with the same letter, they compare the second letter in each word. Underline the letters *i* and *o*. Have students point to the word that comes first in alphabetical order. Write the word *city* at the top of the list.
- Remind students that when adding a word to a list, they need to know the word that comes before it and the word that comes after it. For example, the word *election* comes after the word *council* but before the word *government*. Add the word *election* to the appropriate spot in the list.
- **Check for understanding:** Write the following words on the board: *mayor*, *departments*, *police*, *fire*, *difference*, and *people*. Have students work with a partner to place the words in correct alphabetical order. Invite volunteers to share their list with the rest of the class, and have other students clap their hand for each word in the correct spot in the list. Record the correct list on the board.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate to someone at home how a reader asks questions then searches for the answers while reading.

Extend the Reading

Informational Writing and Art Connection

Discuss with students the government institutions described in the book, such as the police and fire departments, and brainstorm to create a list of several others not mentioned in the book. Ask students to choose one government department for research. Lead students in safe research on the Internet or at the library to learn more about their department, and provide a graphic organizer for notes. Have students write two paragraphs to describe their chosen government institute. Ask students to draw a picture to accompany their paragraphs.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Discuss with students different roles within the national government, such as president, vice president, secretary, and so on. Describe a simplified version of an election to students. Have students work in groups to discuss the type of government roles that their classroom community could best use. Ask groups to share their ideas with the rest of the class, and lead students to a consensus on a student government for their classroom. Have students choose at least one position they like and write a list of their qualifications to fill the role. Invite volunteers to officially run for the office, and have those students interested present themselves to the class and explain why they would be the best leader in that position. Have an election where students vote for each position. Use the student government for the rest of the school year, and change the roles with a new election after sufficient time has passed.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of asking and answering questions to comprehend the text during discussion and on a worksheet;
- accurately determine the main idea and details during discussion and on a worksheet;
- consistently identify vowel diphthong *ou* in the text and during discussion;
- correctly identify and use verbs during discussion, in the text, and on a worksheet;
- accurately place words in alphabetical order during discussion.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**