

Focus Question:

What happens on Election Day?

Book Summary

Text Type: Nonfiction/Informational

Voting is one of the most important ways citizens can help make changes to their community. *Election Day* is a great way to introduce students to this civic duty. Detailed photographs and simple sentences are used to explain the Election Day process. Additionally, students will have the opportunity to identify the main idea and details as well as to connect to prior knowledge to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to better understand text
- ☐ Identify the main idea and details in a text
- ☐ Describe details found in photographs in the text
- ☐ Identify and produce rhyme
- ☐ Identify VCe pattern
- ☐ Recognize and use simple subjects in sentences
- ☐ Recognize and use homophones

Materials

- ☐ Book: *Election Day* (copy for each student)
- ☐ Main idea and details, simple subjects, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

- **High-frequency words:** *day, they, when*
- **Words to Know**
Story critical: *booths (n.), change (v.), count (v.), Election Day (n.), stickers (n.), vote (v.)*
- **Academic vocabulary:** *use (v.)*

Guiding the Reading

Before Reading

Build Background

- Place on the board photographs of two different kinds of food. Ask students which food they would prefer to eat for lunch and why. Invite students to share their ideas with the class.
- Ask students to vote for the food they would want to eat for lunch by raising their hands. Record their votes as tally marks on the board. Circle the winning food and discuss that this food won because it had the most votes from students in the class. Explain that this type of voting process is also used to make changes in the community on a day called *Election Day*.

Introduce the Book

- Give students their copy of *Election Day*. 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).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Invite volunteers to share what they already know about the topic of this book, on the basis of the title and cover pictures.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that most books have a *main idea*, or a general topic that is the subject of the book. Discuss with students how the extra information or descriptions that help explain the main idea are the *details* of the book. Point out

Guiding the Reading (cont.)

to students that the title of a book often provides clues about the main idea.

- Have students discuss with a partner their predictions about the main idea of this book. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about what happens on Election Day. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is Election Day? What can people vote for on this day?* (level 2) pages 3–4
- *Why do people have to wait in line on Election Day?* (level 3) page 7
- *What might happen if people didn’t check in properly on Election Day?* (level 3) page 8
- *What is the purpose of voting booths?* (level 3) page 9
- *What do people get after voting on Election Day?* (level 1) page 10
- *How can people change their community by voting?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs help readers know exactly what something looks like. Emphasize that photographs can also add more details to the written text in a book. Have students look at the photograph on page 9. Ask students: *How does this photograph help you better understand what a voting booth looks like? What details do you see in the photograph that help you better visualize in your mind what*

the author wrote? Have students review other photographs in the book and discuss in groups how the details enhance the written text.

Skill Review

- Model for students how you connect with prior knowledge as you read. Share personal experiences with voting in elections. Ask volunteers to share their personal connections with the class.
- Guide students to an understanding that *many important things happen on Election Day* is the main idea of this book, since the book is all about this subject. Write the main idea on the board.
- Model identifying details that support the main idea.
Think-aloud: *I know the main idea of this book: many important things happen on Election Day. Since every main idea needs details to explain it, I will be looking for details that explain or describe the important things that happen on Election Day. On page 4, I read that people can vote to keep or change leaders on Election Day. I also read that people can make new rules or laws. These are two important things that happen on Election Day, so I know these are two details that support the main idea. I will continue to look for more details that support the main idea as I read this story.*
- Draw a box around the main idea on the board. Around the box, draw four boxes connecting to the main idea. Fill in one of the boxes with one detail from the think-aloud.
- Model how to complete the [main-idea-and-details worksheet](#), using evidence from the text.

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.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share their details with the rest of the class. Ask students to share how identifying details that support the main idea helped them to better understand the text.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Example: *Many important things happen on Election Day. People*

Guiding the Reading (cont.)

set up places to vote, and then voters travel to these places, stand in line, and check in. Then, voters use booths to vote and get a sticker when they're done. Afterward, all of the votes are counted, which can lead to change in the community.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Rhyme

- Say the word *vote* aloud to students, emphasizing the final sound. Have students say the word aloud and then say the final sound.
- Say the words *vote* and *wrote*. Have students repeat each word aloud. Ask students to share with a partner what both words have in common (they end with the same sound). Explain that when words have the same ending sound, they are called *rhyming words*.
- Say the following word pairs, and have students stand up when they hear words that rhyme: *kind/mind, shell/smell, green/pail, beach/sand, loss/floss*.
- **Check for understanding:** Say the following words one at a time, and have students come up with their own rhyming word for each word you say: *big, take, trim, for, day*.

Phonics: VCe pattern

- Write the word *vote* on the board and say it aloud with students.
- Have students say the long vowel /o/ sound aloud. Then, run your finger under the letters in the word *vote* as students say the whole word aloud. Ask students to identify which letter represents the long vowel /o/ sound in the word *vote*.
- Cover the letter e with your hand. Have students read the nonsense word *vot* aloud. Remind students that the letter o can have two sounds: the short vowel /o/ sound and the long vowel /o/ sound. Explain to students that one way to make the letter o have the long vowel /o/ sound is by adding a silent -e to the end of the word.
- Explain to students that a silent -e at the end of the word makes a vowel say its name. Write the words *place, cone, and ice* on the board. Point to each word and have students read it aloud. Remind them that the vowels should say their name.
- **Check for understanding:** Write the following words on the board: *tap, cap, hop, can, mop, slat, and man*. Say each word, one at a time, and have students repeat. Invite volunteers to come to the

board and add the silent -e to end of each word. Have students read the new words to a partner.

Grammar and Mechanics: Simple subjects

- Explain to students that every sentence has a *subject*, or a *noun* that the sentence is about. Explain that a subject can be a person, an animal, or even an object. Point out that the subject is often performing the action in the sentence.
- Write the following sentence on the board: *People vote on Election Day*. Read the sentence aloud with students. Ask students to point to the subject in the sentence (*People*).
- Write several sentences that describe the Election Day process on the board. Have students read each sentence and work with a partner to identify the subject. Invite volunteers to come to the board and circle the subject in every sentence.
- **Check for understanding:** Have students reread the book in groups and discuss the subjects they find. Ask students to circle the subject in every sentence.
- **Independent practice:** Introduce, explain, and have students complete the [simple subjects worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the words *blue* and *blew* on the board. Read the following sentence aloud to students: *The wind blew the leaves on Election Day*. Ask a volunteer to circle the word on the board that he or she heard in the sentence (*blew*). Next, read the following sentence aloud to students: *I see a man wearing a blue shirt*. Ask a volunteer to underline the word on the board that he or she heard in that sentence (*blue*).
- Explain or review that *blew* and *blue* are homophones, which are two words that sound the same but are spelled differently and have different meanings.
- Put students into small groups. Write the words *sea/see* and *dear/deer* on the board and discuss each word's meaning. Have students work together to create a sentence for each word. Invite volunteers to share their sentences with the class.
- **Check for understanding:** Write the following sentences on the board: *He is ___ year old.* (one, won) *She is ___ fast for me to catch!* (two, too) *The ___ needs water to grow.* (flower, flour) Have students choose the correct homophone to complete each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.