

## About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 541

### Book Summary

When Leo goes to the community center with his parents, he learns that they are going to vote for president and other people in government. Leo is disappointed that he isn't old enough to vote, until he sees that there is a voting booth for kids! This story will introduce students to voting and help them get involved in the election process.

## About the Lesson

### Targeted Reading Strategy

- Visualize

### Objectives

- Use the reading strategy of visualizing to understand text
- Identify author's purpose
- Identify variant vowel /oo/
- Recognize and use contractions
- Understand and use syllable patterns to divide words

### Materials

Green text indicates resources available on the website.

- Book—*Can I Vote?* (copy for each student)
- Photos or images of voting booths and political advertisements
- Chalkboard or dry erase board
- Visualize, variant vowel oo, contractions worksheets
- Discussion cards



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

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: *candidates* (n.), *election* (n.), *government* (n.), *president* (n.), *registration* (n.), *responsibility* (n.)

## Before Reading

### Build Background

- Show students several photos or images of voting booths, famous politicians' advertisements, and so on. Have students share their background knowledge about what is occurring in the photographs and what they know about the voting process.
- Ask students when they have voted before. For example, has their family ever voted for what movie to see, or where to go for desert? Have the students ever voted at school for student council representatives?

## 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, fiction or nonfiction, 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: **Visualize**

- Explain to students that good readers often visualize, or make pictures in their mind, as they read. Readers use what they already know about a topic and the words from the text to make pictures in their mind.
- Model how to visualize using the title.  
*Think-aloud: When I read a story, I pause after a few pages or after reading a description of something to create a picture in my mind of the information I've just read. This helps me to better understand what I am reading. For example, when I read the title Can I Vote?, I pictured the last time I voted. I pictured the line I had to stand in, the little booths with curtains around it, and the sticker I got after voting. I wonder if this story is going to tell me about someone who has the same experience.*
- Invite students to share what they visualized when they heard the title of the story. Have them compare the picture in their mind with the picture on the front cover.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason or purpose for writing a story. The purpose is either *to inform*, *to entertain*, or *to persuade*. Explain that *to inform* means to give someone information about something; *to entertain* means to amuse someone; and *to persuade* means to convince someone to think or do something in a new way.
- Read the title page and page 3 aloud. Model how to identify author's purpose.  
*Think-aloud: When authors write, they have a reason, or purpose, for writing their book. They want to inform me, entertain me, or persuade me. After reading the title and the first page of this story, I think the authors want readers to learn about voting, so I think their purpose is to inform readers. But so far, I have read about a boy named Leo going to a community center with his parents, so the authors may be telling me a story to entertain me. Sometimes authors write for more than one purpose, so I will keep reading to see if this is true.*

### Introduce the Vocabulary


- Remind students of the strategies they can use to work out words they don't know. For example, they can look for base words, prefixes, and suffixes.
- Point to the last sentence on page 3 and point to the word *government*. Say: *I see a suffix on the end of this word, -ment, and I see a chunk in the middle of the word, -er. The sentence is talking about the president and other people, so I think this word might be government. When I read the whole sentence, government makes sense.*
- Point out the glossary at the back of the story. Review or explain that a glossary contains a list of words from the book and their definitions.
- Read through the glossary words and their definitions, and point out to students that many of the glossary words have suffixes added to a base word (*election, government, registration, responsibility*). Ask students to circle or write the base word under each glossary word (*elect, govern, register, responsible*).

### Set the Purpose

- Have students read to find out more about voting. Remind them to visualize as they read, and to think about the author's purpose for writing the story.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Encourage those who finish early to go back and reread.
  - **Model visualizing and identifying author's purpose.**  
*Think-aloud: As I read page 4, I learned that the first thing you do when you vote is register. I tried to imagine myself standing in the line, getting ready to speak to the person at the table. I also learned that there are computers inside the booths! I wonder if they look like my computer here at school. As I read page 6, I learned that you have to be eighteen to vote because it is a big responsibility. This is a very interesting fact. I think the author's purpose was to inform me about voting, even though they are teaching me about voting through a story about Leo.*
  - Introduce and explain the **visualize worksheet**. Have students draw on their worksheet what they visualized as they read pages 3 through 6. Invite students to share their drawings. Have them explain their drawings aloud.
  - **Check for understanding:** Have students read to the end of page 10. Have them visualize the information in the section as they read. Invite volunteers to explain what they pictured in their mind when they read about the kids' voting area. Ask students to draw in the next box of their worksheet what they pictured while reading this section.
  - Ask students to explain the author's purpose in this section. Ask them if they continue to think it is *to inform*, or have they entertained or persuaded the reader in any way on these pages.
  - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the story, and to keep in mind what the author's purpose is.
-  Have students make a small 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

- Ask students to explain or show how the strategy of visualizing helped them understand and remember important information from the story.
- **Think-aloud:** *When I read pages 13 and 14, and looked at the illustrations, I pictured myself in that voting booth, and what the computer screen must look like. This helps me to understand the story and relate to what is happening.*
- **Independent practice:** Have students complete the visualize worksheet for two other sections of the book. If time allows, have them share their drawings.

#### Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing. Ask them if they think it is possible for an author to have more than one purpose when writing. For example, is it possible for an author *to inform* and *entertain* readers at the same time?
- **Enduring understanding:** In this book, you learned about how kids your age can vote alongside their parents. During the next election, would you like to vote? Why or why not?

## Build Skills

### Phonics: Variant vowel /oo/

- Write the word *booth* on the board and say it aloud with students.
- Have students say the /oo/ sound in *booth* aloud. Run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /oo/ sound in the word.
- Write the word *stood* on the board and say it aloud with students. Have students say the /oo/ sound in *good* aloud as you run your finger under the letters. Ask students to identify the sound. Ask if it is the same sound as in *foot* (No, there are two sounds for /oo/). Have students practice the two sounds aloud, listening for the difference.
- **Check for understanding:** Have students turn to page 6 in the story. Ask them to find a word on the page that has the variant vowel /oo/ in it (*Cool*). Ask students to identify which /oo/ sound is in *cool* (/oo/ as in *booth*). Next, have students turn to page 8, and repeat the process for the word *school*.
- **Independent practice:** Introduce, explain, and have students complete the [variant vowel oo worksheet](#). Discuss their answers aloud after students finish.

### Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 3 of the text: *"They're here to vote, like us.* Circle the contraction. Explain that sometimes in written and spoken language we combine two words to make a *contraction*. When these two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *they're* comes from *they are* and the *a* is taken out. An apostrophe takes the place of the *a* and helps the reader to see that this word is a contraction.
- Ask the students if they can name other common contractions and write a list on the board.
- Have students turn to page 6. Ask them to find the following sentences: *You can't vote yet. You'll have to wait until you're eighteen.* Ask volunteers to identify the contractions (*can't, you'll, you're*). Ask what two words the contractions are made up of (*can not, you will, you are*). Discuss which letters have been removed and the location of the apostrophe.
- **Check for understanding:** Write the following sentence on the board: *Don't we have to wait until we're eighteen?* Have students write the words that are contractions on a piece of paper. Ask them to circle the apostrophe and see if they can identify the two words that were combined to make these contractions.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers aloud after students finish.

### Word Work: Syllable patterns

- Review or explain to students that a syllable is a word part that contains one vowel sound. Remind students that a single vowel sound can be represented by one letter or by two or more letters together. Explain to students that being able to figure out the syllables in an unfamiliar word can help them to read and pronounce it.
- Write the word *tiptoe* on the board. Ask students to clap or count the number of syllables they hear in the word (two). Show students that they can divide the word between the consonants of *p* and the *t*.
- Explain to students that the first syllable, *tip*, is called a *closed syllable* because the vowel falls between (or is closed in by) two consonants. In a closed syllable, the vowel is often short, so when trying to read the word, they should try a short sound first. Have them read the syllable (*tip*).
- Point out the second syllable, *toe*, and remind students that the silent *e* on the end of this syllable is giving the *o* its long name. Then read the word by blending the syllables together.

- Explain that a prefix or suffix usually makes a separate syllable as well. Write the words *longest/long-est* on the board as an example.
- **Check for understanding:** Write the words *looking*, *computer*, and *until* on the board. Ask students to identify the syllables in each word. Have them read the syllables in each word and then read the words by blending the syllables.
- **Independent practice:** Write the following words on the board: *waited*, *standing*, *curtains*, *decide*, *candidates*. Have students use the inside front cover of their book to write each word and show how each word is divided into syllables.

## 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 practice visualizing the story with someone at home and then compare the pictures they created in their minds.

## Extend the Reading

### Writing and Art Connection

Remind students that the story of Leo and his parents in *Can I Vote?* is a fictional story, but also teaches the reader many important facts about the voting process. Explain to students they are going to write a class book on a new character learning about voting; perhaps the new character could be running for student council or participating in *KidsVoting* at school. Remind students to weave in the information they learned in *Can I Vote?* Write the story as a class and have each student illustrate a page of the book.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on realistic fiction writing.

### Social Studies Connection

Gather materials from one recent local or national election, or give students Internet access to research it. Discuss with students who the candidates are, which office they are running for, and how to decide whom they should vote for. Consider using the resources available at [kidsvotingusa.org](http://kidsvotingusa.org) for classroom activities on voting and elections.

### 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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

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

- consistently visualize to understand text, and represent visualizations on a worksheet
- accurately identify the author's purpose during discussion
- correctly understand and categorize the two sounds of variant vowel /oo/ during discussion and on a worksheet
- Understand how contractions are formed and the words they represent during discussion and on a worksheet
- Correctly identify syllable patterns in words, and divide words correctly into syllables during discussion and in the text.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)