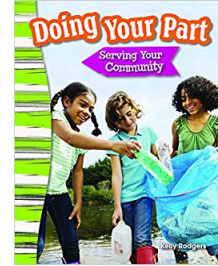


Unit 1: Building Strong Communities

WEEK 4 Day 1



**Text Talk**  
***Doing Your Part***  
 pages 24-25

<b>Big Ideas</b>	<p>People belong to communities. Everyone has a role.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	<p>I can answer questions about text features and key details in order to explain what voting is and why it is important. (R.4.1.a , R.8.1 b)</p> <p>I can explain what it means to be part of a community where individuals have responsibilities. (Civics &amp; Government 1)</p> <p>I can explain how citizens are responsible for making fair decisions and choosing leaders by voting. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can answer questions about voting. (SL.2.1.a)
<b>Vocabulary</b>	<p><b>government:</b> people and systems that run a community</p> <p><b>duty:</b> responsibility</p> <p><b>follow the laws:</b> do what is allowed by the government</p> <p><b>responsible:</b> reliable; can be counted on</p> <p><b>citizen:</b> someone who was born in a place, or someone who agrees to follow laws and contribute to the community of a place</p> <p><b>research:</b> finding out information about a topic</p> <p><b>vote:</b> to make a formal choice</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers</li> </ul> <p>On the whiteboard, write: Explain what happens when people vote and why this is important.</p> <p>Prepare the Weekly Question Chart with the question: How do people become leaders?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read another section of <i>Doing Your Part</i> by Kelly Rodgers. The section we will read is called "Vote."</i></p> <p>Set a purpose for reading. <i>As we read today, we will look at important text features and details that clarify what we are learning about voting.</i></p>
<p><b>Text and Discussion</b> 14 minutes page 24</p>	<p>Use the heading as a clue to the section's topic. <i>The heading of this section is called "Vote."</i></p> <p><i>Thumbs up if you have heard of voting before. What do you think it means to <b>vote</b>?</i></p> <p><i>Thumbs up if you have ever gone to the voting polls with a family member or friend. What was it like?</i></p>
<p>page 24, paragraph 1</p>	<p><b>Government</b> is the group of people that run a city, town, state, or country. <b>Duty</b> is something you do because you have to or you believe strongly that it's important. It's a responsibility. To <b>follow the law</b> is to do things that go with the rules of a city, town, state, or country.</p>
<p>page 24, paragraph 2</p>	<p>Check for understanding. <i>What do people do when they vote?</i></p> <p><i>In this paragraph, being a <b>responsible citizen</b> means being someone who belongs to a country and makes informed decisions.</i></p>
<p>page 25 main text</p>	<p><b>Research</b> means thinking carefully and asking questions about a topic.</p> <p><i>What can you do today to make a difference in your community?</i></p>
<p><b>Key Discussion</b> 8 minutes pages 24-25</p>	<p><i>Let's look closely at the photographs and captions now. These important text features give us more information.</i></p> <p><i>What do you see in the first photo?</i></p>

	<p><i>What do you see in the second? Let's read the captions. What new information do we learn?</i></p> <p><i>This section also has a paragraph of text that is set aside in a box. Let's read the text box called Voting Laws.</i></p> <p><i>Think, Pair, Share. Based on the photos, captions, and text box, explain what happens when people vote and why it's important.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read a selection from Doing Your Part about voting. Tomorrow we will think more about the process of electing leaders.</i></p>
<p><b>Weekly Question Chart</b> 1 minute</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we are exploring the question: How do people become leaders? There are many ways people become leaders. In Doing Your Part, we learned that one way that people become leaders is by being elected in a process called voting. Voting is making a formal choice.</i></p> <p><i>Let's record this idea on our chart: People become leaders by being elected in a process called voting.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.8.1b</b> Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the whole group discussion and Think, Pair, Share.</p> <p>Are children demonstrating understanding of voting? Are they able to answer questions using evidence?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.