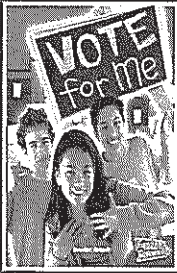


Vote for Me



Before Reading

Text Type

Draw students' attention to the:

- title
- illustrations.

Ask, "What type of book is this?" (Explanation)

Visual Literacy

Look at the picture on the front cover. Predict what this text will be about.

What does the cover picture tell you about these students?

Discuss the use of callouts to indicate class members are speaking parts of the text.

Background Knowledge

Talk about class captains. How are they chosen?

Who is your class captain? What roles do they play in your class / school?

If a student does not know answers to these questions, provide an explanation.

Phonological Awareness

Ensure students know the following phonological patterns:

- **-tion** (p.4): action, election, education, friction, instruction, invention, operation
- **-and-** (p.5): band, gland, hand, land, sand, stand, understand
- **o_e** (p.5): choke, hole, pole, pose, quote, role, rose, spoke, stole, vote, wrote

Say these words to the children. Ask them to identify which part of the words sounds the same. Use the following activities to further develop this understanding.

- Say three words containing the same sound (e.g. vote, rose, hole) and ask the student to identify the common sound.
- Play 'I Went Shopping' using items with the same sound (e.g. hair band, hat stand, rubber bands).

High Frequency Words

also, because, before, every, gives, should, some, their, want, when

Vocabulary:

captain, counted, elect, election, Election Day, problem, speech, student, vote, winner

- Write high frequency words on cards and cut each into two sections. Ask students to reassemble words.

Motivation / Purpose

The purpose of this text is to show how candidates are elected and how an election is conducted. This text links with the theme *Government and Democracy*. The *Fast Forward* books in the *Government and Democracy* theme are: *Understanding Rules* (Level 8); *Vote for Me* (Level 11); *The United Nations* (Level 14); *Government in Australia* (Level 17); *Beginnings of Democracy* (Level 20); *People Have Your Say* (Level 23); *Pros and Cons of Democracy* (Level 25).

During Reading

Vocabulary in Context

Discuss with students the meaning of each word in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- **Election Day** (p.4): Use phonological knowledge. Work with students to create a word family (e.g. elect, elected, election, electing).
- **counted** (p.12): Use phonological knowledge to decode this word.
- **winner** (p.13): Revise the doubling of the final consonant due to the short vowel preceding it (i.e. win - winner, winning). Note other examples (e.g. hit - hitter, hitting).

Checking for Meaning

Literal:

What happens on Election Day? (p.4)
Before a student is elected, what must they do? (p.7)

Inferential:

Why is it a good idea for people to make a speech before the election?

Who do you think would count the votes? Why?

Response:

How would the winner feel after the election?

Do people always honour what they say in an election speech? Why or why not?

Grammatical Patterns

Ensure students understand the following components of an explanation.

- Identifying statement about what is to be explained: *When it's Election Day at school, every class will elect a class captain.* (p.4) *A class election works in the same way as the elections in some countries.* (p.4)
- Series of events known as the explanation sequence (pp.5-15)
- Concluding statement (p.14)
- Noun groups: *the people who voted for him* (p.14), *the other students who also ran for class captain* (p.14)
- Action verbs: *elect* (p.4), *come* (p.8), *helping* (p.8), *vote* (p.9), *work* (p.9), *rest* (p.9), *listen* (p.9)
- Simple present tense: *A class election gives students the chance to vote for a class captain.* (p.5)
- Conjunctions of time and cause: *when* (p.4), *before* (p.7), *because* (p.8)
- Adverbial phrases: *at school* (p.4), *In every class* (p.6), *in the school* (p.9), *in their speeches* (p.10)
- Technical language: *elect* (p.4), *election* (p.4), *vote* (p.5), *leaders* (p.5), *speech* (p.7), *problem* (p.8)
- Glossary and index (p.16)

Fluency / Punctuation Patterns

In this text some sentences are simple as they contain only one idea: *I like helping people with problems.* (p.8) *Next, all the students have to vote.* (p.10)

In this text these sentences are compound as they contain more than one idea: *I would make a good class captain because I like helping people.* (p.8) *You should vote for me because I will work hard to make this class the best in the school.* (p.9)

Demonstrate to students how to read this sentence. (Use / to indicate phrasing)

I would make a good class captain / because I like helping people.

In this text some sentences are complex as they contain an independent and a dependent clause: *When it's Election Day at school, every class will elect a class captain.* (p.4) *When all the students have voted, the papers are taken out of the box.* (p.12)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

When it is Election Day at school, / every class will elect a class captain.

These punctuation patterns occur at various intervals throughout the text:

- Use of a comma to separate a phrase or clause from the rest of the sentence: *In every class, ...* (p.6), *On the paper, ...* (p.11)

Critical Literacy

What is the purpose of this text?

Who is the intended audience? How do you know?

What does this text tell you about the society in which we live?

How can we use this information to learn about our society?

Linking Visual and Written

Draw student's attention to the use of callouts, which avoids the author needing to use direct speech in the explanation text, but still allows the reader to know which person is speaking.

Notice that the body language of the speakers matches their enthusiasm for the position they hope to achieve in the election.

After Reading

Discuss who can vote for class captains. What is the legal voting age for adults? Why can't children vote in all elections?

Discuss other ways decisions can be made without people needing to vote.

Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

