



WEEK 4 Day 3

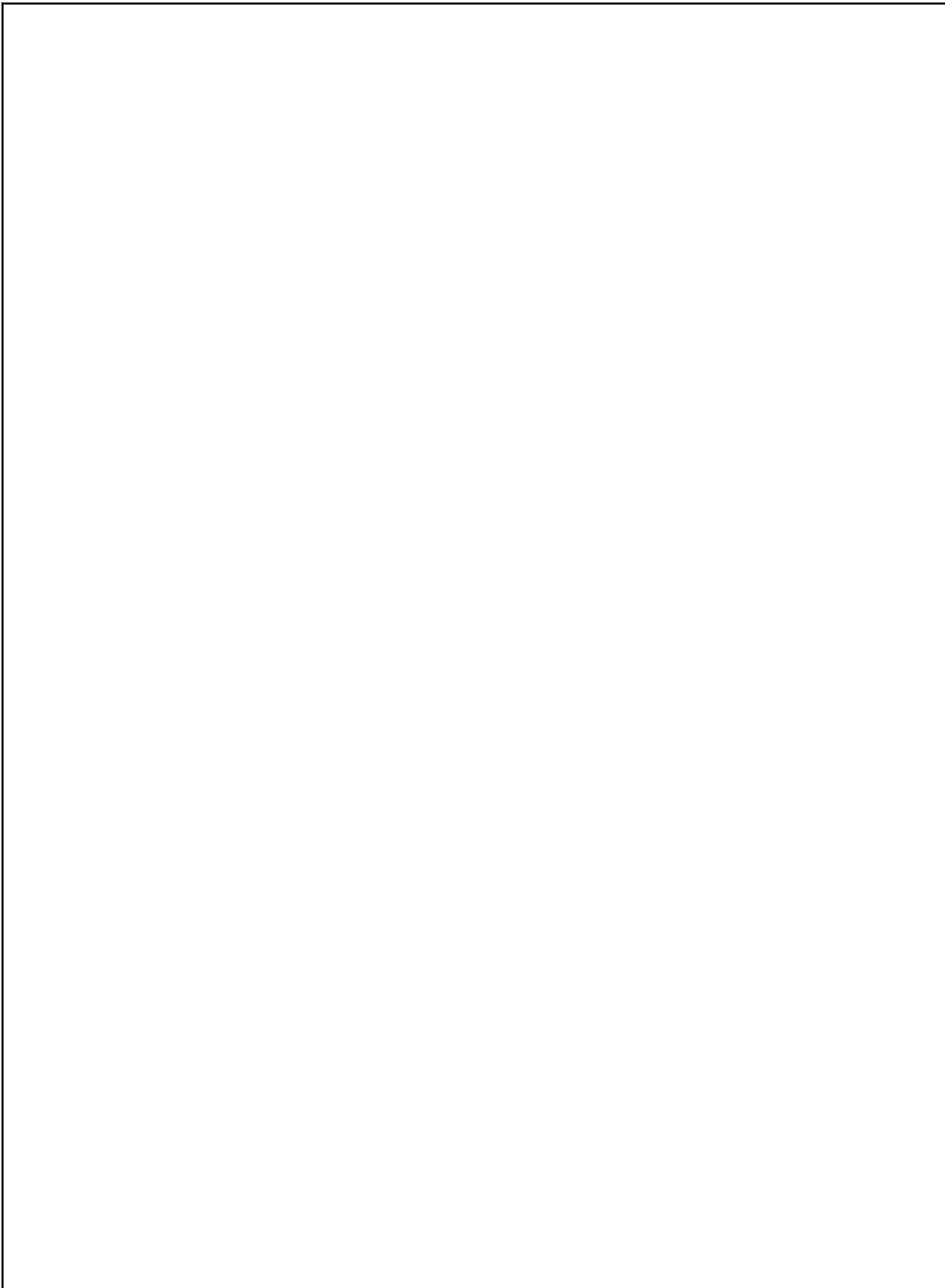
**Text Talk**  
**Electing Leaders (slides)**  
 Read 2 of 2

<b>Big Ideas</b>	<p>People in communities have responsibilities, and carrying out these responsibilities contributes to the good of the community.</p> <p>Leaders help guide and support their communities.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objective</b>	I can identify and choose the topics of sections of a text about electing leaders, using key details to support my thinking. (R.5.1.b)
<b>Language Objective</b>	I can explain why electing leaders is an important responsibility of voters. (SL.3.1.a, Civics & Government 1, Civics & Government 2)
<b>Vocabulary</b>	<p><b>elect:</b> to choose someone or something by voting</p> <p><b>election:</b> an organized way to choose someone or something through a vote</p> <p><b>vote, n:</b> a formal choice, often expressed by a ballot, hand, or voice</p> <p><b>vote, v:</b> to make a formal choice, often by filling out a ballot, raising a hand, or voice</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>similarities:</b> things that are almost the same</p> <p><b>differences:</b> things that are not the same</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Electing Leaders slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write:</p>

	<p>Choose one topic and tell some details about that topic and why it is important.</p> <p>Why is electing leaders an important responsibility of voters?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we are going to read Electing Leaders again.</i></p> <p>Set a purpose for the lesson. <i>This time we will try to organize our thinking about electing leaders into categories, or topics. We will give headings, or titles, to each topic we identify. Once we do this, we can analyze why electing leaders is so important!</i></p>
<p><b>Text and Discussion</b> 15 minutes slides 3-4</p>	<p><i>What are these two slides mostly about? Why do you think so? What is a heading that we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Now, let's list out loud a few details we are learning about candidates.</i></p>
slides 5-6	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Now let's list out loud a few details we are learning about the process of elections.</i></p>
slides 7-9	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Let's list out loud a few details about who gets to vote.</i></p>
slides 10-12	<p><i>What are these slides mostly about? Why do you think so? What is a heading we could give this section?</i></p> <p><i>Let's write this heading on the board.</i></p> <p><i>Let's list a few details about what happens after people vote.</i></p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>Think, Pair, Share. Prompt 1:</p>

	<p><i>Let's review the topics we have named in this text. With your partner, choose one topic and tell some details about that topic and why it is important.</i></p> <p>Prompt 2:  <i>Why is electing leaders an important responsibility of voters?</i>  [Voting is a right and a responsibility. Voters are responsible for electing leaders, paying attention to the leader's actions, and deciding whether or not to re-elect them on the basis of how well they have served citizens.]</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we organized our reading into different sections. Look at the list we made! Let's read the list—that will tell us what the entire text is about.</i></p> <p><i>Today we talked about why electing leaders is so important.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <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.  <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>Observe how children participate in whole group and partner discussions.  Do children understand what happens during elections?  Are they able to sort information into sections, or topics, with headings?  Can children explain why electing leaders is an important responsibility of voters?</p>

<p><b>Notes</b></p>
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Text Talk U1 W4 D3