Vote for Me!

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Level 20

Getting ready for reading

You might ask the students: *Have you ever voted? What is voting? Why do we have it? Where might you need to vote?*

You may like to discuss the way that the students would go about holding an election. List the steps the students would take. Refer to any elections the students may have been involved in.

Talking through the book

You might say: *This book is about how one class elected a class leader and class secretary for their junior student council.*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.
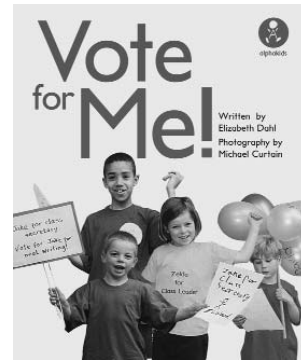*How many students wanted to be class leader?*
Which one was chosen as class leader?
What things did the students do to try to persuade their classmates to vote for them?

Being a code breaker

Students can investigate the letters used to represent the long /e/ sound in the book: *need, meetings, leader, speak, ideas, election, speech, prepared, me, pieces*.

TEXT FEATURES

- **This book is a recount that describes how a class of students elected representatives for the junior student council.**

- **It contains a persuasive argument.**

- **The text features direct speech.**

- **The text features a range of text types: lists, ballot papers, slogans, posters.**

- **The book shows children using literacy skills for real purposes.**

Being a text user

Discuss:
What could you learn about conducting elections from this text?
Where in the book was the information about the class leader?
How was it written?

Being a text critic

Discuss:
Do all schools have junior student councils?

Literacy learning centres – follow-up activities

✍ WRITING CENTRE

Students can design and make a campaign poster, using persuasive language.

〰 INTERACTIVE LITERACY CENTRE

Students can work in cooperative pairs to write a speech to persuade others to vote for them in a junior student council election. These speeches can be shared with a small group who then votes for the most persuasive argument.

☺ WORD CENTRE

Students could investigate the rules for adding the suffixes 'ed' and 'ing' to words. They could use *Vote for Me!* and other familiar texts to list words that end with 'ed'.

base word	add 'ed'	add 'ing'
want	wanted	wanting
prepare	prepared	preparing
design	designed	designing
list	listed	listing
fold	folded	folding
vote	voted	voting
count	counted	counting
elect	elected	electing

Keeping track

Students' ability to classify words by either sounds or letter patterns provides insight into their knowledge.