



Colorful Pages

LESSON PLANS

Voting & Elections

Grades K-3 Lesson Plan

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VOTING & ELECTIONS

Grades K-3 Lesson Plan

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Grade Levels: K-3	Content Area: Social Studies; Reading	Time: 15-30 min
Featured Books: <i>Vote for Our Future</i> , by Margaret McNamara <u>OR</u> <i>Citizen Baby: My Vote</i> , by Megan E. Bryant		
Section of The Spectrum of Multicultural Literature: Representation		

Lesson Summary: Students will be learning about voting and elections in this lesson. The class will read a diverse book about voting (either *Vote for Our Future* or *Citizen Baby: My Vote*) and discuss what they learned using a KWL Chart. Then, students will practice casting their votes using mock Voter Registration forms and Voting Ballots. At the end, students will see the results of their mini election.

Content Standards:

This lesson can apply to grade-level state social studies standards. However, each state has a specific set of standards, so I did not apply state social studies standards to the lesson. This lesson would cover social studies standards surrounding:

- Civics and Social Studies Skills
- Voting and Elections
- Duties of Citizens

Common Core State Standards

- **CCSS.ELA-LITERACY.RI.K.1:** With prompting and support, ask and answer questions about key details in a text.

- **CCSS.ELA-LITERACY.RI.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.RI.3.2:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Lesson Objectives:

- Students can define and explain the basics of voting.
- Students can identify key details from a book about voting.
- Students can vote correctly using a voter registration form and voting ballot.

Student-Friendly Objectives:

- I can explain voting.
- I can identify key details from a book about voting.
- I can vote using a voter registration form and ballot.

Assessments for Learning:

- Class Voting KWL Chart – “Learn” Section
 - Use the following questions to assess the class on the Common Core Standards above and the Social Studies Standards chosen for your context:
 - Grade K:
 - *Can students name key facts about voting? How many?*
 - *Can students name key facts about voting with prompting and support? How many?*
 - Grade 1:
 - *Can students name key facts about voting? How many?*
 - Grade 2:
 - *Can students name key details about voting from the book?*
 - Grade 3:
 - *Can students name key details about voting from the book?*
 - *Do students reference the text when sharing key details?*
- Individual Student “Voter Registration” forms and “Voting Ballots”
 - Use the following questions to assess the lesson objectives:
 - *Were students able to follow the four steps to vote? Did they need help? On which part(s)?*
 - *Were students able to successfully register to vote? Did they write their name, address, signature, and date?*

- Were students able to fill in one bubble correctly on the Voting Ballot?

Materials:

- Vote for Our Future, by Margaret McNamara OR Citizen Baby: My Vote, by Megan E. Bryant
- Class Voting KWL Chart (prep before – add visuals or color-coordinating to help your students, if needed)
 - If you haven't taught with a KWL chart, check out this resource about them: <https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>
- "Steps to Vote" Poster (prep before – add visuals or color-coordinating to help your students, if needed)
 - Write out the Steps to Vote: (1) Fill out the Voter Registration Form (2) Turn it in and get a ballot from teacher (3) Fill out the Voting Ballot (4) Put it in the Voting Ballot Box and cast your vote!
- Voter Registration Forms (class set – see www.colorfulpages.org for this material)
- Voting Ballots (class set – see www.colorfulpages.org for this material)
 - Fill out the two options with what you are voting on before you make copies
 - Ideas: two options for your next read aloud; two options for your next movie day; two options for the song you sing; two options for your next movement break
- Voting Ballot Box
- Pencils and crayons for students
- Markers and pencil for teacher

LEARNING PLAN

- I. Lesson Opening: Review objective and lesson topic with students (30 sec - 1 min)
 - a. Gather students to the carpet or shared learning area
 - b. Review the student-friendly objectives and preview the lesson with students
 - i. Teacher: *Happy (almost - if it is not Election Day) Election Day, my friends! I am so excited because today, we get to learn about such an important duty we have in our country: voting! Voting is when the country comes together to decide important things for our country, such as who gets to make laws, what laws they should make, and where our money goes. Today, we are going to read a book about voting, fill out our own voting ballots, and have our own mini election. Are you ready?*

2. Start the Class Voting KWL Chart: Fill out the K and W sections of the chart (2-3 min)
 - a. Put up the Class Voting KWL Chart where students can see it
 - i. Introduce the KWL Chart if this is not a familiar routine for the class
 - b. Fill out the K section as a class
 - i. Ask: *What do you already know about voting?*
 - ii. Have students do a turn and talk to discuss what they already know
 - iii. Call on 2-5 students to share and record their ideas in the K section of the KWL Chart
 - c. Fill out the W section as a class
 - i. Ask: *What do you wonder about voting? What do you want to know more about voting?*
 - ii. Have students do a turn and talk to discuss what they wonder
 - iii. Call on 2-5 students to share and record their ideas in the W section of the KWL Chart
3. Read Aloud & Discussion: Read *Vote for Our Future*, by Margaret McNamara OR *Citizen Baby: My Vote*, by Megan E. Bryant aloud (5-10 min)
 - a. Introduce the book you are going to read about voting
 - b. Tell students about their job as readers during the read aloud
 - i. Teacher: *While we read, I want you to think about what facts/key details we learn about voting from the book.*
 - c. Read aloud the book
 - i. Feel free to add in some turn and talks or class discussion for engagement
 - ii. Sample questions (depending on the book and grade level):
 1. *What is voting?*
 2. *Who is a voter?*
 3. *What do voters do?*
 4. *What day do we vote?*
 5. *What do we use to vote?*
 6. *Why is it important to vote?*
 - iii. Feel free to do the next step and fill out the L section of the KWL Chart *during the read aloud if you feel like that better meets the needs of your students*
 - d. Discuss the Book and Fill Out the L section of the Class Voting KWL Chart
 - i. Ask: *What did we learn about voting from the book?*
 - I. If students are having a hard time, do a picture walk or reread key sections at a time and stop to add to the L section
 - ii. Have students do a turn and talk to discuss what they learned
 - iii. Call on 2-5 students to share and record their ideas in the L section of the KWL Chart

4. Explain and Model How to Vote: Explain and model how to complete the “Voter Registration” Form and “Voting Ballot” (2-4 min)
 - a. Create excitement while explaining the class’s mini election
 - i. Share what you are going to be voting on as a class
 - ii. Share the two options they will vote between
 - b. Put up the “Steps to Vote” Poster
 - i. Share the steps for the voting process:
 - (1) Fill out the Voter Registration Form
 - (2) Turn it in and get a ballot from teacher
 - (3) Fill out the Voting Ballot
 - (4) Put it in the Voting Ballot Box and cast your vote!
 - c. Model all the steps by talking through what you are thinking of and how you are completing each step
 - i. Consider doing the following things to help students be independent and/or meet the needs of your students:
 1. Check for understanding with each step
 2. Model checking the “Steps to Vote” Poster and referencing the visuals
 3. Chunk this part into two sections and complete each section as a class
 - d. Review the “Steps to Vote” Poster as a class
5. Independent Work Time: Students will vote (5-9 min)
 - a. Pass out the “Voter Registration” Forms to students and have them go back to their desks to “register”
 - b. While they are working:
 - i. Give students Voting Ballots if they filled out their “Voter Registration” Form correctly
 - ii. Confer with students and:
 1. Use a highlighter to write their information to give them a guide if they need that scaffold
 2. Write the name of your city and/or state on the whiteboard as a reference
 3. Remind them to check the poster and/or ask a friend if they need help
 4. Ask them about the voting process and connect it back to the book
 - iii. Give the whole class specific praise about what you are noticing them doing correctly or as a community
6. Closing: Announce the results and close the lesson (2-3 min)
 - a. Gather students to carpet with the Voting Ballot Box
 - b. Count the votes from the Voting Ballot Box as a class and share which thing won the election
 - c. Review the Class Voting KWL Chart and what the class learned about voting

d. Tell students that you are proud of how they practiced being voters today and that your community had its own Election Day!

EXTENSION OPTIONS:

1. Make a graph(s) of the results together as a class.
2. Post the results of election on a bulletin board along with your Class Voting KWL Chart and/or their Voter Registration Forms.
3. Discuss how to make sure adults are voting and start a Register to Vote Campaign for your community.
4. Have students write to their adult/family members to remind them to vote.
5. Have a mini class election between two favorite book or movie characters. Have students run each character's campaign and then have another class vote between the two characters.
6. Invite local politicians or voter registration volunteers to talk to your class.
7. Have students write an opinion piece about why they are voting for their option.

Notes:

- Make sure to alter the lesson plan and directions in order to account for health and safety or virtual components.
- The 2020 Election (or any election) can be very anxiety producing for students and adults. Consider doing a Class Meeting or Circle Time on or after Election Day to process as a classroom community.
- Timing for the lesson is a suggested guideline to make sure that carpet time isn't too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners' needs.
- Scripted language is a SUGGESTION! Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style 😊