

# Virtual Voting Lesson Plan

## K-2<sup>nd</sup> Grade

<p><b>Standards Addressed:</b> Content TEKS Tech Apps. TEKS</p>	<p><b>110.2 English Language Arts and Reading</b> (K.1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to: (A)determine the purpose (s) for listening such as to get information, to solve problems, and to enjoy and appreciate</p> <p><b>111.12 Mathematics</b> (K.12) <b>Probability and statistics.</b> The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to: (B) use information from a graph of real objects or pictures in order to answer questions</p> <p><b>113.2 Social Studies</b> (K.10) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: (C) explain the use of voting as a method for group decision</p>
<p><b>Lesson Title or Topic:</b></p>	<p><b>Virtual Voting for Everyone</b></p>
<p><b>Objectives:</b> Content Language</p>	<p>The student will explain why it is important to vote. The student will provide reasons for voting one way or the other. The student will participate in the voting process. The students will fill out a voter registration card on the computer.</p>
<p><b>Key Vocabulary</b></p>	<p>Ballot voting, President, voter registration card, private, personal choice, candidate, elect, Election Day, first lady, Oval Office, political party, poll, president, vote</p>
<p><b>Materials:</b></p>	<ul style="list-style-type: none"> <li>• Ballots (enough for the class)</li> <li>• Books (for example--My Teacher for President by Kay Winters)</li> <li>• I voted stickers</li> <li>• Pre-made registration card</li> <li>• Books—</li> </ul> <p><b>Grace for President</b> By Kelly DiPucchio</p> <p><b>If I Ran for President</b> By Catherine Stier</p> <p><b>Duck for President</b> By Doreen Cronin</p> <p><b>My Teacher for President</b></p>

	<p>by Kay Winters  <b>Arthur Meets the President</b>  by <a href="#">Marc Brown</a>  <b>House Mouse, Senate Mouse</b>  by <a href="#">Peter W. Barnes</a>, <a href="#">Cheryl Shaw Barnes</a></p> <ul style="list-style-type: none"> <li>• <b>Websites—</b>  <a href="http://kids.aol.com/kol-jr/stories/arthur/arthur-meets-the-president">http://kids.aol.com/kol-jr/stories/arthur/arthur-meets-the-president</a>  this website will read the book <u>Arthur Meets the President</u> for the student or teacher  <a href="http://www.weeklyreader.com/election/">http://www.weeklyreader.com/election/</a>  this website has many great election activities. For example—Election Word Wheel gives definitions.</li> </ul>
<p><b>Engage</b>  (The activities in this section capture the student’s attention, stimulate their thinking and help them access prior knowledge.)</p>	<p>Teacher will select one of the many stories about the election and read it aloud to the class.</p> <p>Survey the class to see how much they know about voting process.</p> <p>Tell the students how the President won his position or job. Explain to students that the president is the head of our country and that he or she has many jobs to do, such as meeting with leaders of other countries, commanding the military, and making sure all children get a good education. Ask them: What would you do if you were president? Why?</p> <p>Show the class the Irving ISD virtual voting site.</p>
<p><b>Explore</b>  (In this section students are given time to think, plan, investigate, and organize collected information).</p>	<p>Read the story and discuss the information found in the story. Explain that only one candidate will win the presidential election. Ask: How might the winner of the election feel? How might the loser feel?</p> <p>The teacher will explain and demonstrate how to fill out a registration card.</p> <p>The teacher will demonstrate how to fill out a ballot on the computer.</p> <p>The teacher will explain that voting is a private privilege and they do not have to share their choices with their classmates.</p>
<p><b>Explain</b>  (Students are now involved in an analysis of their exploration. Their understanding is clarified)</p>	<p>The students will be asked to recall the process and then ask questions to help them further understand the process.</p> <p>They will fill out a pre-made registration card.</p> <p>They will register before they vote at the computer.</p> <p>The kids will decide on which candidate to vote and cast their ballots.</p>

<p>and modified because of reflective activities).</p>	<p>The students will go to the computer to vote for the candidate of their choice.</p> <p>All students will walk away from voting area wearing an “I voted” sticker.</p>
<p><b>Elaborate / Extend</b> (This section gives students the opportunity to expand and solidify their understanding of the concept and apply it to a real world situation.)</p>	<p>Make a candidate collage. Invite student to clip photos, cartoons, headlines, and other information about each candidate from newspapers, magazines, and other sources. Have students bring in their clippings and tape them to the collage. Use the collage to guide students to understand facts about the candidates so that they can make informed choices during your classroom election.</p> <p>After the virtual election, students could use the information to graph the different votes for each candidate. On the computer, students could create a bar graph reflecting the IISD election and the national one.</p>
<p><b>Evaluate</b></p>	<p>The teacher will evaluate the student by listening to responses and observing the students during their voting process.</p> <p>Why is it important to vote?</p> <p>Why do adults vote?</p> <p>How does the President get his job?</p> <p>What are ballots?</p> <p>How do you fill out a ballot?</p> <p>Why do we vote in secret?</p> <p>The teacher will check to see if the students voted correctly during the election.</p>