

LET'S DECIDE!

Making a list of positives and negatives is a great way to make an informed decision before voting. Help your child brainstorm positives and negatives of the two food choices and write them in the appropriate spaces below. Then ask them to circle positives and negatives that are particularly important to them. Once they have decided how they would like to vote, help them explain their choice in the space below.

Which is the best food?

Pizza		Ice Cream	
Positive	Negative	Positive	Negative

The best food is _____ because _____

INTERACTIVE READING GUIDE

Let's Vote on It!

by Janice Behrens

How do you make a choice in school or with friends? You can take a vote! Kids and adults vote as a fair way to make choices for a group.

Read this book to learn more about voting.

Want to read more books like this one? Visit your local or school library to check out more!

Create Successful Reading Habits

Recent research states that you can help your child become a stronger reader by discussing questions they have about the books they read and helping them find the answers.* This practice will allow your child to understand that not only are books entertaining, they can be a source of information as well.

Here are ways you can help your child ask and answer questions about the books they read:

- After they read, ask your child, "What questions do you have about what you just read?"
- Ask them to think about what they already know about this book or topic.
- Help them check the book to find the answers to their questions.
- If the answers to their questions cannot be found in the book, talk about where you might be able to find the answers, such as another book or on the Internet. Help them use those other information sources to find answers to their questions.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

WORD WORK

Help your child read words that have both **open syllables** and **closed syllables**.

Open syllables are syllables or word parts that end with a vowel and are not followed by a consonant. The five vowels in the alphabet are *a, e, i, o, u*. When a syllable is *open*, the vowel sounds like its name. Notice that **open syllables** end in a vowel.

Closed syllables are words or word parts with one vowel followed by one or more consonants. Notice that **closed syllables** have a vowel followed by one or more consonants.

Here is an example of how to identify words with **open syllables** and **closed syllables** in this book:

re - cess (p. 17)

e - lect (p. 18)

- Say the word *recess*, and have your child clap the syllables.
- Say, "How many syllables are there in *recess*?" (two)
- Ask your child to point to the vowel *e* in the syllable *re*.
- Say, "This syllable ends with *e* and is not followed by a consonant. It is an **open syllable**, so the vowel sounds like its name, *e*."
- Ask your child to point to the vowel *e* in the syllable *cess*.
- Say, "The consonants *ss* after the *e* makes this a **closed syllable**, so the vowel does not sound like its name."
- Help your child to read the whole word: *recess*.

Repeat the steps for *elect*.

- The first syllable in *elect* has a vowel *e* that is not followed by a consonant. It is an **open syllable**, and the vowel sounds like its name. The second syllable has a vowel *e* followed by the consonants *ct*, so it is a **closed syllable**, and the vowel does not sound like its name.
- Help your child to read the whole word: *elect*.

TALK ABOUT NEW AND INTERESTING WORDS

When children encounter unfamiliar words, take a moment to talk about the words using child-friendly explanations or definitions. Here are some interesting words and child-friendly definitions to discuss from the book:

fair (p. 16)

When you do something that is **fair**, you do it in a way that is right for everyone. The class decides the **fair** way to choose the class pet is to vote on it.

booth (p. 21)

A **booth** is a small, closed space that has enough room for one or two people to go inside. The young boy goes inside the small **booth** with his mom so that she can vote.

ASK QUESTIONS TO CHECK UNDERSTANDING

Help your child understand what they read by pausing to have conversations before, during, and after they engage with a book. Encourage them to make connections to their lives, other books, and the world around them. Have your child go to the page numbers listed to help answer the questions.

Before Reading:



- What do you notice about the illustration on the front cover of this book?
- The title of this story is *Let's Vote on It!* Tell me two things you know about voting.

During Reading:



- What other choices can you think of to add to the list of possible class pets? (p. 4)
- Why is learning and talking about choices an important part of voting? (p. 6)
- Do you think it would be harder or easier to pick a class pet if there were more choices? Why? (p. 7)
- Why do you think it's important for your vote to be a secret? (p. 10)
- What kinds of things have you voted on in your classroom or with your friends? (p. 16)

After Reading:



- What ways of voting are shown in the book? Can you think of other ways to vote?
- Why do you think only adults are allowed to vote for our leaders?
- What other kinds of things would you like to vote for?

FUN ACTIVITY

After reading *Let's Vote on It!*, help your child complete the activity on the back page.