

# Learn Words About a New Subject

## Getting Started



### Mystery Word of the Week Clue 1

Marie Chin wanted to serve her country. She was named by her party to run for \_\_\_\_\_.

The Mystery Word of the Week is *senator*.

## Model/Teach

- Distribute the Student Reproducible pages 299 and 300.
- Ask a volunteer to read the Word Learning Tip. Explain that content words are often the longest and most difficult in the text. Usually, they are not words we use every day, unless we are studying that content area.
- Then invite students to read the Vocabulary Building Strategy. Tell them that even though content words may look difficult, students know something very important that will help them determine their meaning. If they are reading about a certain topic, all of the content words will relate to that topic. Ask them what big topic these vocabulary words are associated with.
- Then have students read the directions and look at the scene shown on page 299. Read the text aloud.
- Before you read the text a second time, do the **Think Aloud** on page 293 to model how to find the meaning of content words.
- After you have modeled how to find the meaning of the word *election* by associating the word with the topic, read each item in the scene aloud again. This time pause at each boldface word.
- Place the transparency on the overhead projector. Ask students what word belongs as the title or the author's big idea (voting). Tell students that as you pause at each boldface word, you want them to tell you how the word is connected to the idea of voting and/or to one of the other

## Materials Needed

- Student Reproducibles, pp. 299–300
- Transparency 2, p. 419

## Vocabulary Words

**ballot**  
**candidate**  
**election**  
**political party**  
**register**

### Think Aloud

I want to share with you my thinking as I try to learn the meaning of these content words. The first thing I do is try to get an understanding of what the author's subject is. What important idea or topic do all the words and images relate to? How are all of these words connected? I see a school door with a notice about voting hours, people passing out pamphlets, a sign posted to a tree telling whom to vote for, someone giving a speech, and another sign about voting. All of these words and activities tell me that the topic is voting. So I know that my vocabulary words all have to do with this topic. Now I look at the first item. The sign on the door reads: "Election today. Voting hours—7:30 AM–10:00 PM." This sign is telling me about an event. It's telling me when people can vote. So an *election* must be an event when people vote.

content words. You also want them to tell you what it means. For example, *election* is connected to the idea of voting because it names the process of choosing someone.

- As students discuss a word, write their responses in the blanks on the transparency.
- After students have discussed each word, give them time to work in small groups using flashcards to reinforce word meanings.

### English Language Learners

- The idea of voting may be foreign to some English Language Learners. Find photographs that show voting and elections in a social studies textbook, or cut some out of magazines and newspapers. Display these illustrations, label them with content words, and talk about them.

### Independent Activity



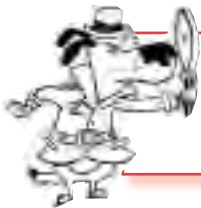
**Create Your Own Connections Graph** Divide the class into small groups. Pass out copies of the blackline master of Transparency 2. Ask students to talk about voting and to add as many new words about voting as they can to their charts.

### Answer Key

See page 396 for definitions.

# Connect Words and Meanings

## Getting Started



### Mystery Word of the Week Clue 2

She is one of the two \_\_\_\_\_(s) from this state.



**Review and Share** Have students share the **voting words** they generated for the activity on page 293 in the teacher's pages. Then create a word wall. Add all the vocabulary words and the new words.

## Model/Teach

- Distribute the Student Reproducible page 301.
- Before students start, do the **Think Aloud**.
- After you have modeled completing a sentence, have students finish the rest of the items on their own.
- Ask students to share their responses. Make sure they explain their thinking.
- Then tell students to complete the second activity.

## Independent Activities



**Understand Words About Voting** Tell students that words, just like people, have interesting histories. Some words come from Latin, the language spoken by the ancient Romans. Read the history of the word *candidate*. Have students write in their journals about the qualities a candidate should have.

- **Build Another Big Ideas Connections Graph** Distribute copies of the blackline master for Transparency 2. Have students work in small groups to list as many words as they can that describe our elections. Then ask them to write these words on a big ideas connections graph.

## Materials Needed

- Student Reproducible, p. 301
- Transparency 2, p. 419

## Think Aloud

Here's what I do to complete this activity. First I look at the word *register* and its definition. It means "to enter your name formally so that you can vote." Now I think about what I know about voting and try to connect these ideas. Well, I know that it's important to make sure that people are eligible to vote. People have to be 18 or over, and they have to be citizens of the United States. So people have to register, or put their names on a list, to show that they can vote. Now let me look at the incomplete sentence to see how I would complete it. "If you don't **register** to vote, \_\_\_\_\_." I would write, "If you don't **register** to vote, you won't be able to vote in the election."

## Answer Key

Students' answers to 1–5 will vary. See page 402 for sample sentences.

6. election
7. candidate
8. ballot
9. register
10. political party

# Use Content Words

## Materials Needed

- Student Reproducible, p. 302

## Think Aloud

I see that this is a chart that is going to show me how something is done. There seem to be steps: first one thing happens, then the next thing, and finally the last thing. The title tells me this is a process, which is a sequence of steps or actions that occur. The word I'm looking for will say what kind of process all these steps describe. That's easy—they are all telling me about voting or the process of electing someone. This is the *election* process.

## Getting Started



### Mystery Word of the Week Clue 3

Do you support Armando Legere as a candidate for \_\_\_\_\_?



**Review and Share** Give students an opportunity to share their thoughts about the **candidates** from the activity on page 294. Add any new voting words they use to the word wall.

## Model/Teach

- Distribute the Student Reproducible page 302.
- Before students start the activity, do the **Think Aloud**.
- After you have modeled filling in the blank with the word that fits the context, have students complete the rest of the items on their own.

## English Language Learners

- Divide students into groups of five. Suggest that each student in the group choose one of the vocabulary words. (They should each choose a different word.) Then have them write their word on a piece of paper. They should tell why they chose that word and what it has to do with the election process. Provide time for the groups to share their words and what they wrote about them with the class.

## Independent Activity



**Write About Voting** Before students start this activity, divide the class into small groups. Ask each group to discuss the importance of voting. Then have students write their reasons why voting is important in their personal word journals. They should use two vocabulary words and two new content words they have learned this week by applying the Word Learning Tip and Vocabulary Building Strategy.

## Answer Key

- |                    |              |
|--------------------|--------------|
| 1. election        | 5. candidate |
| 2. Register        | 6. election  |
| 3. political party | 7. ballot    |
| 4. candidates      | 8. ballot    |

## Materials Needed

- Student Reproducible, p. 303

# Put Words Into Action

## Getting Started



### Mystery Word of the Week Clue 4

The \_\_\_\_\_ voted in Congress on whether or not to raise taxes.



**Review and Share** Ask students to share their **reasons** from the activity on page 295. As each student states a reason, write it on the chalkboard. Put a check mark by a reason each time a student offers the same one. Tally how many students gave the same reasons. Based on this information, what were the three reasons the class as a whole considered the most important?

## Model/Teach

- Distribute the Student Reproducible page 303.
- Use the **Think Aloud**.
- After you have modeled how to complete the activity, ask students to finish it on their own. Then arrange them in pairs to share their responses.

## Independent Activities



**Write a Speech** Before students begin writing their speeches, ask them to jot down reasons why they or some other candidate should be elected. Tell them to be sure to use their best reasons in their speeches. Remind them to use their vocabulary words and two new content words they learned using the Word Learning Tip and Vocabulary Building Strategy.

- **Create a Campaign Poster** Provide time for students to design a campaign poster for the election for class president. Tell them to use at least three vocabulary words and three new content words in their poster.

## Think Aloud

I want to model for you the type of thinking I do to complete this activity. The first situation says that I want to report on the voting record of one of the people who is running. It asks me what word I would use for this person. I know that someone who is running for office or is up for election is a *candidate*, so this is the word I will write for answer 1. I can use the word *candidate* any time I write about this person. Here's a sentence I can write: The **candidate** voted to protect the environment.

## Answer Key

Students' responses to questions 2, 4, 6, 8, and 10 will vary. See page 402 for sample sentences.

1. candidate
3. election
5. political party
7. ballot
9. register

# Review and Extend

## Materials Needed

- Student Reproducible, p. 304

## Think Aloud

Read the first item with me silently as I read it aloud. “Make sure you cast your vote for the \_\_\_\_\_ of your choice before the \_\_\_\_\_ close at 10 P.M.” I see that this sentence has two blanks for me to fill in. Let me try the first one. I see the words *cast your vote* so I know that I’m looking for a word about voting. Then I see the words *of your choice*. I think the word I’m looking for is *person*. I would cast my vote for a person of my choice. The vocabulary word that fits here is *candidate*, since a candidate is a person who wants to be elected. Now I look at the second part of the sentence. It tells me that something or probably some place closes at 10 P.M., so I better get there before that time if I want to cast my vote. I would cast my vote at the polls, so *polls* is the word I will put in this blank.

## Answer Key

**Mystery Word of the Week:** senator  
(Accept any other word that fits the context.)

- |                    |              |
|--------------------|--------------|
| 1. candidate       | 6. register  |
| 2. polls           | 7. election  |
| 3. endorse         | 8. ballot    |
| 4. political party | 9. candidate |
| 5. poll            | 10. poll     |

## Getting Started



## Mystery Word of the Week Clue 5

Her father was a congressman in the House of Representatives, and now she is a \_\_\_\_\_ in the Senate.



**Review and Share** Provide time for students to deliver the **speeches** they created for the activity on page 296. After all students have given their speeches (or select volunteers), have the class fill out ballots to determine which candidate would win the election.

## Model/Teach

- Distribute the Student Reproducible page 304. Read the boxed information aloud and discuss the new bonus content words.
- Then use the **Think Aloud** to model how to complete the activity.
- After you have modeled completing an item, ask students to finish the rest on their own and then share their responses.

## English Language Learners

- Students may not be familiar with the idiom *cast your vote*. Explain that it means to place your ballot in the ballot box or simply to vote. Have students work with a partner to practice using this idiom in a sentence.

## Independent Activity



**Search for More Words About Voting** This is a good activity to have students do for homework. After they have finished it, provide time for them to share their words. Add the new words to the word wall.

# Check Your Mastery

## Materials Needed

- Student Reproducible, p. 305

## Give the Test

- Distribute the Student Reproducible page 305.
- Tell students that the Check Your Mastery activity has two parts.
- Read aloud the directions for the first part: “Read each item below. Write the vocabulary word that best fits in each sentence.” Students must pick the vocabulary word that best fits the context and write it in the blank.
- Model how to answer a question by writing the following sentence on the board and reading it aloud:

Who will you vote for in the next \_\_\_\_\_?

**A.** election      **B.** political party      **C.** ballot

- Ask students to choose the vocabulary word that best fits in the blank (A). Have them explain their choice by telling which context clues helped them to select the correct word.
- Now read aloud the directions for the second part: “Read the passage below. Select the vocabulary word that best fits the context. Write it in the blank.”
- Model the activity by writing the following sentence on the board:

My mother belongs to one \_\_\_\_\_ (*political party, election, ballot*), and my father to another group.

- Ask students to complete the sentence and explain their response, telling how they used the context clues to get *political party*.
- After they finish, remind students to check their answers.
- Review Check Your Mastery orally with the students.
- Have students work with a partner to talk about the questions they got wrong, and write a new sentence using the correct word for each item they missed.
- Ask them to discuss how the Word Learning Tip and Vocabulary Building Strategy helped them find the correct response.
- Tally students’ correct responses.

## Student Self-Assessment

**Journal Writing** Have students write in their personal word journals telling how they can learn new content words in the future. Ask them to rewrite the Word Learning Tip and Vocabulary Building Strategy in their own words.

## Answer Key

1. A
2. A
3. C
4. B
5. B
6. election
7. political party
8. candidate(s)
9. ballot
10. register(ed)



# Learn Words About a New Subject



## Vocabulary Words

ballot

political party

candidate

register

election

## Word Learning Tip!

When you read about a new subject, you see many content words you have never seen before. They are often the longest words and describe difficult concepts about the subject. They are not words you read in a lot of other books. To learn them, think about the big idea that you are reading about and what part of it the new word is describing.

## Vocabulary Building Strategy

When you read new context words, you can make associations and connections between that word and the subject and other long context words. You know that all the context words tell something important about the topic. You can use the subject, or big idea, and the setting that the author described so far in the text to determine the exact meaning of each context word.



# Learn Words About a New Subject

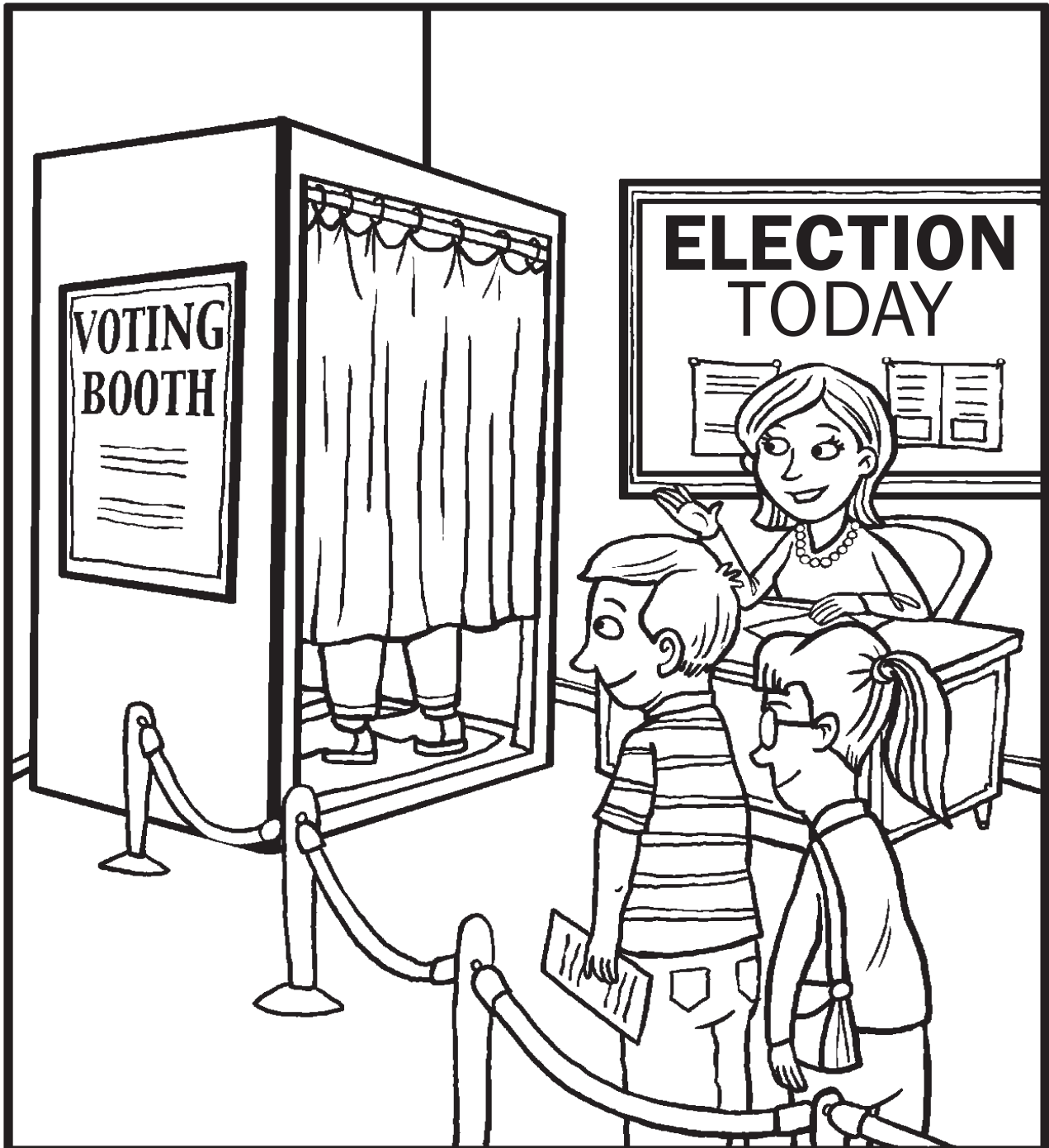
ballot

candidate

election

political party

register



# Connect Words and Meanings

ballot

candidate

election

political party

register

**Directions** Read each definition below. Then complete the sentence that follows it.

1. **register:** to enter your name formally so that you can vote  
If you don't **register** to vote, \_\_\_\_\_.
2. **ballot:** a secret way of voting, or a sheet of paper or a card used so a vote can be counted  
Mark the **ballot** carefully so that \_\_\_\_\_.
3. **election:** the act or process of choosing someone or deciding something by voting  
It is important to hold an **election** because \_\_\_\_\_.
4. **political party:** an organized group of people with similar beliefs who try to win elections  
A **political party** might celebrate when \_\_\_\_\_.
5. **candidate:** someone who is running for an office in an election  
I would vote for one **candidate** over another if \_\_\_\_\_.

**Directions** Read each sentence below, paying special attention to the boldface clue. In the blank, write the vocabulary word that can be used to replace these words.

6. The town was holding an (**activity in which you choose a person**) \_\_\_\_\_ for mayor.
7. One (**person running for office**) \_\_\_\_\_ made a speech at the shopping center.
8. "Remember my name," he said, "when you fill out your (**sheet of paper used for voting**) \_\_\_\_\_."
9. "And don't forget to (**enter your name formally so that you can vote**) \_\_\_\_\_," he said.
10. Then people passed out shopping bags with the candidate's name and the name of his (**organized group of people with similar beliefs**) \_\_\_\_\_.



## Understand Words About Voting

In ancient Rome, a candidate for office wore a white robe to show that he was pure. The white robe showed that no one controlled the candidate or could tell that candidate what to do. The Latin word for white is *candidus*, and it is from this word that we get our word *candidate*. In your personal word journal, tell what qualities you think a candidate for office should have. Use at least two vocabulary words. Also, use two new content words you have learned this week by using the Word Learning Tip and Vocabulary Building Strategy.

# Use Content Words

ballot

candidate

election

political party

register

**Directions** Use your content words to fill out the process chart below.

THE (1) \_\_\_\_\_ PROCESS

(2) \_\_\_\_\_ to vote.

↓

Learn about the people each (3) \_\_\_\_\_ recommends.

↓

Listen to the (4) \_\_\_\_\_ (s) as they debate the issues.

↓

Decide which (5) \_\_\_\_\_ you think is the best for the job.

↓

Mark the day of the (6) \_\_\_\_\_ on your calendar.

↓

Fill out a(n) (7) \_\_\_\_\_ for the candidate of your choice.

↓

Make sure you mark your (8) \_\_\_\_\_ correctly.



**Write About Voting** Voting in elections is very important for our system of government to work. This is how “we the people” make our voices heard. It is how we exercise our power. The number of people who register to vote and actually cast their votes should be 100 percent, but it is far from it. In your personal word journal, write three or four reasons why you think it is important to vote. Use at least three vocabulary words in your sentences.

# Put Words Into Action

ballot

candidate

election

political party

register

**Directions** Imagine you are a reporter covering an election. You want to make sure that you have mastered the words you need to write about this topic. Read each situation in the left-hand column. Then write the content word you would use in the right-hand column. Also, write a sentence using the word.

**Situation:** You want to report on the voting record of one of the people who is running. What word would you use for this person?

1. Word \_\_\_\_\_

2. Sentence \_\_\_\_\_

\_\_\_\_\_

**Situation:** You want to report about the event that happened four years ago in which people voted. What word would you use to describe the event?

3. Word \_\_\_\_\_

4. Sentence \_\_\_\_\_

\_\_\_\_\_

**Situation:** You want to compare the groups that are supporting each person who is running. What word would you use to name such a group?

5. Word \_\_\_\_\_

6. Sentence \_\_\_\_\_

\_\_\_\_\_

**Situation:** You want to report the secret way in which people vote. What word would you use to tell what people used to mark their votes?

7. Word \_\_\_\_\_

8. Sentence \_\_\_\_\_

\_\_\_\_\_

**Situation:** You want to report the reason some people were unable to vote. What word would you use to tell what they did not do?

9. Word \_\_\_\_\_

10. Sentence \_\_\_\_\_

\_\_\_\_\_



## Write a Speech

Imagine your school is holding an election for class president. Write a speech telling why you or some other candidate should be elected. (The candidate does not have to be a real person.) Use at least three vocabulary words in your speech and two new content words that you have learned this week using the Word Learning Tip and Vocabulary Building Strategy.

# Review and Extend

ballot

candidate

election

political party

register

**BONUS WORDS** Here are three new words about voting. Remember that these words all deal with the same big idea as your vocabulary words. That means that even if you have never seen these words before, you do know one important fact—they all tell you something about voting.

**endorse** to support or approve someone or something

**poll** a survey of people's opinions and beliefs

**polls** the place where votes are cast and recorded during an election

**Directions** Read each item below. Choose the vocabulary word or the new bonus word that best fits the context. Write it in the blank.

Make sure you cast your vote for the (1) \_\_\_\_\_ of your choice before the (2) \_\_\_\_\_ close at 10 P.M.

The homeowners group decided to (3) \_\_\_\_\_ Miguel Rodriguez instead of the person recommended by the other (4) \_\_\_\_\_.

According to the latest (5) \_\_\_\_\_, if the election were held today, Sonia Jamison would win.

Remember to (6) \_\_\_\_\_ so that you can vote during the (7) \_\_\_\_\_.

Look at the (8) \_\_\_\_\_ carefully before you fill it out so that you don't mark a vote for the wrong (9) \_\_\_\_\_.

A (10) \_\_\_\_\_ shows how voters feel about different issues.

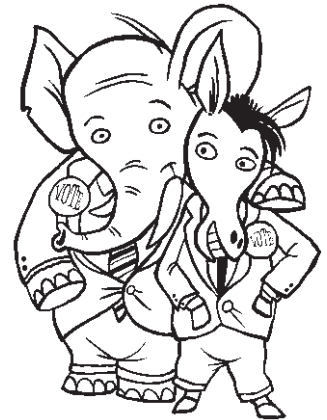


**Search for More Words About Voting** Look through newspapers or newsmagazines or listen to a newscast on television. In your personal word journal, record three new words you learned about voting using the Word Learning Tip and Vocabulary Building Strategy. Write what each one means.

# Check Your Mastery

**Directions** Read each item below. Write the vocabulary word that best fits in each sentence.

1. Some states use a paper \_\_\_\_\_, while others use a voting machine.  
**A.** ballot                      **B.** candidate                      **C.** election
  
2. The symbol of one \_\_\_\_\_ is a donkey, and of the other is an elephant.  
**A.** political party                      **B.** register                      **C.** ballot
  
3. Before you can vote, you have to \_\_\_\_\_.  
**A.** ballot                      **B.** election                      **C.** register
  
4. Ravi Stantos is the \_\_\_\_\_ I will select.  
**A.** political party                      **B.** candidate                      **C.** ballot
  
5. You have to be eighteen years old to vote in a presidential \_\_\_\_\_.  
**A.** candidate                      **B.** election                      **C.** register



**Directions** Read the passage below. Select the vocabulary word that best fits the context. Write it in the blank.

There is a(n) **(6)** \_\_\_\_\_ (*election, register, ballot*) for President every four years on the first Tuesday after the first Monday in November.

Each **(7)** \_\_\_\_\_ (*candidate, political party, ballot*) creates a list of **(8)** \_\_\_\_\_s (*election, register, candidate*) this group wants you to vote for.

The names of the people running for office appear on the **(9)** \_\_\_\_\_ (*ballot, political party, candidate*). But you can't vote for them unless you are **(10)** \_\_\_\_\_(ed) (*register, candidate, election*).

# DEFINITIONS

The words in this program were chosen for their importance and to illustrate specific Word Learning Principles and Vocabulary Building Strategies.

The definitions of the words as they are used in the lessons are given below.

## Lesson 20

**ballot** (**bal**-uht) *noun*: **1.** a secret way of voting;  
**2.** a sheet of paper or a card used so a vote will be counted

**candidate** (**kan**-duh-date) *noun*: someone who is running for office in an election

**election** (i-**lek**-shuhn) *noun*: the act or process of choosing someone or deciding something by voting

**political party** (**po**-lit-uh-kuhl **par**-tee) *noun*: an organized group of people with similar beliefs who try to win elections

**register** (**rej**-uh-stur) *verb*: to enter your name formally so that you can vote

There are no symbols used in this pronunciation system (*Scholastic Children's Dictionary*, copyright © 2002, 1996 Scholastic Inc.). Instead letters and letter combinations are used to stand for different sounds.



# SAMPLE SENTENCES

## Lesson 20

### Connect Words and Meanings,

page 294 (TP), 301 (SP)

1. If you don't **register** to vote, you won't be able to vote in the election.
2. Mark the **ballot** carefully so that the right candidate gets your vote.
3. It is important to hold an **election** because it allows people to have a voice in government.
4. A **political party** might celebrate when its candidate wins.
5. I would vote for one **candidate** over another if I preferred that candidate's views.

### Put Words Into Action, page 296 (TP), 303 (SP)

2. The **candidate** voted to protect the environment.
4. Few people turned out in the last **election**.
6. The **political party** named David Spears as its candidate.
8. He was careful to mark the right name on the **ballot**.
10. Because many people did not take the time to **register**, voter turnout was low.

# GLOSSARY

## B

**ballot** (**bal**-uht) *noun*: **1.** a secret way of voting;  
**2.** a sheet of paper or a card used so a vote  
will be counted

## C

**candidate** (**kan**-duh-date) *noun*: someone who  
is running for office in an election

## E

**election** (i-**lek**-shuhn) *noun*: the act or process of  
choosing someone or deciding something  
by voting

## P

**political party** (**po**-lit-uh-kuhl **par**-tee) *noun*: an  
organized group of people with similar  
beliefs who try to win elections

## R

**register** (**rej**-uh-stur) *verb*: to enter your name  
formally so that you can vote

**Author's Big Idea or Subject is \_\_\_\_\_**

<b>_____</b> <b>is connected to the</b>	<b>_____</b> <b>is connected to the</b>	<b>_____</b> <b>is connected to the</b>	<b>_____</b> <b>is connected to the</b>
<b>idea of _____</b>	<b>idea of _____</b>	<b>idea of _____</b>	<b>idea of _____</b>
<b>because _____</b> _____ _____ _____	<b>because _____</b> _____ _____ _____	<b>because _____</b> _____ _____ _____	<b>because _____</b> _____ _____ _____

**is connected to the idea of**

\_\_\_\_\_

**because** \_\_\_\_\_

\_\_\_\_\_

[illegible]

*noun:* **1.** a secret way of voting;  
**2.** a sheet of paper or a card used  
so a vote will be counted

*noun:* the melted rock deep  
beneath the earth's surface

*noun:* an organized group of  
people with similar beliefs who  
try to win elections

*noun:* the act or process of  
choosing someone or deciding  
something by voting

*noun:* someone who is running  
for office in an election

*noun:* an expression in which  
words are used in a poetic way

*verb:* to enter your name formally  
so that you can vote