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**Life in
Numbers**

TIME

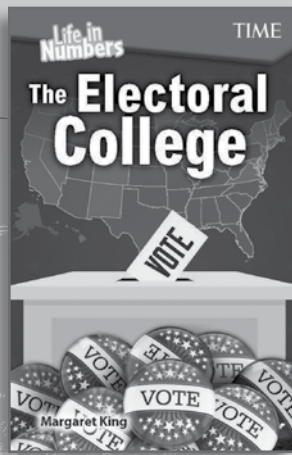
The Electoral College



VOTE



Margaret King



Determine Meaning

Life in Numbers: The Electoral College

Determine Meaning

Big Idea

Details

Essential Question

How can one develop a detailed understanding of a topic?

Unit Overview

Objectives

- › Use text structure to comprehend a variety of texts.
- › Determine the meaning of unknown words by reading ahead, referring to earlier text, or using context clues.
- › Identify the use of shades of meaning in a literary text.

Materials

- › copies of *Life in Numbers: The Electoral College*
- › student practice pages
- › chart paper, sticky notes

Determine Meaning

Throughout this unit, students will learn and practice three strategies that will help them determine the meaning of the text. They will use context clues, interpret figurative language, and interpret shades of meaning among similar words. As students read *Life in Numbers: The Electoral College*, they will use flashlights as a reminder to “shine a light on” specific words and phrases to determine meaning.

Text Summary

Every four years, Americans vote for a president. But what they are really doing is choosing the 538 members of the Electoral College. These electors are the ones who pick the president. Under this odd system, the candidate with the most votes on Election Day may lose the election. Learn how the Electoral College works, and find out why some people defend it, while others say it no longer belongs in a democracy.

Key Words

activist	eligible
anticipate	framers
delegates	fraternal
distorts	ratified

Text Measurement

Lexile: 960L

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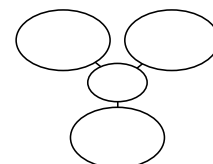


Text Structure: Description

Structure Vocabulary

main idea, topic, concept,
detail, issue, support

Structure Organizer



Day 2: Use the Strategy

Life in Numbers: The Electoral College

5 Review Text

Have students use the graphic organizer on student practice page 11 to review the description text structure and record information learned during the previous day's lesson.

Introduce New Text

1. Explore important features on reader pages 14–23.
 - › What do the pictures tell us about the topic?
 - › How do the headings help us predict the content?
2. Use student practice page 12 to review the words *ratified* and *fraternal* on reader pages 16 and 17. Have students rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

Intermediate or Advanced Language Learners:

Have students read “The Shadow of Slavery” on page 14. Let students share what they know about the history of enslaved people in the United States. Discuss why Southern states wanted enslaved people to be included in their population and why the “Three-Fifths Compromise” was made.

5 Model

1. Review the flashlight and how we use it to help us determine meaning. Say, “Remember, when we read, we use our flashlight to help us use context clues.”
2. Introduce today's focus: Interpret Figurative Language. Say, “Authors don't always use literal language. Often, they use figurative language, such as figures of speech, hyperbole, or metaphors. It can make the text more interesting and descriptive, but it can also make it more challenging for us to understand meaning.”
3. Read pages 14–16 aloud, modeling fluent reading. After reading, pause to model how to interpret figurative language. Say, “The chapter title on page 14, ‘The Shadow of Slavery,’ is an example of figurative language. I know there isn't an actual shadow where an object is stopping light. But I know shadows create darkness, so I'm thinking the author is trying to say that slavery created some kind of figurative shadow; maybe there was a problem or something unwanted.”
4. Return to the model from day 1, and write *page 14: slavery problem*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.

Words to Know

Directions: Before studying each word, assess your background knowledge.



Self-Rating	Word	Definition
	delegates (page 6)	
	framers (page 7)	
	ratified (page 16)	
	fraternal (page 17)	
	activist (page 28)	
	distorts (page 33)	
	eligible (page 34)	
	anticipate (page 40)	

0

This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.