

Instructional Recipe

How Does Voting Work?

First Grade, Social Studies & Math

Step 1 – Ask

Objectives: Students will vote on a topic/issue and create a picture graph to display the results. As part of the process, students will evaluate and consider various choices. Students will answer questions orally about their graph.

Introduction: When groups of people need to make decisions, voting is one way to accomplish that task. Practice voting in class on simple issues such as: (1) what to do during a rainy day recess; or (2) what to eat for snack time.



Ask:

- ★ How can a group of people make a decision?
- ★ How does voting work?

Vocabulary:

- ★ decision
- ★ vote
- ★ majority

Social Studies TEKS:

(1.13) **Citizenship.** (C) use voting as a way of making choices and decisions.

(1.18) **Social studies skills.** (B) create visual and written material including pictures, maps, timelines, and graphs.

Math TEKS:

(1.9) **Probability and statistics.** (B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

(1.10) **Probability and statistics.** (A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs.

Technology Application TEKS:

(7) **Solving problems.** (A) use software programs with audio, video, and graphics to enhance learning experiences. (B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia. (10) **Communication.** (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for communication media including multimedia screen displays and print material.

Step 2 – Investigate

K-12 Databases Resources

Searchasaurus- The following article presents an opportunity for students' to vote for their favorite fruit or vegetable. Display the article using a projector (or make copies) so students can see the visuals while the teacher reads about each character. Guide students through the voting process. Explain the concept of "majority".

[Fruit and Veggie Election](#). Children's Digest, May/Jun2008, Vol. 58 Issue 3, p28-31, 4p; Reading Level (Lexile): 660; (AN 31890736)

Books:

Extension— Read and discuss *If I Ran for President* by Catherine Stier. Relate this book to voting in national elections.



Step 3 – Create

The class should vote on a particular topic (e.g., favorite healthy snack; favorite book character) or issue. Encourage students to analyze the benefits/drawbacks of each option. As a class, collect raw data on the results of voting and post that data on the board.

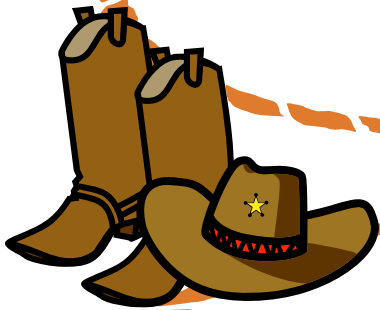
Example:

apple- 3 votes
granola- 9 votes
grapes- 4 votes
peanuts- 2 votes

Step 4 – Discuss

- ★ Students will use the raw data from voting to create a picture graph using software such as Kid Pix.
- ★ Ask the students to generate observations about the graph using words, such as more, most, less, least, or majority. Example: “The majority of the students voted for granola. Peanuts had the least votes.”
- ★ Students can ask math problems about the graph and take turns solving the problems. Example: “How many more people chose granola than peanuts?”
- ★ As an extension, students can create a bar graph from the data and compare picture and bar graphs.

🔗 Technology Link – Students may create their graphs using graphing software, such as The Graph Club.






Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric—Voting Graph

			
Voting Categories	Graph includes all voting categories.	Graph includes most voting categories.	Graph is missing several voting categories.
Number of Votes	Uses the correct number of pictures for each category.	Used the correct number of pictures for most categories.	Did not use the correct number of pictures for most categories.
Responding to Questions.	Responded clearly and accurately to questions about the graph.	Responses were mostly clear and accurate.	Responses were incorrect or difficult to understand.