

One Vote Each

Read how a class makes a fair choice.

3.1.e "taking part in the voting process when making classroom decisions;"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that tell how the class made the vote fair. Number 1, 2, and 3 beside the steps the class used to choose and count the votes.

Choosing Friday's Book

- ① Ms. Rivera's class needed to choose a Friday read-aloud book. Three books were possible: a mystery, an animal story, and a book of folktales. First, the class talked about each choice. Students could ask questions and share a reason they liked one book. Listening helped everyone learn about the choices before deciding. No one voted yet.
- ② Next, Ms. Rivera wrote the three choices on the board. She gave every student one small paper ballot. Each student wrote the name of one book, folded the ballot, and placed it in a basket. A folded ballot kept each student's choice private. Every student had one vote, so no person could choose more than once.
- ③ After all ballots were in the basket, two student helpers counted them while Ms. Rivera watched. They made a tally for each book and checked the totals together. The mystery had 9 votes, the animal story had 12 votes, and the folktales had 7 votes. The animal story won because it had the most votes. The class accepted the result and planned to read it on Friday.

2 ANSWER WITH EVIDENCE Use the passage

1 What did the class do before voting, and how did it help?

2 How did each student cast one private vote?

3 What did the student helpers do after the ballots were in the basket?

4 Which book won the vote? Use the vote totals to explain why.

3 YOUR TURN Your own words

Take part in a real class vote. Your teacher will offer two activities the class can actually do and announce how ties will be settled. Discuss both choices. On a separate ballot, mark one choice, fold it, and place it in the container. Two helpers count and check the votes with the teacher. Carry out the winning choice. Write three sentences naming the choices, explaining how each person voted once, and reporting both totals and the result.

PART 1 • READ AND MARK

Underline words that tell how the class made the vote fair. Number 1, 2, and 3 beside the steps the class used to choose and count the votes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What did the class do before voting, and how did it help?	The class talked about each choice, asked questions, and shared reasons. This helped everyone learn about the choices before deciding.
2	How did each student cast one private vote?	Each student wrote one book name on a paper ballot, folded it, and put it in a basket. Each student received only one ballot.
3	What did the student helpers do after the ballots were in the basket?	They counted the ballots, made a tally for each book, and checked the totals together.
4	Which book won the vote? Use the vote totals to explain why.	The animal story won because it had 12 votes, which was more than the mystery's 9 votes and the folktales' 7 votes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Illustrative reflection, not your class's results: Our choices were drawing or a puzzle. Each student marked one private ballot, which helpers counted and checked. Drawing received 12 votes and the puzzle 9, so we drew pictures.

Required setup: choose two feasible classroom activities and provide one ballot per learner and a container. Explain each choice and announce a fair tie rule before voting, such as a teacher coin toss. Support private marking without choosing for the learner. Observe participation, supervise two helpers tallying and rechecking, and honor the result. Verify written totals against the real count; never require the illustrative numbers or disclosure of a learner's choice. A future plan alone is insufficient. Preserve equivalent passage answers; the animal story has 12 votes, exceeding 9 and 7.