

Fair Choice Path

Teacher-led practice with classroom decisions and fair voting.

1.18 "Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: use democratic procedures to collaborate with others when making decisions on issues in..."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	MESS	GAME	SONG
b	HIDE	ASK	RUSH
c	GRAB	LEAVE	VOTE

2 MATCH STEPS _____

LIST	•	•	WORKED
TRY	•	•	IDEAS
CHECK	•	•	PLAN

HOW TO RUN THIS PAGE

Read the situations and choices aloud, pausing for students to mark each answer. Students identify a classroom problem, gather classmates' ideas, use a vote, and connect decision steps to listing ideas, trying a plan, and checking results.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY "I will read each classroom situation and the three words in its row. Listen closely, then circle the word that answers each question."

ROW	SAY	STUDENTS CIRCLE
a	Books are often left on the floor after reading time. Which word names the problem, mess, game, or song?	MESS
b	Our class has listed bins and a shelf as ideas for the books. Before choosing, what should you do to learn what classmates think is good or hard about each idea, hide, ask, or rush?	ASK
c	After classmates share their ideas, what fair way can everyone use to choose, grab, leave, or vote?	VOTE

PART 2 • MATCH STEPS

SAY "Read the words in both columns with me. Draw a line from each decision step on the left to the word that matches it on the right."

- **LIST** matches **IDEAS**
- **TRY** matches **PLAN**
- **CHECK** matches **WORKED**

WHAT TO ACCEPT

Circle MESS, ASK, and VOTE, in that order. Match LIST to IDEAS, TRY to PLAN, and CHECK to WORKED; accept clear lines that show these matches.