



**Contributor:** Rebecca McCurry **Grade Level:** 3rd

**1. Identify the standards to be addressed:**

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**2. Statement of the objective and lesson outcomes:**

Students will analyze text features and gather information about the powers of the government.  
Students will acquire and use domain specific words about Congress.

**3. Materials, resources, and technology to be used by teacher/students:**

The Congress of the United States by Christine Taylor-Butler  
document camera  
student journals  
pencils  
anchor chart paper  
markers

**4. Introduction of the topic:**

Display the cover of the book under the document camera and give students time to examine the picture and text. Allow students to share their observations and questions about the cover. Introduce the lesson objectives.

**5. Procedure for instruction:**

Turn to the Table of Contents on page 4. Tell students that you will be reading Chapter 1: Government by the People. Preview the key vocabulary that will be used in the reading. 1. Congress- a part of our government. 2. Democracy- a type of government where citizens elect representatives. 3. Legislative- law making. Ask students what kind of organizer could help us remember information from the first chapter. Since the subheading asks a question, the chapter will probably be structured to answer that question. If the chapter gives us information on Congress, then maybe a web would help us organize key information about Congress. Have students turn to a clean page in their journal and create a web organizer with Congress written in the middle. Turn to Chapter 1 and read aloud to students while they add key details to their web organizer. On page 9, ask students to examine the chart. What information does the chart give us about Congress? Why did the author include this text feature? After reading Chapter 1, ask students what information they learned about Congress. Have students share what they added to their

organizer as you record on a class web. Ask discussion questions including: What do the 32,000 people who work for Congress do? What do the 535 elected officials do? How are the photographs on pages 6 and 9 related? How are the pictures of the U.S. Capital on pages 6 and 9 different? What text features did the author use in this chapter? How do the text features help us locate information?

6. **Lesson closure:**

Have students highlight the vocabulary words (congress, democracy, legislative) that they used in their web. If they are missing any of them, have them go back and add new details to include them. Have students use these three words in a single sentence to summarize this chapter.

7. **Assessment of student understanding:**

The web organizer will assess student's ability to gather evidence from the text. Their summary using the vocabulary words will assess if they acquired and can use domain specific words about Congress. The discussion can also serve as an informal assessment of both lesson objectives.