



A Lesson on Changing Our Street by Mary elizabeth Gardner

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 15 minutes

Lesson Keywords: reading, vocabulary, discussion, writing, A Lesson on Changing Our Street

Lesson Description: The goal of the lesson is to provide students with an opportunity to utilize the reading, writing and thinking skills they have been developing over the entire school year. Students will be reading and re-reading the text "A Lesson on Changing Our Street" for understanding while answering and openly discussing questions about the text. The students will be exploring about responsibility and what it takes to make a difference in the community.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.L.3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Changing Our Street

by

Content: There were many people driving down our street. They drove too fast, and my mother was worried. She thought they might hurt someone. She called the alderman's office. The alderman is the representative of your part of Chicago, a person who works in the government. Voters elect the aldermen, and anyone in the community can contact the alderman when there is a community problem. My mother had called them before when there was a problem with trash collection.

The alderman came to look at our street. He said, Yes, I see the problem. But we need evidence so that I can persuade the office of Streets and Sanitation to come and fix it. I'll be following up. After he left we thought we would not get any help quickly, but we were wrong. The next day someone came to our street with a camera, and he stayed all day. It looked like he was taking photos of the street. I went to ask him what he was doing, and he explained that he had a device that was measuring the speed of cars. He said that he had already found ten cars speeding on our street. The next day a police officer came. She gave tickets to drivers who were speeding.

Then one week later workers came, and they installed a stop sign at the corner. Now cars would have to stop there. My mother felt relieved that this had happened. She said, See what one phone call can do?

But the cars still were going too fast. They would drive fast and then stop quickly, so it still was dangerous. We did not expect that a police officer could stay there all day to give drivers tickets. We need to make another call, I said. This time I called the alderman's office.

The next week workers came again, and this time they came in a big truck. They drew lines on the street. Then they poured concrete where the lines were. They worked all day, and at the end of the day, we had a way to slow the cars down. We had speed bumps.

Someone invented speed bumps. When you drive on a street and get to a speed bump you have to slow down. If you don't slow down, you have a problem. Your car rocks up and down, and that can even knock some part off the car.

This story is part of our family's history, now. We believe that we are responsible for our street and that other people should be responsible, too. My mother got a change made with one phone call, and then I got more changes with another call. We have made our street a safer place because we took action.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Installed **WordPhraseTier:** 2

Question: the author in our passage writes "They installed a stop sign at the corner." What does the word "installed" mean in this sentence?

- A: To fix
- B: To place
- C: To remove
- D: To hit

Question: Which sentence uses the word "installed" correctly?

- A: Everyone was installed by the music.
- B: The cook installed the soup with delicious spices.
- C: The mechanic installed a new radio in my car.
- D: the little boy installed because he was so upset.

Q: 2 WordPhrase: Alderman **WordPhraseTier:** 2

Question: the word "alderman" appears a lot in this passage, such as "The alderman came to look at our street." what does this word mean?

- A: A person who works for the government that represents and helps your part of the city.
- B: A person of an older age
- C: A police officer
- D: Someone who collects trash

Question: Which one of the sentences best uses the word "alderman"?

- A: The alderman sat in his rocking chair thinking about life.
- B: The alderman arrested the man who had robbed the bank.
- C: Although today was scheduled for trash pick up, the alderman ran late.
- D: We called the alderman to look at the flooding of the river by our house.

Q: 3 WordPhrase: relieved **WordPhraseTier:** 2

Question: When the author of our story wrote "My Mother felt relieved that this had happened." What does the word "relieved" mean?

- A: When someone feels better about something that was causing them stress.
- B: When someone feels scared about something.
- C: When someone feels angry about something
- D: When someone feels sad about something that happened.

Question: Which sentence uses the word "relieved" correctly?

- A: My Dad was so relieved when I broke his favorite watch.
- B: The little girl was relieved that her pet dog, Buttons ran away.
- C: Emma was Relieved that her homework was done.
- D: The friends were relieved when the spider crawled closer to them.

Q: 4 WordPhrase: Sanitation **WordPhraseTier:** 2

Question: What does the word "Sanitation" mean in the following sentence, "But We need evidence so that I can persuade the office of Streets and Sanitation to come and fix it." ?

- A: An area of water
- B: The state of being free from danger
- C: The condition of how clean and healthy something is
- D: a department that keeps roads safe

Question: Which one of the sentences uses the word "sanitation" correctly?

- A: Diseases can spread from bad sanitation.
- B: The water from sanitation overflowed in the streets.
- C: Sanitation was able to install new traffic lights.
- D: They had a feeling of sanitation when the storm was over.

Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - Yes, I see the Problem...

When the alderman came to look at their street he said, Yes, I see the problem. What was the problem and why is this problem dangerous?

2 - Take action...

The author was able to make big changes to keep his street safe by just a phone call. The author says We believe we are responsible for our street and that other people should be responsible too. What do you feel responsible for and what action would you take to keep it safe?

3 - Fast and dangerous..

Even after the stop sign was put in the cars would stop but continued to drive fast, so the street was still dangerous. Why do you think the cars continue to drive fast when they know it can be dangerous? Explain your answer.

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Task 3: Writing Activity

Instructions: A stop sign and speed bumps were installed to make the street safer, by slowing the cars down. In 300 words write about some other ways they could have prevented the cars from speeding and which solution you think would have worked best and why.

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