



## A Lesson on Changing Our Street by Sarah Fries

**Grade Level:** Grade 3

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour

**Lesson Keywords:** Reading, Writing, Vocabulary, Critical thinking, A Lesson on Changing Our Street

**Lesson Description:** During this lesson students will be given the opportunity to use their reading and writing skills when examining the passage "A Lesson on Changing Our Street". Students will practice critical thinking skills by answering vocabulary and discussion questions, and an essay question.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.W.3.1b: Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.2b: Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

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## 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 aldermans 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. Ill 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 aldermans 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 dont 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 familys 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.

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## 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:** Worried **WordPhraseTier:** 2

**Question:** They drove too fast, and my mother was worried. What does the author mean when he mentions mother was "worried"

- A: Happy
- B: Scared
- C: Tired
- D: Sad

**Question:** In which of these sentences is the word worried used correctly?

- A: I was worried I would be late to the dentist.
- B: The boy ate a bowl of worried.
- C: Worried was yellow.
- D: Wind and worried came across town.

**Q: 2 WordPhrase:** Poured **WordPhraseTier:** 2

**Question:** The author in the passage writes "Then they poured concrete where the lines were". What does "poured" mean?

- A: Spilled
- B: Rubbed
- C: Clapped
- D: Hit

**Question:** Choose the sentence that uses the word "poured" correctly.

- A: The baseball poured the net.
- B: The blue wall poured down.
- C: He poured milk on his shirt.
- D: Today is a good pourd.

**Q: 3 WordPhrase:** Voters **WordPhraseTier:** 3

**Question:** "Voters elect the aldermen, and anyone in the community can contact the alderman when there is a community problem." What does the author mean when he says "voters"?

- A: Kids
- B: People
- C: Television
- D: Places

**Question:** From the sentences below, choose the one that uses the word "voters" correctly.

- A: Meet me at the voters.
- B: Yesterday was voters.
- C: It is up to the voters to bring about change.
- D: It was as windy as the voters.

**Q: 4 WordPhrase:** Persuade **WordPhraseTier:** 3

**Question:** When the author states "But we need evidence so that I can persuade the office of Streets and Sanitation to come and fix it" what is meant by the word "persuade"?

- A: Train
- B: Convince
- C: Walk
- D: Send

**Question:** In which one of the sentences below uses the word "persuade" correctly?

- A: He will persuade the wall
- B: I will persuade them to change their mind
- C: The penut butter persuade the jelli.
- D: Yet, Persuade hit hard.

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## 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 - Purpose of the call.

What was the reason, or purpose of the phone calls to the alderman's office?

People were speeding through the neighborhood, and the calls were made to help prevent this problem.

### 2 - The process

What steps were taken to solve the problem of speeding cars?

The call was made and the surveying began. Next, a police officer handed out speeding tickets. Then, a stop sign went in. Last, a speed bump was installed to slow cars down.

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### 3 - Were results positive?

Did the phone calls and changes implemented make any difference with the problem of people driving too fast?

Yes, the calls and changes made had a positive impact on the neighborhood.

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Task 3: Writing Activity

**Instructions:** You are to write and post here 300 words essay on the impact of the phone calls to the alderman's office. Also, think about if you would have made the calls, or if you would have not made the calls. Respond with your choice and reason for picking it.

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