



A Lesson on See Our Progress by Lauren Cohen

Grade Level: Grade 6

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: See our Progress, news, community, garden

Lesson Description: The purpose of this lesson is to read and comprehend the passage See Our Progress. The goal is to improve reading skills, writing skills, and social skills. Use the resources and internet to complete the activities.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

=====

CCSS.ELA-Literacy.W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

=====

CCSS.ELA-Literacy.W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

=====

CCSS.ELA-Literacy.W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

=====

CCSS.ELA-Literacy.SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

=====

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.

See Our Progress

by

Content: My school appeared on the news last week because we had made an important change in our community. We had planted a large garden in what was once only a vacant lot.

This experience taught me a great deal about television news. First, our principal telephoned the TV station and informed them of what we had accomplished. She spoke with the producer the person who assigns reporters to cover interesting stories.

The producer checked with the directors, but they claimed there were plenty of stories similar to ours. They wanted to know what was special about our particular garden.

The principal explained that, after going on the Internet to learn about the prairie, we had made a prairie garden. We had gone to a prairie and gotten seeds from the plants, and then we planted them. We did not water the garden, but we did weed it. We decided to let nature water it with rain, since that was how prairies grew in the past. We sent a picture of the garden to the news station. In the picture, the grass was so high that it stood taller than the fourth grade students.

The director thought our story was extremely interesting. It was not just a garden, but a history lesson. Actually, it was also a science lesson. As a result, they sent a reporter to our school, and that reporter also brought a cameraman.

They interviewed the principal and asked several detailed questions about the garden. After that, they interviewed us and we explained to them what we had learned through this project. They even interviewed a person on the street and asked what he thought about our garden.

They were at our school for two hours. We were really ecstatic. That night, we watched the news and there we were. The news anchor told our story. It was only two minutes long, but it was us. We were famous.

=====

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: vacant **WordPhraseTier:** 2

Question: What is a synonym for the word "vacant" mean in this sentence?

- A: full
- B: closed
- C: empty
- D: vacation

Question: What sentence uses the word "vacant" correctly?

- A: The house was so full of junk that it had a sign that said vacant.
 - B: The hotel had no rooms left so the innkeeper turned on the vacant sign.
 - C: The children were the only ones in the vacant restaurant.
 - D: The school hired a new principle and the spot was now vacant.
- =====

Q: 2 WordPhrase: ecstatic **WordPhraseTier:** 2

Question: The author wrote, "we were really ecstatic." What feeling does the word ecstatic represent?

- A: happy
- B: sad
- C: upset
- D: miserable

Question: When you see the word ecstatic in the following questions, which one is the correct usage?

- A: The ball fell in the sewer and all the kids were ecstatic.
 - B: There were no apples left in the tree and the mother was ecstatic.
 - C: Jimmy was ecstatic when he scored the game winning shot.
 - D: The children were ecstatic when the ice-cream truck drove past them.
- =====

Q: 3 WordPhrase: Directors **WordPhraseTier:** 2

Question: When the author wrote that "the producer checked with the directors" who are the directors?

- A: The stars of the show
- B: The people who hold the camera
- C: The people who direct the crew
- D: The person who cleans up the stage

Question: Which sentence would appropriately follow the sentence "the producer checked with the directors" from the story?

- A: The directors were unimpressed by the students story.
 - B: The directors moved traffic from one street to another.
 - C: The directors paid the producers.
 - D: The directors were watching the result from the audience.
- =====

Q: 4 WordPhrase: prairies **WordPhraseTier:** 3

Question: The author wrote "since that was how prairies grew in the past" what item are they referring to?

- A: A vehicle
- B: A person
- C: A plant
- D: A machine

Question: Which one of the following sentences matches the definition for the word "prairies" in the story.

- A: The prairies followed the cat on her walk.
 - B: The prairies were not able to grow in Alaska.
 - C: The machine was powered by prairies.
 - D: The girl ate prairies for breakfast.
- =====

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 - Community Change

The author of the story made a big impact on their community by instilling change and as a result they were shown on the news. What have you done to stimulate change in your community or what can you do to improve an issue rising in your community? Explain how you as an individual and member of a school can make a difference and improve the area you live in. Why is it important to have integrity and respect for the people and place you live?

2 - Media Attention

Do you think the author deserved recognition from the local news in her community?

3 - Lessons Learned

What were some of the lessons learned from this experience? How was the experience more than simply making a garden? What scientific discoveries were made? How were relationships built from this experience?

=====

Task 3: Writing Activity

Instructions: You are to write and post here 500 words essay on three ways to influence positive change in your community and how you would get your peers involved. ?Make sure to provide specific examples.

=====