



A Lesson on My Painting by Geraldine Phillips

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours 30 minutes

Lesson Keywords: Reading, writing, A Lesson on My Painting

Lesson Description: The goal of this lesson is to give students the opportunity to use the reading and writing skills they have been practicing to read a passage, answer questions, and write about what they have read. The students should reread the text as necessary to gain full understanding of the story. Then, the students will answer questions, discuss the topic, and write about the story, recalling what it feels like to do an activity for the first time and relate it to the story.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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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.

My Painting

by

Content: I wanted to show people how I felt about my new country. My family had moved here 5 years ago when I was just 7 years old. When we came I did not know any English.

Everything was new and I was surprised every day. I had lived in a remote village far from the city. Now I was living in a city where there were so many people.

We would take the elevated train downtown. There we saw buildings that noted architects had designed. These architects were so famous that people all over the world knew their names. But I had never heard of them before. I looked up and was astonished at how high the buildings were.

I went to a school that was bigger than my whole village. More than 1,000 students go to the school. I remember my first day. The principal was friendly. So was the teacher. But I was mystified. I could not understand what the teacher and students were saying. Then another student came up to me during lunch. She said hello in Russian. I was so glad.

The teacher asked her to sit next to me for the rest of the school year and help me understand what they were saying.

She was my official translator. But I wanted to learn English. So every day after school we would go to my home. She would help me learn

English. To reciprocate, my mother would cook her family dinner. Once a week they would come to dinner. We would try hard to learn English, so instead of Russian everyone would talk in English.

Now I have learned English, and I have learned a lot about the United States. I will put some symbols in my painting that show how I feel about this land. It is a land of helpful people. It is a land of many heritages. It is a land of collaboration. People here work together to help each other make progress. I'm thinking of putting a flag on the background and then putting people holding hands in the foreground. I'll make a sketch first and then will paint it.

Making a painting is a lot like writing an essay. First you think of the idea you want to express. Then you think of ways to communicate that idea. I think my painting will be a great way to tell people how I feel about my new homeland.

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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: elevated **WordPhraseTier:** 2

Question: The character in the story stated, "We would take the elevated train downtown." What is a synonym for "elevated"?

- A: angled
- B: raised
- C: moved
- D: lowered

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

- A: The cat elevated to the ground when it jumped out of the tree.
- B: My science teacher elevated the beaker when she dropped it on the floor.
- C: The boy pushed the up arrow button and waited for the for elevated door to open.
- D: The new 2015 Mercedes was displayed on the elevated floor for everyone to see.

Q: 2 WordPhrase: noted **WordPhraseTier:** 2

Question: The author writes, "There we saw buildings that noted architects had designed." What does "noted" mean in the sentence?

- A: unknown
- B: written
- C: posted
- D: famous

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

- A: The actor noted his autograph on the paper for his fan.
- B: The magazine noted the best resaurants to dine at in Chicago.
- C: The noted painting sold for one million dollars at the auction.
- D: The clerk noted the time the man delivered the pizza.

Q: 3 WordPhrase: reciprocate **WordPhraseTier:** 3

Question: The Russian mother did the following, "To reciprocate, my mother would cook her family dinner." Which phrase best defines "reciprocate" in the sentence?

- A: to get even with
- B: to return the favor
- C: to respond to
- D: to earn money

Question: Which sentence below uses the word "reciprocate" correctly?

- A: In order to reciprocate the patient, the EMT performed mouth-to-mouth resusitation.
- B: To reciprocate, the male dance partner leads in the waltz.
- C: Amy does not reciprocate Julie's fiendly greeting.
- D: I will reciprocate my inviation if you are mean to me.

Q: 4 WordPhrase: collaboration **WordPhraseTier:** 3

Question: The author states, "It is a land of collaboration." What does "collaboration" mean in the sentence?

- A: working with someone to create something
- B: a violent war between cultures
- C: contrasting ideas
- D: wealth and prosperity

Question: which sentence below uses the word "collaboration" correctly?

- A: The collaboration causes a huge accident on the interstate.
- B: The earthquake caused a collaboration that caused the building to collapse.
- C: The collaboration between the two leaders resulted in a peace treaty.
- D: Since the collaboration, slavery has been illegal in the United States.

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 - The character in the story lived in a small village. "I went to a..."

The character in the story lived in a small village. I went to a school that was bigger than my whole village. More than 1,000 students go to the school.? Describe how you would feel going to a new school with 1,000 students in a country where you did not speak the language.

2 - The character met her translator. "She said hello..."

The character met her translator.? She said hello in Russian. I was so glad.? How could the translator help the Russian student in her new school?

3 - The character experiences a variety of emotions...

The character experiences a variety of emotions throughout the text.? Describe the emotions the character experiences from his or her arrival in the U.S. at 7 years old to when they talk about creating a painting at the end of the story.

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Task 3: Writing Activity

Instructions: For your writing assignment, think about something you tried for the very first time.? What emotions did you experience?? Compare and contrast your emotions during that experience to that of the characters's emotions in the story when he or she first entered the city, the new school, meeting the translator, and at the end of the story. Include specific details (minimum 150 words).

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