



A Lesson on See Our Progress by Hope Haley

Grade Level: Grade 8

Subject Area: English Language Arts

Lesson Length: 1 hour 15 minutes

Lesson Keywords: Gardens, Television

Lesson Description: In this lesson, the students will learn about a prairie garden, answer several vocabulary questions, think about the text with thought-provoking questions, and write about making their own TV spot in a professional format.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

CCSS.ELA-Literacy.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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. Our 8th grade class had planted a large garden in what was

once only a vacant lot. It was a lot of work, it took much cooperation and many weeks, but it was all worth it. I got blisters from digging, and we all got insect bites, too.

I learned a lot about gardening and collaboration, and then I learned about the media. This experience taught me a great deal about television news. First, our teacher 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.

I never knew how people get on the news, I didn't know you could call and tell the TV station about your school. 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, since many schools plant them.

The teacher 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 would be interesting because 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. The security guard helped them carry the equipment into the building.

They interviewed the principal and asked detailed questions about the garden whose idea was it, what did it cost, how big was it, and how big did we plan it would be expanding it? 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, and it was exciting, so 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. All that work, all those blisters, it was worth it, we knew that when we saw the garden every day, but now we knew that the whole city thought so, too.

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: Ecstatic **WordPhraseTier:** 2

Question: At the end of our story, the author says "we were really ecstatic." What does ecstatic mean in this sentence?

- A: Scared
- B: Excited
- C: Bored
- D: Suprised

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

- A: She was so ecstatic while waiting that she decided to leave.
- B: The clown that jumped out at him made him very ecstatic.
- C: She kicked him, and he looked ecstatic.
- D: When he got a puppy, he was ecstatic.

Q: 2 WordPhrase: Collaboration **WordPhraseTier:** 2

Question: The kid in our story says "I learned a lot about gardening and collaboration." What does the word "collaboration" mean?

- A: Fighting each other.
- B: Ignoring everyone
- C: Working together.
- D: Jumping around

Question: Which of the sentence below uses the word "collaboration" correctly?

- A: They threw the collaboration out of the window.
- B: They worked in collaboration to build a boat.
- C: They did their collaboration separately.
- D: She seemed very collaboration.

Q: 3 WordPhrase: Vacant **WordPhraseTier:** 3

Question: In our story, the author says "what was once only a vacant lot." What does "vacant" mean in this sentence?

- A: Empty
- B: Large
- C: Small
- D: Far away

Question: Which one of the sentence below uses the word "vacant" correctly?

- A: They wouldn't be able to travel to the park, it was too vacant.
- B: The cookie jar was vacant. Someone had eaten them all.
- C: The tried to find their bike, but it was vacant.
- D: The warehouse was vacant and full of people.

Q: 4 WordPhrase: Producer **WordPhraseTier:** 3

Question: The story says that "[Our teacher] spoke with the producer." What does the word "producer" mean in this sentence?

- A: The person who takes out the trash.
- B: The guy who holds the camera.
- C: The person in charge of the reporters.
- D: The class pet.

Question: Which one of the sentence below uses the word "producer" correctly?

- A: The producer made everyone coffee.
- B: The producer ran around his cage.
- C: The producer held the lighting steady.
- D: The producer got everyone organized.

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 - Would you rather...

Would you rather make a prairie garden or a normal garden? Why?

2 - Why do you think...

Why do you think the author repeats their statement about their blisters? In the beginning: I got blisters from digging, and we all got insect bites, too. At the end: All that work, all those blisters,

3 - Do you agree...

Do you agree with the producer that the garden deserves to be on TV? What makes it so much more special than other gardens?

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Task 3: Writing Activity

Instructions: You are to write and post here a 300-400 word?essay on what you would want to be on TV for. Format it like an email to the producer of the TV station, explaining your idea.?What would you do? What would you say? How would you present it?? Make sure to provide specific examples.

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