



A Lesson on A Better Community by Samantha Coffeen

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: More than 3 hours

Lesson Keywords: reading, recycle, community, plastic, importance, and change.

Lesson Description: This lesson plan is based off the reading passage titled "A Better Community". The students will be quizzed on new vocabulary from tier 2 and tier 3. They will answer questions such as the meaning of the word and the proper use of the word in a sentence. There will be eight questions and a total of 40 points earned. The students will have three discussion question they will answer that are worth a total of 30 points. The questions are based off the reading material, the students will think more about the authors purpose along with their opinions on the subject of recycling. The students will then write a 200 word essay on the prompt question based off the reading material. This essay will be worth 30 points. The question should allow students to further investigate the topic. The lesson plan is 100 points total.

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.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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

CCSS.ELA-Literacy.W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-Literacy.W.3.1d: Provide a concluding statement or section.

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

CCSS.ELA-Literacy.W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

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

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CCSS.ELA-Literacy.L.3.1i: Produce simple, compound, and complex sentences.

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CCSS.ELA-Literacy.L.3.2a: Capitalize appropriate words in titles.

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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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CCSS.ELA-Literacy.L.3.4a: Use sentence-level context 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.

A Better Community

by

Content: My daughter brought a note home. I looked at the note and smiled. So we will have a recycling center, I said.

She started to explain why it is important to recycle. I know, I said, but I don't have time. She thought of a way to recycle. She set up a bag in the kitchen. She said it would be for plastic. We would put plastic in there. Then once a month we would take the plastic to the Recycle Center. She said that plastic takes us lots of energy to make. And she said that it is hard for the environment when people throw it out.

It seemed like a good idea. But then the bag got full. In one week we had filled it with empty plastic bottles.

My daughter said we should look at what we use. We are using too much plastic. So we looked for ways to use less plastic.

I told my neighbor about this. She liked the idea. She started keeping her plastic in a bag. We all went together to the Recycle Center on the first Saturday. We brought our plastic.

When we got there, we saw many bags. People had brought lots of trash. They brought paper and metal, too. Now that we have this center, it is easier to recycle, said my neighbor.

When we were walking back from the Recycle Center, I saw a change. The street was cleaner. Most days I see trash in the street. People litter. But there was no litter today. My daughter said that another class had adopted the street. They were picking up litter there and taking it to the Recycle Center.

I said this is really big. It is about more than plastic. It is about lots of changes.

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: Energy **WordPhraseTier:** 2

Question: The author in our story says "She said that plastic takes us lots of energy to make. And she said that it is hard for the environment when people throw it out." What does the word "energy" mean in this sentence?

- A: Plastic takes us lots of strength to make.
- B: Plastic takes us lots of power to make.
- C: Plastic takes us lots of weakness to make.
- D: Plastic takes us lots of moving to make.

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

- A: Electricity and energy are the same.
 - B: Tom would use his energy to lift weights at the gym.
 - C: The sun provides energy for our entire planet.
 - D: I used a lot of energy when I ran a mile.
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Q: 2 WordPhrase: Adopted **WordPhraseTier:** 2

Question: My daughter said that another class had ?adopted? the street. They were picking up litter there and taking it to the Recycle Center. What does the word "adopted" mean in this sentence?

- A: Another class had become responsible for the street.
- B: Another class had abandoned the street.
- C: Another class had embraced the street.
- D: Another class had raised the street.

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

- A: Timmy had adopted his basketball when he forgot it at the park.
 - B: Lizzie is the family's new adopted pet dog!
 - C: The church adopted a tree to plant and take care of.
 - D: I adopted to the new city and new job rather quickly.
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Q: 3 WordPhrase: Recycle **WordPhraseTier:** 3

Question: "She thought of a way to recycle. She set up a bag in the kitchen. She said it would be for plastic. We would put plastic in there." What does the word "recycle" mean in the sentence?

- A: Throw away
- B: Help
- C: Ignore
- D: Collect

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

- A: My mom decided to recycle the old TV and gave it to our neighbor.
 - B: Thrift stores sell recycled clothes that people have donated.
 - C: The school would recycle materials such as soda cans and paper.
 - D: Lisa wanted to recycle her old couch because it was dirty.
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Q: 4 WordPhrase: Litter **WordPhraseTier:** 3

Question: "They were picking up litter there and taking it to the Recycle Center." What does the word "litter" mean in this sentence?

- A: Food
- B: Plastic
- C: Animals
- D: Trash

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

- A: The girl found a litter of kittens behind her house.
 - B: There was litter all over the beach after the tourist left for the day.
 - C: The floor was littered with clothes.
 - D: It is important to litter and keep tidy.
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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 - Ways to use less plastic

We are using too much plastic. So we looked for ways to use less plastic. In this passage the daughter is concerned over the amount of plastic her family is using. They filled up a bag used for plastic in a week. What do you think the daughter and her family can do to use less plastic?

2 - Is it important to recycle?

The main topic in this reading passage is recycling. Do you believe it is important to recycle? Why or why not?

3 - How can we bring the community together?

In the passage we read about the impact the daughter had on her community and the chain reaction that was done by her friends and neighbors. How do you think you could bring your community together like she did? What would you do to get their attention?

Task 3: Writing Activity

Instructions: I said this is really big. It is about more than plastic. It is about lots of changes.

You are to write and post here 200 words essay on the different types of changes you and your community can make to help the environment. Make sure to provide specific examples and think more beyond what you read in this story.