



A Lesson on My Painting by Angel Gronberg

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 1 hour

Lesson Keywords: New Friends, Painting, Language, and Feelings.

Lesson Description: Within this lesson, students would learn to use more complex words while breaking down this little passage. This lesson is to help teach students that it is always ok to ask for help, receive help, or lend a help hand, because you never know if it could lead to a new friendship. Within the end parts of the lesson, everyone would also work to connect the reading to their own lives!

Common Core Standards Covered with This Lesson

CSS.ELA-Literacy.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-Literacy.RF.4.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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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: "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." **WordPhraseTier:** 2

Question: Within the passage, the author 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." What do they mean by the word "collaboration?"

A: Building the structure for something bigger.

B: The action where people work to create something that help them both.

C: Sharing knowledge on a topic one is studying.

D: Lending an item to someone when it is not needed anymore.

Question: Which sentence bellow uses the word "collaboration" correctly?

A: Bill and Ted were assigned to complete their project and study for the test through collaboration.

B: Steve did not want to use collaboration skills to paint his canvas.

C: Sarah was upset with Brandon on his decision on collaboration for the topic.

D: "Todd, I told you the C for collaboration!," scolded Tiffany.

Q: 2 WordPhrase: "But I was mystified. I could not understand what the teacher and students were saying"

WordPhraseTier: 2

Question: While reading the passage, the author stated, "But I was mystified. I could not understand what the teacher and students were saying." What did the author mean by using the word "mystified?"

A: Magical or Fantasy

B: State of understanding

C: A state of confusion or puzzlement

D: Strength in knowledge

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

A: I was not mystified by the rather confusing situation at hand.

B: The students were mystified at the project rules set by their teacher.

C: The stronger man set the mystified boy aside while chopping wood.

D: "Aren't you coming to the mystifying study group at Angela's house?" Steve asked his friend Hannah.

Q: 3 WordPhrase: "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." **WordPhraseTier:** 3

Question: Within the passage, the author states "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." When the author uses the word "foreground" what do they mean?

A: The portion of an art piece that is closest to the viewer.

B: The mixed background of a painting.

C: The overall image presented to the public.

D: Strength within the color palette of the piece.

Question: When taking the word, "foreground," out of context and placing it in a new sentence. Which of the following sentences uses the word "foreground" correctly?

A: The trail is directed more towards the foreground of the park.

B: When drawing out sketches, the artist decided to place trees within the foreground to frame the main subject.

C: The director instructed everyone to huddle within the foreground of the building for break.

D: The foreground train was set to leave within 10 minutes.

Q: 4 WordPhrase: "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." **WordPhraseTier:** 3

Question: Read this paragraph written by the author, "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." What did the author mean when using the word "reciprocate?"

A: To take something without giving anything back.

B: Working together to make the environment more comfortable for each other.

C: Stating one's gratitude for food.

D: Provide an action of kindness in response to another.

Question: Which of the following choices uses the word, "reciprocate," correctly?

A: I worked to reciprocate the money to use for my own car.

B: Bumping into each other reminded that we reciprocated each other for so long.

C: "Thank you so much for helping me with math," stated Mary, "I like to reciprocate by helping you with studying for science."

D: I want to reciprocate by taking you sandwich for lunch.

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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 - A Helping Hand can go a Long Way....

Sometimes being in a new environment can make any and everyone nervous when introduced to it for the first time. Especially when it is hard for you to understand the language or being in a completely different home/country. But when taking the next step to help that person to make them more comfortable definitely does a major impact on that person. And that could even lead to a new friendship or impact that person's life even far into the future. Share within the discussion a time where you extended a hand to help someone when not asked to or a time you were given help by a peer when they were not asked to do so. Then work to describe how that impacted you as a person and how you remember this event. Finally, respond to one peer with a meaningful response to receive full credit.

2 - New Experiences Lead to New Friendships.....

When coming to a new area, whether it be a new school, a new home, or a new job; interactions with people in that area can be awkward. But sometimes the simplest little gesture like sharing a pen or helping translate something could lead to a spark of a bond or strengthen one that is had between those two or more people. Describe a time where you were in a new situation and then worked to interact with someone or they interacted with you, or even just had a small group interaction, and discuss how that created a friendship for the both of you. Or describe a new experience between you and your friend and how it strengthened your relationship and you as a person. Respond to one peer to receive full credit.

3 - Strength in repetition....

Learning a new skill can be very hard. Especially when you are in a new environment and never used that skill before. Sometimes it can take hours, days, weeks, or even years. But with a little repetition and practice, makes learning that skill even easier. Work to describe a skill that was either the hardest or easiest to learn, but still needed a little boost in practice to fully strengthen that skill and understand the ins and outs of that skill. Respond to one peer to receive full credit for the discussion.

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Task 3: Writing Activity

Instructions: What is something that you love to do or create on your own? Now with that in mind, what is something that played a major role in that activity that you hold dear? I would like you to describe the connection that they both have with each other. Then later compare and contrast it with how moving to America and learning to speak English/American culture impacted the author's painting and their symbolism within their work. There is no word limit or sentence requirement, but keep it in paragraph format.

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