



A Lesson on Changing Our Street by Matthew Mcdonald

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, Writing, Comprehension, Critical Thinking, Discussion

Lesson Description: The goal of this lesson is to let students use their reading and comprehension skills to understand foreign words with context clues. It will test their comprehension and critical thinking skills by asking them questions that can't just be found in the story. This will help lead to a productive discussion with students and test their critical thinking skills. This lesson will test their reading, comprehension, and writing skills.

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.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCSS.ELA-Literacy.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS.ELA-Literacy.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

Changing Our Street

by

Content: There were many people driving down our street. They drove too fast, and my mother was worried. She thought they might hurt someone. She called the alderman's office. The alderman is the representative of your part of Chicago, a person who works in the government. Voters elect the aldermen, and anyone in the community can contact the alderman when there is a community problem. My mother had called them before when there was a problem with trash collection.

The alderman came to look at our street. He said, Yes, I see the problem. But we need evidence so that I can persuade the office of Streets and Sanitation to come and fix it. I'll be following up. After he left we thought we would not get any help quickly, but we were wrong. The next day someone came to our street with a camera, and he stayed all day. It looked like he was taking photos of the street. I went to ask him what he was doing, and he explained that he had a device that was measuring the speed of cars. He said that he had already found ten cars speeding on our street. The next day a police officer came. She gave tickets to drivers who were speeding.

Then one week later workers came, and they installed a stop sign at the corner. Now cars would have to stop there. My mother felt relieved that this had happened. She said, See what one phone call can do? But the cars still were going too fast. They would drive fast and then stop quickly, so it still was dangerous. We did not expect that a police officer could stay there all day to give drivers tickets. We need to make another call, I said. This time I called the alderman's office.

The next week workers came again, and this time they came in a big truck. They drew lines on the street. Then they poured concrete where the lines were. They worked all day, and at the end of the day, we had a way to slow the cars down. We had speed bumps.

Someone invented speed bumps. When you drive on a street and get to a speed bump you have to slow down. If you don't slow down, you have a problem. Your car rocks up and down, and that can even knock some part off the car.

This story is part of our family's history, now. We believe that we are responsible for our street and that other people should be responsible, too. My mother got a change made with one phone call, and then I got more changes with another call. We have made our street a safer place because we took action.

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: Contact **WordPhraseTier:** 2

Question: "Voters elect the aldermen, and anyone in the community can contact the alderman...". What does the word "contact" mean in this sentence? Remember to look at the sentences around it.

- A: Call
- B: Walk
- C: Teach
- D: Find

Question: Which one of the sentences below uses the word "contact" from the story correctly? There may be sentences that have the right meaning, but they would not be right in the story.

- A: I came into contact with my friend, now I have a bump on my head.
- B: The school needs to contact my mom about my grades.
- C: I came into contact with someone sick.
- D: I have my dad as a contact on my phone.

Q: 2 WordPhrase: Thought **WordPhraseTier:** 2

Question: "But we need evidence so that I can persuade the office of Streets and Sanitation...". What does the word "evidence" mean in the sentence?

- A: Proof
- B: Hiding
- C: Ideas
- D: Help

Question: Which one of the sentences below uses the word "evidence" correctly? Remember how the word evidence is used in the story then look at the options.

- A: We found evidence to help in catching the thief.
- B: The evidence doesn't made my pudding taste bad.
- C: It is evidence that we are right.
- D: My dad made it evidence that he was mad.

Q: 3 WordPhrase: Aldermen **WordPhraseTier:** 3

Question: "Voters elect the aldermen, and anyone in the community...". What does the word "aldermen" mean? Look around the paragraph for clues.

- A: Leash
- B: Dolphin
- C: President
- D: Member

Question: Which one of the sentences with "aldermen" makes the most sense?

- A: The aldermen help with community problems.
- B: The aldermen helped me with my homework.
- C: The aldermen played hopscotch by himself.
- D: The dolphins were impressed by the aldermen.

Q: 4 WordPhrase: Concrete **WordPhraseTier:** 3

Question: In this sentence, what does the word concrete mean? "Then they poured concrete where the lines were. They worked all day..." Which might be the best replacement word?

- A: Material
- B: Snack
- C: Medicine
- D: Puzzle

Question: Concrete is a hard word to describe, but it is used to create roads and even buildings. It is in liquid form before turning into a solid. What is the best sentence that uses the word "concrete" correctly?

- A: The concrete tastes good with ketchup.
- B: I put concrete in my sandcastle to make it stronger.
- C: My mom told me to bring concrete to school.
- D: The concrete floor has to dry before we add the walls.

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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 - Why do you think the people were driving fast down the neighborhood road? Is it a good reason to speed?

I am looking for students to come up with reasons why people might be driving fast. They understand why the mother is worried as someone might get hurt but does the speeding drivers have a good cause. I am looking for thoughtful discussion and see if any students can think of good reasons why someone would speed or give examples of bad reasons to speed.

2 - What took so long for the workers to install the stop sign?

In this question, I am looking to see if the students can come up with reasons why the workers had finally come out a week later. I also want to see if they can infer that the city has to find money, find workers, schedule a day, then finally come out to put up the stop sign.??

3 - Why do you think the workers tried installing a stop sign first, then went on to install speed bumps? Why not just install speed bumps?

In this question, I am looking to see if students can wonder what steps were taken to install both options. If they had installed the speed bumps first, would they need a stop sign at that point? This is supposed to make the students think of how the first option by itself failed, would the same happen to the second option by itself?

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Task 3: Writing Activity

Instructions: I want you to think of ways that you can bring change around you. Think of some changes that help keep those around you safe. It doesn't even have to help only people, it can help animals as well. Think of how you would feel if you were also able to bring change around you. Think of the steps taken in the story and apply them to your own ideas. What do you need to do to get the change you want?

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