



A Lesson on Changing Our Street by Benjamin Wolcott

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour

Lesson Keywords: story, moral, vocabulary, ,discussion, civic, A Lesson on Changing Our Street

Lesson Description: A lesson that teaches children how to analyze cause and affect within a story as well as providing them with an example on how they can help make a positive impact on this world.

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.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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.

CCSS.ELA-Literacy.SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

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: community **WordPhraseTier:** 2

Question: "Voters elect the alderman and anyone in the community can contact the alderman" What did the word community mean in this sentence?

A: A group of people who live in the same place.

B: People who drive their cars.

C: People who work for the government

D: Parents

Question: Which of these sentences uses the word "community" properly?

A: Steve moved his community with his truck.

B: Mary like to eat community.

C: Cleaning litter made Paul feel like he was part of the community.

D: Every day Susan takes the community to work.

=====

Q: 2 WordPhrase: Invented **WordPhraseTier:** 2

Question: "Someone invented speed bumps" What does invented mean in this sentence?

A: To make something by following directions.

B: To copy your friends actions.

C: To create something that has never existed before.

D: Watch T.V.

Question: Which sentence uses "invented" correctly?

A: Paul invented his moms laundry.

B: The scientist invented a spaceship.

C: Jeff invented his book.

D: The doctor invented his patient.

=====

Q: 3 WordPhrase: Representative **WordPhraseTier:** 2

Question: "The alderman is the representative of you part of Chicago" What does representative mean in this sentence?

A: A person who likes movies.

B: A person who talks to others.

C: A person who lives near you.

D: A person who acts or speaks for others.

Question: Which sentence uses the word "representative" correctly

A: As class president Amy was the students representative.

B: James hated the new represantive his mom made him waer.

C: Susie felt her stew tasted representative.

D: Robert was a representative by talking to his parents.

=====

Q: 4 WordPhrase: Evidence **WordPhraseTier:** 2

Question: "We need evidence to persuade the office of Streets and Sanitation to come and fix it" what does evidence mean?

A: Money

B: Opinions on something.

C: Facts that prove something true.

D: Paperwork

Question: Which sentence uses "evidence" correctly?

A: Lauren's parents gave her evidence for her birthday.

B: Jeff's evidence was hurt by the other kids insults.

C: Francine had her evidence ruined by the mud.

D: Frank used photos as evidence his dog ate his homework.

=====

=====

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 - Do you think the stopsign and speed bumps are enough....

Do you think that the stopsign and speedbumps are enough to make the neighborhood safe from speeding drivers?

2 - What is the theme...

What do you think the main message is to this story?

3 - Was the mother right...

Do you think the mothers decision to call the aldermans office about the problem was the right decision to make?

=====

=====

Task 3: Writing Activity

Instructions: You are to write and post here 500 words essay about something wrong in your community and how you might be able to help. Make sure to provide specific examples.

?

=====