



A Lesson on Community Meeting by Michelle Gaebel

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 45 minutes

Lesson Keywords: Community, neighbors, meetings, snow plowing

Lesson Description: Students will read the short story. Students will have practice of reading and writing. The story given to the students is a very good story for children in third grade to read because it gives them an outside view of what happens in communities that they may not be aware of. This story allows the students to think about their feelings and what they would do in the situation of the story. After the students have read the story, they will have a short set of multiple-choice questions to answer which will help them expand their understanding of the story. The goal of this lesson is to allow students to practice their reading skills, writing skills and learn new vocabulary words while reading the story "A Lesson on Community Meeting". Students will be answering the questions on their own. The very last part, the students will do a writing activity about the story. The vocabulary and writing questions given to the students will allow them to think critically about their answers and allow them to practice their comprehension.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.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.RI.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.RI.3.6: Distinguish their own point of view from that of the author of a text.

CCSS.ELA-Literacy.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS.ELA-Literacy.RF.3.3d: Read grade-appropriate irregularly spelled words.

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

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

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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CCSS.ELA-Literacy.W.3.2d: Provide a concluding statement or section.

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CCSS.ELA-Literacy.W.3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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CCSS.ELA-Literacy.W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1?3 above.)

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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.

Community Meeting

by

Content: At the meeting, one neighbor was shouting. I've had enough, he said. This neighborhood has too many potholes. Other people clapped. They agreed with the neighbor. There were potholes.

We can't fill in all the potholes until we know where they are, said the Alderman. Please tell me when you see one. Then I promise I will get it fixed. I need you to help me to help your community.

What about the snow plowing, a woman asked. No one came to plow our street. We had to do it ourselves. We voted for you. You need to help us. The Alderman answered. He said, There was so much snow, that we could not get to the side streets quickly. But they are going to try to do a better job next time. We know this is important. We will fix it.

Let's talk about progress, the local librarian said. Are we going to get the new library building?

I think we need a new park, first, said a parent.

A library is more important than a park, she answered.

No, it's not. You're wrong. You're thinking about yourself.

Wait, now, said the Alderman. This ward belongs to everyone. And both will help. We need the park. We need the library. And we need more. I'm trying to get it all. But we're starting with the library. We don't have space for the books in the old one. We need a computer area, too.

I'm angry, the parent said. I wanted the park first. I'm going to vote for someone else to be alderman next time.

Let's all work together, a teacher said. This is about what we all need and want. We have a great community. Let's work together. Everyone agreed. They clapped loudly. That is what we need to do, said the alderman.

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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: Progress **WordPhraseTier:** 2

Question: When the local librarian said, "Let's talk about progress" what does the word "progress" mean in the story?

- A: Running from someone
- B: Turning around
- C: Thinking out loud
- D: Movement toward something

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

- A: You forgot your homework every day this past week.
 - B: You did something your parents told you not to do.
 - C: You made a higher grade on your test because you studied every day.
 - D: You missed practice yesterday.
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Q: 2 WordPhrase: Neighbor **WordPhraseTier:** 3

Question: During this story, a neighbor said "This neighborhood has too many potholes!" What does the word potholes mean?

- A: A bowl
- B: A piece of a house
- C: Shoe lace
- D: A deep hole in the ground

Question: Which sentence below uses the word "pothole" correctly?

- A: A company is coming today to fix the pothole in front of our house.
 - B: We will make a cake with our pothole after class.
 - C: We will take our pothole to the store.
 - D: Potholes are fun to throw.
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Q: 3 WordPhrase: Snow plowing **WordPhraseTier:** 3

Question: In the story it states "What about the snow plowing?" a woman asked. "No one came to plow our street. We had to do it ourselves". What does snow plowing mean in this sentence?

- A: The woman baked while it snowed.
- B: Removing snow from the ground out of a person's way.
- C: Letting the sun remove the snow.
- D: Putting more snow on the ground.

Question: Choose the correct sentence using the word "snow plowing".

- A: Henry makes sure that snow plowing is done if it snows too much.
 - B: Snow plowing is done on hot beaches.
 - C: Jacky could not understand what she snow plowed on her math test.
 - D: We can always use snow plowing as a way to climb trees.
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Q: 4 WordPhrase: Belongs **WordPhraseTier:** 2

Question: In the story, the author uses this sentence, "This ward belongs to everyone". Which one of these examples can belong refer to?

- A: Take away
- B: Think about your friend
- C: Member of a group
- D: Everyone has red hair

Question: Choose the correct sentence below sing the word "belong".

- A: . I belong to a group at my Softball practice.
 - B: I will belong when I go to eat.
 - C: I belong when I get bad grades.
 - D: I quit my class; now I belong to that class.
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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 - Snow plow for the neighborhood.

Why was it so important to get the Snow plow for the neighborhood?

2 - Is the park or library more important to you?

While you were reading this story, which would you rather prefer? Would you rather the library or park? Why and who would you get to help you?

3 - What do you think happened at the end of the story?

After reading the end of the story, do you think they built the library or park first??

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Task 3: Writing Activity

Instructions: The title of this selection is A lesson on Community Meeting. In your own words, please explain why you think this is the title of this selection. Be sure to clearly cite evidence from the text for each part of your answer.

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