



A Lesson on Changing Our Street by Kylie Armstrong

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 30 minutes

Lesson Keywords: Reading, Writing, Responsibility

Lesson Description: The goal of this lesson is to be able to read and understand Changing Our Street. The students will get the opportunity to use their reading and writing skills in order to display their comprehension of this short story. The students will read and then reread the story to get context clues for vocabulary they don't understand and to fully understand the context of the story. After reading and answering questions for the story, students will be able to write in order to find out the true meaning of Changing Our Street.

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.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.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-Literacy.L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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: Representative **WordPhraseTier:** 2

Question: "The alderman is the representative for your part of Chicago..." What does the word "representative" mean in this sentence?

- A: Showing beauty or creativity.
- B: Someone who is hard working.
- C: A person chosen or appointed to act or speak for others.
- D: Someone or something that is not a model for an object.

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

- A: My dad was excited when he saw the flowers being representative.
- B: The President of the United States is a representative for the citizens who live in that country.
- C: My little brother was acting representative so he was rewarded with a toy.
- D: The water bottle was a representative for water.

Q: 2 WordPhrase: Persuade **WordPhraseTier:** 2

Question: What does the word "persuade" mean in this sentence, "But we need evidence so that I can persuade the office..."?

- A: To cause someone to do something through reasoning or arguing.
- B: To deter someone to do something through reasoning or arguing.
- C: To fail to complete something.
- D: To prevent a group of people of doing something meaningful.

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

- A: My mom persuaded the lights off.
- B: I persuaded to do my homework so I received a poor grade.
- C: I felt persuaded for my teacher because she's sick
- D: My dad persuaded me to do my homework by showing me how important it is.

Q: 3 WordPhrase: Alderman **WordPhraseTier:** 3

Question: "She called the alderman's office." What does the word "alderman" mean in this sentence?

- A: Someone who works in a hospital.
- B: Someone who is a representative for you within the government.
- C: Someone who stops speeding cars.
- D: Someone who works in the police station.

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

- A: My dad needed an alderman for his surgery.
- B: The alderman gave tickets to the speeders.
- C: The alderman was a representative for the family.
- D: The Christmas tree was an alderman for Christmas.

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

Question: "They poured concrete where the lines were." What does the word "concrete" mean in this sentence?

- A: To dig a whole in the ground.
- B: A rough building material made of broken stone or gravel.
- C: To remove something and dispose of it.
- D: To relocate something or someone.

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

- A: The sign didn't need to be used anymore so they decided to concrete it and threw it away.
- B: My concrete grades are well so my teacher is proud.
- C: The only way to help the students was to get concrete.
- D: The construction workers used concrete in order to build the foundation.

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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 - What kind of evidence do you think was needed?

What kind of evidence do you think was needed or provided to persuade the office of Street and Sanitation to fix the speeding problem??

2 - Why didn't the stop sign help?

Why did the cars still speed down the street even though there was a stop sign installed??

3 - Explain.

Explain, in your own words, what you think the point of the story is. What is the importance of calling the alderman??

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Task 3: Writing Activity

Instructions: Why do you think the author is so proud that this street will be apart of his/her family history? What do you think their family did to help?other communities? Please answer these questions in 150 words minimum. Make sure to use details and example from your text.?

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