



A Lesson on Changing Our Street by Tina Connors

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour

Lesson Keywords: speak up

Lesson Description: This is a lesson about speaking up when something is not quite right and about how your voice can make a difference.

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.3.3: 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.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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: 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. **WordPhraseTier:** 3

Question: In the story the author says the mother called the alderman's office. What is an alderman?

A: The alderman is the representative of your area, a person who works in the government.

B: A person who takes care of your vehicles

C: An Alderman make sure your street is safe

D: Aldermen Clean the neighborhood you live in.

Question: Which of the following sentences uses "alderman" correctly in a sentence?

A: I alderman the street roads in our neighborhood

B: I was scared for my children because of the speeding cars on my street. So i called the alderman.

C: I can alderman the speeding cars in my neighborhood

D: I alderman all around our neighborhood

Q: 2 WordPhrase: 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." **WordPhraseTier:** 3

Question: The alderman 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." What does he mean when he says "he'll be following up."?

A: He is done and will not be back

B: He will be back to see more of what is going on

C: He is going to go talk to the neighbors

D: He is going to go back to his office

Question: The alderman says "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." Which of the following sentences uses "I'll be following up" correctly in a sentence?

A: I will be going to my office now for the follow up

B: I can see there is an issue, i will be back and i will be following up

C: There is nothing i can do. I will be following up with the papers

D: I will following up all of the neighbors

Q: 3 WordPhrase: 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." **WordPhraseTier:** 2

Question: 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." In the sentence what does persuade mean?

A: Get someone to agree to something

B: Allow someone to do something

C: Get other people out to help

D: Allow citizens to keep speeding down the street

Question: Which of the following sentences uses the word "persuade" correctly in a sentence?

A: I can persuade the neighbors to stop complaining

B: The alderman can use the cars persuade in the questions

C: He persuade the people to stop speeding

D: Persuade the cars to go another way

Q: 4 WordPhrase: he 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. **WordPhraseTier:** 2

Question: In the stories a man comes and says he has a device to measures the speed of the speed of cars. What does measure mean in this sentence?

A: He can see how long the car is as it goes by

B: He can find out how fast the car is going down the street

C: He can see how tall the car is

D: He can see how far the car is going

Question: Choose the correct way the word "measure" is used in the following sentences.

- A:** I can measure my feet
 - B:** I can use my speedometer to measure how fast i am going
 - C:** I can measure my height on the food
 - D:** I can measure the tires on my car
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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 - The alderman

In the story there is an alderman. Why would their part of Chicago need an alderman if they have the police to help them??

2 - The speed bumps

In the story they put up a stop sign and then a speed bump. Why would there be a need for both a stop sign and a speed bump?

3 - Calling the Alderman

In the story the mother and child were worried about the speeding cars so they called the alderman to help them. Their problems were fixed. Why would they think they can call someone to help fix a speedin gcar issue? Who says what they call for will actually fix the problem?

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Task 3: Writing Activity

Instructions: In the story the mother and child called the alderman to help solve their speeding car issue. Think about how you could call the alderman for a problem. In 2 - 3 paragraphs think and explain a reason why you would call the alderman.

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