



A Lesson on Changing Our Street by Ali Yarbrough

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 1 hour 15 minutes

Lesson Keywords: Reading, Writing, Critical Thinking, Discussion

Lesson Description: The goal of this lesson is to have students read and comprehend "A Lesson on Changing Our Street". Students will answer questions regarding vocabulary words, rereading the story if needed as well as using context clues. This lesson will also promote critical thinking. Students will break into small groups and discuss how the work relates to their own life. The small group discussions will serve as to generate ideas for a writing assignment, which will be homework.

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.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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: alderman **WordPhraseTier:** 3

Question: "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." What do you think an alderman does in this sentence?

- A: works to fix problems in the community
- B: is a singer
- C: is a dancer
- D: works on a boat

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

- A: The alderman represents the community.
 - B: The alderman works at the church.
 - C: The alderman does not live in your community.
 - D: The alderman is not elected.
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Q: 2 WordPhrase: responsible **WordPhraseTier:** 3

Question: What does the word "responsible" mean in this sentence "We believe that we are responsible for our street"?

- A: In charge of
- B: rewarded for
- C: afraid of
- D: finished with

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

- A: You are responsible for your own safety.
 - B: My mother told me to eat my responsible food.
 - C: The dog went to his responsible bed.
 - D: She ate cake and responsible.
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Q: 3 WordPhrase: installed **WordPhraseTier:** 2

Question: The author in our story says "Then one week later workers came, and they installed a stop sign at the corner." What does the word "install or installed" mean?

- A: to put
- B: to rip
- C: to pull
- D: to push

Question: Which one of the sentence below uses the word "installed" correctly?

- A: The app was installed.
 - B: The installed was broken.
 - C: The doctor installed the patient medicine.
 - D: The installed child was cold.
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Q: 4 WordPhrase: invented **WordPhraseTier:** 2

Question: The author in our story says "Someone invented speed bumps. When you drive on a street and get to a speed bump you have to slow down." What does the word "invented" mean in this sentence?

- A: created
- B: gave away
- C: saw
- D: felt

Question: Which one of the sentence below uses "invented" correctly?

- A: Thomas Edison invented the lightbulb.
 - B: He invented at her.
 - C: The invented smiled at her.
 - D: The boat quickly sank as it invented water.
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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 - Do you think stop signs work?

Think about this sentence from the story: 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. Why do you think the mother was relieved when the stop signs were installed? Do you think that the mother was still relieved after the cars were still going fast past the stop signs? Why or why not?

2 - Think about what the author means when they say "This story is part of our family's history, now."

Why do you think this is part of their family's history? What do you know about your family's history? Has your family done anything that you are particularly proud of? Have you?

3 - Moral of the story

What do you think the moral of this story is? Do you think that it has to do with dangerous driving, or maybe with making a difference in the community? Make sure to talk about specific examples in the story.

Task 3: Writing Activity

Instructions: Imagine that you are writing a letter to your own alderman or council person. Write the letter about an issue or problem you have in your neighborhood. You may reference the story in your letter. Make sure that you have typed your letter and that it is at least 250 words.
