



A Lesson on The Sister, The Soldier by Mary Ogunrinde

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours 15 minutes

Lesson Keywords: reading, writing, the sister, the soldier

Lesson Description: This lesson is a tool for third grade students to test and strengthen their skill as readers who understand the author's point of view and can clearly explain it to others. This is a chance to practice properly articulating their opinions as well. By reading this passage closely, students will be able to identify the author's thoughts on war and the dynamic between the sister, and the rest of the family. Writing about the passage allows the students to see how much they learned from war and the effect it has on the author's family.

Common Core Standards Covered with This Lesson

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.

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.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

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

CCSS.ELA-Literacy.W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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

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.

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

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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.

The Sister, The Soldier

by

Content: My sister is a soldier. I remember when she came home and told our mother that she was going into the army. My mother said, You're too young. It's too hard.?

My sister Darlene said, I'm 18. That's old enough to go. And if I go I'll be able to get a better job. Right now, all I can do is work part-time. I need a real job. I need a good one. This one isn't going anywhere.?

My mother cried. She said, There is a war. You could have to go there to fight.?

I said, Don't worry. They don't send girls to fight in wars. If it was me that would be different.?

Darlene said, Don't worry. I'm careful.?

But my mother stayed worried. My sister went to training camp. When she came back, she looked happy. I asked her what it was like.?

Well, we have to get up very early. I get up at 5:00 every morning. Then we do exercises. Then we drill a lot. You have to be on time. You have to follow all the directions. I like the people in my unit. They help each other out.?

My mother said, I'm proud of you. But I'm still worried.?

Don't worry, mom. If I do get sent to the war I'll be careful.?

My sister went to war. Her unit was sent to Iraq. I had no idea where that was. But I looked it up on a globe in the school library. Iraq is on the other side of the world.?

My sister bought us a computer before she left. She showed us how to use it to send email. I'm so glad she did that. We can send notes to her on it. She sends us back a note. She tells us about the weather and the people. Here's what she put in one note.?

It's hot here. We have to wear heavy clothes, though. They are to keep us safe. Most of the people here are very nice. And the soldiers are great friends. Don't worry. I'm being careful. See you in September.?

She would end every note that way see you in September. But then September came. Then she wrote to us, We have to stay longer. I'm not sure how soon I'll be back. But I'm being careful.?

My mother went on the email every day for the next week and didn't get a message. She was getting more and more worried. Then she got a note. I'm fine. They sent us on a trip. Sorry I couldn't email. Don't worry. I'm being careful.?

So it went on. And we waited. I worried, too. I would see news about the war on TV. It looked dangerous. Sometimes I would see that my mother was crying.?

October went by. Then November. Then it was December. My mother bought some presents for?

my sister. She mailed them to her. She said, I really wish Darlene could be here for Christmas. Every time the phone rang or someone knocked on the door, she hoped it might be Darlene coming home by surprise. But she didn't get her wish. So Christmas was kind of sad.?

Then on New Year's eve, the doorbell rang. We ran to open it. My mother said later she was a little afraid every time the doorbell rang that it might be someone to tell her bad news, that there was a problem with Darlene. But this was the opposite. This was the best news. It was Darlene!?

We'll have a really happy new year now.

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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: Unit **WordPhraseTier:** 3

Question: ?I like the people in my unit." What does the word "unit" mean in this sentence?

A: An amount of something in regards to measurement.

B: A section of a hospital

C: A section of your science textbook.

D: A group of people that together, make a whole.

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

A: My brother was in the intensive care unit for five days.

B: All the people in Jeff?s unit have children.

C: According to the Ms. Jordan, we will be starting the unit on cells this week.

D: One unit for volume is liters.

Q: 2 WordPhrase: Drill **WordPhraseTier:** 3

Question: The author?s sister in our story says ?Then we do exercises. Then we drill a lot. You have to be on time.?

A: To make a hole.

B: To practice something over and over again.

C: To hit really hard.

D: A tool.

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

A: She drilled me with questions at the interview.

B: Sam likes his hamburgers with drill.

C: I had to drill a hole in the wall to hang up the picture.

D: I want to do well in math, so I drill a few problems every night.

Q: 3 WordPhrase: Army **WordPhraseTier:** 2

Question: ?I remember when she came home and told our mother that she was going into the army.? What does the word "army" mean in this sentence?

A: A section of the military

B: A large number of ants.

C: A small number of mosquitoes

D: The name of a band in Connecticut

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

A: My friends and I are going to see Army in concert on Thursday.

B: I bought an army of ants at the pet store today.

C: Members of the US Army were present at my uncle?s wedding.

D: The army of volunteers that showed up helped the tornado cleanup pass by quickly.

Q: 4 WordPhrase: Globe **WordPhraseTier:** 2

Question: ?Her unit was sent to Iraq. I had no idea where that was. But I looked it up on a globe in the school library. Iraq is on the other side of the world.? What does the word "globe" mean in this sentence?

A: A round object with the map of the world on it.

B: A round Christmas tree ornament

C: A light bulb

D: Balloon

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

A: The globe in the bathroom is burnt out.

B: I decorated my globe with snowflakes and holly.

C: Globes are fun to play with at the beach.

D: I used the globe to look up oceans of the world.

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 - Fighting Age

How old do you think someone should be before they are allowed in the army? Why is that a good age? Give at least three reasons.

2 - Who should be able to fight in a war? Why?

The author said, Don't worry. They don't send girls to fight in wars. If it was me that would be different.? Do you think girls should fight in wars just like boys? Why or why not? List your reasons below.

3 - Surprise!

Why do you think the author's sister made no contact with her family between September and New Year's Eve? Her family was very worried yet she just showed up instead of making contact ahead of time to lessen their fears. Why?

4 - Long Distance Communication

My sister bought us a computer before she left. She showed us how to use it to send email. I'm so glad she did that. We can send notes to her on it. She sends us back a note. How do you communicate with family members that don't live close to you? How often do you communicate with them? Provide a sample of your communication with a faraway family member.

5 - What does war mean to you?

At the beginning of the story the author's sister viewed war as a new job opportunity. How do you view war? ?Based on your viewpoint, what would be the disadvantages of war? What would be the advantages? What would be your motivation for joining the military and going to war?

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Task 3: Writing Activity

Instructions: You are to write and post a response to each question. The response for each part should be at least three paragraphs. Each paragraph should have at least three sentences. Make sure to provide specific examples. Feel to use quotes or summarize the part of the story you are referring to.

Part 1: At the beginning of the story the author's sister saw war as a new job opportunity. How do you think that changed over time? In every note she sent home, she says, I'm being careful. See you in September.

Part 2: What is the author's viewpoint of his or her sister's new life decision at the beginning of the story? How does it change throughout the story? By the end of the story, how is the author's viewpoint different?

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