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A Lesson on The Hero by Brittany Duce

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading/Writing/Vocabulary

Lesson Description: The purpose of this lesson is to teach students to read a passage and to be able to answer tough meanings about a word or phrase by using their context clues. The students will also have to write a short 2 paragraph essay about the topic. This lesson will help the students with their comprehensive skills, critical thinking skills and vocabulary skills.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

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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 Hero

by

Content: I was flying home from New York. I was looking forward to seeing my family. I had been away for a week. I missed my children.

The plane took off on a bright morning. Then after three minutes, there was big trouble. I saw a fire outside. One of the engines was on fire.

I said to the woman next to me, We have to go back. Were going to crash. The woman was so worried she could not talk.

Then the flight attendant came and told us we need to land. It will be hard, so brace yourselves. Put your head down. Hold tight. She sounded brave. But her face was so worried. Still, she was doing her job, taking care of us.

I looked at the woman next to me. I said, I hope were okay. Lets pray for the best. I believe people should help each other. So I will pray for you, too.

I was praying to be saved when there was a big thud. The plane had hit something. Later I found out it was the river.

When I got out of my seat, there was another passenger just standing there. He was dazed. Take my hand, I said. Lets go.

So I pulled him along as I went to the emergency exit. Then we were on the wing of the plane. We were standing in the river. I was too surprised to think about anything.

Then we got on a rescue boat. I hugged the fireman on the boat. Thank you for saving my life, I said. Thank yourselves, he said. And

your captain. Hes my hero today.

I found my cell phone was in my pocket. I took it out and called my family. When they answered the phone I said, Dont worry, Im fine, but

there was a problem. I will see you later. I will be so glad to be home with you.

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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: Worried **WordPhraseTier:** 2

Question: The passage says "The woman was so worried she could not talk." What does the word worried mean in this sentence?

- A: The woman was happy to get home.
- B: The woman was upset and scared.
- C: The woman was sleepy and tired.
- D: The woman was reading on the plane.

Question: Which one of the sentences below used the word "worried" correctly?

- A: Tonight at my baseball game I ran to the base and out ran the guy and I made it, that made me so worried that I couldn't stop laughing.
- B: My sister asked me to ride my bike with her. I do not know how to ride a bike and I was worried I would fall.
- C: I was so confident in the way I rollerblade that I was very worried when I went to the park.
- D: My dogs loved to be outside playing and walking around worried.

Q: 2 WordPhrase: Brace **WordPhraseTier:** 2

Question: "It will be hard, so brace yourselves. Put your head down. Hold tight." What does the word Brace mean in this sentence?

- A: To ask for the pilot for a pillow.
- B: To ask the dentist for a way to make your teeth straight.
- C: To support or hold steady.
- D: To help someone get to sleep.

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

- A: He wore braces on top and bottom teeth to get his teeth fixed.
- B: The older woman needed a brace to help her lock her car.
- C: She was about to fall off of her skateboard so she put her hands down to brace herself from hitting the ground.
- D: I like to decorate with brace, fruits and colors for the kitchen.

Q: 3 WordPhrase: Thud **WordPhraseTier:** 3

Question: "I was praying to be saved when there was a big thud." What does the word thud mean in this sentence?

- A: There was a loud noise.
- B: There was a rock on the plane.
- C: There was a group of people next to us praying.
- D: There was food that we could eat.

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

- A: The thud was messy and wet once we walked into the room.
- B: The thud was colorful and bright.
- C: My mom said she liked my thud earrings.
- D: After I threw the rock we heard a thud against the wall.

Q: 4 WordPhrase: Dazed **WordPhraseTier:** 3

Question: When I got out of my seat, there was another passenger just standing there. He was dazed. What does the word "dazed" mean in this sentence?

- A: The passenger was happy.
- B: The passenger was crying.
- C: The passenger was shocked and confused.
- D: The passenger was singing.

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

- A: Molly had a dazed look on her face after she heard the news about her sister.
- B: Sally was crying in dazed while sitting on her bike.
- C: The dog jumping the fence was dazed smiling ear to ear,
- D: The little girl screaming for ice cream appeared to be dazed she was jumping and screaming.

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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 - Main Idea of the story

What do you think the main idea of the story is? Explain the major points in the story and how they support the main idea.?

2 - Author's purpose

What do you think the author's purpose was when writing this passage? Make sure to include examples to support the evidence in the passage.?

3 - Structure

Identify the structure of the passage? Make sure to list examples to support your ideas.?

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Task 3: Writing Activity

Instructions: Write a 2 paragraph essay about why you think the author named this passage The Hero. Be sure to have examples from the text in your essay as to why the passage is called The Hero?to recieve full credit.?

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