



A Lesson on See Our Progress by Kaitlin Brienza

Grade Level: Grade 3

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Famous, Details, Vocabulary, Writing

Lesson Description: After reading the texts students will learn meanings to common vocabulary, be able to refer to the text to find answers, form an opinion and make a list of reasons for that opinion.

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

CCSS.ELA-Literacy.RI.3.1: 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.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

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

CCSS.ELA-Literacy.L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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.

See Our Progress

by

Content: My school was on the news last week. We had made a big change in our community. We had planted a big garden where there had been a vacant lot.

I learned a lot about television news. First, our principal called the TV station. She told them what we were doing. She talked with a producer. That is a person who sends reporters to do stories.

The producer checked with the director. He said there were lots of stories like this, so he wanted to know what was special about our garden.

The principal explained that we had made a prairie garden. She told how we had gone on the Internet to learn about the prairie. Then we had gone to a prairie and gotten seeds. We got the seeds from the plants. Then we planted them. We did not water the garden, but we did weed it. We let nature water it with rain because that was how prairies grew in the past. We sent a picture of the garden. In the picture the grass was so high it was taller than the fourth grade students.

The director thought this was interesting. It was not just a garden. It was a history lesson. It was a science lesson, too. So they sent a reporter. A camera man came, too.

They interviewed the principal. They asked questions about the garden. Then they interviewed us. We told what we had learned. They interviewed a person on the street, too. They asked what he thought about the garden.

They were at our school for two hours. We were excited. Then that night we watched the news. There we were. They told our story. It was only two minutes long. But it was us. We were famous.

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: Community **WordPhraseTier:** 2

Question: The author states "We had made a big change in our community". What does the word "community" mean?

- A: People in the newspaper
- B: Plants in the same area
- C: People living in the same place
- D: The garden

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

- A: The people of the community all lived near each other.
 - B: The community was all plants and no people.
 - C: The people of the community all had the same house.
 - D: The people of the community lived far apart from each other.
-
-

Q: 2 WordPhrase: Vacant **WordPhraseTier:** 3

Question: The author states "We had planted a big garden where there had been a vacant lot". What does the word "vacant" mean?

- A: Full
- B: Empty
- C: Missing
- D: Dirty

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

- A: The vacant lot has horses and cows on it.
 - B: My mom is always cleaning her vacant lot.
 - C: My house is always vacant.
 - D: My friends old house was vacant once they moved to their new house.
-
-

Q: 3 WordPhrase: Interesting **WordPhraseTier:** 2

Question: The author states "The director thought this was interesting". What does the word "interesting" mean?

- A: Attracting your attention
- B: Boring
- C: Lame
- D: Not different

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

- A: I fell asleep during the interesting video
 - B: I found that video so interesting that I want to learn more about it!
 - C: Your interesting story is the same as my friends story.
 - D: Your interesting story did not excite me.
-
-

Q: 4 WordPhrase: Famous **WordPhraseTier:** 2

Question: The author states "But it was us. We were famous". What does the word "famous" mean?

- A: Known by many people
- B: Not liked
- C: Never heard of
- D: Has a some friends

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

- A: I don't know who that is, he must be famous.
 - B: Its One Direction, Their so famous!
 - C: I only have one friend, which makes me famous.
 - D: I don't like my sister, so that makes her famous.
-
-

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 - Why does the director think this story is different?

The director said there were lots of stories like this, so why is this garden different??

2 - What kind of garden did the students grow?

What kind of garden did the students grow? And how did they grow it??

3 - Why did the students think they were famous?

Why did the students think they were famous??

=====
Task 3: Writing Activity

Instructions: Please write at least 2 paragraphs on what a school could do with a vacant lot to change thier community. Talk about how it would help the community and bring them closer together.?

=====