



## A Lesson on The New Family by Angela Strickland

**Grade Level:** Grade 3

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour

**Lesson Keywords:** Reading, Writing

**Lesson Description:** The goal of this lesson is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to absorb deep lessons from this story. By reading and rereading the passage closely, and focusing their reading through a series of questions and discussion about the text, students will identify how knowing what rules are and implementing them in your neighborhood is important.

### 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.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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.RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

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.3.4: 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.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a: Read grade-level text with purpose and understanding.

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.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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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 New Family

by

**Content:** The Robinsons moved into the neighborhood in July. It was very hot. They saw the sign about the block club. Mrs. Robinson said, That is good. I want to live on a safe block.

The next day, Jimmy and Jerome Robinson were outside playing. They were playing baseball. Adam Johnson came to play with them. He said, Im glad to have someone to play ball with. He lived across the street.

Jimmy hit it hard. It went into the neighbors yard. He said, Ill go get it. Wait for me here.

No, dont go there, said Adam. Thats where Mr. James lives. He is the head of the Block Club. He will be angry. We are not supposed to play baseball on the street. We are supposed to go to the park to play baseball.

But my mother will be angry if I lose our ball, Jimmy said.

So he went to the neighbors yard to get the ball. A tall man came out of the house just as he got to the ball.

Who are you and what are you doing here? he asked.

Im Jimmy Robinson, and I came to get my baseball. Im sorry I hit it here. I didnt know the rule.

OK. You can get it this one time. But remember, we all need to follow the rules on this block. The rules help us have a good place to live, a safe place to live. If you want to play ball, go to the park.

Jimmy ran back with the ball. Adam and Jerome were glad to see him. Thats my brave brother, said Jerome. Just then their mother came outside. Mr. James called me. He says he wants to help us understand the rules of the block. What have you been doing?

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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:** yard **WordPhraseTier:** 2

**Question:** "So he went into the neighbor's yard to get the ball". What does the word yard mean in this sentence?

- A: A unit of measurement
- B: An outdoor space surrounded by houses
- C: A book
- D: A pencil

**Question:** Which one of these sentences below uses the word "yard" correctly?

- A: My house has a big yard.
  - B: The ball of yard is yellow.
  - C: I can see the yard for miles.
  - D: Can you tell me which yard it is?
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**Q: 2 WordPhrase:** rule **WordPhraseTier:** 2

**Question:** "I didn't know the rule". What does the word "rule" mean in this sentence?

- A: A guide, law or direction
- B: A form of measurement
- C: A store
- D: A question

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

- A: The rule is big.
  - B: I play using the rules of the game.
  - C: I can give you a rule to see the stars.
  - D: My mom likes my rule in my hair.
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**Q: 3 WordPhrase:** neighborhood **WordPhraseTier:** 3

**Question:** The author in our story says "The Robinson's moved into the neighborhood". What does the word "neighborhood" mean?

- A: Homework
- B: People living near one another.
- C: A car
- D: A church

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

- A: The neighborhood is red.
  - B: Kids can swim on the neighborhood.
  - C: My neighborhood has many pretty trees.
  - D: We like neighborhood icecream.
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**Q: 4 WordPhrase:** brave **WordPhraseTier:** 3

**Question:** The author in our story says "That's my brave brother". What does the word "brave" mean in this sentence?

- A: Being small
- B: Being mean
- C: Being kind
- D: Showing courage

**Question:** Which on of the sentences below uses the word "brave" correctly?

- A: I can brave my hair.
  - B: The brave man went into the house fire and saved their cat.
  - C: There are brave colors.
  - D: We can brave our hands.
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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 - Why does Mr. James know all the rules?

Why does Mr. James know all the rules? Is he head of the block club and what does this mean?

### 2 - Who wants to live on a safe block in this story?

Who wants to live on a safe block in this story and why would you want to live on a safe block?

### 3 - They didn't know the rules of the block....

The Robinson's didn't know the rules of the block, so how can Mr. James help the Robinson's know the rules of the block?

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Task 3: Writing Activity

**Instructions:** You are to write and post here 500 words essay on .... Make sure to provide specific examples.  
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