



A Lesson on My Painting by Jose Azcona Meza

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, Discussion, Vocabulary, My Painting

Lesson Description: The purpose of this activity is to have students read a text and analyze its content based on the skills learned throughout the year. Students will be writing their ideas as they respond to several questions based on the story "My Painting". They will also analyze words in context used in the story and explain their definition.

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.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

CCSS.ELA-Literacy.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

My Painting

by

Content: I wanted to show people how I felt about my new country. My family had moved here 5 years ago when I was just 7 years old. When we came I did not know any English.

Everything was new and I was surprised every day. I had lived in a remote village far from the city. Now I was living in a city where there were so many people.

We would take the elevated train downtown. There we saw buildings that noted architects had designed. These architects were so famous that people all over the world knew their names. But I had never heard of them before. I looked up and was astonished at how high the buildings were.

I went to a school that was bigger than my whole village. More than 1,000 students go to the school. I remember my first day. The principal was friendly. So was the teacher. But I was mystified. I could not understand what the teacher and students were saying. Then another student came up to me during lunch. She said hello in Russian. I was so glad.

The teacher asked her to sit next to me for the rest of the school year and help me understand what they were saying.

She was my official translator. But I wanted to learn English. So every day after school we would go to my home. She would help me learn

English. To reciprocate, my mother would cook her family dinner. Once a week they would come to dinner. We would try hard to learn English, so instead of Russian everyone would talk in English.

Now I have learned English, and I have learned a lot about the United States. I will put some symbols in my painting that show how I feel about this land. It is a land of helpful people. It is a land of many heritages. It is a land of collaboration. People here work together to help each other make progress. I'm thinking of putting a flag on the background and then putting people holding hands in the foreground. I'll make a sketch first and then will paint it.

Making a painting is a lot like writing an essay. First you think of the idea you want to express. Then you think of ways to communicate that idea. I think my painting will be a great way to tell people how I feel about my new homeland.

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: Remote **WordPhraseTier:** 2

Question: I had lived in a remote village far from the city. What does the word "remote" mean in the sentence?

- A: Far away
- B: Close by
- C: Near
- D: Artistic

Question: Which sentence uses the word "remote" correctly.

- A: The artist used a remote technique to paint his masterpiece.
 - B: Lisa's remote house was located conveniently around the city.
 - C: The scientist traveled to the remote jungles of Brazil.
 - D: The remote store was surrounded by different other kinds of shops.
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Q: 2 WordPhrase: Official **WordPhraseTier:** 2

Question: "She was my official translator." What does the word "official" mean in this sentence?

- A: Approved by someone in authority
- B: Holding a position of authority to make decisions
- C: A referee
- D: Holding a position in a government

Question: Which sentence refers to the word "official" the same way as the text?

- A: The official visited the embassy to deliver the good news.
 - B: An official had to intervene to solve the problem with the players.
 - C: As an official, the school's principal led the ceremony this morning.
 - D: The official grades will be posted tonight.
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Q: 3 WordPhrase: Noted **WordPhraseTier:** 3

Question: There we saw buildings that noted architects had designed. What does the word "noted" mean in this sentence?

- A: well-known
- B: various
- C: local
- D: unknown

Question: Which sentence DOES NOT use the word "noted" correctly?

- A: The noted fashion photographer judged the contestants.
 - B: Paris is a noted city in France.
 - C: Many people were unfamiliar with the noted painting.
 - D: "Romeo and Juliet" was a noted play written by William Shakespeare
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Q: 4 WordPhrase: Mystified **WordPhraseTier:** 3

Question: I remember my first day. The principal was friendly. So was the teacher. But I was mystified. The word mystified is most like to mean:

- A: Amazed
- B: Confused
- C: Happy
- D: Upset

Question: Which of the following sentences MOST LIKELY uses the word "mystified" correctly?

- A: The teacher was mystified by the student's terrible behavior.
 - B: Anna was mystified after her family trip to the zoo for her birthday.
 - C: After studying hard, Lee was mystified after he got a passing score on his test.
 - D: The lawyers were mystified by the jury's decision.
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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 - New In Town

The main character described what happened when she moved to a new town and the challenges faced. Using details from the story, describe her feelings and how would you react in a similar situation.

2 - Painting

The main character wanted to create a painting. Why was this so important for her? What was she trying to express in it? Use details in the story to support your answer.

3 - Points of View

Explain the point of view this story is told. Use details to explain your answer.

4 - Kind People

In the story, the main character felt surrounded by kind people who helped her adapt to the new place. What do you think would've happened if the people weren't so supportive?

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Task 3: Writing Activity

Instructions: The main character needed the assistance of a translator assigned by the teacher; this changed the character's experience. If you were to be someone's translator, what would you do to help this person?to make his or her experience more pleasant? Describe the ways and things you would do to help the person. Write two paragraphs with three to five sentences in each. Remember to use correct punctuation marks and proper grammar.

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