

Grade 3 Advanced/Gifted and Talented (GT) English Language Arts
The Concept of Change
 UNIT CALENDAR

Week 1 Essential Questions: Why is change a necessary part of life? What causes people to invent?		
<p>Lesson 1: 2 Days The Concept of Change Students use the universal concept of change as a framework to identify and understand important ideas and messages in <i>The Borrowers</i> by Mary Norton. Students trace the development of the concept in order to create a product that summarizes the text, identifies and explains themes, and makes connections to the concept. CCSS: RL3.1, RL3.3, W4.9, SL3.1, SL3.1.a</p>	<p>Lesson 2: 1-2 Days Who Are Inventors and How Do They Invent? Students revisit Chapter Two of <i>The Borrowers</i> in order to determine how they created new uses for the objects they borrowed. Students read articles, visit websites, and watch videos of how people use innovation and creativity to invent new products. They use the information they gain from their research on this topic to explain how the characters in <i>The Borrowers</i> are like the inventors they read about. CCSS: RL3.1, RL3.7 RI3.2, RI3.5, W3.7, W3.8, W3.10, SL3.1</p>	<p>Lesson 3: 1 Day Developing A Taste For Writing: The Borrowers List Menu of Writing Tasks Students choose and complete writing tasks from a list menu based on the novel <i>The Borrowers</i> by Mary Norton. Each of the tasks is allotted a different point value based upon the level of rigor and amount of necessary completion time. The menu option provides a variety of ways for students to demonstrate their understanding of the text. Note: The tasks are to be completed over the course of the unit. CCSS: RL3.3, RL3.4, RL4.1, W3.1, W3.1.a, W3.1.b, W3.1.c, W3.1.d, W3.3.a, W3.6, W3.10, SL4.5, L3.2, L3.3</p>
Week 2 Essential Questions: How does the author’s use of vocabulary influence our understanding of the text? How does point of view affect the reader’s perception of events in a story? How do writers create a turning point in a story?		



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<p>Lesson 4: 1-2 Days Vocabulary Web Students complete a vocabulary web in order to determine or clarify the meaning of unknown words in the book <i>The Borrowers</i>. It is suggested that the <i>Vocabulary Web</i> be completed on a weekly basis in cooperative groups, using the identified vocabulary for each chapter read. CCSS: RL3.1, RL3.2, RI5.4, W3.8, W3.10, SL3.1, L5.4.a</p>	<p>Lesson 5: 1-2 Days Close Read of Chapter Nine Students engage in a close reading of Chapter Nine of <i>The Borrowers</i>. They answer text dependent questions in order to gain an understanding of how the events of this chapter act as a turning point in the story. CCSS: RL3.1, RL3.2, RL3.3, RL4.1, W4.1, SL4.1</p>	<p>Lesson 6: 2 Days Determining Point of View Students learn the difference between first and third person narratives in order to understand how a narrative’s point of view influences how events in a story are perceived. They apply their understanding of this concept by rewriting one of the chapters from <i>The Borrowers</i> using an alternate point of view (first person). CCSS: RL4.6, RL5.6, RL3.3, W4.3, W4.6, SL4.1</p>
<p>Week 3 Essential Questions: What causes change to happen? What motivates characters in a story to change? When is change necessary? How does change lead to innovation/invention?</p>		
<p>Lesson 7: 1 Day Innovation Strategy Students are introduced to the brainstorming technique SCAMPER in order to generate ideas for their final project. The summative assessment for the unit is shared with the students at the end of the lesson. CCSS: W4.10, SL4.1</p>	<p>Lesson 8: 1 Day Character Motivation Students examine how characters in a story are motivated to change, and how that change affects the events that take place in a story. CCSS: RL3.3, W4.4, SL4.1</p>	<p>Lesson 9: 5-6 Days The Borrowers Performance Task Students will create a product that makes connections to the concept of change by building an “invention” made out of found objects in response to a need or want as demonstrated by one of the main characters: Arietty, Pod, or Homily. They will also create a presentation to explain how they used the invention process to change the original use of their found objects into something new and useful for the Borrowers.</p>



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Week 4 Essential Questions: When is change necessary? How does change lead to innovation/invention?	
As part of the summative performance task, students: <ul style="list-style-type: none">• Demonstrate their understanding of the invention process as it relates to their own invention.• Make logical inferences from the text and cite specific textual evidence to support conclusions drawn from the text.• Explain how the concept of change is reflected in their use of “borrowed” materials in order to create something new.• Complete writing tasks using evidence gained from the text and personal experience.	Final project and presentations

