

Crawfordsville Community Schools
Course Description

Adaptation
Grade 3 - High Ability

MASTER 4/3/2023

NARRATIVE DESCRIPTION

The third-grade high-ability student in language arts, exploring the theme of adaptation, will discover that literature portrays ways in which people seek solutions to meet their needs, ways in which nature and environment affect life, and ways in which culture has resulted in change and adaptation.

The high-ability student will explore various genres including excerpts from children's literature, plays, myths, science fiction, newspaper accounts, animal stories, and Japanese literature. Each unit will be taught on a nine-week unit plan.

The student will interview authors, attend and create plays, propose alternate solutions, plan a festival, and produce original writing---all designed to illustrate the theme of adaptation. Products such as charts, games, plays, bulletin boards, books, and a Peace Festival will evolve.

The third-grade high-ability student will read a variety of selections from Junior Great Books such as *Thank You Ma'am* by Langston Hughes, listen to his poetry read to them by their teacher, and participate in a Socratic discussion comparing Langston Hughes's writing with another author such as Roald Dahl.

Students will utilize and study *Storyworks*, a Scholastic literary magazine, learning about text evidence, interpreting text, author's purpose, problems and solutions, comparing and contrasting, and explanatory writing while reading excellent examples of nonfiction writing.

Students in high-ability 3rd grade will be introduced to and study *The Music of the Hemispheres*, a collected anthology of poetry by Michael Clay Thompson, in which the author endeavors to find ways to reveal the reality of poem power by giving students a closeup view of what goes on in a poet's thought.

Students in third-grade high ability will participate in a daily discussion about writing and learn strategies, such as the RACE strategy, that teaches them to restate a question, answer all parts of a question, give evidence from the text to support their answer, and explain how their evidence supports the answer. Additional instruction will use Michael Clay Thompson's *Grammar Town, Practice Town, Paragraph Town*, and the MacMillan language arts text. The students will practice grammar skills learned by completing and being evaluated on weekly oral language exercises. The Loops Cursive Writing Program and other exercises in writing will be used to further develop handwriting skills.

High Ability third graders will participate in an intensive study of Greek stems and classic vocabulary from Michael Clay Thompson's, *Caesar's English Level II*. They will learn that there are ancient words inside our modern words, and this gives them a greater understanding of language and its evolution.

Early in the school year, the High Ability student will be pretested to determine the student's spelling level. Individual or small group instruction will be planned at appropriate levels. Compacting words from the Scott Foresman series plus a selection of enrichment words will serve as sources for word selection.

The High Ability student in third grade will study the country of Japan in units constructed by the teacher. The culture of Japan will be examined through Japanese Video Letters from Japan, that give little peeks at what daily life is like for children of another culture which allows for great discussion as we compare and contrast our own lives and those of Japanese children in the context of our respective countries and cultural norms that have been introduced in the Video Letters. Students will also be introduced to Japanese folktales, haiku, plays, etc.

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The third-grade high-ability student in language arts will explore a variety of literature including excerpts from novels, newspapers, plays, and myths to discover that authors portray ways in which people have sought solutions to meet their unique needs. The student will develop visual and oral products such as bulletin board displays, charts, plays, and individual or class books.

The third-grade high-ability student in language arts will read and analyze both fictional and nonfictional literature to discover that authors portray animal adaptations in nature and the environment. The student will produce games, charts, and/or individual projects based on the materials read.

The third-grade high-ability student in language arts will examine a variety of Japanese literature to discover that authors portray the role of cultural interaction in change and adaptation. The student will help develop a bulletin board incorporating his/her haiku, origami, and other forms of art reflecting Japanese culture and heritage. A Peace Day Observance will be planned.

COURSE CONCEPTS

People seek solutions to meet their unique needs.

Animal adaptation is portrayed in both fiction and non-fiction.

Cultural interaction results in change and adaptation.

UNITS

THEMES

Tomorrow's Adaptation

Adapting to Mysteries of the Universe

Adapting To Heritage and Culture

Animals Adapt

Exploring Adaptation

LENGTH OF TIME

9 weeks

4 1/2 weeks

4 1/2 weeks

9 weeks

9 weeks

EVALUATION

Visual and oral products such as bulletin boards displays, charts, plays, and individual or class books portraying ways in which people have sought solutions to meet their basic needs, will be evaluated by the students, the teacher, and/or the media specialist using criteria developed by the class and teacher.

Games, charts, and/or individual projects depicting ways in which authors portray animal adaptation will be evaluated by peers using teacher or class-developed criteria.

The bulletin board reflecting Japanese cultural changes and adaptations and the Peace Day Observance will be evaluated by the teacher and/or media specialist using professional judgment.

SELECTED RESOURCES

Teacher Resources

Junior Great Books. Series 4, Semesters 1 and 2. Teacher's Edition. Chicago: The Great Books Foundation, 1992.

Scott Foresman Spelling. Glenview IL: 1988.

Thompson, Michael Clay. *The Music of the Hemispheres*. NY: Royal Fireworks Press, 2004.
A child's introduction to poetry.

Thompson, Michael Clay. *Caesar's English*. Unionville, NY: Royal Fireworks Press, 2001.
Classic vocabulary and Greek stems.

Thompson, Michael Clay. *Grammar Town*. Unionville, NY: Royal Fireworks Press, 2001.

Thompson, Michael Clay. *Paragraph Town*. Unionville, NY: Royal Fireworks Press, 2007.
Reviews parts of speech and sentence structure using Queequack and Fishmeal to capture young children's attention to teach them the components of excellent paragraph composition.

Thompson, Michael Clay. *Practice Town*, Unionville, NY: Royal Fireworks Press, 2007.
100 four-level analysis practice sentences

Student Resources

Junior Great Books. Series 4, Semesters 1 and 2. Work journals. Chicago: The Great Books Foundation, 1992.

Storyworks. Jefferson City, MO: Scholastic, Inc., 2009.
Current periodical published six times during the school year featuring fiction, and non-fiction selections with accompanying writing and grammar activities.

Thompson, Michael Clay. *Paragraph Town*. Student manual. Unionville, NY: Royal Fireworks Press, 2007.
Reviews parts of speech and sentence structure using Queequack and Fishmeal to capture young children's attention to teach them the components of excellent paragraph composition.

Thompson, Michael Clay. *Practice Town*. Student manual Unionville, NY: Royal Fireworks Press, 2007.
100 four-level analysis practice sentences

STATE STANDARDS ELA 3

RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS - Develop, build, and apply knowledge of foundational reading skills

- 3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.

RF.2: PRINT CONCEPTS - Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories.

- 3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.

- 3.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.

RF.3: PHONOLOGICAL AWARENESS

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

- 3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.

RF.4: PHONICS - Decode and read words by applying phonics and word analysis skills

- 3.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- 3.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.
- 3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- 3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- 3.RF.4.6: Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not= won't) and possessives (e.g., children's, Dennis's).

RF.5: FLUENCY - Demonstrate accuracy and fluency when reading

- 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

RL.1: LEARNING OUTCOME FOR READING LITERATURE - Read and comprehend a variety of literature independently and proficiently

- 3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

RL.2: KEY IDEAS AND TEXTUAL SUPPORT - Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

- **3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.**
- **3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.**
- 3.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.

RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

- 3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- 3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.

RL.4: CONNECTION OF IDEAS - Build comprehension and appreciation of literary elements and themes and analyze how sensory tools impact meaning

- 3.RL.4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.4.2: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RN.1: LEARNING OUTCOME FOR READING NONFICTION - Read and comprehend a variety of nonfiction independently and proficiently

- 3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

RN.2: KEY IDEAS AND TEXTUAL SUPPORT - Extract and conduct meaning from nonfiction texts using a range of comprehension skills

- **3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

- **3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea**
- 3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

RN.3: FEATURES AND STRUCTURES - Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

- 3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.**
- 3.RN.3.3: Distinguish one's own perspective from that of the author of the text.

RN.4: CONNECTION OF IDEAS - Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

- 3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text
- **3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.**
- 3.RN.4.3: Standard begins at sixth grade.

RV.1: LEARNING OUTCOMES FOR READING VOCABULARY - Build and apply vocabulary using various strategies and sources

- 3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.

RV.2: VOCABULARY BUILDING - Use strategies to determine and clarify words and understand their relationship

- **3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.**
- 3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
- 3.RV.2.3: Standard begins at sixth grade.
- 3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- 3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS - Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meaning of words and their uses

- 3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- 3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RV.3.3: *Recognize and understand the meanings of idioms in context.***

W.1: LEARNING OUTCOME FOR WRITING - Write effectively for a variety of tasks, purposes, and audiences

- 3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

W.2: HANDWRITING - Demonstrate the ability to write legibly

- 3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
- 3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: WRITING GENRES - Develop writing skills by writing for different purposes and to specific audiences or people

- **3.W.3.1: *Write persuasive compositions in a variety of forms that:***
 - *a. State the opinion in an introductory statement or section.*
 - *b. Support the opinion with reasons in an organized way.*
 - *c. Connect opinion and reasons using words and phrases.*
 - *d. Provide a concluding statement or section.*
- **3.W.3.2: *Write informative compositions on a variety of topics that:***
 - *State the topic, develop a main idea for the introductory paragraph, and group related information together.*
 - *Develop the topic with facts and details.*
 - *Connect ideas within categories of information using words and phrases.*
 - *Use text features (e.g., pictures, graphics) when useful to aid comprehension.*
 - *Provide a concluding statement or section.*
- **3.W.3.3: *Write narrative compositions in a variety of forms that:***
 - *Establish an introduction (e.g., situation, narrator, characters).*
 - *Include specific descriptive details and clear event sequences.*
 - *Include dialogue.*
 - *Connect ideas and events using introduction and transition words.*
 - *Provide an ending.*

W.4: THE WRITING PROCESS - Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others

- **3.W.4: Apply the writing process to –**
 - **Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).**
 - **Use available technology to produce and publish legible documents.**

W.5: THE RESEARCH PROCESS - Build knowledge about the research process and the topic under study by conducting short research

- **3.W.5: Conduct short research on a topic.**
 - **Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).**
 - **Locate information in reference texts, electronic resources, or through interviews.**
 - **Recognize that some sources may be more reliable than others.**
 - **Record relevant information in their own words.**
 - **Present the information, choosing from a variety of formats.**

W.6: CONVENTIONS OF STANDARD ENGLISH - Demonstrate command of the conventions of standard English

- **3.W.6.1: Demonstrate command of English grammar and usage, focusing on:**
- **3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).**
- **3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.**
- **3.W.6.1c: Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.**
- **3.W.6.1d: Prepositions – Standard begins at fourth grade.**
- **3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).**
- **3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
- **3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.**
- **3.W.6.2b: Punctuation**
 - **Correctly using apostrophes to form contractions and singular and plural possessives.**

- Using quotation marks to mark direct speech.
- Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).
- 3.W.6.2.c: Spelling
 - Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING - Develop and apply effective communication skills through speaking and active listening

- 3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

SL.2: DISCUSSION AND COLLABORATION - Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

- 3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly
- 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.
- 3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.
- 3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- 3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.

SL.3: COMPREHENSION - Develop and apply active listening and interpretation skills using various strategies

- 3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- 3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS - Develop and apply the skills to communicate ideas effectively in a variety of situations

- 3.SL.4.1: Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

- 3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- 3.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.

ML.1: LEARNING OUTCOME FOR MEDIA LITERACY - Develop an understanding of media and the roles and purposes of media

- 3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

ML.2: MEDIA LITERACY - Recognize the purpose of media and the ways in which media can have influences

- 3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
- 3.ML.2.2: Standard begins in fifth grade.

**Crawfordsville Community Schools
Skeletal Unit Plan**

**3/7/2023
3 HA ELA**

Unit #1 - Estimated Length: Quarter I

**Tomorrow's Adaptation
High-Ability 3rd Grade**

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The third-grade high-ability student in language arts, after reading selected science fiction books, will analyze in class discussions the creativity exhibited by the science fiction authors.

The third-grade high-ability student in language arts will examine during class discussion selected science fiction authors' views of future adaptations.

The third-grade high-ability student in language arts will work with a small group of students, fantasize about the future, and write a science fiction adventure.

MAJOR CONCEPTS

Science fiction stories evolve as a result of people's creativity.

Science fiction often deals with future adaptations.

Science fiction stretches one's own ability to adapt beyond reality.

CONTENT OUTLINE

- I. The science fiction writer uses his/her imagination and constructs a future world in which man will adapt in order to survive.
 - A. The writer uses detailed descriptions that the readers accept, making the story believable.
 - B. The writer tries to detail the interaction of science on every aspect of survival.
- II. Science fiction is based on scientific fact or scientific possibilities that have not yet been proven.
 - A. The possibility may be proven in the future.
 - B. Madeleine L'Engle, for example, wrote of tesseracts.
- III. Science fiction aids the reader in developing imagination, speculation, and flexibility in thinking.
 - A. *A Wrinkle in Time*, a science fiction classic, is a thought-provoking story of two children on a search for their missing father, a scientist.
 - B. *The Green Book* accounts the exodus of a group of people from the dying planet Earth.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

Introductory Activities

View a segment of a video, such as *A Wrinkle in Time*, and take part in a class discussion eliciting the elements of science fiction. (3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5,)

Actively listen to your teacher read a science fiction selection, such as Chris Van Allsburg's *Zathura* then have a class discussion about the elements of Science Fiction found in this book. (3.RL.1, **3.RL.2.2**, 3.RL.2.3, 3.RL.2.4, **3.RL.2.1**, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.4.1)

Brainstorm and research a list of things in our modern society that could have appeared in science fiction selections of the past that you are familiar with, such as *The Green Book*, and then write a narrative essay about how science fiction often becomes a modern day reality. (**3.W.3.1**, **3.W.3.2**, **3.W.3.3**, **3.W.4**, **3.W.5**)

Developmental Activities

Compare and research the elements of science fiction in Isaac Asimov's *I, Robot* to a modern science fiction film such as *Zathura*. Make a bulletin board display depicting possible future topics for science fiction. (3.RL.1, **3.RL.2.1**, 3.RL.4.2, 3.RN.2.3, 3.W.1)

Write a literary critique or book review for *The Green Book*. Include a brief summary of the book and your opinions on the strengths and weaknesses of the plot, characters, and writing style. Tell whether or not you would recommend this book to other readers. (3.W.1, **3.W.3.1**,

3.W.3.2, 3.W.3.3, 3.W.4, 3.W.6.1a, 3.W.6.1b, 3.W.6.1c, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b, 3.W.6.2c)

Write a present-day science fiction story and develop it as a PowerPoint presentation. (3.ML.1, 3.ML.2.1)

From a selected science fiction story, differentiate the science from the fiction. Justify your choices in a class discussion. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.2)

Read science fiction stories from a classroom collection. For each story, list 3-5 new words and write definitions that fit the context of the story. Write three thought-provoking questions suitable to ask your classmates. Write 3-5 sentences commenting on your reaction to the story. (2.RL.2.1, **3.RL.2.2**, 3.RL.3.2, 3.RN.1, **3.RN.2.1**, 3.RN.3.1, **3.RN.3.3**, 3.RN.4.2, 3.RV.1, **3.RV.2.1**, 3.RV.2.2, 3.RV.2.4, 3.RV.2.5, 3.RV.3.1)

Role-play a character from a science fiction story. Submit to an interview from other classmates who have read the same story. (3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Using a science fiction word or book title, write acrostic poetry. In acrostic poetry, the title or word is written vertically, letter by letter. Each letter is used to construct a phrase or sentence which describes the topic. (3.RF.4.4, 3.RF.4.5, 3.RL.1, 3.RV.2.2, 3.RV.2.4, 3.RV.2.5, 3.RV.3.2, **3.RV.3.3**, 3.W.1, **3.W.6.1c**, 3.SL.3.1, 3.SL.4.3, 3.ML.1)

Culminating Activities

Take part in a class discussion examining science fiction authors' creativity and their views of the future. Nominate an author whose ideas are "most likely to succeed." (3.RL.1, 3.RL.2.1, 3.RL.3.1, 3.RL.3.2, 3.RL.4.1, 3.RL.4.2, **3.RN.2.1**, **3.RN.2.2**, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.1, 3.RV.3.1)

Take part in a Future's Day. Dress as a futuristic citizen. Present your group's science fiction adventure. (3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.2.1)

Work together as a class to generate a chart comparing the story elements used by science fiction writers and authors of other types of literature studied during the year. (3.RL.1, 3.RN.1, **3.RN.3.3**, 3.RN.4.2, 3.RV.1, 3.RV.3.1, 3.W.2.1, **3.W.3.1**, **3.W.3.2**, **3.W.4**, 3.W.6.1, 3.W.6.2, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

EVALUATION

Class discussions analyzing the creativity exhibited by science fiction authors will be evaluated by the teacher using professional judgment.

Class discussions examining science fiction authors' view of the future will be evaluated by the teacher using professional judgment.

The science fiction adventure composed by students and presented in a "Futures Day" will be evaluated by the students using criteria developed by the students and teacher.

SELECTED RESOURCES

Teacher Resources

Asimov, Isaac. *I, Robot*. New York: Ballantine Books, 1977.

A series of nine stories about robots to be used as a read aloud.

D'Lengle, Madeline. *A Wrinkle in Time*. New York: Farrar, Straus, Giroux Co., 1962.

First in a series, children get caught up in the scientific world while pursuing their missing father.

VanAllsberg, Chris. *Zathura*. Houghton Mifflin Books, 2002

Student Resources

Asimov, Janet and Isaac. *Norby and the Lost Princess*. New York: Walker and Company, 1985.

This is the third book in the series. Norby and Jeff travel unintentionally through interstellar space to the distant planet of Izz where they are forced to join a search for the missing princess.

Asimov, Janet and Isaac. *Norby's Other Secret*. New York: Walker and Company, 1984.

Norby is a robot with anti-gravitational powers. He has a tendency to return to his home planet, Janya. Jeff, Norby's owner, finds ways to protect Norby from unscrupulous scientists.

Asimov, Janet and Isaac. *Package in Hyperspace*. New York: Walker and Company, 1988.

Two space-wrecked children must fend for themselves as they try to reach Merkina.

Walch, J.P. *The Green Book*. New York: Farrar, Straus, Giroux Company, 1982.

Patti and her family must leave Earth bound for another planet. The family must make numerous adaptations in order to survive.

Williams, Jay and Abrashkin, Raymond. *Danny Dunn and the Voice from Space*. New York: McGraw, 1967.

Danny Dunn and his friends have fun with space communications.

**Crawfordsville Community Schools
Skeletal Unit Plans**

**3/7/2023
3 HA ELA**

Unit #2 - Estimated Length: 1st Half of Quarter 2

**Adapting to Mysteries of the Universe
High-Ability 3rd Grade**

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The third-grade high-ability student in language arts will read selected myths and will make inferences in class discussions regarding man's lack of knowledge that led to the development of the myth.

The third-grade high-ability student in language arts will utilize research skills to write a formal paper or a PowerPoint presentation on a topic related to the study of astronomy. After the research, the student will take part in class discussions assessing ways in which knowledge has helped to displace mythical explanations of previously misunderstood phenomena.

The third-grade high-ability student in language arts will examine present-day unexplained phenomena, such as the origins of meteors, asteroids, comets, planetary orbits, planetary alignments, ocean tides, moon phases, black holes, craters, and gravity. The student will create mythical explanations of those or other phenomena.

MAJOR CONCEPTS

When myths originated there were phenomena in nature that were not understood. Modern man has unlocked much of the mystery of myth through scientific and fact based research.

People search for explanations of the mystical, and they still study and treasure the ancient stories and myths that ancient civilizations left behind.

Myths and legends are an early man's/woman's contribution to possible explanations of unexplained phenomena. These stories give us insight and knowledge of the way ancient civilizations explained the mysteries of the universe to themselves and those to follow.

CONTENT OUTLINE

- I. There are phenomena that are not understood.
 - A. Events and conditions in nature have puzzled man.
 - B. Human nature and behavior have perplexed society.
- II. People must search for explanations of phenomena.
 - A. Mythical explanations evolved before scientific theories were established.
 - B. There are still unexplained events in nature and mankind that are given mythical explanations.
- III. Myths and legends emerge as possible explanations.
 - A. The Greek and Roman myths are classical examples of the explanations of phenomena.
 - B. Other cultures, such as Africa and Japan, have traditional myths.
 - C. Each locality, such as a community or a state, has its own folklore.
 - D. Common elements are found in myths.
 1. Characters often have unusual physical characteristics.
 2. Characters often possess unusual powers.
 3. A character's actions may result in offering an explanation for the mythical.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate the curriculum for high-ability students. You may choose from this list or add new and original activities.

Introductory Activities

Invite a local resource person from Wabash College to read or tell myths. Videotape the presentation. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.3.2, **3.RN.2.1**, **3.RN.3.3**, 3.RN.4.1, 3.RV.1, 3.RV.3.1, 3.RV.3.2, 3.SL.1, 3.SL.2.1, 3.SL.2.4, 3.SL.2.5, 3.SL.3.2, 3.ML.1, 3.ML.2.1)

Review the videotaped presentation to analyze the components of myths. Make a list of the elements of myths. (3.RL.1, **3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, **3.RN.2.1**, 3.RN.4.1, **3.W.4**, **3.W.5**, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.SL.4.3, 3.ML.1)

Research the Roman and Greek gods. Make a bulletin board display of the major gods. (3.RN.2.3, 3.RN.3.1, 3.W.5, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.4.1, 3.SL.4.2)

Brainstorm and list present day unexplained phenomena. (3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.4.1, 3.SL.4.2)

Developmental Activities

With a group, investigate myths of a specific culture, such as African, American, Greek, Japanese, or Roman. Meet with other groups to analyze similarities and differences found in myths from different cultures. (3.RL.1, 3.RL.2.1, 3.RL.2.2, 3.RL.2.3, 3.RL.3.2, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.3.1, **3.RV.2.1**, 3.RV.2.4, 3.RV.3.1, **3.W.5**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.4.1, 3.SL.4.2, **3.W.5**, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.4.1, 3.SL.4.2)

Research Greek monsters and create a visual display using google classroom. (**3.W.5**, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Select a myth. Write a scientific explanation for the myth. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, 3.W.1, **3.W.3.2**, **3.W.3.3**, **3.W.4**, **3.W.5**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**, 3.SL.3.1)

Listen to students from the high school ninth-grade literature class as they share their original myths. Use a checklist to analyze the elements of myths incorporated in the students' original works. (**3.RL.2.2**, 3.RL.2.3, **3.RN.2.1**, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1)

View cartoon take-off on myths. Write a critique of the cartoon supporting your viewpoint that the cartoon version was either superior or inferior to the original version. (**3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, **3.RN.2.1**, **3.RN.3.3**, 3.RN.4.2, 3.W.1, **3.W.3.1**, **3.W.4**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**)

Explore Japanese myths and/or multicultural legends. Compare and contrast them with the classical myths in a discussion with peers and teachers. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, 3.RL.4.2, **3.RN.2.1**, **3.RN.3.3**, 3.RN.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.4.1)

Select a character from a myth. Rewrite the myth from a present day viewpoint. (3.RL.1, **3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, **3.RN.2.1**, **3.RN.3.3**, 3.RN.4.2, 3.W.1, **3.W.3.3**, **3.W.4**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**, 3.SL.3.1)

Share an original myth with younger students employing good storytelling techniques and a visual aid such as a story bag, story basket, finger puppets, or a flannel board. (**3.RL.2.2**, 3.RL.2.3, 3.RL.3.1, **3.RN.2.2**, 3.W.1, **3.W.3.3**, **3.W.4**, 3.SL.4.1)

Select a topic related to the third-grade astronomy unit and write a research paper or create a *PowerPoint* presentation. Incorporate the skills of locating information, taking notes, organizing information, writing the report, and documenting the sources. 3.W.1, **3.W.4, 3.W.5**, 3.W.6.1, **3.W.6.1a, 3.W.6.1b, 3.W.6.1c, 3.W.6.1e**, 3.W.6.2, **3.W.6.2a, 3.W.6.2b, 3.W.6.2c**, 3.SL.2.2, 3.SL.2.3, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Culminating Activities

Write an original myth creating an explanation for present-day mystifying phenomena. (3.W.1, **3.W.3.2, 3.W.3.3, 3.W.4, 3.W.5**, 3.W.6.1, **3.W.6.1a, 3.W.6.1b, 3.W.6.1c, 3.W.6.1e**, 3.W.6.2, **3.W.6.2a, 3.W.6.2b, 3.W.6.2c**)

Make a class publication of the composed research papers or *PowerPoints*. (3.ML.1, 3.ML.2.1)

Prepare a visual presentation of your myth. Develop a product such as a diorama, PowerPoint, video, or storyboard. (3.ML.1, 3.ML.2.1)

Take part in a class discussion assessing ways in which knowledge has helped to displace mythical explanations of misunderstood phenomena. (3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Create a “Guess Who?” game using Greek myth characters. (3.ML.1, 3.ML.2.1)

EVALUATION

Class discussions in which students make inferences regarding man’s development of myths will be evaluated by the teacher using professional judgment.

Research papers and/or PowerPoint presentations on astronomy-related topics will be evaluated by the teacher using professional judgment. The ensuing class discussions assessing ways in which knowledge has helped displace mythical explanations of previously misunderstood phenomena will be evaluated by the teacher using professional judgment.

Student-created myths examining present-day phenomena will be evaluated by fellow students using teacher-student-developed criteria.

SELECTED RESOURCES

Teacher Resources

Ancient Civilizations for Children: Ancient Greece. Schlessinger Media, A Division of Library Video Company, 2002.

D’Aulaires, I and E. *D’Aulaires’ Book of Greek Myths*. New York: Doubleday, 1962.

The origin of Greek gods is explained, and it contains an illustrated Greek god family tree.

Exploring Myths and Legends. Literature and Writing Workshop. New York: Scholastic, 1992.

Comparative book of Greek mythology with Native American and early American legends.

Student Resources

Literature Pockets Greek and Roman Myths. Monterey, CA: Evan-Moor, 2002

Osborne, Mary Pope. *Tales from the Odyssey.* Books One-Six. New York: Hyperion Books for Children, 2002.

**Crawfordsville Community Schools
Skeletal Unit Plans**

3-2023

**Language Arts
Unit 3 (2nd Half Quarter 2)**

**Adapting to Heritage and Culture
Grade 3 - High Ability**

Differentiated District-Wide Goals

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

Differentiated Learner Objectives

The third grade high ability student in language arts will read *Sadako and the Thousand Paper Cranes*, a historical fiction novel, and will devise a plan for a Peace Day Observance.

The third grade high ability student in language arts will read Japanese folktales and relate them to similar folktales from America and/or other countries. The student will select a pair of similar folktales and prepare an oral presentation comparing the two.

The third grade high ability student in language arts will examine Japanese literature to identify or recognize examples of Japanese heritage and culture and will make illustrations that exemplify Japanese heritage and culture.

Major Concepts

Historical events are portrayed in literature.

Folktales evolve in all cultures.

Heritage and culture are reflected in literature.

Content Outline

I. Historical events are portrayed in literature

A. *Sadako and the Thousand Paper Cranes* is an example of history-based literature.

B. The reader must be able to read critically in order to differentiate the fictitious and historical elements of a literary work.

II. Folktales evolve in all cultures.

A. Folktales are stories that have been passed from generation to generation in an oral tradition.

B. In recent times, folktales have been transcribed to preserve them for the future.

C. Examples of Japanese folktales are *The Crane Maiden*, *The Bamboo Maiden*, and *The Sea Turtle*.

III. Heritage and culture are reflected in literature.

A. *Cool Melons Turn into Frogs* is an example of a story that gives insight into Japanese heritage and the culture and evolution of Haiku, a popular form of Japanese poetry.

B. A study of illustrations in Japanese books enables one to draw conclusions about their heritage and culture.

Differentiated Activities

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

Introductory Activities

Listen to *KidsWeb Japan* and read Japanese folktales. Write a summary of your favorite tale. (3.RL.1, 3.RL.2.1, **3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, **3.RN.2.2**, 3.RV.1, 3.W.1, **3.W.3.2**, **3.W.4**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**)

On Internet access, view Japanese children's television shows (with Japanese dialogue). Interpret the story in a class discussion. (**3.RL.2.2**, 3.RL.2.3, 3.RL.3.2, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.ML.1, 3.ML.2.1)

Compare Japanese folktales to their American counterparts. List story elements common to Japanese and American stories. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.4.2, 3.RV.1, **3.RV.2.1**, 3.RV.3.)

Examine examples of Japanese storybooks, written in Japanese. Infer the plot by studying the illustrations. Share your inferences with your class. Invite a Japanese resource person from the community to interpret the stories and to evaluate your inferences.

Developmental Activities

Read *The Man with the Wen* and *The Enchanted Sticks* (JGB). Read *The Water-Horse of Barra*, (JGB) an example of Scottish folklore, and compare and contrast to the Japanese folktales. Write the accompanying assignment from the Interpreting, Reading, Writing, and Discussion in the JGB Journal. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, 3.RL.4.1, 3.RN.4.2, 3.RV.3.1, 3.W.1)

Read *Sadako and the Thousand Paper Cranes*. Develop a class chart listing categories such as food, customs, and religion. Reference examples as you read. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.3.1, **3.RN.2.1**, **3.RN.2.2**, **3.RN.3.1**, 3.RN.4.2, 3.RV.2.2, 3.RV.2.5, 3.W.1, **3.W.4**, **3.W.5**, **3.W.6.2c**, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.4.1)

After reading *Sadako*, take part in group discussions assessing the effects of Hiroshima on Japanese people and make inferences about the adaptations they were forced to make. 3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.1, 3.RN.2.3, 3.RN.3.1, 3.RV.1, 3.RV.2.5, 3.RV.3.1, **3.RV.3.3**, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Read *The Crane Maiden*, a Japanese folktale, and list the elements that characterize this story as a folktale. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, 3.RN.1, **3.RN.2.1**, 3.RV.3.1, 3.W.1, 3.W.3.2, **3.W.4**, **3.W.5**, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Work in a group reading Japanese folktales from a selected list and find their counterparts from America or other countries. Share the two tales with your class. (3.RL.1, **3.RL.2.2**, 3.RL.2.3, 3.RL.4.2, 3.RN.3.1, 3.RN.4.2, 3.RV.3.1, 3.RV.3.3, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Read folktales from the selected reading list. Classify the stories according to the characters used in the tales. In a small group discussion, try to reach a conclusion as to whether or not the Japanese folktales have developed around common elements. (3.RL.1, **3.RL.2.1**, **3.RL.2.2**, 3.RL.2.3, **3.RN.2.1**, 3.RN.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.4.1, 3.ML.1, 3.ML.2.1)

Survey illustrations in a collection of Japanese folktales. Select one that appeals to you. Support your opinion in an oral or written report. (**3.RL.2.2**, 3.RL.4.1, 3.RL.4.2, 3.RN.3.1, **3.RV.2.1**, 3.W.1, **3.W.3.1**, **3.W.3.3**, **3.W.4**, **3.W.5**)

Listen to your teacher read *Cool Melons Turn Into Frogs*. Discuss the elements of haiku. Analyze the poetry to discover the themes and patterns used in haiku. Construct a written plan for composing haiku. 3.RV.3.1, 3.RV.3.2, 3.W.1, 3.SL.1, 3.SL.2.4, 3.SL.4.3, **3.W.3.3**, **3.W.4**, 3.W.6.1, **3.W.6.1e**, **3.W.6.2**, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**)

Write haiku poetry. (**3.W.4, 3.W.6.1a, 3.W.6.1b, 3.W.6.1c, 3.W.6.2c**, 3.SL.1, 3.SL.2.1)

Give an oral report on one of the following Japanese topics: festivals and holidays, foods, art, poetry, religion, clothing, theater, tea ceremony, sports, transportation. (**3.W.5**, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.5, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Participate in an author study of Langston Hughes, using JGB and the Internet. Read *Thank you, M'am* (JGB) and discuss with classmates. Write an evaluative essay. (**3.RL.1, 3.RL.2.1, 3.RL.2.3, 3.RL.3.2, 3.RL.4.1, 3.RL.4.2, 3.RN.2.1, 3.RN.2.3, 3.RN.3.2, 3.RN.3.3, 3.RN.4.1, 3.RN.4.2, 3.RV.3.1, 3.W.1, 3.W.3.3, 3.W.4, 3.W.5, 3.W.6.1, 3.W.6.1a, 3.W.6.1b, 3.W.6.1c, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b, 3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.3.1, 3.SL.3.2, 3.ML.1)

After viewing *Video Letters from Japan*, compare school life in Japan to school life in the United States. (3.RN.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Culminating Activities

Develop a class anthology of original haiku. Include origami, sumi-e, and other forms of Japanese art. (**3.W.4, 3.W.6.1a., 3.W.6.1b, 3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.ML.1, 3.ML.2.1)

Perform *The Crane Maiden* for an audience of parents or peers. (**3.RL.2.2**, 3.RL.2.3, 3.RL.3.1, 3.RL.4.1, 3.RV.2.2, 3.RV.3.1, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Plan and take part in a Peace Day Observance commemorating Sadako and others who lost their lives as a result of Hiroshima. (3.RL.1, 3.RL.2.3, 3.SL.3.2, 3.RL.4.1, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Take part in a feast of Japanese foods and discuss examples of Japanese heritage and culture in the stories you have read. (3.RL.1, 3.RL.2.2, 3.RL.2.3, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.3.2, 3.ML.1, 3.ML.2.1)

Design and construct a model of a Japanese home incorporating traditional Japanese furnishings. (**3.RL.2.2**, 3.RL.4.1, 3.RN.2.3, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.4.3, 3.ML.1, 3.ML.2.1)

Evaluation

The Peace Day Observance planned after reading the historical novel, *Sadako and the Thousand Paper Cranes*, will be evaluated in a class discussion and by the teacher using professional judgment.

The students' oral presentations comparing a Japanese folktale with a similar folktale from another country will be evaluated by the teacher using professional judgment.

Student illustrations, poetry, and/or models of Japanese homes exemplifying Japanese culture and heritage will be evaluated by the teacher and the students using student-created criteria.

Selected Resources

Teacher Resources

Gollug, Matthew. *Cool Melons Turn into Frogs: The Life and Poems of Issa*. New York: Lee and Low Books, 1998.

Ishi, Takayuki. *One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue*. Dell Laurel-Leaf, an Imprint of the Random House Children's Books, 1997.

Kamishibai Story Cards Theatre. *The Cat with No Name*. Retold by Miyoko Matsutani. Kamishibai for Kids with the permission of Doshinsha Co. LTD

Mochizuki, K. *Baseball Saved Us*. New York: Lee and Low Books, 1993.

The Japanese Fairy Book. Compiled by Yei Theodora Ozaki. Rutland, VT: Charles E. Tuttle and Company, 1970.

Thistle, Louise. *Dramatizing Myths and Tales: Creating Plays for Large Groups*. Dale Seymour Publications, 1995.

Student Resources

Anthology of Japanese folktales which includes *Urashimo Taro and the Princess of the Sea, Kinomi and the Three Impossible Tasks, The Day Mother sold the Family Swords, Keeping Cool with Crickets, and The Wave*.

Coatsworth, E. *The Cat Who Went to Heaven*. New York: MacMillan, 1958.

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Dell Publishing Company, 1984.

<http://web-japan.org/kidsweb/>

**Crawfordsville Community Schools
Skeletal Unit Plans**

3-2023

**Language Arts
Unit 4 (3rd Quarter)**

**Animals Adapt
Grade 3 - High Ability**

Differentiated District-Wide Goals

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability students will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

Differentiated Learner Objectives

The third-grade high ability student in language arts will explore non-fiction animal stories, such as *Owls in the Family* or *Shag*, to infer ways in which animals have adapted to environmental and societal conditions. The students will chart adaptations made by the animals.

The third-grade high ability student in language arts will explore animal fiction stories, such as *The Wind in the Willows* or *The Yearling*, to analyze ways in which authors adapt literary characters to develop fictional stories and will create a new fictional character and write an episode or a story.

The third-grade high ability student in language arts will compare and contrast in a class discussion adaptations made by animals in fictitious stories with adaptations made by animals in nonfiction stories.

Major Concepts

Animals adapt to environmental and societal changes.

Authors adapt literary characters to develop stories.

Animal adaptation is portrayed in both fictional and nonfictional literature.

Content Outline

- I. Animals adapt to environmental and societal conditions.
 - A. Authors, such as Robert McClung and Marjorie Rawlings, write about animals adapting to environmental conditions. Examples of this type of literature are *Shag* and *The Yearling*.
 - B. Authors, such as Farley Mowat and Anna Sewell, write about animals adapting to conditions imposed by humans. Examples of this type of literature are *Owls in the Family* and *Black Beauty*.
- II. Animal adaptation is portrayed in both fiction and non-fiction.
 - A. *Owls in the Family* is an example of non-fiction.
 - 1. Two Canadian boys bring home two baby owls to raise along with other animals.
 - 2. The owls develop almost human-like behaviors.
 - B. *Shag* is an example of non-fictional adaptation.
 - 1. Shag is a story about the life of a Plains' buffalo around 1860.
 - 2. Shag must adapt to conditions imposed upon him by weather, other wild animals, and man.
 - C. *The Wind in the Willows* is an example of a fantasy fictional adaptation.
 - 1. The setting is the English countryside.
 - 2. In the country, there are many adventures with the Toad as the antagonist.

Differentiated Activities

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

Introductory Activities

View a video such as *The Bear, a Very Cute Mammal*. Take part in a class discussion analyzing ways in which the animals adapted. (3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.ML.1, 3.ML.2.1)

Listen to your teacher read a novel such as *The Yearling*. Keep a pictorial record of adaptations the animal character had to make. (3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Locate articles in periodicals such as *Ranger Rick* or *National Geographic for Kids* that pertain to animal adaptation. Share your information with a small group of students. Compare and contrast your ideas with the adaptations in the articles presented by other students in the group (3.RL.1, **3.RL.2.1**, 3.RN.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.3.1, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.1, **3.RV.2.1**, 3.RV.3.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Developmental Activities

Read a nonfiction story such as *Owls in the Family* or *Shag*. Complete charts to help you analyze ways animals have adapted to environmental and societal conditions. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, 3.RN.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.3.1, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.3.2, 3.W.1, **3.W.4**, **3.W.5**)

Read or listen to fictional animal stories such as *The Wind in the Willows* (JGB). Chart the adaptations made by the fictional animals. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, 3.RL.4.1, 3.RN.4.1, 3.RN.4.2, 3.W.1, **3.W.4**, **3.W.5**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Select an animal book to read to a younger student. Be ready to explain the animal adaptation to the listener. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.3.1, **3.RN.3.3**, **3.RV.2.1**, 3.RV.2.2, 3.RV.2.4, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2)

Select an animal book from a selected reading list. Plan a project or a presentation to show the animal adaptation. (3.RL.1, 3.RL.3.2, 3.RN.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.3.1, **3.RN.3.3**, 3.RN.4.1, 3.RV.1, **3.RV.2.1**, 3.RV.2.5, 3.RV.3.1, 3.RV.3.2, **3.W.1**, **3.W.3.2**, **3.W.4**, **3.W.5**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Rewrite an episode, such as one from *The Yearling*. Introduce another animal character into the episode and show how that character must adapt. (3.RL.1, 3.RL.2.3, 3.RL.3.2, 3.W.1, **3.W.3.3**, **3.W.4**, 3.W.6.1, **3.W.6.1e**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**)

Apply an animal adaptation you have read about to create characters and a new setting. Write a story illustrating the animal adaptation. (3.RN.1, 3.W.1, **3.W.3.3**, **3.W.4**, 3.W.6.1, **3.W.6.1c**, **3.W.6.1e**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**)

Read current news articles and Internet sources related to animal adaptation. Keep a scrapbook of the articles. Share your results with your classmates in a class discussion. (3.RN.1, **3.RN.2.1**, 3.RN.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.M.1)

Write and perform and/or videotape a television commercial advertising one of the animal adaptation books you have read. (3.RN.1, 3.W.1, **3.W.3.1**, **3.W.3.2**, **3.W.4**, **3.W.5**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, **3.W.6.1e**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Culminating Activities

Compare and contrast the animal adaptations made in the non-fiction stories, such as *Owls in the Family* and *Shag* with animal adaptations cited in fiction stories such as *The Yearling* and *The Wind in the Willows*. Judge the adaptations authors made in the fictional stories. Analyze whether or not the adaptations were realistic or contrived. List your responses. 3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RN.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.3.1, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.1, **3.RV.2.1**, **3.RV.3.2**, 3.W.1, **3.W.3.2**, **3.W.3.3**, **3.W.4**, **3.W.5**, 3.W.6.1, 3.W.6.2, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Create a class game based on stories read and the animal adaptations observed. (3.RL.1, 3.RL.2.1, 3.SL.2.3, **3.RN.2.2**, 3.RN.3.1, 3.RN.4.2, 3.RV.1, 3.RV.2.5, 3.RV.3.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Present the project you have developed about the animal adaptations in the book you have chosen from the reading list. (3.RN.1, **3.RN.2.1**, 3.RN.3.1, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RV.1, 3.W.1, **3.W.3.2**, **3.W.4**, **3.W.5**, 3.W.6.1, 3.W.6.2, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Evaluation

Charts illustrating animal adaptations to environmental and societal conditions represented in nonfiction literature will be evaluated by the students using teacher and student-developed criteria.

Episodes or stories in which students create and adapt new fictional characters will be evaluated by students using teacher-developed criteria.

Class discussions comparing and contrasting adaptations made by animals in fiction and non-fiction stories will be evaluated by the teacher using professional judgment.

Selected Resources

Teacher Resources

Burnford, Sheila. *The Incredible Journey*. New York: Bantam Books, 1961.

The story of three animals that face many obstacles as they make their way back home.

Rawlings, Marjorie. *The Yearling*. Aladdin: 1938.

Student Resources

Mowat, Farley. *Owls in the Family*. Boston: Little, Brown and Company, 1961.

Canadian boys domesticate a pair of owls.

Naylor, Phyllis. *Shiloh*. New York: Atheneum, 1991.

When a beagle follows Marty home, he learns a painful lesson about right and wrong.

NationalGeographic.com

**Crawfordsville Community Schools
Skeletal Unit Plans**

3-2023

**Language Arts
Unit 5 - Quarter 4**

**Exploring Adaptation
High-Ability 3rd Grade**

DIFFERENTIATED DISTRICT-WIDE GOALS

The high-ability student will maximize their gifted potential by pursuing a challenging, differentiated curriculum which will accelerate their learning experiences allowing them to become an independent yet interactive learner and leader.

The high-ability student will learn from accelerated methods, materials, and experiences that will prepare them to become an independent producer of original and successful products that will satisfy individual and societal needs.

The high-ability student will become more aware of the needs they have in common with others and will utilize this knowledge to relate in a positive manner with peers and others.

The high-ability student will participate in an individualized, leveled reading program using various genres that will utilize small-group instruction to support each student's reading, comprehension, and vocabulary development. The program will help students develop greater control over the reading process through the development of reading strategies that assist in decoding and constructing meaning.

DIFFERENTIATED LEARNER OBJECTIVES

The third-grade high-ability student in language arts will examine excerpts from literary selections such as *In the Year of the Boar and Jackie Robinson*, *From the Mixed-Up Files of Basil E. Frankweiler*, and/or *My Side of the Mountain* to explore ways in which characters adapted to diverse times and places. Students will engage in visual or oral presentations proposing alternate adaptations that could have been made.

The third-grade high-ability student in language arts will select books from those nominated for the Young Hoosier Awards and other books selected by the teacher and will assess ways in which the characters were required to adapt. Students will engage in individual or group creative portrayals of characters depicting ways in which the characters adapted.

The third-grade high-ability student in language arts will compare and contrast such stories as *The Wind in the Willows* and *The Miraculous Journey of Edward Tulane* to analyze ways in which authors use fantasy to create imaginative adaptations in fiction. The students will engage in debates or discussions supporting or disputing the authors' portrayals of adaptation.

MAJOR CONCEPTS

Literature can demonstrate how historical and fictitious characters adapt to diverse times and places.

Literature demonstrates how each of us must make many adaptations in life.

In both realistic and fictitious literature, authors portray adaptation of characters.

CONTENT OUTLINE

- I. Adaptation has been required throughout time.
 - A. Circumstances of the time dictate adaptations.
 - B. Literary works such as, *In the Year of the Boar and Jackie Robinson*, demonstrate historical adaptation.
- II. Adaptation is required everywhere.
 - A. Environmental conditions necessitate adaptation.
 - B. Universal adaptation is exemplified in the Young Hoosier Awards Nominee Books.
- III. Everyone must adapt.
 - A. Each of us makes many adaptations in our lifetime.
 - B. Different stages of life require adaptation.
 - C. Literary excerpts from such stories as My Side of the Mountain illustrate human adaptation.
- IV. Authors portray adaptation in literature.
 - A. Realistic literature, such as *From the Mixed-Up Files of Basil E. Frankweiler*, portrays ways characters in literature adapt to circumstances.
 - B. Fictitious literature such as, *The Wind in the Willows*, also portrays ways the author adapts fictional characters to create stories.

DIFFERENTIATED ACTIVITIES

This pool of activities has been designed to differentiate curriculum for high-ability students. You may choose from this list or add new and original activities.

Introductory Activities

Prior to any discussion about adaptation, write a paper describing what you think adaptation is. (Do this very early in the school year.) (3.W.1, 3.W.2.1, **3.W.3.2, 3.W.4**, 3.W.6.1, **3.W.6.2a, 3.W.6.2b, 3.W.6.2c**, 3.SL.3.2, 3.SL.4.1)

After discussing adaptation, list ways that you have had to adapt. (3.RV.1, 3.RV.2.4, 3.RV.2.5, 3.RV.3.2, **3.W.4, 3.W.5**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.2, 3.SL.4.1)

Using the list of ways that students have adapted, explore and list alternate adaptations that could have been made. (3.RL.3.2, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RV.1, 3.W.1, **3.W.4, 3.W.5**, 3.W.6.1,

3.W.6.1e, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2)

Referring to the lists of student adaptations, in a class discussion, speculate ways in which these situations could be woven into story plots. (3.RL.1, 3.RL.2.3, 3.RL.3.1, 3.RL.4.2, 3.RN.3.1, 3.RN.4.1, 3.RN.4.2, 3.RV.1, 3.RV.3.1, 3.W.1, **3.W.3.3**, **3.W.4**, **3.W.6.1**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.2)

Developmental Activities

After reading excerpts from *In the Year of the Boar and Jackie Robinson* and *From the Mixed-Up Files of Basil E. Frankweiler*, dramatize a scene that portrays adaptation. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, **3.RN.3.3**, 3.RV.3.1, 3.SL.1, 3.SL.2.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Prepare and present an oral or visual presentation of a Young Hoosier Book, emphasizing adaptation. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, 3.RL.4.1, **3.RN.2.1**, **3.RN.2.2**, **3.RN.3.3**, 3.W.1, 3.SL.3.1, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Select a character from a Young Hoosier book. Create a story map placing adaptations the character was required to make sequentially. Compare and analyze the adaptations shown on the map, assessing the kinds of adaptations that were made. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, 3.W.1, **3.W.3.2**, **3.W.4**)

Develop a plan for writing your original Young Author's Book portraying adaptation. Try to incorporate the same techniques used by authors whose works you have read. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.4.1, 3.RL.4.2, 3.RN.1, **3.RN.2.1**, **3.RN.2.2**, 3.RN.2.3, 3.RN.3.1, 3.RN.3.2, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.1, 3.RV.2.5, 3.RV.3.1, 3.RV.3.2, 3.W.1, 3.W.2.1, **3.W.3.2**, **3.W.3.3**, **3.W.4**, **3.W.5**, 3.W.6.1, **3.W.6.1a**, **3.W.6.1b**, **3.W.6.1c**, **3.W.6.1e**, 3.W.6.2, **3.W.6.2a**, **3.W.6.2b**, **3.W.6.2c**, 3.SL.1, 3.SL.2.1, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Culminating Activities

Give visual or oral presentations to the class suggesting alternate adaptations for characters from stories such as *The Yearling*, *The Wind in the Willows* and *Edward Tulane*. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.2, **3.RN.2.1**, **3.RN.2.2**, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.RV.1, 3.W.1, **3.W.3.1**, **3.W.4**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1, 3.ML.2.1)

Interview an author exploring ways he/she has incorporated adaptation into story plots as well as making adaptations to meet illustrators' and publishers' criteria. (3.RL.1, **3.RL.2.1**, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2)

Plan individual or group creative portrayals of adaptations made by characters from books nominated for the Young Hoosier Award or other age appropriate books selected by the media specialist. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, **3.RN.2.1**, 3.RV.3.1, 3.W.1, **3.W.3.3**, **3.W.4**, **3.W.5**, 3.SL.1, 3.SL.2.1, 3.W.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

Engage in discussions or debates supporting or disputing the author’s portrayal of adaptation in fiction stories such as **Mixed-Up**, **The River**, **In the Year of the Boar**, and **My Side of the Mountain**. (3.RL.1, **3.RL.2.1**, 3.RL.2.3, 3.RL3.1, 3.RL.3.2, **3.RN.2.1**, **3.RN.2.2**, 3.RN.3.1, **3.RN.3.3**, 3.RN.4.1, 3.RN.4.2, 3.SL.1, 3.SL.2.1, 3.SL.2.2, 3.SL.2.3, 3.SL.2.4, 3.SL.2.5, 3.SL.3.1, 3.SL.3.2, 3.SL.4.1, 3.SL.4.2, 3.ML.1)

EVALUATION

Visual and oral presentations depicting alternate adaptations to diverse times and places of characters from excerpts from stories will be evaluated by peers using criteria developed by students and the teacher together.

Individual or group creative portrayals of adaptations of characters from books nominated for the Young Hoosier Awards will be evaluated by the teacher and/or media specialist using professional judgment.

Discussions or debates supporting or disputing the authors’ portrayals of adaptation in fiction will be evaluated by the teacher using professional judgment.

SELECTED RESOURCES

Teacher Resources

Di Camillo, Kate. *The Miraculous Journey of Edward Tulane*. Candlewick, 2006.

Peck, Richard. *A Year Down Yonder*. Scholastic Inc., 2000.

Rawlings, Marjorie. *The Yearling*. Aladdin Classics, 1938.

Young Hoosier Award Nominees

This is a selection of 20 titles chosen by Indiana’s AIME from which Hoosier students will vote for their favorite title. The selection varies from year to year.

Student Resources

George, Jean Craighead. *My Side of the Mountain*. Scholastic, 1988.

Konigsburg, E.L. *From the Mixed-Up Files of Basil E. Frankweiler*. New York: Atheneum, 1967.

Claudia and Jamie Kincaid leave home and live for a week in New York’s Metropolitan Museum of Art.

Lord, B. *In the Year of the Boar and Jackie Robinson*. New York: Harper and Row, 1984.

Chinese girl left China to join her father in New York in 1947.

Paulsen, Gary. *The River*. Bantam Doubleday Bell Books for Young Readers, 1991.

