Nov. Pippi Longstocking novel study Grade 3

Content Area: **Gifted and Talented**
Course(s):
Time Period: **November**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

While reading the novel, *Pippi Longstocking,* by Astrid Lindgren, students will learn to analyze their thinking and relationships.

Enduring Understandings

- Relationships are purposeful
- Relationships change over time
- Learning can take various forms. Schooling is just one form of education.

Essential Questions

Why do the relationships in Pippi Longstocking matter to us? What can we learn from them?

Instructional Strategies & Learning Activities

- Students will read weekly assignments in the book and have book talk discussions each week.
- Students will be introduced to the Notice and Note Signposts (Beers and Probst). Students will watch short video clips that highlight the 6 signposts. They will record the signposts they see on a recording sheet.
- Students will practice looking for the signposts in a picture book.
- Students will record the signposts they find in their Pippi book while reading.
- Students will examine the symbolism in the story through class discussion.
- Students will locate the places Pippi has visited on a world map and record each location.
- Students will go on a scavenger hunt and be a "thing finder" like Pippi- taking everyday objects and making them into new creations.
- Students will design their own long stockings in Pippi-style.
- Students will write an opinion essay about whether Pippi needs to go to school in order to be educated.
- Students will discuss the relationships in the story among the characters. They will diagram how the relationships change over time.
- Students will write a newspaper article about a made-up Pippi adventure. They will write in newspaper format and include only facts.

- Students will draw Pippi based on the description of her in the novel.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.2.CI	Creativity and Innovation
9.1.2.CAP	Career Awareness and Planning
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

Technology and Design Integration

Smartboard used to project lessons

Students will use the computer to type their essay and newspaper article

Interdisciplinary Connections

This is a language arts unit- focusing on reading, writing and speaking/listening skills.

Geography is introduced through the use of a world map.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.

- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have the opportunity to read the novel in a whole class setting, small groups, partnerships or with a family member at home.

Students who are already familiar with the signposts can practice independently with picture books while the class has introductory lessons.

Students can read a different translation of Pippi Longstocking.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Graphic organizers will be provided for drafting their essay and newspaper article.

Graphic organizers will be provided to track the signposts.

Students can read with an adult, if needed.

Students can use voice to text in order to type their writing pieces.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month)

throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher observation and data to record growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Class discussions

Weekly reading notes

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Essay about education

Newspaper article

Instructional Materials

Pippi Longstocking books

Notice and Note Fiction by Beers and Probst

Smartboard for projection

Chromebooks to type essay and article

Youtube video shorts

Graphic organizers

World map for each student

Art materials to draw Pippi's stocking and image

Read, Write, Think Printing Press to create newspaper format

Standards

RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.CI.3.2	Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
RL.IT.3.3	Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
RL.MF.3.6	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).
W.AW.3.1.C	Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
W.SE.3.6	Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
SL.PE.3.1.D	Explain their own ideas and understanding in light of the discussion.
SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.