

Third Grade Unit 1: Willy Wonka's Liability Solution

You are in the running to be hired as an architect to help Willy Wonka out of a legal jam. He has been sued by Augustus Gloop, Violet Beauregard, Mike TeeVee, and Veruca Salt for physical and emotional damages each child received as a result of their tour of his chocolate factory. They have agreed to settle out of court if he builds them a house that meets all of their greatest needs and desires. If your plan is chosen, you will win the Grand Prize--One hour "free time" certificate and a candy of your choice.

The requirements that must be met in order to qualify for the Grand Prize are as follows:

1. Choose one of these four characters from *Charlie and the Chocolate Factory* by Roald Dahl: Augustus Gloop, Violet Beauregard, Mike TeeVee, or Veruca Salt.
2. Describe your chosen character by making inferences and referring explicitly to quotes from the text to determine the character's traits, motivations, and feelings.
3. Create a 2-D or 3-D representation of your proposed plan. The floor plan must not exceed 1,728 square feet, and all room, furniture and appliance measurements must be clearly labeled with words and numbers. Outside amenities are optional.
4. Develop and deliver a convincing presentation that explains how your design best meets the needs of the character in a clearly organized way that follows the opinion writing guidelines.

Willy Wonka's Liability Solution Rubric

Project Elements	Meets/ exceeds expectations	Almost meets expectations	Misses most expectations
2-D or 3-D representation is realistically sized/scaled to accommodate both children and adults.			
2-D or 3-D representation is completely labeled with both measurements (length, width, and area) and room/item names.			
2-D or 3-D representation is cut, drawn or created neatly using straight lines.			
Design meets at least 5 of the character's unique needs or desires that were determined by the text evidence.			
The representation's labels are mathematically accurate.			
Presentation professionally explains how the home best meets the needs of the character in a clearly organized way, is supported by facts and details, uses appropriate transitions and ends with a recognizable conclusion.			

Math Standards: Willy Wonka's Liability Solution

Standard	Evidence	Standards Based Score
3.MD.C.6	Pre-test, Formative Assessment, Project	
3.MD.C.7.B	Pre-test, Formative Assessment, Project	
3.MD.C.7.C	Pre-test, Formative Assessment,	
3.MD.C.7.D	Pre-test, Formative Assessment	
3.MD.D.8	Pre-test, Formative Assessment, Project	
3.OA.A.1	Pre-test, Project	
3.OA.A.2	Pre-test, Project	
3.OA.A.3	Pre-test, Project	
3.OA.A.4	Pre-test, Project	
3.OA.B.5	Pre-test, Project	
3.OA.B.6	Pre-test, Project	

Literacy Standards: Willy Wonka's Liability Solution

Standard	Evidence	Standards Based Score
RL.3.1 / 4.1	Close-Reading of Passage, Character Descriptions, Project Presentation	
RL.3.3 / 4.3	Close-Reading of Passage, Character Descriptions, Project Presentation	
RI. 3.5 / 4.9	Floor Plan Research/Architect Study	
SL.3.1 A-D	Seminar, Project Presentation	
SL.3.4	Presentation	
SL.3.5 (optional)	Presentation if recorded	

Notes:

NGSS/STEMIE Concepts

Standard	Evidence	Standards Based Score
Brainstorming	Scamper Activities, Invention Journal, Steps to Inventing (Step 2), WWLS Pre-Project Group Work	
Making a decision	Decision-Making Activities, Invention Journal, Steps to Inventing (Step 3), WWLS Pre-Project Group Work	
NGSS Practice: Asking questions (for science) and defining problems (for engineering.)	Question-Formulation Technique, Scamper Activities, Invention Journal, Steps to Inventing (Step 1)	
NGSS Practice: Developing and using models	WWLS Project, Steps to Inventing (Step 5 & 6)	
NGSS Practice: Planning and carrying out investigations.	Steps to Inventing (Step 4)	
NGSS Practice: Using mathematics and computational thinking	Steps to Inventing (Step 7), WWLS Project	
NGSS Practice: Constructing explanations (for science) and designing solutions (for engineering)	Steps to Inventing (Step 9), WWLS Project	

Notes:

K-12 Gifted Programming Standards

Student Outcome	Evidence-Based Practice	Related Activities	SBS
<p>1.1. Self-Understanding: Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	<p>1.1.1. E. engage students with gifts and talents in identifying interests, strengths, and gifts 1.1.2. E. assist students with gifts and talents in developing identities supportive of achievement.</p>	<p>Inventory Not Just Gifted Lesson 1.1, 1.2, 5.1, 14.1</p>	
<p>1.2. Self-Understanding: Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	<p>1.2.1. E. develop activities that match each student's developmental level and culture-based learning needs.</p>	<p>Seminar Multiplication, Division, Area, Perimeter Pre-test to determine learning needs</p>	
<p>1.3. Self-Understanding: Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population</p>	<p>1.3.1. E. provide a variety of research based grouping practices for students with g/t that allow them to interact with individuals of various gifts, talents, abilities and strengths. 1.3.2. E. model respect for individuals with diverse abilities, strengths, and goals.</p>	<p>*Allow student choice in character and format in presentation and design model. *Allow students to identify elements of the project that they want to focus on.</p>	