# Grade 3: Module 3A:
## Overview

This module focuses on a deep study of the classic tale *Peter Pan*. Students will consider the guiding question: How do writers capture a reader's imagination? In Unit 1, students begin by analyzing narratives with a particular focus on character, which is central to the third-grade standards. In the second part of the unit, students will practice crafting opinions and supporting reasons about specific questions related to *Peter Pan*'s central characters. For the End of Unit 1 Assessment, students will consider how their own perspective may or may not be different from that of a character in the story. In Unit 2, students will look at *Peter Pan* through the lens of a writer, examining author's craft, specifically the use of dialogue and vivid language. Students then will write their own imagined scene about *Peter Pan*, writing from a choice of two prompts.

They then will compare scenes from the Classic Starts edition of *Peter Pan* to those scenes in the script of *Peter Pan*, adapted from J. M. Barrie's original 1910 play. They will build fluency through Readers Theater, reenacting excerpts from the script. (As an extension, students may perform their Readers Theater scenes for a real audience.) As an end of unit fluency assessment, students will read aloud a *Peter Pan* monologue. In Unit 3, students will shift their focus and consider how readers share their own opinions about a book and will write an opinion piece about which character in *Peter Pan* most effectively captures their imagination and why. **The performance task centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.**

| Guiding Questions and Big Ideas |
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- **How do writers capture a reader's imagination?**
- *Authors develop characters using vivid description to help the reader imagine the character and bring the character to life.*
- *Authors make intentional choices to capture their reader's imagination.*
- *Classic stories are told in different ways over time.*
- *Readers have differing opinions about the texts they read and support their opinions with evidence from the text.*

EXPEDITIONARY
LEARNING

| Performance Task |
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**Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why?**

To show their growing expertise as readers and writers, students will write a brief summary paragraph about *Peter Pan* as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:

"Write a summary of *Peter Pan* as well as an opinion paragraph that answers the question: 'Who is your favorite character from *Peter Pan*? Why?' Choose one character to focus on. Use specific evidence from the Classic Starts edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering." This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.

| Content Connections |
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This module is grounded in a deep study of a classic piece of literature. It is designed to address English Language Arts standards. This particular module does not incorporate Social Studies or Science content.

| CCS Standards: Reading—Literature | Long-Term Learning Targets |
|---|---|
| • RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | • I can ask questions to deepen my understanding of a literary text.<br>• I can answer questions using specific details from literary text. |
| • RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | • I can retell a story using key details from the text.<br>• I can identify the main message or lesson of a story using key details from the text. |
| • RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | • I can describe the characters in a story (traits, motivations, feelings).<br>• I can explain how a character's actions contribute to the events in the story. |
| • RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | • I can determine the meaning of words using clues from the story.<br>• I can identify literal and nonliteral language in a story. |
| • RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | • I can use literary terms to describe parts of a story or poem (e.g., chapter, scene stanza).<br>• I can describe how parts of a story build on one another. |
| • RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | • I can distinguish between a narrator or character's point of view and my own. |

| CCS Standards: Writing | Long-Term Learning Targets |
|---|---|
| • W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.<br><br>  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br><br>  b. Provide reasons that support the opinion.<br><br>  c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.<br><br>  d. Provide a concluding statement or section. | • I can ask and answer questions about a text. I can write an opinion piece that supports a point of view with reasons.<br><br>  a. I can introduce the topic of my opinion piece.<br><br>  a. I can create an organizational structure that lists reasons for my opinion.<br><br>  b. I can identify reasons that support my opinion.<br><br>  c. I can use linking words to connect my opinion and reasons.<br><br>  d. I can construct a concluding statement or section for my opinion piece. |
| • W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br><br>  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br><br>  b. Develop the topic with facts, definitions, and details.<br><br>  c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.<br><br>  d. Provide a concluding statement or section. | • I can write informative/explanatory texts that convey ideas and information clearly.<br><br>  a. I can write an informative/explanatory text that has a clear topic.<br><br>  a. I can group supporting facts together about a topic in an informative/explanatory text and develop the topic with facts, definitions, and details.<br><br>  c. I can use linking words and phrases to connect ideas within categories of information (e.g., *also, another, and, more, but*).<br><br>  d. I can construct a closure on the topic of an informative/explanatory text. |

| CCS Standards: Writing (continued) | Long-Term Learning Targets |
|---|---|
| • W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>　a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>　b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>　c. Use temporal words and phrases to signal event order.<br>　d. Provide a sense of closure. | • I can craft narrative texts about real or imagined experiences or events.<br>　a. I can establish a situation.<br>　a. I can introduce the narrator and/or characters of my narrative.<br>　a. I can organize events in an order that makes sense in my narrative.<br>　a. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br>　b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>　b. I can use transitional words and expressions to show passage of time in a narrative text.<br>　c. I can write a conclusion to my narrative. |
| • W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | • With support from adults, I can produce writing that is appropriate to task and purpose. |
| • W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. |
| **CCS Standards: Speaking & Listening** | **Long-Term Learning Targets** |
| • SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. | • I can demonstrate fluency when reading stories or poems for an audio recording. |

| CCS Standards: Literature | Long-Term Learning Targets |
|---|---|
| • L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>  a.  Capitalize appropriate words in titles.<br>  b.  Use commas in addresses.<br>  c.  Use commas and quotation marks in dialogue.<br>  d.  Form and use possessives.<br>  e.  Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).<br>  f.  Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. | • I can use conventions to send a clear message to my reader.<br><br>  a.  I can capitalize appropriate words in titles.<br>  b.  I can use commas in addresses.<br>  c.  I can use commas and quotation marks in dialogue.<br>  d.  I can use possessives in my writing.<br>  e.  I can spell words that have suffixes added to base words correctly.<br>  f.  I can use spelling patterns to spell words correctly.<br><br>• I can use resources to check and correct my spelling. |
| • L.3.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>  a.  Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>  b.  Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>  c.  Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | • I can analyze the meaning of figurative language and complex words/word relationships.<br><br>  a.  I can describe the difference between literal and non-literal meaning of words and phrases in context. (e.g., take steps)<br>  b.  I can identify real-life connections between words and their uses. (e.g., describe people who are friendly or helpful)<br>  c.  I can tell the difference between related words synonyms. (e.g., knew, believed, suspected, heard, wondered) |

| Texts |
|---|
| 1.  *Classic Starts, Peter Pan*, Tania Zamorsky, Sterling Publishers, ISBN: 978-1-4027-5421-0 |

**Unit 1: How Authors Capture Readers' Imaginations, A Study of *Peter Pan***

| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|---|---|---|
| **Weeks 1–3** | • Launching the Classic Starts Edition of *Peter Pan*<br>• Identifying Character's Traits, Motivations, and Actions | • I can effectively participate in a conversation with my peers and adults. (SL.3.1)<br>• I can ask questions to deepen my understanding of a literary text. (RL.3.1)<br>• I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | |
| | • Identifying Character's Traits, Motivations, and Actions | • I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) | • Mid-Unit 1: Character Analysis: Peter Pan's Traits, Motivations, and Actions that Contribute to a Sequence of Events in the Story (RL.3.3) |

| Week | Instructional Focus | Long-Term Targets | Assessments |
|------|--------------------|--------------------|-------------|
| **Weeks 1–3, (continued)** | • Analyzing How Characters Move a Story Forward<br>• Discussing and Developing an Opinion about the Central Characters | • I can distinguish between my point of view and the author's point of view. (RL.3.6)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  b. I can identify reasons that support my opinion.<br>• I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) | • End of Unit 1: Opinion Writing about Wendy's Actions (RL.3.6, W.3.1, L.3.6) |

| Week | Instructional Focus | Long-Term Targets | Assessments |
|------|---------------------|-------------------|-------------|
| **Unit 2: Reading Like a Writer: Writing Imagined Scenes of Peter Pan and Bringing the Story to Life** | | | |
| **Weeks 4–6** | • Reading Like a Writer: Unpacking Author's Craft<br><br>• Writing Imagined Scenes of *Peter Pan* | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br><br>a. I can establish a situation.<br><br>a. I can introduce the narrator and/or characters of my narrative.<br><br>a. I can organize events in an order that makes sense in my narrative.<br><br>a. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br><br>b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br><br>b. I can use transitional words and expressions to show passage of time in a narrative text.<br><br>c. I can write a conclusion to my narrative. | |

| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|---|---|---|
| **Weeks 4–6, (continued)** | • Revising Scenes for Dialogue and Action<br>• Editing and Publishing Scenes | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a. I can establish a situation.<br>  a. I can introduce the narrator and/or characters of my narrative.<br>  a. I can organize events in an order that makes sense in my narrative.<br>  a. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br>  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>  b. I can use transitional words and expressions to show passage of time in a narrative text.<br>  c. I can write a conclusion to my narrative.<br>• With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) | • Mid-Unit 2 Assessment: Writing a New Scene from *Peter Pan* (W.3.3 and W.3.4) |
| | • Reading Scripts of *Peter Pan*<br>• Readers Theater Practice with *Peter Pan* Script | • I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)<br>• I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) | • End of Unit 2 Assessment: Fluency: Reading a Monologue from *Peter Pan* (RL.3.3 and RF.3.4) |

| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|---|---|---|
| **Unit 3: Writing Like a Reader: Developing Opinion's about the Author's Craft in *Peter Pan*** | | | |
| **Weeks 7–8** | • Writing an Effective Summary of *Peter Pan* <br> • Editing Summary <br> • Choosing a *Peter Pan* Character and Making a Plan | • I can retell a story using key details from the text. (RL.3.2) <br> • I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2) <br> • With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4) | • Mid-Unit 3 Assessment: On-Demand Summary (RL.3.2, W.3.2, and W.3.4) |

| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|---|---|---|
| **Weeks 7-8, (continued)** | • Drafting Opinion Piece<br>• Revising *Peter Pan* Opinion<br>• Editing Opinion Piece | • I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>   c. I can use linking words to connect my opinion and reasons.<br>• I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2)<br>• With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)<br>• I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)<br>• I can use conventions to send a clear message to my reader. (L.3.2)<br>• I can express ideas using carefully chosen words. (L.3.3) | • End of Unit 3 Assessment: On Demand Opinion Writing (W.3.1, W.3.4, and L.3.2)<br>• Final Performance Task: Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why? |

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***Peter Pan* Journal:**

In this module, students will complete various recording forms that capture their thinking and comprehension of *Peter Pan*. Students will need to refer back to their recording forms throughout this module. Consider the following options:

1. Create a three-ring binder with three sections: Chapters, Vocabulary, and Writing about *Peter Pan*. Students add to this notebook every day. (Note: Writing about *Peter Pan* happens in Unit 2.)

2. Give students two folders to hold recording forms: one for Chapters and Vocabulary Work, and one for Writing.

3. Give students a composition notebook in which they either recopy the recording form templates or glue them into their journals at the end of each lesson.

| Word Wall |
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| Students will track both literary terms and vocabulary that describe the characters in *Peter Pan*. Students will use these words throughout the module and will need a visible and accessible place in the classroom to see them. Create a character word wall with five areas, so students can keep track of character vocabulary for Peter, Wendy, Captain Hook, and Tinker Bell, plus an additional area for words that describe supporting characters such as the Lost Boys or the pirates. You can post a bulletin board or chart paper for each of these five categories. In many lessons, will students refer to or add to these charts, which will serve as an important scaffold for students throughout the module. |

| Reading Partnerships |
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| As students read the chapter book, they read independently, but side by side with a partner. This gives them someone to support them as they read and to discuss the text with after reading. Partner students strategically: pair students who have similar reading skills and can work well together. This lets students who read at similar rates discuss passages as they go. This will also allow you to circulate and support pairs of struggling readers during independent reading time. |

| Independent Reading Outside of Literacy Lesson |
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| Several times in Units 1 and 2, students need to read a chapter on their own during another period of the day or for homework. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the literacy lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these chapters for homework, encourage them to read the chapter out loud to a family member if possible. |

## Technology Needs

In Units 2 and 3, students go through the writing process to publish their writing. Students may publish by recopying edited drafts in their best handwriting or by using a computer or tablet to type their final drafts. Lessons do not include time for students to do this recopying or typing. Make the necessary arrangements for students to complete their publication.

## Personal White Boards and White Board Markers

Several lessons include an interactive activity in which students write their thinking on small white boards. Each student will need a white board. An alternative, laminate a hard piece of 8.5" x 11" paper (i.e., card stock) or provide a hard writing surface and scrap paper. Make white board erasers from clean socks.

## Classic Starts *Peter Pan* Audio Version

Expeditionary Learning has created an audio version of the Classic Starts edition of *Peter Pan*. This is an MP3 format and can be downloaded for student use. Teachers may use this recording in the way that best meets the needs of their students. The audio recording is read at a slow and fluent pace. It is crucial that students have their own copy of the book and read silently in their heads as they listen to the recording, as this promotes fluency.

EXPEDITIONARY
LEARNING

# Grade 3: Module 3A:
# Assessment Overview

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| **Final Performance Task** | **Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why?**<br>To show their growing expertise as readers and writers, students will write a brief summary paragraph about *Peter Pan* as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:<br>"Write a summary of *Peter Pan* as well as an opinion paragraph that answers the question: 'Who is your favorite character from *Peter Pan*? Why?' Choose one character to focus on. Use specific evidence from the Classic Starts edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering." This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3. |

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| **Mid-Unit 1 Assessment** | **Character Analysis: Peter Pan's Traits, Motivations, and Actions That Contribute to a Sequence of Events in the Story**<br>This assessment centers on NYSP12 ELA CCLS RL.3.3. In this assessment, students will apply their character analysis skills in order to complete a character profile of Peter. Students will respond to the prompt: "Using evidence from your *Peter Pan* text, complete the recording form to describe Peter's traits, motivations, and actions. Describe how Peter's decisions and actions have contributed to the events in the story. Be sure to include specific vocabulary you have learned that describe a character." |
| **End of Unit 1 Assessment** | **Opinion Writing about Wendy's Actions**<br>This assessment centers on NYSP12 ELA CCLS RL.3.6, W.3.1, and L.3.6. Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned (about narrative, and about Peter Pan), as well as their emerging skills of forming opinions and supporting those opinions with reasons. They will respond to the following prompt: "Based on what you now know about Peter Pan, would you have made the same decision as Wendy did to go to Neverland? Why or why not? State your opinion and reasons to support your claim. Be sure to include specific vocabulary you have learned and kept track of in your journal." |

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| Mid-Unit 2 Assessment | **Writing: New Imagined Scene from *Peter Pan*** <br> Students will write a newly imagined scene from *Peter Pan*. Students will respond to the following prompt: "Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the Lost Boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook." Note that this is a writing assessment. Students must draw on their experience reading *Peter Pan* and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene. The prompt is not designed to formally assess students' reading of *Peter Pan*. This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.4. |
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| End of Unit 2 Assessment | **Reading Fluency: Reading a Scene from *Peter Pan*** <br> The End of Unit 2 Assessment is composed of two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater in Lessons 11–14. In Part 1, students read the script and prepare for their read aloud. They circle or underline words that describe the character's feelings and then consider how they will bring their character's feelings to life when they read the text aloud. In Part 2, students read aloud a portion of the "Come to Neverland!" script. They read the lines for one character as a fluency assessment. (The teacher will read aloud the lines for the other character.) This assessment centers on NYSP12 ELA CCLS RL.3.3 and RF.3.4. |

| Mid-Unit 3 Assessment | **On-Demand Book Summary** <br> This assessment centers on NYSP12 ELA CCLS RL.3.2, W.3.2, and W.3.4. Students will write an on-demand summary paragraph. They apply the summary writing skills they developed in the first part of the unit by writing a new summary of a book from Module 1, *Rain School.* (Note: students will have an opportunity to review this book in advance of the assessment; recommendations are also included for classes that did not do Module 1.) |
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| End of Unit 3 Assessment | **Opinion Writing about a New Character** <br> This assessment centers on NYSP12 ELA CCLS W.3.1, W.3.4, and L.3.2. Students will write an opinion piece in response to this prompt: "Who is your second favorite character in *Peter Pan?* Why?" This assessment asks students to apply what they've learned about opinion writing to a new character. |

# Grade 3: Module 3A:
# Performance Task

**EXPEDITIONARY LEARNING**

| Summary of Task |
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To show their growing expertise as readers and writers, students will write a brief summary paragraph about *Peter Pan* as well as an opinion paragraph about a character from the text. Students will respond to this two-part prompt:

"After reading *Peter Pan*, write a summary of the book as well as an opinion paragraph that answers the question: 'Who is your favorite character from *Peter Pan*? Why?' Choose one character to focus on. Use specific evidence from the Classic Starts edition of *Peter Pan* to support your claim. Be sure to include the specific character vocabulary words you have been gathering." This two-part assessment centers on NYSP12 ELA CCLS RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3.

| Format |
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Written Paragraph

| Standards Assessed through This Task |
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- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter, scene*, and *stanza*; describe how each successive part builds on earlier sections.
- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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| Student-Friendly Writing Invitation/Task Description |
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After reading *Peter Pan*, write an opinion paragraph that answers the question: "Which character from *Peter Pan* best captures your imagination?" Choose one character to focus on. Use specific evidence from the text you read to support your claim. Be sure to include the specific character vocabulary words you have been gathering."

| Key Criteria for Success (Aligned with NYSP12 ELA CCLS) |
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Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to co-construct a rubric by which their work will be critiqued and formally assessed.

**Your opinion piece will include:**

- An opinion paragraph that explains which character from *Peter Pan* is your favorite and why. (W.3.1)

- Specific evidence from the text that describes your character's traits, motivations, and actions (RL. 3.3)

- Accurate use of the words *chapter* and *scene* when describing the parts of the text that show why the character you chose is your favorite. (RL.3.5)

- Use of conjunctions and varied sentences. (L.3.1)

- Correct conventions: capitalization, punctuation, and grade-level words spelled level correctly. (L.3.2)

- Vivid and precise words to describe your character. (L.3.3)

- A completed opinion piece that demonstrates "craftsmanship." This means that your paragraph matches all of the criteria established by the class. (W.3.5)

- A high-quality illustration or digital picture that accurately portrays your *Peter Pan* character. (W.3.2a) [OPTIONAL]

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## Options for Students

- Students will create their paragraphs based on their self-selected character from *Peter Pan*.
    - Writing will be original.
    - Share opinion pieces at a local library or with other readers.
    - Students' opinion pieces could be made into a book jacket with an illustration of their character on the front.
    - As a technology extension, students may type up their piece, and the teacher could create a digital archive of the class's opinion pieces.
- These could also be added to an internet site such as Scholastic's "Share What You're Reading" site: (http://teacher.scholastic.com/activities/swyar).

## Options for Teachers

- Students may present their opinion pieces to a local library.
- Students may write a summary of *Peter Pan* to accompany their opinion piece.
- Students may create an illustration of a favorite scene with their character.

## Text

1. J. M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009); ISBN: 978-1-4027-5421-0.

# Grade 3: Module 3A: Unit 1:
Overview

**Unit 1: How Authors Capture Readers' Imaginations: A Study of *Peter Pan***

In this unit, students begin reading a classic piece of literature to build their understanding of how writers craft stories that capture a reader's imagination. Students will begin their study of *Peter Pan* by exploring how readers hold on to a narrative over time when reading chapter books. Through a series of close-reading lessons, students will build their ability to read longer, more complex texts. Students will build their vocabulary through routines that focus on the key vocabulary they need to analyze narratives (character, traits, motivations, actions, sequence of events, scene) as well as specific vocabulary from the beautifully written text *Peter Pan*. Through reading, writing, and discussion, students will begin to analyze the characters by carefully examining the traits, motivations, and actions of the novel's main characters.

In the mid-unit assessment, students will apply their learning by independently analyzing the central character, Peter. Then the class is introduced to opinion writing as they deepen their ability to analyze character and how a character moves the story along. They will develop and support opinions about specific characters, gathering specific passages from the text as evidence. The class will engage in discussion groups in which students form and support opinions about characters and their actions in the text. After each discussion, students will write about how their opinion may or may not have changed based on the evidence their group presented. In the end of unit assessment, students state their opinion about a specific decision made by a character in the text.

| Guiding Questions and Big Ideas |
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| • **How do authors capture a reader's imagination?** |

| Mid-Unit 1 Assessment | **Character Analysis: Peter Pan's Traits, Motivations, and Actions that Contribute to a Sequence of Events in the Story**<br>This assessment centers on NYSP12 ELA CCLS RL.3.3. In this assessment, students will apply their character analysis skills in order to complete a character profile of Peter. Students will respond to the prompt: "Using evidence from your *Peter Pan* text, complete the recording form to describe Peter's traits, motivations, and actions. Describe how Peter's decisions and actions have contributed to the events in the story. Be sure to include specific vocabulary you have learned that describe a character." |
|---|---|
| End of Unit 1 Assessment | **Opinion Writing about Wendy's Actions**<br>This assessment centers on NYSP12 ELA CCLS R.3.6, W.3.1, and L.3.6. Students consider whether they would make the same decisions as a character in the book. They will apply the vocabulary they have learned (about both narrative and *Peter Pan*), as well as their emerging skills of forming opinions and supporting those opinions with reasons. They will respond to the following prompt: "Based on what you now know about *Peter Pan*, would you have made the same decision as Wendy did to go to Neverland? Why or Why not? State your opinion and reasons to support your claim. Be sure to include specific vocabulary you have learned and kept track of in your journal." |

| Content Connections |
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| This module is designed to address English Language Arts standards, with an emphasis on the Reading Literature standards with a classic piece of literature. This particular module does not have any explicit Social Studies or Science connections. |

| Text |
|---|
| 1. J. M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009); ISBN: 978-1-4027-5421-0. |

**This unit is approximately 2½ weeks or 12 sessions of instruction.**

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|--------|-------------|-------------------|--------------------|--------------------|
| **Lesson 1** | Reading and Talking with Peers: A Carousel of Pictures and Texts about *Peter Pan* | • I can effectively participate in a conversation with my peers and adults. (SL.3.1)<br>• I can ask questions to deepen my understanding of a literary text. (RL.3.1)<br>• I can answer questions using specific details from literary text. (RL.3.1) | • I can talk with my partner in order to record What I Notice and What I Wonder about pictures.<br>• I can ask and answer questions about a text. | • Observation of partner discussions<br>• Contributions to conversation norms<br>• Asking and Answering Questions about the Mystery Excerpts |
| **Lesson 2** | Reading for Main Idea in a Chapter Book (Chapter 2) | • I can retell a story using key details from the text. (RL.3.2)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | • I can describe the setting, characters, and events of Chapters 1 and 2 of *Peter Pan*.<br>• I can identify the meaning of literary vocabulary. | • Where/Who/What recording form<br>• Literary Vocabulary recording form |
| **Lesson 3** | Reading for Details that Capture a Reader's Imagination and Answering Questions (Chapter 2) | • I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can identify the main message or lesson of a story using key details from the text. (RL.3.1)<br>• I can answer questions using specific details from literary text. (RL.3.1) | • I can use context clues to determine the meaning of words in *Peter Pan*.<br>• I can answer questions about Chapter 2 using specific details from the text.<br>• I can identify key details in Chapter 2 that capture my imagination. | • Chapter 2: Character Vocabulary recording form<br>• Key Details from Chapter 2 recording form<br>• Chapter 2 Text-Dependent Questions |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|---|---|---|---|---|
| **Lesson 4** | Identifying Character Traits: A Study of Tinker Bell (Chapter 3) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | • I can identify character traits using evidence from the text.<br>• I can use literary terms to describe the characters, setting, and events in the chapter.<br>• I can use context clues to determine the meaning of words in *Peter Pan*. | • Character Traits recording form<br>• Chapter 3 Character Vocabulary<br>• Where/Who/What recording form (in journal) |
| **Lesson 5** | Identifying Character Motivations: Why Do Characters Do What They Do? (Chapter 4) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | • I can identify characters' motivations using evidence from the text.<br>• I can use literary terms to describe the characters, setting, and events in the chapter.<br>• I can use context clues to determine the meaning of words in *Peter Pan*. | • Collecting Words to Describe Character Traits (from homework)<br>• Character Motivations recording form<br>• Chapter 4 Character Vocabulary recording form<br>• Where/Who/What recording form (in journal) |
| **Lesson 6** | Character Actions: Looking Closely at How Characters' Actions Move the Story Forward (Chapter 5) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | • I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5.<br>• I can use literary terms to describe the characters, setting, and events in the chapter.<br>• I can use context clues to determine the meaning of words in *Peter Pan*. | • What/So What recording form<br>• Where/Who/What recording form (in journal)<br>• Chapter 5 Character Vocabulary recording form |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|---|---|---|---|---|
| **Lesson 7** | Character Analysis: Looking Closely at One Character in *Peter Pan* (Revisiting Chapters 1–5) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1) | • I can describe a character from *Peter Pan* by creating a character analysis.<br>• I can write an opinion about a character using evidence to support my opinion. | • Character Analysis recording form<br>• Exit ticket |
| **Lesson 8** | On Demand Mid-Unit Assessment: Character Analysis of Peter Pan (Chapter 6) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | • I can describe Peter Pan by creating a character analysis. | • Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)<br>• Tracking My Progress, Mid-Unit 1 recording form |
| **Lesson 9** | Supporting Opinions with Reasons: Analyzing Character's Actions (Chapter 7) | • I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)<br>• I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  b. I can identify reasons that support my opinion.<br>• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) | • I can support my opinion with reasons based on what I read in *Peter Pan*.<br>• I can share my own opinion and discuss others' opinions about *Peter Pan*. | • Chapter 7 Opinion and Reasons recording form |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|---|---|---|---|---|
| **Lesson 10** | Sharing Opinions and Reasons: *Peter Pan* Discussion Groups (Chapters 7 and 8) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can describe how parts of a story build on one another. (RL.3.5)<br>• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) | • I can support my opinion with reasons based on what I read in *Peter Pan*.<br>• I can share my own opinion and discuss other's opinions about *Peter Pan*.<br>• I can follow our discussion norms. | • Chapter 7 Opinion and Reasons recording form (from homework)<br>• Now I'm Thinking recording form<br>• Conversation Criteria checklist |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|---|---|---|---|---|
| **Lesson 11** | Considering an Author and Reader's Point of View: Would You Have Offered Hook a Hand? (Chapter 9) | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can determine the main idea and supporting details in text that is read aloud to me. (SL.3.2)<br>• I can distinguish between my point of view and the author's point of view. (RL.3.6)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  b. I can identify reasons that support my opinion.<br>• I can effectively engage in discussions with diverse partners about 3rd grade topics and texts. (SL.3.1) | • I can identify Peter's thoughts, feelings, and actions.<br>• I can explain whether I would make the same choice as Peter Pan.<br>• I can state an opinion and support it with reasons.<br>• I can follow our discussion norms. | • Chapter 8 homework<br>• Thoughts, Feelings, and Actions recording form<br>• Chapter 9 Opinion and Reasons recording form<br>• Conversation Criteria checklist |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|--------|--------------|-------------------|--------------------|--------------------|
| **Lesson 12** | End of Unit Assessment: On-Demand Paragraph: Supporting Opinion with Reasons | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>• I can distinguish between my point of view and the author's point of view. (RL.3.6)<br>• I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  b. I can identify reasons that support my opinion.<br>• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) | • I can distinguish my point of view from Wendy's.<br>• I can write a paragraph that states my opinion and supports it with reasons. | • End of Unit 1 Assessment: Opinion Writing about Wendy's Actions<br>• Opinion and Reasons paragraph planning<br>• Tracking My Progress, End of Unit 1 recording form |

| Optional: Experts, Fieldwork, and Service |
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**Experts:**
• Invite authors to talk with the class about their craft.

| Optional: Extensions |
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• Art: Collaborate with the art teacher for students to create visuals of scenes from the text that capture their imagination.

| *Peter Pan* Journal |
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In this module, beginning with this unit, students will routinely complete various recording forms that capture their thinking about and comprehension of *Peter Pan*. Students will need to refer back to their recording forms throughout the unit and will need an organized system for doing so. Consider the following options and prepare for students accordingly.

1. Create a three-ring binder with sections for Chapters, Vocabulary, and Writing about *Peter Pan*. Students would add to this notebook every day. (Note: writing about Peter Pan will occur in Unit 2.)

2. Provide students with two folders to hold recording forms, one for Chapter and Vocabulary Work and another for Writing.

3. Provide students with a composition notebook and have them either recopy the recording form templates or glue them into their journals at the end of each lesson.

| Word Wall |
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Students will track both literary term vocabulary and vocabulary that describes the characters in *Peter Pan*. Students will use these words throughout the module and will need a place in the classroom to see them displayed. Create a character word wall that is visible and accessible to students. The word wall should have five areas so that students can keep track of vocabulary related to the main characters of the book. Students will keep track of Peter, Wendy, Captain Hook, and Tinker Bell, and the remaining spot will be designated for words that describe supporting characters such as the Lost Boys or the pirates. Create this as you see fit for your classroom space and environment. One option is to mount bulletin boards for each character and decorate them with symbols appropriate to the subject. Another option would be to hang chart paper for each of the characters. The purpose is to make these word walls highly visible and accessible to your students. You will refer to them throughout the module lessons—they will be a place to collect character words. This will serve as an important scaffold for students to use these words throughout the module.

## Reading Partnerships

A lesson structure in this unit is for students to read side by side with a partner and then discuss what they read with that partner. Students should read the text independently; their partner is there to support them if they get stuck. Class members should be partnered strategically. Partner students with similar reading skills who can work well together. This will allow you to support the struggling readers during independent reading time. It also will allow students who read at similar rates to discuss the text as they go. Plan these partnerships ahead of time.

## Independent Reading Outside of Literacy Lesson

There are a few select times during this unit where students will need to read a chapter on their own during another period of the day or for homework. The chapters that were selected for this are shorter and do not contain pivotal events. The purpose of asking students to read outside of the literacy lesson time is to promote a wide range of reading experiences and reading independence. Students should be engaged in reading throughout the day. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these chapters for homework, encourage them to read the chapter to a member of their family if possible.

# Grade 3: Module 3A: Unit 1:
## Recommended Texts

Unit 1 focuses on fantasy, most specifically *Peter Pan*. The list below includes texts with a range of Lexile® text measures of this genre. This provides appropriate independent reading for each student to help gain exposure to this compelling category of literature. It also includes lists of poetry collections to provide students with a wide variety of narrative styles.

It is imperative that students read a high volume of texts at their reading level so they can continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L

- Grades 4–5: 740–1010L

- Grades 6–8: 925–1185L

| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures below band level (under 420L)** | | | |
| *Lewis Carroll's Alice in Wonderland* | Martin Powell (adapter), Daniel Pérez (illustrator) | Literature (graphic novel) | 320 |
| *Walt Disney's Peter Pan* | Eugene Bradley Coco (author), Ron Dias (illustrator) | Literature | 375* |
| *Peter Pan* | Carol Ottolenghi (adapter), Jim Talbot (illustrator) | Literature | 400* |
| *Peter Pan* | Carol Ottolenghi (adapter), Jim Talbot (illustrator) | Literature (English/Spanish) | 400* |

* Lexile based on a conversion from Accelerated Reading level

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| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| *J. M. Barrie's Peter Pan* | Joeming Dunn (editor), Ben Dunn (illustrator) | Literature | 400 |
| **Lexile text measures within band level (420–820L)** | | | |
| *Flying to Neverland with Peter Pan* | Betty Comden, Adolph Green, and Carolyn Leigh (authors), Amy June Bates (illustrator) | Literature | 475* |
| *Peter Pan* | J. M. Barrie (author), Cathy East Dubowski (adapter), Jean Zallinger (illustrator) | Literature | 550* |
| *Peter Pan: Lost and Found* | Susan Hill (author), Michael Hague (illustrator) | Literature | 590 |
| *The Bridge to Neverland* | Dave Barry and Ridley Pearson (authors) | Literature | 640 |
| *Peter Pan: A Pop-Up Adaptation of J. M. Barrie's Original Tale* | Robert Sabuda (adapter/illustrator/paper engineer) | Literature | 780* |
| **Lexile text measures above band level (over 820L)** | | | |
| *Peter Pan in Scarlet* | Geraldine McCaughrean (author), David Wyatt (illustrator) | Literature | 930 |
| *Lost Boy: The Story of the Man Who Created Peter Pan* | Jane Yolen (author), Steve Adams (illustrator) | Biography | 970 |
| *Przygody Piotrusia Pana* | J. M. Barrie (author) | Literature (Polish) | 980 |
| *Peter Pan: The Complete Unabridged Text* | J. M. Barrie (author) | Literature | 980* |

* Lexile based on a conversion from Accelerated Reading level.

| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| *Alice's Adventures in Wonderland* | Lewis Carroll (author) | Literature | 980 |
| *Peter Pan in Kensington Garden* | J.M. Barrie (author) | Literature | No Lexile |
| *The Dictionary of Imaginary Places* | Alberto Manguel and Gianni Guadalupi (authors) | Literature/Reference | No Lexile |

# Grade 3: Module 3A: Unit 1: Lesson 1

## Reading and Talking with Peers: A Carousel of Pictures and Texts about *Peter Pan*

**GRADE 3: MODULE 3A: UNIT 1: LESSON 1**
**Reading and Talking with Peers:**
A Carousel of Pictures and Texts about *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can effectively participate in a conversation with my peers and adults. (SL.3.1)<br>I can ask questions to deepen my understanding of a literary text. (RL.3.1)<br>I can answer questions using specific details from literary text. (RL.3.1) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can talk with my partner in order to record What I Notice and What I Wonder about pictures.<br><br>• I can ask and answer questions about a text. | • Observation of partner discussions<br><br>• Contributions to conversation norms<br><br>• Asking and Answering Questions about the Mystery Excerpts |

**GRADE 3: MODULE 3A: UNIT 1: LESSON 1**
**Reading and Talking with Peers:**
A Carousel of Pictures and Texts about *Peter Pan*

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>    A. Carousel Protocol: Mystery Pictures (15 minutes)<br><br>    B. Predicting from Text: Excerpts from *Peter Pan* (20 minutes)<br><br>3. Closing and Assessment<br><br>    A. Debrief (5 minutes)<br><br>    B. Read-aloud of Chapter 1 in *Peter Pan* (15 minutes)<br><br>4. Homework<br><br>    A. Choose a part of Chapter 1 in *Peter Pan* to read aloud to someone at home. Be prepared to share the excerpt you chose to read and why you chose it during class tomorrow. | • This module opens in a similar way to Modules 1 and 2A, with a "mystery" carousel.<br><br>• In advance: Post charts around the room with pictures from the central text in this module (see Work Time, Part A). Consider enlarging the pictures on pages 19, 57, 85, and 127 of Classic Starts edition of *Peter Pan* as well as any additional captivating pictures from other Peter Pan texts on the Recommended Texts list.<br><br>• Find the Class Norms for Conversation (from Module 1, Unit 1, Lesson 4) or create a new chart. During this lesson, students identify norms for a quality classroom conversation (e.g., everyone gets a chance to speak, and participants ask questions of one another to extend conversation).<br><br>• The Carousel protocol engages students with new content by simply getting them up moving, thinking, talking, and writing. In this lesson, students look at some mystery pictures to pique their curiosity. Do not reveal what the pictures are about or tell students the guiding question for the module until the end of the lesson.<br><br>• Begin to gather materials from the Recommended Texts lists for this unit. Students will use these for independent reading.<br><br>• During this unit, students will use a variety of recording forms to respond to their reading and develop vocabulary. Consider developing a simple organization system for students to keep track of their materials: a folder, binder, or notebook could be used for this purpose (see the Preparation and Materials section in the Module Overview). |

| Lesson Vocabulary | Materials |
|---|---|
| notice, wonder, norms, record, details, excerpt | • Six pictures for Carousel stations to foreshadow the work of this module. These pictures are intended to arouse curiosity and serve as a mystery for forthcoming study of *Peter Pan*. Do not reveal the title of the book until the end of the lesson.<br><br>• Six pieces of chart paper (one for each picture) with T-chart: What I Notice/What I Wonder<br><br>• Markers (ideally a different color for each pair)<br><br>• Conversation Criteria checklist (one for teacher use)<br><br>• Asking and Answering Questions about Mystery Excerpts recording form (one per student)<br><br>• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) |

**GRADE 3: MODULE 3A: UNIT 1: LESSON 1**
**Reading and Talking with Peers:**
A Carousel of Pictures and Texts about *Peter Pan*

| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking the Learning Targets (5 minutes)** <br> • Orient students to today's learning targets. Circle the key terms notice and wonder. Ask students to talk with a partner about what these words mean. Ask a few to share out to check for understanding. <br> • Remind students that they have worked on these targets at the start of both the first and second modules. Today they will practice them with different pictures and more challenging texts as they begin their new topic of study as readers and writers. Tell students that they will try to solve a mystery today by looking at pictures and reading excerpts from texts. As they are looking, reading, and discussing with peers, their job is to try to figure out what they will study in this module based on the details they see in the pictures and texts. | • Consider providing nonlinguistic symbols (e.g., a light bulb for *ideas*, a magnifying glass for *find*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted targets. <br> • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. <br> • Provide an illustrated anchor chart of question words (e.g., a clock for *when*) to assist students who need additional support learning the structure to ask questions. |

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GRADE 3: MODULE 3A: UNIT 1: LESSON 1
**Reading and Talking with Peers:**
A Carousel of Pictures and Texts about *Peter Pan*

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Carousel Protocol: Mystery Pictures (15 minutes)**<br>• Be sure that the **six pictures** and the six **What I Notice/What I Wonder T-charts** are placed in six stations around the room.<br>• Do not tell students the topic of the module or what the pictures are. It's supposed to be a mystery for them to puzzle through.<br>• Because this is a familiar task to students, they do not need to practice. Tell students: "When we look at a picture or a book, we notice details." Ask students to identify the meaning of the word *details*. Emphasize the importance of referring directly to what you see in the picture (to help students continue to understand the importance of evidence). Explain to students that they will write these details in the What I Notice column of their recording form.<br>• Remind students that when they "wonder," they ask questions based on the details they see in the image. They will write their questions in the What I Wonder column on their recording form. Use this opportunity to reinforce how to format a question using ending punctuation.<br>• Ask students if they have any clarifying questions about the forthcoming task. Answer questions as needed to ensure students' readiness for the Carousel activity.<br>• Ask each pair of students to join another pair to form groups of four.<br>• Remind students about good conversational norms. Refer back to their work in Module 2, when they collaborated in small groups and were assessed on how well they worked with others. Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc.<br>• Each group of four will begin in a different area of the room for the Carousel. Give students the directions:<br>1.  Look at the picture.<br>2.  Talk with your group about details you notice.<br>3.  Talk with your group about the questions you wonder.<br>4.  THEN, after you have talked, use your marker to add to the chart in the same way they practiced as a class.<br>5.  Remember to use question words for your wonderings: "Who, what, when, where, why, how …?"<br>• Distribute a **colored marker** to each pair of students.<br>• Start each group of four at one station with one picture and a What I Notice/What I Wonder  T chart.<br>• Use the **Conversation Criteria checklist** to assess how well students are following the conversation norms. | • Clarifying vocabulary meets the needs of ELLs and other students developing academic language.<br><br>• ELLs can write their "notices" in their native language if they don't know a word in English. For students needing additional support, notices can also be drawn, circled, or marked with a sticky note on the pictures.<br><br>• For students needing additional support to complete multistep directions, provide a step-by-step visual of the protocol. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • After 2 to 3 minutes, students rotate to a new station.<br><br>• After students have completed a couple of the stations, it might be a good idea to stop students to praise them for their conversation skills and remind them of your expectations.<br><br>• Repeat until students have interacted with each picture. | |
| **B. Predicting from Text: Excerpts from *Peter Pan* (20 minutes)**<br>• Gather students back in the circle. Tell them that they will talk about these pictures again at the end of class today. Continue to keep the title of the text a surprise until the end of the lesson when students hear the first chapter.<br><br>• Tell students that they will continue to become great readers during this study. They will be reading a chapter book throughout this module. Right now, they are going to get of a glimpse a few excerpts from this chapter book. Briefly review the word *excerpt* in this context: a short part of a book.<br><br>• Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: it's okay if they don't have answers yet.<br><br>• They will then try to use clues, like words and phrases, to write possible answers to their questions and guess what the text is about. Tell them that there may be a lot of words in these excerpts that students don't know. That is fine. Encourage them to underline unfamiliar words and circle words that might help them think about the meaning of the quote. Because students have completed a similar task in previous modules, they will not engage in a guided practice.<br><br>• Distribute **Asking and Answering Questions about the Mystery Excerpts recording form** to each student. Review the directions:<br><br>1. Read the quote. It is okay if you don't understand it yet.<br><br>2. Think of a question you have based on what you read.<br><br>3. Underline words you don't know or can't figure out.<br><br>4. Circle words that help you figure out possible answers to those questions.<br><br>5. Write possible answers to your questions using complete sentences.<br><br>• Have students think and talk with a partner first. Then they can individually write down their questions.<br><br>• Circulate and support as needed. Encourage students to read each text excerpt thoroughly and to identify genuine questions based on what they read. Remind students to circle any unfamiliar words. | • Read the text excerpts aloud to support ELLs and other students who might be challenged by this task.<br><br>• Consider providing fewer text excerpts to students who may be challenged by large amounts of text. |

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GRADE 3: MODULE 3A: UNIT 1: LESSON 1
**Reading and Talking with Peers:**
A Carousel of Pictures and Texts about *Peter Pan*

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief (5 minutes)**<br>• Gather students in a whole group to debrief the Carousel. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: "What worked well with your partner discussions today?"<br><br>• Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed.<br><br>• Invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. "Why do you think that?" "How does that fit with what you saw in the pictures or read in the text excerpts?" This is a good opportunity to reinforce the importance of providing evidence, which will be reinforced throughout the module.<br><br>• If students do not get there on their own, lead them toward understanding that they will study *Peter Pan* in this module. They will read a chapter book and scripts of a *Peter Pan* play as they consider the guiding question of the module: "How do writers capture a reader's imagination?"<br><br>• Share with students that they will return to this question often in the coming weeks. Post this guiding question somewhere prominently in the classroom. | • Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions. For example: "I see many_____, so I think we might study_____." |

| Closing and Assessment (continued) | Meeting Students' Needs |
|---|---|
| **B. Read-aloud of Chapter 1 in *Peter Pan* (15 minutes)**<br>*Note: Students will discuss the word* chapter *in Lesson 2, so there is no need to engage in a conversation about the meaning of this word at this time.*<br><br>• Distribute a copy of ***Peter Pan*** to each student. Congratulate students on all of the hard work they have done as readers to be able to read a chapter book! This is the special book that they will read throughout the coming weeks. Tell students that today they will follow along as the text is read aloud to them. In future lessons, they will get to read the text on their own.<br>• Begin to read Chapter 1 aloud fluently and with expression. Stop after the sentence "Until, that is, the arrival of a boy named Peter Pan" on page 4. Invite students to Think-Pair-Share:<br>  * "What's happening in the story so far?"<br>  * "What is surprising or unusual about the Darling family?"<br>• After a few minutes of conversation, continue to read and stop again on page 6 after the sentence: "Wendy, meanwhile, had a pet wolf and a boat." This time, ask students to Think-Pair-Share:<br>  * "What might your Neverland be like?"<br>• Finish reading the remaining two pages of Chapter 1. Lesson 2 will begin with a more in-depth conversation about this chapter.<br>• After reading, briefly frame the homework for upcoming lessons. Tell students that each night they will choose a favorite part (one to two pages) to read aloud to someone at home. They should come prepared the next day to share which parts they read and why they selected that particular section. | |
| **Homework** | **Meeting Students' Needs** |
| • Choose a part of Chapter 1 in *Peter Pan* to read aloud to someone at home. Be prepared to share the excerpt you chose to read and why you chose it during class tomorrow. | • Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings. |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 1: Lesson 1
Supporting Materials

**Conversation Criteria Checklist**
(Repeated from Module 1 for Teacher Use; Adapt to Suit Personal Preferences)

**Learning Targets:**

• I can follow our class norms when I participate in conversations.

• I can speak with complete sentences when I participate in group discussions.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P= Partner, G= Small Group, C= Whole Class)

| Student Name | Complete Sentences | Norm 1 | Norm 2 | Norm 3 | Norm 4 | Norm 5 |
|---|---|---|---|---|---|---|
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**Asking and Answering Questions about Mystery Excerpts**

**Name:**

**Date:**

**Directions:**

1.  Read the quote. It is okay if you don't understand it yet.

2.  Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.

3.  Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!

4.  Circle words that help you figure out possible answers to those questions.

5.  Write possible answers to your questions using complete sentences.

**Part 1:** Mystery Text Quotes

Quote: **From page 5:** "*What is Neverland*? you ask. It is the magical island in the middle of every child's mind. It is a place children go to mainly in their imaginations, unless, of course, they have an invitation and a very special guide."

Questions I have:

**Asking and Answering Questions about Mystery Excerpts**

Quote: **From page 22:** "How old are you?" she asked.

"I don't know," Peter said. "I ran away on the very day I was born, after I heard my parents talking about what I would be when I grew up."

"Why?" Wendy asked.

"I didn't want to grow up," Peter said simply. "Now I live with the lost boys and the fairies."

Questions I have:

_____

_____

_____

_____

Quote: **From page 32:** "Mr. and Mrs. Darling were almost home, but they were not close enough. From the middle of the street, they gasped as they looked up at the bedroom window. Beyond the curtain, the room was ablaze with light. Inside they could see three little shadows whirling around and around—not on the floor, but incredibly, in the air!"

Questions I have:

_____

_____

_____

_____

**Asking and Answering Questions about Mystery Excerpts**

Quote: **From page 45**: "Hook is a different breed of pirate from the rest of his crew. Except at the sight of his own blood he is courageous. He is a master storyteller. He speaks beautifully and softly—even when he is swearing—and is never more sinister than when he is being polite.

Questions I have:

_____

_____

_____

_____

**Asking and Answering Questions about Mystery Excerpts**

Part 2: What do you think these excerpts are mostly about?
Use evidence from the text to support your thinking.

_____

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# Grade 3: Module 3A: Unit 1: Lesson 2
## Reading for Main Idea in a Chapter Book (Chapter 2)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
| --- | --- |
| I can retell a story using key details from the text. (RL.3.2) <br> I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | |
| **Supporting Learning Targets** | **Ongoing Assessment** |
| • I can describe the setting, characters, and events of Chapters 1 and 2 of *Peter Pan*. <br><br> • I can identify the meaning of literary vocabulary. | • Where/Who/What recording form <br><br> • Literary Vocabulary recording form |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Reader: Revisiting Chapter 1 in *Peter Pan* and Introducing the Where/Who/What Anchor Chart (10 minutes)<br><br>   B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Literary Vocabulary and Read-aloud of Chapter 2 (15 minutes)<br><br>   B. Independent Reading: Where, Who, and What of Chapter 2 (15 minutes)<br><br>   C. Partner Discussion: Chapter 2 (5 minutes)<br><br>3. Closing and Assessment<br><br>   A. Where/Who/What Anchor Chart (5 minutes)<br><br>   B. Debrief: Reading Chapter Books (5 minutes)<br><br>4. Homework<br><br>   A. Read aloud your favorite page from Chapter 2 to someone at home or on your own in front of a mirror. Be prepared to share why you chose the excerpt you selected. Also, practice your fluency as you are reading aloud. Pay attention to the following: phrasing, rate, punctuation, and expression. | • As students begin reading the Classic Starts edition of *Peter Pan*, there are a few considerations for supporting struggling readers. Throughout the module, students work in reading partnerships. For students who need even more support, consider the following:<br><br>  – Pull several partnerships together for guided support during their reading.<br><br>  – Devote an instructional aide or another adult's time to supporting students while they read the chapters aloud. This gives students guidance with both decoding and comprehension.<br><br>  – After students have done a first attempt on their own, find another time in the day to review sticking points they had and support their comprehension.<br><br>• Lessons 2 and 3 follow a reading cycle of Chapter 2 in *Peter Pan*. In Lesson 2, students hear the story, read for gist, and determine the main aspects of this chapter. In Lesson 3, students will find key details and answer text-dependent questions.<br><br>• The Where/Who/What anchor chart is introduced in this lesson. This key anchor chart will be used throughout the module to help students collect ideas about the setting, important characters, and key events of each chapter. Students will complete smaller versions of this same chart (to collect in their *Peter Pan* notebooks, binders, or folders). The purpose of this form is simply for students to track key aspects of each chapter: encourage students to write just short phrases.<br><br>• Both recording forms used in this lesson should be placed in students' *Peter Pan* journal, notebook, or folder (see materials note in Unit Overview).<br><br>• In advance: Prepare the Where/Who/What anchor chart (a large version of the recording form, in supporting materials).<br><br>• Prepare the Literary Vocabulary anchor chart (a large version of the Literary Vocabulary recording form, in supporting materials). |

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| Agenda | Teaching Notes (continued) |
|---|---|
| | • This unit includes a structure of partner reading. Students sit side-by-side with a partner, and each reads the text silently and independently. They then discuss what they read with their partner. They do not read the text aloud to each other; rather, they have someone next to them to support their reading. Partner students strategically: Pair students with similar reading skills who can work well together. This will allow you to support the struggling readers in partnerships during independent reading time. It also will allow students who read at similar rates to discuss the text in similar points of the story. Plan these partnerships ahead of time. |
| | • Students will finish their independent reading at different times, so make sure students have selected an independent reading book from the Recommended Texts lists to read if they finish early. |

| Lesson Vocabulary | Materials |
|---|---|
| setting, characters, events, literary, chapter, dialogue, characters, setting | • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) |
| | • Where/Who/What recording form (one per student) |
| | • Where/Who/What anchor chart (new; teacher-created; a large version of students' Where/Who/What recording form; one to display) |
| | • Literary Vocabulary recording form (one per student) |
| | • Literary Vocabulary anchor chart (new; teacher-created; a large version of students' Literary Vocabulary recording form; ne for display) |
| | • Sticky notes (4-5 per student) |
| | • Chart paper for new Things Readers Do When Reading Chapter Books anchor chart |

**NYS Common Core ELA Curriculum** • G3:M3A:U1:L2 • November 2013 • **3**

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Revisiting Chapter 1 in *Peter Pan* and Introducing the Where/Who/What Anchor Chart (10 minutes)**<br>• Invite the class to gather around. Distribute students' texts: ***Peter Pan***. Ask them to share with a partner the excerpt they chose to read aloud for homework and why they made that choice. Ask a couple of students to share what their partner said.<br>• Tell students that they will briefly revisit Chapter 1 of *Peter Pan* before they read Chapter 2.<br>• Briefly review the definitions of the literary vocabulary words *character, setting*, and *events* to ensure that students their remember. Ask students to Think-Pair-Share:<br> ∗ "What do you remember about the setting, characters, and events of Chapter 1?"<br>• After 2 minutes of conversation, focus the class again whole group. Distribute the **Where/Who/What recording forms** and display the **Where/Who/What anchor chart**. Explain to students that they will use this recording form and anchor chart as they read *Peter Pan*. Because readers can find it challenging to keep track of all of the settings, characters, and important events in a chapter book, this recording form will be an important tool for them to follow the story.<br>• Invite students to help complete the Where/Who/What anchor chart for Chapter 1. Ask students to record this on their individual recording form as you record it on the anchor chart.<br>• Students should identify the setting as the Darling family house. They may need help understanding that the house is in England, so be sure to clarify this and show them England on a map. A handful of characters are introduced in the chapter: Mr. and Mrs. Darling, Wendy, Nana, Michael, and Peter Pan.<br>• Students may identify a few events that happen in this chapter:<br> 1. The reader met some of the important characters of the book.<br> 2. Mrs. Darling discovered Peter Pan when she was cleaning up her children's minds as they were sleeping. (This may warrant a bit of teacher explanation. For example, we could never actually clean up peoples' minds, but the author gives Mrs. Darling a special superpower that allows her to tidy up her children's minds.<br> 3. The reader is introduced to Neverland, a special place in children's minds. | • Provide nonlinguistic symbols (e.g., a person for *character*) to assist ELLs and other struggling readers in making connections with the headings on the Where/Who/What anchor chart.<br>• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way. |

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| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Ask students to read the first learning target and talk with a partner about their work as readers today. Ask students to discuss what they think they might do to reach the first target. Help students identify that they will read Chapter 2 of *Peter Pan* so they can think about the setting, characters, and events of this chapter.<br><br>• Discuss the second learning target. Tell students that they will continue to build their word power during this study of *Peter Pan* and today they will think about special *literary* words. Literary words are not actual words from the text, but words that readers use to talk about stories. An example of a literary word is *character*. Ask students to discuss with a partner why they think this is an important target. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Literary Vocabulary and Read-aloud of Chapter 2 (15 minutes)**<br>• Distribute the **Literary Vocabulary recording form** and display the **Literary Vocabulary anchor chart**. Explain to students that the vocabulary recording form is very similar to the one they used throughout Module 2. For each word, they will write the definition and draw a quick sketch of the meaning of the word if that is helpful.<br>• In the first box, write the word *chapter*. Ask students to take a minute to Think-Pair-Share:<br>   * "What is a chapter in a book?"<br>• Ask a couple of students to share their ideas. Write a short definition on the anchor chart:<br>   – *A small part of a book that is its own complete "mini" story and is connected to the other parts of the book*<br>• Ask the members of the class to write the word and definition on their own recording form. If students would like to draw an image to help them remember, they may do so in the third column of the recording form.<br>• Repeat this process with the word *dialogue*. Guide students toward understanding that dialogue is when people talk or have a conversation in a book. Point out to students that dialogue is punctuated with quotation marks. Again, invite students to write the word, a short definition, and draw an image on their Literary Vocabulary recording form.<br>• Students have experience with the words *character* and *setting* from Module 1, but these are important literary vocabulary words that warrant review. Encourage students work with a partner to complete the sections for these two words on the Literary Vocabulary recording form.<br>• Transition to the read-aloud of Chapter 2. Tell students they will have the chance to reread this chapter on their own in a little while, so for now they should just follow along in the text as it is read aloud to them. Read the chapter aloud fluently and with expression and do not stop to engage in conversation with students until the end.<br>• After reading the text aloud, ask students to Think-Pair-Share the following question:<br>   * What is the gist of this chapter? In other words, what is it mostly about? | • Reading aloud to students as they read along helps to build their fluency. ELLs and struggling ELA students benefit from hearing a text read aloud before they read it on their own.<br>• All students developing academic language will benefit from direct instruction of academic vocabulary. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Independent Reading: Where, Who and What of Chapter 2 (15 minutes)**<br>• Tell students that as they read the chapters of the *Peter Pan* text, they will be paired up with a reading partner. Explain how the structure of reading partners will work:<br>   – Their reading partner will be someone next to them to support their reading.<br>   – They will not read the text aloud with their partner, but their partner is available to help them if they get stuck on a word or if a part is confusing to them.<br>   – Their partner will also be their discussion buddy at the end of the reading time.<br>• Point out to students that as they study this chapter book each day, they will hear the text read aloud, will read some on their own, and will discuss some sections with their reading partner. Remind them that one of their goals for this year is to be able to read increasingly challenging text independently. Tell them you will support them and that they will almost always reread and discuss the text with others.<br>• Provide students with a focus for their reading of Chapter 2:<br>   * "As you read Chapter 2 today, you are reading to think about the following aspects of the chapter:<br>     • Where: What is the setting?<br>     • Who: Who are the main characters?<br>     • What: What is the important event of the chapter?<br>   Keep this in mind as you read today because after you read, you will discuss these questions with your partner."<br>• Remind students that these three questions are essentially the same questions on the Where/Who/What recording form. Tell students they may use **sticky notes** if they would like to keep track of the setting, characters, or events as they read. (This is a familiar process to students from their reading of shorter narrative texts in Module 1.) Clarify any misconceptions about the task and direct students to begin reading. Remind students that as with the other texts they have read, they will read portions of the chapters multiple times. Right now their goal is just to figure out the setting, the main characters, and the important events. In the next lesson, they will reread for details and answer text-dependent questions.<br>• As students read, circulate and provide guidance and support as needed. Students may need reminders about partner reading norms (e.g., not reading aloud to each other), and struggling readers may need you to read portions of the text aloud to them. Encourage students who might struggle to follow events in a longer text to use sticky notes to track the gist as they read. | • While students read Chapter 2, there are two possible ways to support them:<br><br>  a. Invite students to read aloud an excerpt from wherever they are in the text. This will allow you to assess and coach them in their fluency.<br><br>  b. Ask students: "What is happening in the chapter so far? Where is this taking place? Who are the main characters, and what are they doing?" This will allow you to see how students are progressing with the learning target. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • If students finish early, they may continue reading in their independent reading for this unit. | |
| **C. Partner Discussion: Chapter 2 (5 minutes)**<br>• After 15 minutes of independent reading, invite students to pair up with their reading partner and discuss their ideas about the where, who, and what of Chapter 2. Students do not complete their recording forms here. Tell them they should be prepared to fill in the anchor chart and their recording forms after their partner conversation. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What Anchor Chart (5 minutes)**<br>• Gather students together. Ask them to locate their Where/Who/What recording forms and fill in it as the class completes the Where/Who/What anchor chart. Invite students to share with the whole class their ideas for the important characters, events, and settings for this chapter. Remind students to complete their own recording form simultaneously. | |

| Closing and Assessment (continued) | Meeting Students' Needs |
|---|---|
| **B. Debrief: Reading Chapter Books (5 minutes)**<br>• Congratulate students on reading their chapter book independently! Ask them to Think-Pair-Share the following questions:<br>   * What do thoughtful readers need to do when reading chapter books?<br>• Provide sentence frames to support students' conversation: "Readers need to _____ when they read chapter books."<br>• Cold call a few students to share their ideas and track them on the new **Things Readers Do When Reading Chapter Books anchor chart**. Students may mention behaviors such as:<br>  — When listening to the chapter book read aloud, think about the gist, or what the chapter is mostly about.<br>  — When reading a chapter on your own, think about the main components: the setting, character(s), and important events.<br>  — When starting a new chapter, you may want to reread the last page of the previous chapter to refresh your memory. | • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the required structure. |
| **Homework** | **Meeting Students' Needs** |
| • Read aloud your favorite page from Chapter 2 to someone at home or on your own in front of a mirror. Be prepared to share why you chose the excerpt you selected. Also, practice your fluency as you are reading aloud. Pay attention to the following: phrasing, rate, punctuation, and expression. | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 1: Lesson 2
## Supporting Materials

EXPEDITIONARY
LEARNING

**Learning target:** I can describe the setting, characters, and events of Chapters 1 and 2 in *Peter Pan*.

Chapter: _____

| **Where** does this chapter take place? | **Who** are the important characters in this chapter? | **What** are the most important events in this chapter? |
|---|---|---|
| | | |

Chapter: _____

| **Where** does this chapter take place? | **Who** are the important characters in this chapter? | **What** are the most important events in this chapter? |
|---|---|---|
| | | |

**Learning target:** I can identify the meaning of literary vocabulary.

| Literary Term | Definition | Image to Help Me Remember the Word |
|---|---|---|
| chapter | | |
| dialogue | | |
| characters | | |
| setting | | |

# Grade 3: Module 3A: Unit 1: Lesson 3
## Reading for Details that Capture a Reader's Imagination and Answering Questions (Chapter 2)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can determine the meaning of words using clues from the story. (RL.3.4)<br>I can identify the main message or lesson of a story using key details from the text. (RL.3.1)<br>I can answer questions using specific details from literary text. (RL.3.1) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can use context clues to determine the meaning of words in *Peter Pan*.<br><br>• I can answer questions about Chapter 2 using specific details from the text.<br><br>• I can identify key details in Chapter 2 that capture my imagination. | • Chapter 2: Character Vocabulary recording form<br><br>• Chapter 2 Key Details recording form<br><br>• Chapter 2 Text-Dependent Questions |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Engaging the Reader: Favorite Excerpts from Chapter 2 (5 minutes)<br><br>  B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>  A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)<br><br>  B. Rereading for Key Details That Capture My Imagination (20 minutes)<br><br>  C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)<br><br>3. Closing and Assessment<br><br>  A. Sharing Details from Chapter 2 (5 minutes)<br><br>4. Homework<br><br>  A. Choose a couple of your favorite details to read aloud to someone at home. Explain how those details captured your imagination as a reader. | • As stated in the Teaching Notes for Lesson 2, some students may need more support than their reading partner can provide. Consider the following:<br><br>  1. Pull several partnerships together for guided support during their reading.<br><br>  2. Devote an instructional aide or another adult's time to supporting students as they read the chapters aloud. This gives students guidance with both decoding and comprehension.<br><br>  3. After students have made their first attempt on their own, find another time in the day to review sticking points they had to support their comprehension.<br><br>• This is the second day of the reading cycle of Chapter 2. During this lesson, students reread the chapter for key details and answer text-dependent questions.<br><br>• In this lesson, students focus on character vocabulary; however, they will not go into depth about character traits. They will do that in Lesson 4. |

| Lesson Vocabulary | Materials |
|---|---|
| capture my imagination, tidy (10), jealous (14), soothingly (15) | • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) |
| | • Chapter 2 Character Vocabulary recording form (one per student) |
| | • Chapter 2 Character Vocabulary recording form (answers, for teacher reference) |
| | • Chapter 2 Key Details from Chapter 2 recording form (one per student) |
| | • Chapter 2 Text-Dependent Questions (one per student) |
| | • Chapter 2 Text-Dependent Questions (answers, for teacher reference) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Favorite Excerpts from Chapter 2 (5 minutes)**<br>• Gather students and ensure that they have their copy of ***Peter Pan***. Ask students to locate the excerpt they selected to read for homework. Once students have found the excerpt, invite them to share with a partner what they read and why they chose it.<br>• Ask a few students to share a bit of their excerpt and why they selected it.<br>• Tell students that they will continue to think about their favorite parts of the text both in today's lesson and throughout the module. | • Consider offering a sentence frame or starter to assist students with language production and provide the structure required. For example, "I chose to read _____, because_____." |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Read each of the learning targets aloud. After each one, ask the class to identify the key ideas in the target. For the first target, students should pull out the idea that they will be learning new words. This is not a new target for students, so the general idea should be familiar.<br>• The second target is also familiar. Just as they have done in the first two modules, they will answer questions about Chapter 2 using specific details from the text.<br>• Students may need more support with the third target. Pull out the phrase "capture my imagination" if students do not identify this phrase on their own. Direct students to the module guiding question from Lesson 1: "How do writers capture a reader's imagination?" and make the connection between the target and the guiding question.<br>• Ask students to take a minute to pair share what they think "capture my imagination" means. Focus students whole group and cold call a few responses. If necessary, guide students toward understanding that writers make specific choices to fill a reader's mind with questions, pictures, or interesting ideas. The author of *Peter Pan* worked hard to make the text interesting to the reader. They will learn about many strategies that writers use to capture the reader's imagination. For example, writers often use vivid and precise words to help the readers make pictures in their minds. That is one way that a writer captures a reader's imagination. | • Using total participation techniques, such as cold calling or equity sticks, encourages a wider range of voices in whole-class shares. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)**<br>• Distribute the **Chapter 2 Character Vocabulary recording form** to students. Tell students that each word helps us to better understand a little about the characters in the chapter. Ask students to insert these as the next page of vocabulary section in their *Peter Pan* binders, folders, or notebooks.<br>• Remind students that they can determine the meaning of these words by looking at clues in the story around the word.<br>• Read the first sentence aloud: "'He really is quite messy,' said Wendy, who was a very tidy child." Ask students to Think-Pair-Share what the word *tidy* means and cold call a few students to share their thinking.<br>• If necessary, briefly think aloud with the word tidy: "When I read this sentence, I know that it's saying that Peter Pan is messy. It also says that Wendy is not like Peter because she is tidy. The opposite of *messy* is *clean*, so *tidy* must be a word that means 'clean or neat.' Wendy likes things clean and tidy, unlike Peter."<br>• Ask students to take 5 minutes to work on the term *tidy* and the two words below from the chapter with their reading partner.<br>• Allow students to share whole class to check understanding for all. Listen for definitions such as:<br>   &ndash; *jealous*: wanting something someone else has, envious; Mr. Darling was jealous because other people made more money than he did and he thought the kids loved Nana more than him.<br>   &ndash; *soothingly*: in a calming way; Mrs. Darling replied soothingly to Michael by agreeing with him that the nightlights would protect the children. | • Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs and other students. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Rereading for Key Details That Capture My Imagination (20 minutes)**<br>• Remind students of today's second target. They will have the job of looking for details in the text that capture their imagination. Remind students that details are the specific parts of the text that help a reader really imagine what's happening. They are more than just the basic *where*, *who*, and *what* facts that they wrote yesterday. Details bring the story to life because they often contain vivid and precise language that helps readers feel like they are in the story.<br><br>• Ask students to watch you closely as you think about details that capture your imagination. A think-aloud might sound like: "When I think about details in text that capture my imagination, I try to find parts of the text where the words painted a vivid, or clear, picture in my mind. One part of Chapter 1 that really caught my attention is the last paragraph on page 5."<br><br>• "I love this detail: 'Every child's Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach. Others have hunchbacked little old ladies, turtles laying eggs, or gnomes who like to sew.' I can just picture all of these amazing and unusual details in each child's Neverland. This detail pulls me into the story and makes me want to read more to find out about Neverland. When a writer captures a reader's imagination, he or she gets swept up into the story."<br><br>  1. "I am going to write that on my recording form." Project the **Key Details from Chapter 2 recording form** and model for students how to write just a few words from the text excerpt with the page number to remember the detail:<br><br>  2. In the first column, write "Page 5."<br><br>  3. In the second column, write "Neverland, boats, caves, beach, turtles, and gnomes."<br><br>  4. In the third column, write "This helped me better understand that all Neverlands are different. Each child's Neverland has special characteristics that make it unique."<br><br>• Tell students that they will now work with their reading partner to reread Chapter 2 and find a couple of details that capture their imagination as readers. Distribute the Key Details from Chapter 2 recording form. Encourage partnerships to read a couple of pages silently and then stop to talk with their partner about any details that captured their imagination. They may then continue reading, thinking, talking, and writing until they have completed the chapter.<br><br>• As students read and talk, circulate around the room and support students as needed. Ask questions such as:<br><br>  * "Why does that excerpt capture your imagination?"<br><br>  * "How does that detail help you understand the events of the story?" | • Consider pre-selecting a couple of pages with compelling details to help narrow the search for struggling readers. Students may refer to the page and then choose from a shorter amount of text. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)**<br>• Gather students together and congratulate them on their hard work gathering details. Tell them that they will now work independently to answer questions about the text just like they have done so well with other texts.<br>• Ask students to Think-Pair-Share:<br>  * "How do readers successfully answer questions about a text?"<br>• After a minute of conversation, invite a few students to share their responses with the whole class. Guide students toward the following steps for answering text-dependent questions. A list of steps may contain the following:<br>    1. Read the question carefully.<br>    2. Read the text to find the answer.<br>    3. Write the answer in a complete sentence and use specific evidence from the text to support your thinking.<br>• Answer any clarifying questions and distribute the **Chapter 2 Text-Dependent Questions**. Remind students that they will read and answer their questions independently because this is their chance to show how well they can read and answer questions on their own. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Sharing Details from Chapter 2 (5 minutes)**<br>• Invite students to bring their Key Details from Chapter 2 recording form and gather together. Ask them to choose one detail that really captured their imagination. After the students have selected their detail, ask them to stand up and find a classmate to share with. After a minute or so, ask students to find another partner and repeat the sharing process.<br><br>• Briefly revisit the vocabulary words from Work Time A. Ask students to use to think about the words *jealous* and *soothingly* in new contexts. Invite students to Think-Pair-Share:<br><br>　\* "Based on what you know about the meanings of the words *jealous* and *soothingly*, describe a person in a book or someone you know in real life who seems *jealous* or has acted *soothingly*."<br><br>• Listen in to informally assess students' use of vocabulary in different contexts. If time permits, cold call a few students to share their ideas with the whole class. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Choose a couple of your favorite details to read aloud to someone at home. Explain how those details captured your imagination as a reader. | |

# Grade 3: Module 3A: Unit 1: Lesson 3
## Supporting Materials

**Chapter 2 Character Vocabulary**

| Name: |
|---|

| Date: |
|---|

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan.*

1. **tidy (10)**

| "He really is quite messy," said Wendy, who was a very **tidy** child. | | |
|---|---|---|
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

2. **jealous (14)**

| "And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving nana so very much—possibly more than him." | | |
|---|---|---|
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

**3. soothingly (15)**

| "This was something Mrs. Darling had told the children in the past, so she couldn't very well take it back now." That's right, she said **soothingly**. "Night lights are the eyes a mother leaves behind at night to watch over her babies." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

### 1. tidy (10)

| "He really is quite messy," said Wendy, who was a very **tidy** child. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Clean, neat** | **Wendy sounds like she is not like Peter, so maybe she is the opposite.** | **It tells me that Wendy really likes to have everything organized and clean.** |

### 2. jealous (14)

| "And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving nana so very much—possibly more than him." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Wanting what other people have** | **Poor Mr. Darling—I know "jealous" must be something bad.**<br><br>**He thinks other people are doing better than he is.** | **It tells me that Mr. Darling doesn't feel very good about himself. He wants what other people have.** |

**3. soothingly (15)**

| | | |
|---|---|---|
| "This was something Mrs. Darling had told the children in the past, so she couldn't very well take it back now." That's right, she said **soothingly**. "Night lights are the eyes a mother leaves behind at night to watch over her babies." | | |
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| **In a soothing or kind way** | **She is telling the children about night lights.** <br><br> **She wants to watch over her babies.** | **It tells me that Mrs. Darling loves her children and wants to take care of them. She tells them stories to help them feel safe.** |

**Key Details from Chapter 2**

**Name:**

**Date:**

**Learning target:** I can identify key details in Chapter 2 that capture my imagination.

| Page number | Key words/phrases from the detail | This helps me understand ... |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Chapter 2 Text-Dependent Questions**

**Name:**

**Date:**

**Learning target:** I can answer questions about Chapter 2 using specific details from the text.

1. How did Peter get inside the Darling children's room? Use evidence from the text to support your thinking.

2. On page 10, the text says, "While Wendy went out for a snack, Mrs. Darling stayed behind, still frowning about the leaves." Why was Mrs. Darling scared about the leaves she discovered in her children's room? Use evidence from the text to support your thinking.

Chapter 2 Text-Dependent Questions

3. How did the stars help Peter at the end of the chapter? Use evidence from the text to support your thinking.

_____

_____

_____

_____

1.  How did Peter get inside the Darling children's room? Use evidence from the text to support your thinking.

    **Peter gets into the Darling children's room through the window. The text says, "He comes in through the window," Wendy insisted.**

2.  On page 10, the text says, "While Wendy went out for a snack, Mrs. Darling stayed behind, still frowning about the leaves." Why was Mrs. Darling scared about the leaves she discovered in her children's room? Use evidence from the text to support your thinking.

    **Mrs. Darling was scared because the leaves looked different from leaves found in England, so someone from another place must be bringing them in. The text says, "She was fairly certain that they were from a tree that did not even grow in England."**

3.  How did the stars help Peter at the end of the chapter? Use evidence from the text to support your thinking.

    **The stars helped Peter by telling him when it was safe to go inside the house once the Darlings had left. The text says, "stars in the Milky Way cried out, 'Now, Peter! Now!'"**

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# Grade 3: Module 3A: Unit 1: Lesson 4

**Identifying Character Traits:** A Study of Tinker Bell (Chapter 3)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) <br> I can determine the meaning of words using clues from the story. (RL.3.4) <br> I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) | |
| **Supporting Learning Targets** | **Ongoing Assessment** |
| • I can identify character traits using evidence from the text. <br><br> • I can use literary terms to describe the characters, setting, and events in the chapter. <br><br> • I can use context clues to determine the meaning of words in *Peter Pan*. | • Character Traits recording form <br><br> • Chapter 3 Character Vocabulary <br><br> • Where/Who/What recording form (in journal) |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Mini Lesson: Identifying Character Traits: Revisiting Mr. Darling in Chapter 2 (10 minutes)<br><br>   B. Read-aloud: Introducing Chapter 3 (5 minutes)<br><br>   C. Independent Reading: Focus on Tinker Bell in Chapter 3 (15 minutes)<br><br>   D. Small Group Discussion and Chapter 3 Character Vocabulary (15 minutes)<br><br>3. Closing and Assessment<br><br>   A. Where/Who/What Anchor Chart (5 minutes)<br><br>   B. Debrief: In What Ways Did Tinker Bell Surprise You? (5 minutes)<br><br>4. Homework<br><br>   A. Tonight you will be collecting words that will help you to describe characters. For each word at the top of the boxes, ask a family member to help you think of three to five synonyms (words that have a similar meaning).<br><br>   B. Also, please read aloud your favorite page from Chapter 3 to someone at home, or on your own in front of a mirror. Pay attention to Tinker Bell's character traits: What is she like? How do you know? | • Lessons 4, 5, and 6 involve a deep study of character in narrative text (RL.3.3). These three lessons follow a similar pattern. This series of lessons builds on the work students did on character during Module 1, when they used the Somebody In Wanted But So recording form. (See Module 1, Unit 1, Lesson 2.) Now, in Module 3A, students go into more depth as they read the extended text of *Peter Pan*. In Lesson 4, they think about the "Somebody" in this chapter book; in Lesson 5, the "Wanted"; and in Lesson 6, the "So."<br><br>• In advance: Prepare the Character Traits anchor chart (identical to the recording form students are using to track Tinker Bell's character traits later in the lesson; see supporting materials).<br><br>• Review: Think-Pair-Share (Appendix). |

| Lesson Vocabulary | Materials |
|---|---|
| character, trait, evidence, chapter; contagious (17), emerging (18), huffed (20), cooperating (24), naughty (25) | • Chart paper for new Character Traits anchor chart (teacher-created, one for display) <br>• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) <br>• Character Traits recording form (one per student) <br>• Chapter 3 Character Vocabulary recording form (one per student) <br>• Chapter 3 Character Vocabulary recording form (answers, for teacher reference) <br>• Where/Who/What anchor chart (from Lesson 2) <br>• *Peter Pan* journals (students' own) <br>• 3" x 5" index cards for the Character Wall (3-4 per student) <br>• Collecting Words to Describe Character Traits (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking the Learning Targets (5 minutes)** <br>• Direct students' attention to today's learning targets. Invite them to read the learning target along with you: "I can identify character traits using evidence from the text." <br>• Ask students to Think-Pair-Share: <br> * "What words do you think are most important in today's learning target? What will we be focusing on as we read, think, write, and talk?" | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Identifying Character Traits: Revisiting Mr. Darling in Chapter 2 (10 minutes)**<br>• Begin this lesson by connecting students' learning to the learning they did in Module 1 with picture books. They thought a lot about story elements in those books, looking at Somebody In Wanted But So. Ask students:<br>    ∗ "What specifically were we looking at when thought about the 'somebody' of a book?" Invite whole class shares, looking for the idea of *character* here.<br>• Tell students that they will continue their work with character but will go deeper in their reading, thinking, writing, and talking. When reading chapter books, readers spend more time with characters and use strategies to get to know characters in a more meaningful way.<br>• Direct students' attention to the **Character Traits anchor chart**. Circle the word *trait*. Invite students to share as a whole class what they already know about this word. Define the word *trait* for students: "A trait is a way to describe a person or a character, especially his or her personality." Tell students that all people have traits, or aspects of their personality that describe them. Provide a couple of examples of character traits: funny, serious, clever, kind, talkative, etc.<br>• Invite students to think about the idea of character traits as it applies to themselves or a member of their family:<br>    ∗ "If someone were to list character traits to describe you or a member of your family, what might they say?"<br>• Give students a few seconds of think time, asking them to give a thumbs-up when they have thought of a person in their class and a character trait that describes them. Invite students to Think-Pair-Share their ideas.<br>• Then ask students to Think-Pair-Share a second time:<br>    ∗ "Why would someone use that specific trait to describe you or that person? What is your evidence, or reasons, for why they would assign this character trait?"<br>• As students discuss, listen in to conversations. Invite a few students who provide strong evidence to share with the class. This will let all students hear a strong model for how to provide specific evidence related to character traits.<br>• Tell students that thinking about characters in a story is just like thinking about real people. We notice details about a person and then identify a character's traits, giving evidence for our thinking. This is important because understanding who a character is helps us to understand the decisions they make and actions they take, and therefore better understand the story. They will be practicing this as they learn more about the characters in *Peter Pan*. | • Providing students with a simple sentence frame will support them in their thinking as they connect character traits to specific evidence:<br>"I think _____ [character/person] is _____ [trait] because ..."<br>• Modeling how to complete the Character Traits recording form will support students to use this form later in the lesson as they work more independently to identify Tinker Bell's character traits. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Ask students to open their ***Peter Pan*** books to page 14. Tell students that their job is to follow along and pay attention to details about Mr. Darling and think about what those details tell them about Mr. Darling's character traits. They should pay attention to evidence from the text that supports their thinking.<br><br>• Read aloud page 14 as students follow along. After reading, ask students to Think-Pair-Share:<br><br>　＊　"What are Mr. Darling's character traits?"<br><br>• Share examples with the whole class. Students may respond with traits such as: "He is mean" or "He is jealous." (If students share words like "angry" or "frustrated," clarify the difference between a character's feelings and his or her traits. Chart Mr. Darling's traits in the left-hand column of the Character Traits anchor chart. Emphasize that traits are a permanent part of someone's personality, while feelings are more temporary.)<br><br>• Ask students to Think-Pair-Share a second time:<br><br>　＊　"What specific evidence do you see for the traits you listed for Mr. Darling?" To help students practice citing evidence, consider dramatically modeling by pointing to the page to emphasize the need to show their partners the spot in the text to which they are referring. On the anchor chart, list the evidence for each trait in the right-hand column. | |
| **B. Read-aloud: Introducing Chapter 3 (5 minutes)**<br>• Ask students to open their *Peter Pan* books to Chapter 3, page 17. Invite them to read along as you read aloud pages 17 and 18. The purpose of this read-aloud is student engagement and modeling of fluency, and therefore there should be no pauses for discussion, explanation, or questioning. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Independent Reading: Focus on Tinker Bell in Chapter 3 (15 minutes)**<br>• Distribute the **Character Traits recording form** to students. Ask them to place this recording form in the character section of their *Peter Pan* binder.<br>• Give directions:<br>  — Sit next to your reading partner.<br>  — Complete Chapter 3 from *Peter Pan* on your own.<br>  — Ask your partner for help if you are confused or stuck. If your partner is not able to help you, raise your hand for your teacher's support.<br>  — Focus on Tinker Bell's traits and the evidence from the text that supports their ideas about her traits.<br>  — Complete the Character Trait recording form for Tinker Bell.<br>• Invite students to independently complete Chapter 3. Circulate and support students as they read. | • The read-aloud portion of the chapter serves to build fluency and hook students into the chapter.<br>• There are two different ways for you to support students as they read Chapter 3:<br>1.  Invite students to read aloud an excerpt from wherever they are in the text. This will allow you to hear and coach their fluency.<br>2.  Read aloud to them and then have them paraphrase. This will promote comprehension.<br>• Students should read this chapter on their own; however, placing students next to their reading partner during this time adds a level of support for difficult words or confusion about plot. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **D. Small Group Discussion and Chapter 3 Character Vocabulary (15 minutes)**<br>• Combine two sets of pairs to form groups of four. Remind students of the classroom expectations for discussion before they begin. Ask students to share the character traits they identified for Tinker Bell as well as the evidence they used to support their thinking. Circulate and support students in their discussion.<br><br>• Distribute the **Chapter 3 Character Vocabulary recording form** to students. Tell students that each word helps us to better understand the characters in the chapter. Ask students to insert these as the next page of vocabulary section in their *Peter Pan* binders.<br><br>• Remind students that the meaning of these words can be determined by looking at clues in the story around the word.<br><br>• Think aloud this process with the word *huffed*: "When I look at this sentence, I can tell Peter is not happy, because he doesn't think what Wendy said was very funny. It also says he is embarrassed. Also, *huffed* has the root "huff" in it, and I know to huff is to breathe hard, like the wolf in the fairy tale about the three little pigs. So I think this word must mean to breathe heavily and show that someone is annoyed. This tells me that Peter is a little temperamental, or easily annoyed."<br><br>• Ask students to work on these three words from the chapter with their reading partner.<br><br>• After about 5 minutes of work time, allow students to share as a whole class in order to check understanding for all. | • Select students may benefit from vocabulary cards prepared in advance, with a word written on one side and the definition on the other. |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What Anchor Chart (5 minutes)**<br>• Invite students back to the whole group area. Direct their attention the **Where/Who/What anchor chart**. Ask students to share with the whole class their ideas for the important characters, events, and settings for this chapter and remind them to record this in their ***Peter Pan*** **journals** as you record it on the chart.<br>• Invite students to share any words they would like to add to the Character Wall. As students share these words, write each word on an **index card** and post them on the wall next to the corresponding character. | |
| **B. Debrief: In What Ways Did Tinker Bell Surprise You? (5 minutes)**<br>• Debrief as a whole group with the question:<br>　* "Did Tinker Bell surprise you in some way? Provide specific examples from the text to support your thinking."<br>• Distribute the homework: **Collecting Words to Describe Character Traits**. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Tonight you will be collecting words that will help you to describe characters. For each word at the top of the boxes, ask a family member to help you think of three to five synonyms (words that have a similar meaning).<br>• Also, please read aloud your favorite page from Chapter 3 to someone at home, or on your own in front of a mirror. Pay attention to Tinker Bell's character traits: What is she like? How do you know? | |

**EXPEDITIONARY LEARNING**

# Grade 3: Module 3A: Unit 1: Lesson 4
## Supporting Materials

**Character Traits Recording Form**

**Name:**

**Date:**

**Learning Target:** I can identify Tinker Bell's character traits using evidence from the text.

What character traits best describe Tinker Bell in this chapter?
Use evidence from the text to support your thinking.

| Character Trait | Evidence from the Text |
| --- | --- |
|  |  |
|  |  |
|  |  |

| Name: |
| --- |
| Date: |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan.*

1. **huffed (20)**

| "'I don't see what's so funny about it,' Peter **huffed**, embarrassed." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|  |  |  |

Use this word in a sentence of your own:

2. **cooperating (24)**

"'Tink,' Peter said. 'Stand still for a second, would you? Wendy wants to see you, and for you to be her fairy.'

Tinker Bell clinked something angry in reply.

'She says you are a huge ugly girl, and she can't be your fairy because she is my fairy.'

'Well,' Wendy huffed. 'She's is not very polite.'

Peter had to agree.

Since Tinker Bell wasn't **cooperating**, Wendy turned her attention back to Peter."

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
|  |  |  |

Use this word in a sentence of your own:

**Chapter 3 Character Vocabulary**

3. **naughty (25)**

| | |
|---|---|
| "Suddenly Wendy screamed. It felt as if someone had pulled her hair!<br>'That must be Tink,' Peter explained. 'She certainly is being **naughty** today!'<br>Tinker Bell told Peter that she would to continue to misbehave so long as Peter kept being nice to Wendy." | |

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| | | |

Use this word in a sentence of your own:

_____

_____

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **huffed (20)**

| "'I don't see what's so funny about it,' Peter **huffed**, embarrassed." | | |
|---|---|---|
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| **To take offense, or get upset at something** | **I know the word "huff" just like the Wolf huffs in *The Three Little Pigs*.**<br><br>**Also, Peter is upset, it says he is embarrassed. So <u>huffed</u> must mean the way you talk when you're upset.** | **It shows me he has a short temper, or gets easily embarrassed.** |

Use this word in a sentence of your own:

_____

_____

2. **cooperating (24)**

| "'Tink,' Peter said. 'Stand still for a second, would you? Wendy wants to see you, and for you to be her fairy.' Tinker Bell clinked something angry in reply. 'She says you are a huge ugly girl, and she can't be your fairy because she is my fairy.' 'Well,' Wendy huffed. 'She's is not very polite.' Peter had to agree. Since Tinker Bell wasn't **cooperating**, Wendy turned her attention back to Peter." |

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **It means to do something you are asked to do.** | **Peter asked her to stand still. And she won't do it. It says she was "not" cooperating, so it must mean she is not doing what Peter and Wendy want her to do.** | **It tells she is very stubborn, or difficult.** **It also tells that she does not like Wendy very much.** |

Use this word in a sentence of your own:

_____

_____

3. **naughty (25)**

"Suddenly Wendy screamed. It felt as if someone had pulled her hair!

'That must be Tink,' Peter explained. 'She certainly is being **naughty** today!'

Tinker Bell told Peter that she would to continue to misbehave so long as Peter kept being nice to Wendy."

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **It means behaving badly or mischievously.** | **I know this because she pulled Wendy's hair, and right after she did that Peter called her "naughty."** | **It shows that Tinker Bell has a bad side to her, especially around Wendy.** |

Use this word in a sentence of your own:

_____

_____

**Collecting Words to Describe Character Traits**
(Lesson 4 Homework)

| Name: |
| --- |

| Date: |
| --- |

**Learning target:** I can collect character trait words by finding synonyms for words that I already know.
(A *synonym* is another word that has a similar meaning. For example, a synonym for the word "mean" is "unkind.")

For each of the character traits words, think of three to five synonyms and write them in the box below the word.
Ask a family member to help you brainstorm!

| Mean | Brave |
| --- | --- |
| example: *unkind* | |
| **Nice** | **Smart** |
| | |

# Grade 3: Module 3A: Unit 1: Lesson 5
## Identifying Character Motivations: Why Do Characters Do What They Do? (Chapter 4)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) <br> I can determine the meaning of words using clues from the story. (RL.3.4) <br> I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify characters' motivations using evidence from the text. <br><br> • I can use literary terms to describe the characters, setting, and events in the chapter. <br><br> • I can use context clues to determine the meaning of words in *Peter Pan*. | • Collecting Words to Describe Character Traits (from homework) <br><br> • Character Motivations recording form <br><br> • Chapter 4 Character Vocabulary recording form <br><br> • Where/Who/What recording form (in journal) |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Sharing Character Trait Words (5 minutes)<br><br>   B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Mini Lesson: Identifying Character Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes)<br><br>   B. Read-aloud: Introducing Chapter 4 (5 minutes)<br><br>   C. Independent Reading: Focus on Characters' Motivations in Chapter 4 (15 minutes)<br><br>   D. Small Group Discussion and Chapter 4 Character Vocabulary Words (15 minutes)<br><br>3. Closing and Assessment<br><br>   A. Where/Who/What Anchor Chart (5 minutes)<br><br>4. Homework<br><br>   A. Reread your favorite page from Chapter 4, either by yourself, or aloud to someone at home. Focus on an action that a character took on that page and discuss the motivation the character had. Why did he or she do what he or she did? | • This lesson follows a similar pattern to that of Lesson 4, with a new emphasis on characters' motivations.<br><br>• In advance: Prepare the Character Motivations anchor chart (see example in supporting materials).<br><br>• Review: Think-Pair-Share (Appendix). |

**EXPEDITIONARY LEARNING**

**GRADE 3: MODULE 3A: UNIT 1: LESSON 5**
**Identifying Character Motivations:**
Why Do Characters Do What They Do? (Chapter 4)

| Lesson Vocabulary | Materials |
|---|---|
| character, motivation, evidence; flattered (27), maternal (28), sly (31) | • Character Motivations anchor chart (new; teacher-created; one for display)<br>• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)<br>• Character Motivations recording form (one per student)<br>• Character Motivations recording form (answers, for teacher reference)<br>• Chapter 4 Character Vocabulary recording form (one per student)<br>• Chapter 4 Character Vocabulary recording form (answers, for teacher reference)<br>• *Peter Pan* journals (students' own)<br>• Where/Who/What anchor chart (from Lesson 2)<br>• 3" x 5" index cards (for the Character Wall) (3-4 per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Sharing Character Trait Words (5 minutes)**<br>• Invite students to bring their Collecting Words to Describe Character Traits homework and sit next to their reading partner in the whole group area. Allow students a couple of minutes to share with their reading partners, encouraging them to write down words their partners found if they do not already have it. | |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Direct students' attention to today's learning targets. Invite them to read the learning target along with you: "I can identify character motivations using evidence from the text."<br>• Ask students to Think-Pair-Share:<br>    \* "What words do you think are most important in today's learning target? What will we be focusing on as we read, think, write, and talk?" Listen for students to identify the words *character, motivation*, and *evidence*. | • Confusion about the word *motivation* can serve as a bridge into the mini lesson: "I heard some of us wonder what the word *motivation* means. That's an excellent question, let's look more closely at this word." |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Identifying Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes)** | • Providing students with a simple sentence frame can support them in their thinking as they connect actions with motivations. "Once I _____ [action] because I wanted _____ [motivation]." |
| • Like in Lesson 4, make an explicit connection between the learning students did in Module 1 and the deep character study they are in now. This might sound like: "When we thought about our picture books, we thought about Somebody Wanted. What were we thinking about when we said 'wanted'?" Look for shares such as: "We were figuring out the goal of the character, what it is they wanted in that story." | |
| • Direct students' attention to the **Character Motivations anchor chart**. Circle the word *motivation*. Invite students to share as a whole class what they already know about this word. Guide students toward a definition: "Motivation is what a person, or a character, wants. It is the reason he or she acts a certain way." Point out the root *motive*, which students may have heard in terms of the *motive* related to anything from why someone does charity work or commits a crime. | |
| • Tell students that all people have motivations, or reasons they take certain actions. For example, perhaps there was a time that they really wanted to do something special, like go to the movies, and this motivated them to do their homework quickly and without complaint. The *motivation* in this example is the desire to go to the movies. | |
| • Invite students to think about the idea of motivation as it applies to themselves: | |
|   * "When was there a time when you really wanted something and that motivated you to take action? What was the action you took, and what was the *motivation*, or reason, you took that action?" | |
| • Give students a few seconds of think time, asking them to give a thumbs-up when they have thought of a time when they wanted something and it made them take a specific action. Invite students to Think-Pair-Share their ideas. | |
| • Remind students of the character trait work they did in Lesson 4, specifically the connection they made to real people in their lives. Connect that to today's learning. This may sound like: "Remember that really important work you did with character traits and how we talk about characters in a book in the same way that we talk about real people in our lives? Thinking about characters' motivations in a story is just like thinking about real people. When characters, like people we know, take specific actions or say specific things, we wonder, 'What reason did the character have for doing, or saying, that? What was their motivation?'" Tell students they will be practicing this as they learn more about the characters in *Peter Pan*. | |
| • Ask students to open their ***Peter Pan* books** to page 17. Tell students that they will follow along as you read, and they should listen for Peter's motivation to go back to the Darlings' house. What was his reason? | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Read aloud page from the bottom of page 17, beginning with "The children's room ..." and ending at the bottom of page 18 ("... and she sat up in bed"). After reading, ask students to Think-Pair-Share: <br><br> \* "What was Peter's motivation for returning to the Darlings' house?" <br><br> • Share out whole group. Add Peter's motivation to the Character Motivations anchor chart. <br><br> • Ask students to Think-Pair-Share a second time: <br><br> \* "What specific evidence on pages 17 and 18 makes you believe that this was his motivation?" Add evidence to the Character Motivations anchor chart. Listen for shares such as: "On page 18, it says 'Tink?' he called softly. 'Is my shadow in that jug?'" or "On page 18 it says, 'Peter threw open the drawers, piling the clothes in a heap on the floor, and found his shadow.'" Both of these examples show that Peter came back to find his shadow. | |
| **B. Read-aloud: Introducing Chapter 4 (5 minutes)** <br> • Ask students to open their *Peter Pan* books to Chapter 4, page 26. Invite them to read along as you read aloud pages 26 and 27. The purpose of this read-aloud is to engage students and to model fluent reading. Therefore there should be no pauses for discussion, explanation, or questioning. | • The read-aloud portion of the chapter serves to build fluency and hook kids into the chapter. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Independent Reading: Focus on Characters' Motivations in Chapter 4 (15 minutes)**<br>• Distribute the **Character Motivations recording form** to students.<br>• Tell students that today they will read Chapter 4 of their *Peter Pan* books, starting back at the beginning of the chapter. While reading, they should focus their attention on the actions characters take and the reasons or motivations for why they take these actions. Tell them they will focus on a few actions, listed in the "Character Action" column of their recording form.<br>• Give directions:<br>   1. Sit next to your reading partner.<br>   2. Read Chapter 4 of your *Peter Pan* book on your own.<br>   3. Ask your partner for help if you are confused or stuck.<br>   4. Focus your attention on the actions the characters take, and why they took those actions. What was their motivation? Remember to use evidence from the text to supports your ideas.<br>   5. Complete the Character Motivation recording form for Chapter 4. | • When circulating and supporting students, invite them to read aloud an excerpt from wherever they are at in the text. This will allow you to assess and coach their fluency. |
| **D. Small Group Discussion and Chapter 4 Character Vocabulary (15 minutes)**<br>• Combine two partnerships to form groups of four. Remind students of the classroom expectations for discussion before they begin. Ask students to share the character motivations they identified as well as the evidence they used to support their thinking. Circulate and support students in their discussion.<br>• Distribute the **Chapter 4 Character Vocabulary recording form** to students.<br>• Remind students that the meaning of these words can be determined by looking at clues in the story around the word.<br>• Ask students to work on these three words from the chapter with their reading partner.<br>• After about 5 minutes of work time, allow students to share as a whole class in order to check understanding for all.<br>• Tell students that each of these words will continue to add to our understanding of characters in the story. It should be placed with their vocabulary work in their ***Peter Pan* journals**. | • Although reading partnerships are homogeneous, consider forming groups of four across skill levels in order to scaffold some students in their reading, thinking, writing, and talking. |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What Anchor Chart (5 minutes)**<br>• Invite students back to the whole group area. Direct their attention to the **Where/Who/What anchor chart**. Ask students to share with the whole class their ideas for the important characters, events, and settings for this chapter.<br><br>• As students share ideas for the "What" column of this anchor chart, think aloud to make a clear connection between what a character does and his or her motivation for doing it. This will help students to understand the deep thinking they are doing about characters and their actions. "As I write that Wendy [Who] decided to go to Neverland [What], I am also thinking about Wendy's motivation, or why she took that action. She wants to see all the fantastical creatures who live in this place. I think that would motivate me too! This helps me to better understand Wendy as a character when I think about it this way."<br><br>• Invite students to share any words they would like to add to the Character Wall. As students share these words, write each word on an **index card** and post them on the wall next to the corresponding character. | • Consider adding visual representations next to the words on the Character Wall. |
| Homework | Meeting Students' Needs |
| • Reread your favorite page from Chapter 4, either by yourself, or aloud to someone at home. Focus on an action that a character took on that page and discuss the motivation the character had. Why did he or she do what he or she did? | |

# Grade 3: Module 3A: Unit 1: Lesson 5
## Supporting Materials

**Character Motivations Anchor Chart**
(For Teacher Reference)

| Character Action | Character Motivation | Evidence from the Text |
|---|---|---|
| (real world example)<br>I finished my homework quickly and without complaining. | I wanted to go to the movies. | I said, "If I finish all my homework, can I go to the movies?" |
| Peter returns to the Darlings' house. | | |

**Character Motivations Recording Form**

**Name:**

**Date:**

**Learning target:** I can identify characters' motivations using evidence from the text.

What were the characters' motivations for taking specific actions in this chapter?
What evidence supports your thinking?

| Character Action | Character Motivation | Evidence from the Text |
|---|---|---|
| Peter Pan returns to the nursery. | | |
| Wendy first decides to stay at home, not following Peter to Neverland. | | |
| The boys jump up out of their beds. | | |
| Wendy changes her mind, and she decides to go to Neverland. | | |

**Character Motivations Recording Form**
(Answers, for Teacher Reference)

**Learning target:** I can identify characters' motivations using evidence from the text.

What were the characters' motivations for taking specific actions in this chapter?
What evidence supports your thinking?

| Character Action | Character Motivation | Evidence from the Text |
|---|---|---|
| **Peter Pan returns to the nursery.** | **Peter returned to the nursery in order to hear the ending to *Cinderella*.** | **"Peter," Wendy said, "why did you come to the nursery?"**<br>**"To hear the story your mother was telling," Peter replied.**<br>**Wendy was a bit disappointed to learn that he had not come for her, but she asked, "Which story was it?"**<br>**"It was the story about the lady who lost her glass slipper. But I had to leave, and I missed the ending." (p. 26)** |
| **Wendy first decides to stay at home, not following Peter to Neverland.** | **She decides to stay because she feels she cannot leave her mother. Also, she cannot fly.** | **"Let go of me!" Wendy cried. She was very flattered to be asked, of course, but she couldn't leave her poor mother. Besides, she couldn't fly. (p. 27)** |

**Character Motivations Recording Form**
(Answers, for Teacher Reference)

| Character Action | Character Motivation | Evidence from the Text |
|---|---|---|
| **The boys jump up out of their beds.** | **The boys jump out of bed because they were excited by the idea of learning how to fly.** | **At this, the boys jumped out of bed. They had been listening quietly the entire time, not letting on that they were really awake. But at the thought of flying, they could not longer stay still. (p. 28)** |
| **Wendy changes her mind, and she decides to go to Neverland.** | **Wendy changes her mind, and is convinced to go to Neverland, when Peter tells her about the mermaids.** | **But the sly Peter knew how to make her come along. "Did I tell you about the mermaids?" he said. "Mermaids?" Wendy breathed. Mermaids were even more exciting than fairies.** |

| Name: |
| --- |
| Date: |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **flattered (27)**

| "'Let go of me!' Wendy cried. She was very **flattered** to be asked, of course, but she couldn't leave her poor mother." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

Use this word in a sentence of your own:

2. **maternal (28)**

| "'You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before.' |
|---|
| This was too much for Wendy to resist. She did have very strong **maternal** feelings." |

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
|  |  |  |

Use this word in a sentence of your own:

_____

_____

3. **sly (31)**

| "Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. 'Did I tell you about the mermaids?' he said. | | |
| --- | --- | --- |
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| | | |

Use this word in a sentence of your own:

**Learning Target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **flattered (27)**

| "'Let go of me!' Wendy cried. She was very **flattered** to be asked, of course, but she couldn't leave her poor mother." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **To feel pleased or gratified by something or someone** | **Because it says "but she couldn't leave her poor mother," I knew it must be a good feeling, because it makes her want to go with him.** | **This tells me that she likes Peter's attention.** |

Use this word in a sentence of your own:

2.  **maternal (28)**

| "'You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before.'<br>This was too much for Wendy to resist. She did have very strong **maternal** feelings." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Having to do with motherhood or being a mother** | **Peter says that she could be "mother to them" and could "tuck them in."** | **It shows that Wendy is a very caring person.** |

Use this word in a sentence of your own:

_____

_____

**Chapter 4 Character Vocabulary**
(Answers, for Teacher Reference)

3. **sly (31)**

| "Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. 'Did I tell you about the mermaids?' he said. |||
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Clever, smart, or tricky** | **I knew this because Peter is trickily convincing her by bringing up something he knows she will like.** | **It shows that Peter is smart, but also tricky and likes to get his way.** |

Use this word in a sentence of your own:

_____

_____

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# Grade 3: Module 3A: Unit 1: Lesson 6

**Character Actions:** Looking Closely at How Characters' Actions Move the Story Forward (Chapter 5)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can determine the meaning of words using clues from the story. (RL.3.4)<br>I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5.<br><br>• I can use literary terms to describe the characters, setting, and events in the chapter.<br><br>• I can use context clues to determine the meaning of words in *Peter Pan*. | • What/So What recording form<br><br>• Where/Who/What recording form (in journal)<br><br>• Chapter 5 Character Vocabulary recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Unpacking the Learning Targets (5 minutes)<br>2. Work Time<br>   A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes)<br>   B. Read-aloud: Introducing Chapter 5 (5 minutes)<br>   C. Independent Reading: Focus on Character Actions and How They Move the Story Forward in Chapter 5 (15 minutes)<br>   D. Small Group Discussion and Chapter 5 Character Vocabulary Words (15 minutes)<br>3. Closing and Assessment<br>   A. Where/Who/What Anchor Chart (10 minutes)<br>4. Homework<br>   A. Continue reading in your independent reading book for this unit at home. | • This lesson follows a similar pattern to that of Lessons 4 and 5, with a new emphasis on characters' actions.<br>• In advance: Prepare the What/So What anchor chart (a large version of the What/So What recording form).<br>• Review: Think-Pair-Share (Appendix). |

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| Lesson Vocabulary | Materials |
|---|---|
| character, action, sequence, events; distracted (36), annoyed (37), compromised (39) | • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)<br>• What/So What anchor chart (new; teacher-created; a large version of students' What/So What recording form; one for display)<br>• What/So What recording form (one per student)<br>• Where/Who/What anchor chart (from Lesson 2)<br>• Chapter 5 Character Vocabulary recording form (one per student)<br>• Chapter 5 Character Vocabulary recording form (answers, for teacher reference)<br>• *Peter Pan* journals (students' own) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking the Learning Targets (5 minutes)**<br>• Direct students' attention to today's learning targets and invite them to read all three targets aloud with you.<br>• Focus the class on the first target: "I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5."<br>• Ask students to Think-Pair-Share:<br>  * "What words do you think are most important for today's learning target? What will we be focusing on as we read, think, write, and talk?"<br>• Listen for students to mention *actions* and *sequence*. Clarify that sequence means the order in which things happen or are arranged.<br>• Set purpose, probing about the word *contribute*:<br>  * "What does it mean for a character's actions to *contribute* to the sequence of events?"<br>• Do not linger on this question here; simply tell students that they should think about this throughout the lesson. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes)** <br>• Invite students to Think-Pair-Share the following question: "What are three actions you took in order to get to school today?" <br>• Listen to student conversations and invite a couple of students to share their examples whole class. <br>• Tell students that, just like real people, characters in stories are constantly taking action. Some of these actions are important because they help move the character, and the story, forward. <br>• Just as you did in Lessons 4 and 5, make an explicit connection between this character study and the Somebody Wanted But So work students did in Module 1. The "So" referred to the actions characters took as a result of their wants and needs. "Just like in our picture books, the characters in *Peter Pan* take actions based on their wants and needs. These actions keep the story moving forward. So today we are going to look closely at those actions to get to know our characters more deeply." <br>• Ask students to open their **Peter Pan** books to page 28. Tell students that their job is to follow along and look for actions that characters take, and how those actions move the story forward. <br>• Post the **What/So What anchor chart**. Read aloud from the start of the last paragraph at bottom of page 28 (beginning with "There can be only one explanation ...") until the end of the fifth paragraph on page 29 ("... barking for help"). After reading, ask students to Think-Pair-Share: <br>• "What were some actions characters took in this passage?" As students share examples whole group, add their examples to the "What" column of the What/So What anchor chart. Remind students that this column represents what the character did. Listen for examples such as: "The children pretended to be sleeping." <br>• Choose one rich example from what students shared. Ask students to Think-Pair-Share a second time: <br> ∗ "Think about this action with your partner. How did this action by this character move the story forward?" <br>• Shares might sound like: "The kids pretending to be asleep made Liza think everything was okay, and drag Nana away." <br>• Record examples of how character's actions affected the story in the "So What" column of the What/So What anchor chart. Connect this to the learning students did in Module 1 by saying something such as: "When we looked at our picture books, we thought, talked, and wrote about the actions a character took. Today we're taking the next step and really thinking about how characters' actions affect the story. This is impressive and meaningful reading!" | • Providing students with a simple sentence frame can support them in their thinking as they connect actions with motivations: "Once I _____ [action] because I wanted _____ [motivation]." |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Read-aloud: Introducing Chapter 5 (5 minutes)**<br>• Ask students to open their *Peter Pan* book to Chapter 5, page 33. Invite them to read along as you read aloud pages 33 and 34. The purpose of this read-aloud is to engage students and model fluency, and therefore there should be no pauses for discussion, explanation, or questioning. | |
| **C. Independent Reading: Focus on Character Actions and How They Move the Story Forward in Chapter 5 (15 minutes)**<br>• Distribute the **What/So What recording form** to students.<br>• Give directions:<br>  1.  Sit next to your reading partner.<br>  2.  Complete Chapter 5 from *Peter Pan* on your own.<br>  3.  Ask your partner for help if you are confused or stuck.<br>  4.  Focus your attention on the actions characters take in this chapter and the way in which those actions move the story forward.<br>  5.  Complete the What/So What recording form for Chapter 5. | • Consider providing a partially completed graphic organizer to select students, in which they are responsible for completing only the So What column. |
| **D. Small Group Discussion and Chapter 5 Character Vocabulary (15 minutes)**<br>• As in Lesson 4, combine partnerships so students are in groups of four to share their recording form for this chapter.<br>• Distribute **Chapter 5 Character Vocabulary recording form**. Tell students that each of these words will continue to add to our understanding of characters in the story. Remind students that the meaning of these words can be determined by looking at clues around the word they don't know.<br>• Ask students to work on these three words from the chapter with their reading partner.<br>• After about 5 minutes of work time, allow student to share as a whole class in order to check understanding for all. Their responses should be placed with their vocabulary work in their ***Peter Pan* journals**. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What Anchor Chart (10 minutes)**<br>• Invite students back to the whole group area. Direct their attention to the **Where/Who/What anchor chart**. Ask students to share with the whole class their ideas for the important characters, events, and settings for this chapter.<br>• In order to help students connect the *who* and the *what*, revisit the first learning target. Ask again: "What does it mean for a character's actions to *contribute* to the sequence of events?"<br>• Invite students to share any words they would like to add to the Character Wall.<br>• Tell students that in the next lesson, they will get to choose one character (except Peter) they want to focus on in more detail. | |
| Homework | Meeting Students' Needs |
| • Continue reading in your independent reading book for this unit at home. | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 1: Lesson 6
Supporting Materials

**Learning target:** I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5.

How do characters' actions move the story forward?
Use evidence from the text to support your thinking.

| What?<br>*What action did the character take?* | So what?<br>*How did the action move the story forward?* |
|---|---|
|  |  |
|  |  |
|  |  |

**Name:**

**Date:**

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan.*

1. **distracted (36)**

"Peter was nowhere to be found. It wasn't uncommon for him to leave them occasionally. Easily bored and **distracted**, he would fly up high to talk to the stars, or down low to talk with a mermaid. He always came back, but sometimes seemed to barely remember them, as if he had already moved on to his next adventure. "

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
|  |  |  |

Use this word in a sentence of your own:

2. **annoyed (37)**

| "Peter was a little **annoyed** with the children for knowing so much about the island. He wanted to be the one who knew everything." | | |
|---|---|---|
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

Use this word in a sentence of your own:

_____

_____

3.  **compromised (39)**

"'Tell her to go away at once, Peter,' the children cried, but he refused.
'She gets scared and lonely, too,' he said.
They **compromised**. John would carry Tink in his hat, which he would hold in his hand."

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
|  |  |  |

Use this word in a sentence of your own:

_____

_____

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan.*

1. **distracted (36)**

| "Peter was nowhere to be found. It wasn't uncommon for him to leave them occasionally. Easily bored and **distracted**, he would fly up high to talk to the stars, or down low to talk with a mermaid. He always came back, but sometimes seemed to barely remember them, as if he had already moved on to his next adventure. " |

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **It means not being able to pay attention for very long, or have your attention easily caught by other things.** | **It says he was "up high" and "down low" which shows he quickly moves between things. It also says he is "bored and distracted" and a lot of times when you're bored, your attention goes to something else.** | **It shows that he is not focused on things or people.** |

Use this word in a sentence of your own:

_____

_____

2. **annoyed (37)**

| "Peter was a little **annoyed** with the children for knowing so much about the island. He wanted to be the one who knew everything." | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **It means to be upset or to be irritated.** | **I know this, because it says he wanted to be the only one who knew things, and he wasn't. So he must be upset.** | **It shows he is a little selfish.** |

Use this word in a sentence of your own:

_____

_____

**Chapter 5 Character Vocabulary**
(Answers, for Teacher Reference)

3. **compromised (39)**

| | | |
|---|---|---|
| "'Tell her to go away at once, Peter,' the children cried, but he refused. 'She gets scared and lonely, too,' he said. They **compromised**. John would carry Tink in his hat, which he would hold in his hand." | | |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **It means to come to an agreement.** | **The children wanted one thing, but Peter wanted another. So they compromised.** | **It shows they can be responsible.** |

Use this word in a sentence of your own:

_____

_____

# Grade 3: Module 3A: Unit 1: Lesson 7

**Character Analysis:** Looking Closely at One Character in *Peter Pan* (Revisiting Chapters 1–5)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)<br>I can write an opinion piece that supports a point of view with reasons. (W.3.1) | |
| **Supporting Learning Targets** | **Ongoing Assessment** |
| • I can describe a character from *Peter Pan* by creating a character analysis.<br><br>• I can write an opinion about a character using evidence to support my opinion. | • Character Analysis recording form Exit ticket |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Mini Lesson: Creating a Character Analysis: Revisiting Mr. Darling (15 minutes)<br><br>   B. Creating a Character Analysis: Looking Closely at Wendy or Tinker Bell (20 minutes)<br><br>   C. Small Group Discussion: Character Analysis for Wendy or Tinker Bell (10 minutes)<br><br>3. Closing and Assessment<br><br>   A. Exit Ticket: Opinion Writing (10 minutes)<br><br>4. Homework<br><br>   A. Reread your favorite section of Chapter 6, either in front of a mirror, or to a family member. How is your fluency? Practice reading a single paragraph out loud a few of times until it sounds smooth and shows expression. Share who you believe the most important character in this story is so far, and why you think this. | • This lesson helps students review and synthesize key teaching points about character from Lessons 4, 5, and 6. In this lesson, students do not read a new chapter. Instead they revisit old chapters to synthesize information about a single character. Students will need to read Chapter 6 during another time in the day or for homework. At the start of Lesson 8, they will create the Where/Who/What anchor chart for Chapter 6.<br><br>• In advance: Prepare the Character Analysis anchor chart (see example in supporting materials).<br><br>• In advance: Choose the trait/action/motivation to use for the anchor chart. Be prepared to help support students who are struggling by giving them a specific chapter or page number to limit their search for evidence. |

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| Lesson Vocabulary | Materials |
|---|---|
| describe, character, analysis, traits, motivations, actions, evidence, opinion | • Character Analysis anchor chart (new; teacher-created; one for display)<br>• Character Analysis recording form (one per student)<br>• Classic Starts edition of *Peter Pan* (one per student and one for teacher use)<br>• Exit Ticket: Opinion Writing (one per student)<br>• Exit Ticket: Opinion Writing (Supported Version) (optional; for students needing more support) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking the Learning Targets (5 minutes)**<br>• Congratulate the students for all the important work and deep thinking they have been doing about characters so far in their reading of *Peter Pan*. Tell them that today they will have the opportunity to show all their learning by working with their groups to create a character analysis for a character from the book.<br>• Review today's learning target with students. Discuss the word *analysis* as the close study of a something, figuring out its most important qualities. Connect this to the root word *analyze*. To analyze something means to examine something carefully. Invite students to share what they will be doing today in their own words. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Creating a Character Analysis: Revisiting Mr. Darling (15 minutes)**<br>• Remind students of the three aspects of character they have studied so far: traits, actions, and motivations. Tell them that today they will be character detectives: investigating one character closely to find his or her traits, motivations, and important actions, and collecting evidence to support their thinking. This lesson is a review of their learning about character so far. However, by thinking of all three aspects of character at once, they are combining all of their learning to read, think, write, and talk about one character in a deeper way.<br>• Direct students' attention to the **Character Analysis anchor chart**. Tell them that they will be working together to think deeply about Mr. Darling, specifically his traits, motivations, and actions.<br>• Briefly review the meaning of the word *trait*. Ask students to Think-Pair-Share the following question:<br>  * "What kind of character is Mr. Darling? How could we describe him using a character trait word?"<br>• Encourage students to work with a partner, flipping through the ***Peter Pan* text** and recording forms to look for parts involving Mr. Darling. Invite whole class shares. Listen for words such as: *jealous, protective, cold*. Select one important character trait word for Mr. Darling and write it in the "Character Traits" column of the Character Analysis anchor chart.<br>• Remind students how important it is to support their ideas with evidence from the text. Again, ask the students to Think-Pair-Share:<br>  * "What specific evidence in the book can you find to show that Mr. Darling shows this character trait?"<br>• Give students a couple of minutes to work with a partner, finding a specific place in the text where Mr. Darling exhibits the chosen character trait. Ask students to give a silent signal, such as a thumbs-up, once they have found evidence. Invite whole class shares. Consider praising students as effective "detectives" for finding the evidence they needed. Write the evidence in the "Evidence from the Text" column of the Character Analysis anchor chart.<br>• Repeat this process with Mr. Darling's *motivations*, and with Mr. Darling's important actions, linking this with how his action moved the story forward. | • Using a simple sentence frame for the use of evidence will support students in connecting their ideas to evidence from the text: "I know Mr. Darling is _____ [character trait] because he _____ [specific text evidence].<br>• Using total participation techniques, such as cold call or equity sticks, encourages a wider range of voices in whole class shares. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Creating a Character Analysis: Looking Closely at Wendy or Tinker Bell (20 minutes)**<br>• Distribute the **Character Analysis recording form**. Tell students that they will now become character detectives with their reading partner, looking closely at either Wendy or Tinker Bell. Remind students that, like all good detectives, they should be searching in their books for the best evidence to support their thinking.<br>• Ideally, there will be an even number of partnerships studying Wendy and Tinker Bell, so partnerships can form small groups to share their thinking about these two characters.<br>• Circulate and support students as they complete the Character Analysis recording forms. | |
| **C. Small Group Discussion: Character Analysis for Wendy and Tinker Bell (10 minutes)**<br>• Combine one pair of students who focused on Wendy with one group who focused on Tinker Bell. Ask students to share their Character Analysis recording form with the other group, going step-by-step through traits, motivations, and actions, as well as the evidence they chose from the text to support their thinking.<br>• Tell students that it is important that they look closely at one another's work, giving feedback about the ideas they had and the evidence they chose. Tell students that they need to know about both characters, since they will write about them in their exit ticket.<br>• Give students time to discuss their character analysis. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket (10 minutes)**<br>• Distribute the **Exit Ticket: Opinion Writing** to each student. Briefly frame this writing, reading the prompt aloud if necessary.<br>• Give students ten minutes to write. Collect their writing as formative assessment.<br>• Tell students that in the next lesson they will be completing a character analysis, identical to the one from this lesson, as a mid-unit assessment. | • Select students will benefit from an alternate recording form to guide their thinking and writing (see supporting materials).<br>• Consider using a simple sentence frame to help students in their thinking and forming of an opinion: "_____ [character] is more important because _____ [evidence]." |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread your favorite section of Chapter 6, either in front of a mirror, or to a family member. How is your fluency? Practice reading a single paragraph out loud a few times until it sounds smooth and shows expression. Share who you believe the most important character in this story is so far, and why you think this.<br><br>*Note: Lesson 8 is the mid-unit assessment, in which students will complete a character analysis for the main character, Peter Pan. Review today's activity as a formative assessment, identifying students who may need additional practice or support.* | |

# EXPEDITIONARY LEARNING

**Grade 3: Module 3A: Unit 1: Lesson 7**
Supporting Materials

EXPEDITIONARY
LEARNING

**Character Analysis Recording Form**

**Name:**

**Date:**

**Learning target**: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

Character Name:

Character Traits:
What is a character trait that best describe this character?
What evidence from the text supports your thinking?

| Character Trait | Evidence from the Text |
|---|---|
|  |  |

Character Motivations:
What motivates this character so far in the story?
What evidence from the text supports your thinking?

| Character Motivation | Evidence from the Text |
|---|---|
|  |  |

Character Actions:

What is an important action that this character has taken so far in the story?

How did the action move the story forward in some way?

| Character Action | Evidence from the Text |
|---|---|
|  |  |

Now that you have looked closely at the traits, motivations, and actions of this character, how do you think this character is important to the story *Peter Pan*? Use evidence to support your thinking.

_____

_____

_____

_____

_____

**Name:**

**Date:**

Which character has been more important to the story so far, Wendy or Tinker Bell?
Which one has done more to move the story forward?
What evidence do you have to support your thinking?

(Hint: There is no right answer to this question. But be sure to think carefully about each character's actions, and how those actions moved the story forward.)

**Name:**

**Date:**

Which character has been more important to the story so far, Wendy or Tinker Bell?

Why do you think this? Provide evidence, or reasons, to support your thinking:

# Grade 3: Module 3A: Unit 1: Lesson 8

## On Demand Mid-Unit Assessment: Character Analysis of Peter Pan (Chapter 6)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can describe a character from *Peter Pan* by creating a character analysis. | • Mid-Unit Assessment: Character Analysis of Peter Pan (Chapter 6)<br>• Tracking My Progress, Mid-Unit 1 recording form |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Engage the Reader: Where/Who/What Anchor Chart for Chapter 6 (5 minutes)<br><br>  B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>  A. On-Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan (35 minutes)<br><br>  B. Tracking My Progress (10 minutes)<br><br>3. Closing and Assessment<br><br>  A. Share: Analysis of Peter Pan (5 minutes)<br><br>4. Homework<br><br>  A. Continue reading in your independent reading book for this unit at home. | • Note that students need to have read Chapter 6 on their own in advance of this lesson.<br><br>• This lesson assesses the character analysis skills students have been practicing in Lessons 4–7. |

| Lesson Vocabulary | Materials |
|---|---|
| describe, character, analysis | • Where/Who/What anchor chart (from Lesson 2)<br>• Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6) (one per student)<br>• Mid-Unit 1 Assessment: Character Analysis of Peter Pan (answers, for teacher reference)<br>• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)<br>• *Peter Pan* journals (students' own)<br>• Tracking My Progress, Mid-Unit 1 recording form (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engage the Reader: Where/Who/What Anchor Chart for Chapter 6 (5 minutes)**<br>• Invite the class to the whole group area. Direct their attention to the **Where/Who/What anchor chart**. Ask students to share with the whole class their ideas for the important characters, events, and settings in Chapter 6.<br>• Invite students to share any words they would like to add to the Character Wall. | |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Congratulate students on all of their hard work thinking deeply about the characters in the *Peter Pan* text. Review the words *describe, character*, and *analysis* if needed:<br>  – *describe*: explain specific details about someone or something<br>  – *character*: someone in a book (could be a human or animal or a even a magical creature)<br>  – *analysis*: a close study of a something; figuring out its most important qualities<br>• Tell students that they will continue work on analyzing a character, but today everyone will think deeply about the main character, Peter Pan. Peter Pan will be such a fun character to analyze because he has unique traits and motivations that lead him to take important actions in the story! | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. On Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan (35 minutes)**<br>• Ask students to Think-Pair-Share the three aspects of character they have studied so far. Listen for students to use the words *traits, motivations*, and *actions*. After a minute of discussion, cold call a few students to share these aspects.<br>• Tell them that today they will again be character detectives: investigating one character closely to find his traits, motivations, and important actions and collecting evidence to support their thinking.<br>• Tell students that just like yesterday, they will complete an analysis of a character from the text. Remind them that they will all analyze Peter Pan. Unlike other days where they worked in groups, they will work independently today. This is their chance to show how well they can analyze a character on their own.<br>• Distribute the **Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)** and the *Peter Pan* text. Answer any lingering questions and invite students to begin their assessment once they understand the task.<br>• If students finish their assessment early, they should continue their independent reading for the unit.<br>• Do not collect students' recording forms yet; they will need them during the lesson debrief. | • Provide extra time for ELLs and other students to complete this assessment. |
| **B. Tracking My Progress (10 minutes)**<br>• Gather the class whole group. Ask them to bring their *Peter Pan* **journals**.<br>• Distribute the **Tracking My Progress, Mid-Unit 1 recording form**. Explain to students that they are going to have the opportunity to reflect on their progress on the learning target: "I can describe the characters in a story (traits, motivations, feelings)." Ask students to think, then talk with a partner: "We've done this kind of reflection before. What is one thing you notice about this reflection sheet? What is it asking you to do?"<br>• Then cold call one or two students to identify what they noticed about the reflection sheet.<br>• Give students time to complete their Tracking My Progress recording form. (Have students use their *Peter Pan* journals as a hard surface for writing.) Collect students' recording forms to review along with their paragraph writing to see how accurate their self-assessments are. | • Use thoughtful pairings for the vocabulary activity.<br>• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track. |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Share: Analysis of Peter Pan (5 minutes)**<br>• Invite students back together and ask them to bring their Mid-Unit 1 Assessment. Ask them to stand up and form a triad with two other students.<br>• Once students are in their small groups, explain the sharing process:<br>   – Select one section (trait, motivation, action) from your recording form to share with your group.<br>   – Take turns sharing that part of your recording form.<br>   – Once everyone has shared, discuss the last question on your recording form. Make sure everyone in your group has the chance to say why they think Peter Pan is an important character.<br>• If time permits, ask a few students to share their responses to the final synthesis question. | |
| **Homework** | **Meeting Students' Needs** |
| • Continue reading in your independent reading book for this unit at home. | |

# EXPEDITIONARY LEARNING

**Grade 3: Module 3A: Unit 1: Lesson 8**
Supporting Materials

**Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)**

**Name:**

**Date:**

**Learning target**: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

Character Name:    Peter Pan

Character Traits:
What is a character trait that best describes Peter Pan?
What evidence from the text supports your thinking?

| Character Trait | Evidence from the Text |
|---|---|
|  |  |

Character Motivations:
What motivates Peter Pan so far in the story?
What evidence from the text supports your thinking?

| Character Motivation | Evidence from the Text |
|---|---|
|  |  |

**Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)**

Character Actions:

What is an important action that Peter Pan has taken so far in the story?

How did the action move the story forward in some way?

| Character Action | Evidence from the Text |
| --- | --- |
|  |  |

Now that you have looked closely at the traits, motivations, and actions of Peter Pan, how do you think he is important to the story *Peter Pan*? Use evidence to support your thinking.

_____

_____

_____

_____

_____

_____

**Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)**
(Answers, for Teacher Reference)

**Learning target**: I can describe the characters in a story (traits, motivations, feelings). RL.3.3

Character Name:    Peter Pan

Character Traits:
What is a character trait that best describes Peter Pan?
What evidence from the text supports your thinking?

| Character Trait | Evidence from the Text |
|---|---|
| A. persuasive/convincing<br><br>B. selfish<br><br>C. adventurous/daring | A. On page 27, Peter tries very hard to convince Wendy to join him on his journey to Neverland. For example, he says, "I'll teach you" how to fly and "Think about how much the lost boys will love you."<br><br>B. Peter acts selfish in the story sometimes. An example of this is on page 21. Wendy fixes Peter's shadow and he doesn't even say thank you. Instead he jumps up and says, "Look at me and my handsome shadow."<br><br>C. Peter is an adventurous character. An example of this is on page 39 when he describes his battle with Captain Hook: " During our last battle I chopped off his right hand with my sword." |

EXPEDITIONARY
LEARNING

**Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)**
(Answers, for Teacher Reference)

Character Motivations:
What motivates Peter Pan so far in the story?
What evidence from the text supports your thinking?

| Character Motivation | Evidence from the Text |
|---|---|
| A.  Peter doesn't want to grow up. | A.  Peter describes this on page 22. He says, "I didn't want to grow up. Now I live with the lost boys and the fairies." |

## Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)
### (Answers, for Teacher Reference)

Character Actions:

What is an important action that Peter Pan has taken so far in the story?

How did the action move the story forward in some way?

| Character Action | Evidence from the Text |
|---|---|
| A. Peter goes to the Darling family house.<br><br>B. Peter successfully convinces the Darling children to join him on his trip to Neverland. | A. This moved the story forward because if he had never visited the Darlings, Wendy and the boys would have never joined him in Neverland.<br><br>B. This moved the story forward because their trip to Neverland is creating the major action of the story. |

**Tracking My Progress:**
Mid-Unit 1

**Name:**

**Date:**

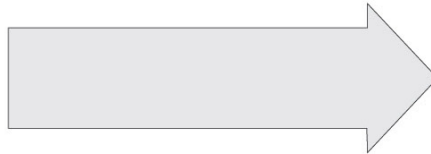Learning Target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**

**I understand
some of this.**

**I am on my way!**

3. The evidence to support my self-assessment is:

# Grade 3: Module 3A: Unit 1: Lesson 9

**Supporting Opinions with Reasons:** Analyzing Characters' Actions (Chapter 7)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |

I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3a)
I can explain how a character's actions contribute to the events in the story. (RL.3.3b)
I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)
I can write an opinion piece that supports a point of view with reasons. (W.3.1)

    a.   I can introduce the topic of my opinion piece.

    b.   I can identify reasons that support my opinion.

I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can support my opinion with reasons based on what I read in *Peter Pan*.<br><br>• I can share my own opinion and discuss others' opinions about *Peter Pan*. | • Chapter 7 Opinion and Reasons recording form |

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![Expeditionary Learning logo]

**GRADE 3: MODULE 3A: UNIT 1: LESSON 9**
**Supporting Opinions with Reasons:**
Analyzing Characters' Actions (Chapter 7)

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Engaging the Reader: Character Match (10 minutes)<br><br>  B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>  A. Reading Chapter 7: Which Character's Actions Have Done More to Move the Story Forward? (20 minutes)<br><br>  B. Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)<br><br>3. Closing and Assessment<br><br>  A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)<br><br>  B. Adding New Thinking to the Recording Form (5 minutes)<br><br>4. Homework<br><br>  A. Reread Chapter 7 to yourself or read it aloud to someone in your family. When you are reading, think about the character you chose and their actions. Do your reasons still make sense?<br><br>  B. Complete the Chapter 7 Character Vocabulary recording form. | • In advance: Prepare the character vocabulary cards for the Opening: Engaging the Reader. Choose 10 to 15 words from the character word charts/word wall. Write them on index cards or type/print them on small pieces of paper. Each pair of students will need about approximately 10 words for the vocabulary matching activity.<br><br>• Choose partnerships for the Opening: Engaging the Reader.<br><br>• Lessons 9, 10, and 11 are designed as a sequence to scaffold students' ability to develop and support their opinions with reasons. This lesson, focused on Chapter 7 of *Peter Pan*, asks students to first develop their opinion in writing and then share their thinking with students who have the same opinion. In Lesson 10, students continue their focus on Chapter 7. Students will use their writing to engage in a focused discussion group with students who have different opinions. In Lesson 11, students will read a new chapter and have a new question to consider. They will then develop their opinion, write their reasons, and discuss their opinion with peers with greater independence. |

| Lesson Vocabulary | Materials |
|---|---|
| opinion, reasons; shrill (50), excitedly (51), urging (51), sternly (52) | • Character vocabulary cards (10 per student partnership, prepared in advance; see Teaching Note)<br>• Who/What/So What recording form (one per student)<br>• Classic Starts edition of *Peter Pan* (book; one per student)<br>• Chapter 7 Opinion and Reasons recording form (one per student)<br>• Paper (four sheets for Four Corners activity)<br>• Chapter 7 Character Vocabulary recording form (one per student)<br>• Chapter 7 Character Vocabulary recording form (answers, for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Character Match (10 Minutes)**<br>• Place students in pairs. Tell them that each partnership will receive about 10 character vocabulary cards featuring words that students have learned throughout the unit. Explain how the activity works:<br><br>1.  Choose a character vocabulary word from your collection.<br>2.  Show the word to your partner and read it aloud.<br>3.  Your partner first says the definition of the word.<br>4.  Then your partner says which character from Peter Pan the word best matches and explains why, using evidence from the text.<br>5.  Add to your partner's explanation if you like.<br>6.  Switch roles. Keep matching vocabulary words with characters.<br><br>• Briefly model this process if students need further clarification. Distribute the **character vocabulary cards** and invite students to begin the activity.<br><br>• Confer with students as they work. Provide process reminders if needed and push students to defend their character match using specific evidence from the text. | • For struggling learners, condense the amount of writing they complete: Ask these students to write their opinion and give one reason to support this opinion. |

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| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Direct students' attention to today's learning targets. Reread from the first target: "support my opinion with reasons" and ask students:<br>　✻ "What does that mean to support an *opinion* with *reasons*? Turn and talk to a partner about what you think you would be doing in order to meet that learning target."<br>• Give students time to think and talk. Then cold call one or two students to share what they think this target means.<br>• Check for understanding after discussing these vocabulary terms by asking students to give a thumbs-up if they understand this target. Listen for students to say things such as: "When you have an opinion about something, you give reasons why you think that," or "You say what you think and then you say why." Clarify as needed. You might provide students with a real-life example to clarify their thinking. For example: "I should be able to stay up later. The reason is that I am older. Another reason is that I am not tired at my bedtime now." | • Consider providing sentence starters on index cards to struggling learners. On the front of the index card, write: "I think _____ is the most important character." Write: "My reason is _____." on the other side. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Reading Chapter 7: Which Character's Actions Have Done More to Move the Story Forward? (20 minutes)**<br>• Explain to students that while they read today, they should keep paying attention to the where, who, and what. But they also will be thinking about a specific question:<br>  ∗ "Which character's actions have done more to move the story forward?"<br>• Remind them of the language in the learning target—"support my opinion with reasons"—and emphasize that they will need to be able to explain why they chose the character they did.<br>• Distribute the **Who/What/So What recording form**. Explain to students that this form is to help them keep track of what the characters are doing, so they can decide at the end of the chapter which character's actions did more to move the story forward. Remind them that just like on the Where/Who/What anchor chart, they are making short statements to help them keep track of the story.<br>• As in previous lessons, read the first two pages of Chapter 7 of **Peter Pan** aloud while students read along.<br>• Then invite students to sit with their reading partners to read the rest of the chapter (starting at page 52, where the read-aloud finished). As in all other lessons, students should read independently but seek help from their partner if they are confused or stuck or need to check in about the question for the chapter.<br>• Give students 10 minutes to read. Circulate to confer.<br>• Then have them pause to check in with their partner. Ask:<br>  ∗ "Who have you read about so far? What have their actions been?"<br>• Have them use their recording form to capture what each character has done. Remind them that they only need to write short notes exactly like they have done on their Where/Who/What recording form for each chapter.<br>• After 2 or 3 minutes, invite students to carry on with their reading independently.<br>• If students finish early, they can either reread to find more evidence for their opinion or read their independent reading book. | • As in previous lessons where students are reading independently, consider supporting their reading through the following:<br><br>1. To promote fluency, ask students to read the section aloud. Coach as needed: "Does that sound right?" "Look at that word again."<br><br>2. To promote comprehension, remind students of the focus question they are thinking about: Who is the most important character? Ask students to share what their opinion is so far in their reading. Consider jotting down students' thinking on a sticky note for them. Then give them the sticky note to support their further reading and writing. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)** | • The read-aloud portion of the chapter serves to build fluency and hook kids into the chapter. |
| • Gather the class back whole group. Display and distribute the **Chapter 7 Opinion and Reasons recording form.** Explain to students that now they are going to think about their own opinion about which character (or, in the case of the Lost Boys, group of characters) affected the events of the story the most. Tell students that there isn't a right answer for this question, but that what matters is that they support their own opinion with good reasons. Remind them that they should use their notes about events in the chapter and that their reasons should connect to the events of the story. | |
| • Ask students: | |
|     * "Who do you think is the most important character?" | |
|     * "Whose actions moved the story forward the most?" | |
|     * "What reason might you give?" | |
| • Give students time to think, then discuss the question with their partner. Then cold call one or two students to share their thinking. Capture one example that students gave on the recording form. Remind students that what's most important is that they support their opinion with reasons. | |
| • Check for understanding. Ask students for a thumbs-up if they have an opinion about who was most important to the events in the chapter and have a reason or two to support their opinion. Note which students did not give a thumbs-up; tell them they can stay with you for more support. | |
| • Explain to students that they now are going to complete the recording form with their own opinion and reasons. Students can choose to work with their reading partner or on their own. Release students who feel ready to work independently or with a partner. | |
| • Keep those students who didn't give a thumbs-up to do brief additional guided practice. Guide those students with one more example of an opinion and reason. Use a student example to do the guidance. If they are uncertain, provide one of your own. This could be: "I think Tinker Bell is the most important character. My reason is that if Tinker Bell wasn't jealous, nothing would have happened to Wendy." | |
| • Give students 15 minutes to complete their recording form. | |
| • Confer with students as they work: First support struggling learners, asking them to state their opinion and give a reason for their opinion. Provide struggling students with sentence starters to support their writing. | |
| • As students work, post **four sheets of paper** with the character names in the corners of the room. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)**<br>• Pause students in their work. Direct their attention to the corners of the room: Peter, Wendy, Tinker Bell, and the Lost Boys. Ask students to bring their recording forms and go to the corner with the character they chose as most important. Explain to students that when they are in their corner, they will take turns sharing their opinion and reasons for choosing that character. Remind them of the guidelines for small-group discussion and encourage them to be sure every student has a chance to speak. | • For struggling learners, consider scribing this last step for them. |
| **B. Adding New Thinking to the Recording Form (5 minutes)**<br>• Ask students to remain in their corners. Tell students that now that they have heard their groups' good thinking, they should add that thinking to their own work. Ask students to write a new reason or thought that they heard in their group to their recording form. Invite students to discuss with a partner in their group. If students' reasons are all similar, ask the group to identify one reason they thought was best for supporting their opinion. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread Chapter 7 to yourself or read it aloud to someone in your family. When you are reading, think about the character you chose and their actions. Do your reasons still make sense? <br><br> • Complete the **Chapter 7 Character Vocabulary recording form**. <br><br><br> *Note: Collect and review students' recording forms as an informal assessment. Look to see if they were able to give multiple reasons for their opinion.* <br><br> • *If coming up with reasons for their opinion proves to be difficult for students, provide them with a more detailed model. Students would not need to revisit this particular question again, but in Lessons 10 and 11, support students to develop their reasons further.* <br><br> • *If you find that students' reasons are unconnected to the text, consider the logic of their reasons. Students who give solid reasons for their opinion are on the right track.* <br><br> • *If there are students who do not give logical reasons and do not refer to the chapter, confer with these students specifically before they work on Lessons 10 and 11, and direct them to use their text. Provide some time for guided practice before they work on their own.* | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 1: Lesson 9
## Supporting Materials

**Who/What/So What Recording Form**

**Name:**

**Date:**

Chapter 7: Wendy Bird
Which Character's Actions Affected the Events in the Chapter the Most?

| WHO (Who is the character?) | WHAT (What are their actions?) | SO WHAT? (How does this affect the story?) |
|---|---|---|
| Peter | | |
| Wendy | | |
| Tinker Bell | | |
| Lost Boys and Other Characters | | |

**Chapter 7 Opinion and Reasons Recording Form**

**Name:**

**Date:**

**Learning target**: I can state an opinion and support it with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Which Character's Actions Affected the Events in the Chapter the Most?
Support your opinion with reasons.

Opinion:

Reasons:

- 

- 

-

**Chapter 7 Opinion and Reasons Recording Form**

After discussing *Peter Pan* with my peers …

Possible New Thinking:

-

| Name: |
| --- |
| Date: |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **shrill (50)**

| Now the boys heard another sound. It was the voice of Tinker Bell, **shrill** and jealous. She was no longer pretending to be nice to Wendy, but was pinching her and trying to make her fall. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|  |  |  |

2. **excitedly (51)**

| Tootles **excitedly** fitted an arrow to his bow. "Get out of the way, Tink," he shouted. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|  |  |  |

3. **urging (51)**

| "Silly donkey," Tinker Bell clinked, laughing at her trick before going to hide. She knew she would be in trouble for **urging** poor Tootles to shoot Wendy. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|  |  |  |

4. **sternly (52)**

| "Whose arrow is this?" he asked **sternly**. "Mine, Peter," Tootles replied. Angrily, Peter raised the arrow, prepared to hit Tootles with it. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|  |  |  |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **shrill (50)**

Now the boys heard another sound. It was the voice of Tinker Bell, **shrill** and jealous. She was no longer pretending to be nice to Wendy, but was pinching her and trying to make her fall.

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **Loud, harsh, high** | **They heard another sound. It was the voice of Tinker Bell.** **She was pinching Wendy.** | **The word "shrill" tells me that Tinker Bell is angry and jealous and talks in a mean high voice when she is mad.** |

2. **excitedly (51)**

Tootles **excitedly** fitted an arrow to his bow. "Get out of the way, Tink," he shouted.

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **With excitement Enthusiastically** | **He is shouting to Tink. He wants her to get out of the way, so he is probably moving quickly.** | **It tells me that Tootles wants to shoot his arrow. He has lots of energy and wants to fight.** |

3. **urging (51)**

"Silly donkey," Tinker Bell clinked, laughing at her trick before going to hide. She knew she would be in trouble for **urging** poor Tootles to shoot Wendy.

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **Encouraging Talking someone into doing something, maybe something bad** | **She knew she would be in trouble. She laughed at her trick.** | **It tells me that Tink likes to cause trouble. She knew she would be in trouble but went ahead and told Tootles to shoot Wendy anyway.** |

4. **sternly (52)**

"Whose arrow is this?" he asked **sternly**. "Mine, Peter," Tootles replied.
Angrily, Peter raised the arrow, prepared to hit Tootles with it.

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|---|
| **Angrily** | **I know Peter was mad that Wendy was shot. So I think "stern" means mean or firm.** | **Whoever is talking is mad. I think it's Peter, and he is mad someone shot Wendy.** |

# Grade 3: Module 3A: Unit 1: Lesson 10
## Sharing Opinions and Reasons: *Peter Pan* Discussion Groups (Chapters 7 and 8)

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3a) |
| I can explain how a character's actions contribute to the events in the story. (RL.3.3b) |
| I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5) |
| I can describe how parts of a story build on one another. (RL.3.5) |
| I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can support my opinion with reasons based on what I read in *Peter Pan*.<br><br>• I can share my own opinion and discuss other's opinions about *Peter Pan*.<br><br>• I can follow our discussion norms. | • Chapter 7 Opinion and Reasons recording form (from homework)<br><br>• Now I'm Thinking recording form<br><br>• Conversation Criteria checklist |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)<br><br>  B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>  A. Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)<br><br>  B. Discussion Groups: Which Character's Actions Moved the Story Forward the Most? (Chapter 7) (10 minutes)<br><br>  C. Writing and Reflection: Now I'm Thinking … (15 minutes)<br><br>3. Closing and Assessment<br><br>  A. Read-aloud: Chapter 8 (5 minutes)<br><br>  B. Chapter 8: Who/Where/What anchor chart (5 minutes)<br><br>4. Homework<br><br>  A. Reread Chapter 8 to yourself and answer the questions on your Chapter 8 homework. | • In this lesson, students use their reading and writing from Lesson 9 as preparation and support for their discussion.<br><br>• In the Closing of this lesson, 5 minutes are allocated to read Chapter 8 aloud. This is a shorter chapter, but it may be necessary to take more time. Extend or adjust the time if needed.<br><br>• Lessons 9 and 10 are designed to scaffold students' ability to develop an opinion through reading, writing, and discussing their opinions with a group. In Lesson 11, students will practice this same skill with a new chapter and a new focus question.<br><br>• This lesson involves a Fishbowl activity. Review Fishbowl (see Appendix). Also review Module 1, Lesson 4 to remind students how they used this structure several months ago.<br><br>• In advance: Think about which students to invite to sit in the inner circle during the Fishbowl. See options described in detail in Work Time A.<br><br>• Create a Discussion Group Norms anchor chart. Build off the norms that have guided students to this point, so expectations are clear and consistent.<br><br>• Plan groups of four students, based on which character students chose to write about in Lesson 9. Ideally, each group of four would have one student who wrote about each of the four characters: Wendy, Tinker Bell, Peter, and the Lost Boys. (Adjust as needed: groups of five are acceptable.) The purpose is for students to hear different opinions. (In Lesson 9, they shared their thinking only with peers who had the same opinion.)<br><br>• Review: Vocabulary Strategies charades (Appendix). |

| Lesson Vocabulary | Materials |
|---|---|
| norms; shrill (50), excitedly (51), sternly (52), frantically (54) | • Character Vocabulary charade cards (one set per partnership; four words per pair)<br>• Discussion Group Norms anchor chart (new; teacher created; for display)<br>• Conversation Criteria checklist (for teacher reference)<br>• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)<br>• Now I'm Thinking ... recording form (one per student and one for display)<br>• Document camera<br>• *Peter Pan* journals (students' own)<br>• Where/Who/What anchor chart (from Lessons 2–9; add a new row for Chapter 8)<br>• Chapter 8 homework (one per student)<br>• Chapter 8 homework (answers, for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)**<br>• Gather the class in the whole group area. Pair students; they can work with anyone (not necessarily their reading partner) for this activity. Have the partners sit facing each other.<br>• Explain to students that they are going to play charades with some of their vocabulary words. Remind students that they have played vocabulary charades when they practiced vivid and precise words about their freaky frogs. Invite a few students to share what they remember about vocabulary charades. If students didn't name the basic process, remind them of it:<br>  1.  Each person in the partnership will get a card with a word.<br>  2.  One person will act out their word, conveying the meaning.<br>  3.  The other will try to guess.<br>  4.  Together they will read the word, the sentence, and the definition.<br>• Distribute one set of **Character Vocabulary charade cards** to each partnership, with each person getting two words.<br>• Give students time to share and act out their words. | • Pair ELL learners together and have them practice the charades. Choose words that are very different from one another, e.g., *sternly* and *excitedly*. Provide them with two words. Put a visual icon on their cards to support their understanding of the words. |

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| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Review the learning targets with students. Point out that the first two targets are the same as those from previous lessons, and that they will build on those targets today by discussing their opinions with a new group. Explain that they will use their Opinion and Reasons recording form to help them talk to their peers about the character they selected and why.<br>• Unlike in Lesson 9 (when they talked with peers who had chosen the same character), in this lesson they get to hear from peers who chose a different character from theirs. Ask students to think, then talk with a partner:<br>　\* "How will it be different to discuss your opinion with someone who has a different opinion from yours?"<br>• Then cold call a few students to share their thinking. Listen for students to say that they will hear new thinking about the chapter because of the different opinions. Guide students that when they speak with others who have a different opinion from their own, it helps them think more deeply about both the book and their own opinion.<br>• Remind students that they have had text-based discussions before. Ask students to think then share with a partner:<br>　\* "What does it mean when it says 'follow discussion group norms'?"<br>• Cold call students to share what it means to follow norms. Listen for them to identify that norms help keep a discussion focused. For example, when they are sharing opinions it will be important to look at and listen to the speaker so that they really understand the opinion that person is sharing. | • Consider providing sentence starters on index cards for struggling learners. On the front of the index card, write: "I think _____ is the most important character." Write "My reason is _____." on the other side. |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)** <br><br>• Explain that in order to be successful with following norms, it is important to know what they look and sound like. Remind students of their work in the beginning of the year discussing their power books in small groups. Remind students that they also had many conversations about their freaky frog books when they were researching their frogs. Ask: "What helped us have good conversations?" <br><br>• Give students time to think and discuss. <br><br>• Cold call two or three students to share. Capture their thinking on the **Discussion Group Norms anchor chart**. <br><br>• Share that a few people will model a discussion using a "Fishbowl" technique. Tell them that their job is to listen and look for what they have already listed on the chart and be ready to add any new thinking: "We will be watching from the outside, and seeing and listening to what people in the Fishbowl are doing and saying." <br><br>• Choose from these options for the Fishbowl: <br><br>   1.  Choose three to five students who can serve as strong models of speaking and listening. <br><br>   2.  Invite several teachers or adult volunteers to share their thoughts about Chapter 7 of *Peter Pan*. Note: The teachers or adults should review the question and Chapter 7 before the discussion. <br><br>• As in Module 1 (Lesson 4), the Fishbowl participants sit together in a circle in the middle of the group and discuss their opinion of the question: <br><br>  *  "Which character's actions affected the events in the chapter the most?" <br><br>• Observers in the outside circle should evaluate how the conversation is going. <br><br>• After the discussion, invite the observers to share both the positive and negative aspects of the discussion. Add to the Group Discussion Norms anchor chart. If necessary, lead students toward some previously developed key norms (such as everyone having a chance to speak and participants asking questions of one another to extend conversation). Tell them you will be listening to how well they work with each other in their groups. (See the **Conversation Criteria checklist** and adapt to suit personal preferences. Build off created previously checklists.) | • When struggling learners are on the outside of the Fishbowl, consider giving them a notecard with a focus question related to generating norms. For example: "Do you see people looking at the speaker?" or "Do you see people taking turns?" This focus question can support their understanding of the process and give them ideas that can contribute to the conversation. <br><br>• Consider using visual representations next to each norm to support and cue struggling learners. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Discussion Groups: Which Character's Actions Moved the Story Forward the Most? (Chapter 7) (10 minutes)**<br>• Be sure students have their **Classic Starts edition of *Peter Pan*** and their Chapter 7 Opinion and Reasons recording forms (from Lesson 9). Explain to students that they will:<br>   * Use their recording form to discuss their opinion<br>   * Use their text to support the conversation and refer back to the parts that support their opinion<br>• Arrange students into their groups. Remind students that they are going to put into action the norms they just discussed. As students discuss this topic, collect data on their mastery of discussion skills on the ongoing Conversation Criteria checklist. | • Provide struggling students with a highlighter to highlight their opinion and one of their reasons on their recording form. The sentence frame: "I think _____ because _____." will help them prepare for the conversation. |
| **C. Writing and Reflection: Now I'm Thinking … (15 minutes)**<br>• Stop the discussion after 10 minutes. Distribute the **Now I'm Thinking … recording form** and display a copy on a **document camera**. Point out to students that they will be thinking about both the book and their discussion groups.<br>• Point out that the reflection question about their discussion groups *also* requires them to form an opinion and support it with reasons and evidence. Using the Conversation Criteria checklist as a reference, model for students by writing a sentence about how successful the discussion groups were. You might write: "I think the discussion groups were very successful. My reason is that I heard people taking turns to listen to each other."<br>• Release students to work with someone in their group or independently.<br>• After 15 minutes, have students put this recording form in their ***Peter Pan* journal** and bring it to the whole group area. | • Provide struggling learners with sentence frames for the Now I'm Thinking recording form. For example, a sentence frame that says: "I heard _____. That made me think about _____ ." will support their thinking.<br>• A sentence frame for the second question could be: "I think our group was successful/not successful [circle one] because _____.". |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Read-aloud: Chapter 8 (5 minutes)**<br>• Ask the class to turn to Chapter 8, page 61. Explain that since they didn't do any new reading today, they are going to listen to the whole chapter. This will help them get back into the story. Their job is to follow along and be prepared to contribute to the **Where/Who/What anchor chart**. Read aloud Chapter 8 slowly and fluently. | • Provide struggling learners with the focus question (on a sticky note for them to put on their recording form) for the read-aloud: "What does Wendy do in this chapter?" |
| **B. Chapter 8: Who/What/Where Anchor Chart (5 minutes)**<br>• After the read-aloud, ask students to think about what they heard in this chapter. Invite them to share with the class their ideas for the important characters, events, and settings from Chapter 8. Remind them to record these ideas in their *Peter Pan* journals as you record it on the Where/Who/What anchor chart. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread Chapter 8 to yourself and answer the questions on your **Chapter 8 homework**.<br><br>*Note: Collect students' Peter Pan journals and review their Now I'm Thinking … recording forms. When reviewing the forms, note students who reflected that their group was not successful and review their reasons. Use this information to support student discussion groups in Lesson 11. It is important to build on successes to help students engage in effective conversations. If students identified an area that was a problem, look for a student comment that identified this same area as a success. In Lesson 11, ask that student to share what made their group successful when reviewing norms.*<br><br>*Help students envision a successful group discussion by naming successful actions, ideally coming directly from their recording forms.* | |

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# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 1: Lesson 10
## Supporting Materials

| | |
|---|---|
| shrill | high-pitched voice, showing strong emotion |
| excitedly | showing excitement, stirred-up emotions |
| sternly | firm, strict, harsh |
| frantically | desperate, wild with excitement |

**Conversation Criteria Checklist**
(Repeated from Module 1 for Teacher Use; Adapt to Suit Personal Preferences)

**Learning target:**

- I can follow our class norms when I participate in conversations.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P= Partner, G= Small Group, C= Whole Class)

| Student Name | Complete Sentences | Norm 1 | Norm 2 | Norm 3 | Norm 4 | Norm 5 |
|---|---|---|---|---|---|---|
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1.  What is one new thing you heard from your discussion group today?

_____

_____

_____

2.  Why didn't the arrow hurt Wendy?

_____

_____

_____

3.  How would you describe Wendy's home? Use words from the text to support your answer.

_____

_____

_____

**Now I'm Thinking … Recording Form**

4. How successful was your group conversation?

Opinion:

_____

_____

_____

_____

Reason:

_____

_____

_____

_____

**Chapter 8 Homework**

**Directions:**

1.  Reread Chapter 8 on your own or out loud to someone at home.

2.  Answer the questions below.

3.  Be ready to share your answers with a partner in class.

1.  After a few days of practice, the Darling children became very quick and **graceful** at using their trees. What do you think the word *graceful* means?

_____

_____

_____

2.  What words in the text helped you figure out the meaning of the word *graceful*?

_____

_____

_____

3.  Why does Wendy set up a school for John and Michael?

_____

_____

_____

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1. After a few days of practice, the Darling children became very quick and **graceful** at using their trees. What do you think the word *graceful* means?

   **Making it look easy and beautiful**

2. What words in the text helped you figure out the meaning of the word *graceful*?

   **Quick, exactly at the right speed**

3. Why does Wendy set up a school for John and Michael?

   **Wendy doesn't want John and Michael to forget their home, so she sets up the school to help them remember it.**

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# Grade 3: Module 3A: Unit 1: Lesson 11
## Considering an Author and Reader's Point of View: Would You Have Offered Hook a Hand? (Chapter 9)

EXPEDITIONARY
LEARNING

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)

I can explain how a character's actions contribute to the events in the story. (RL.3.3)

I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)

I can determine the main idea and supporting details in text that is read aloud to me. (SL.3.2)

I can distinguish between my point of view and the author's point of view. (RL.3.6)

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

   a.  I can introduce the topic of my opinion piece.

   b.  I can identify reasons that support my opinion.

I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can identify Peter's thoughts, feelings, and actions. | • Chapter 8 homework |
| • I can explain whether I would make the same choice as Peter Pan. | • Thoughts, Feelings, and Actions recording form |
| • I can state an opinion and support it with reasons. | • Opinion and Reasons recording form |
| • I can follow our discussion norms. | • Conversation Criteria checklist |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening <br><br>   A. Engaging the Reader: Review Chapter 8 Homework (5 minutes) <br><br>   B. Unpacking the Learning Targets (5 minutes) <br><br> 2. Work Time <br><br>   A. Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes) <br><br>   B. Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes) <br><br>   C. Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes) <br><br> 3. Closing and Assessment <br><br>   A. Character Vocabulary (5 minutes) <br><br> 4. Homework <br><br>   A. Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him. <br><br>   B. Complete the Chapter 9 Character Vocabulary recording form. | • Chapter 9 is an important chapter to the whole story. This chapter captures a battle between Hook and Peter Pan. It offers insight into Peter Pan as a character. This lesson builds from the work that students did in Lessons 4 and 6 when they were carefully analyzing the characters. <br><br> • In this lesson, students have a guided experience to support their comprehension of this chapter. The purpose of this is to focus their independent work on developing their opinion and engaging in discussions. Use your professional judgment and consider having students read this chapter independently if they seem ready. However, note that the heart of this lesson is on forming opinions. <br><br> • In this lesson, students build on their discussion groups from Lesson 10 and have another opportunity to practice developing an opinion and supporting reasons. <br><br> • In previous lessons, students considered characters' motivations. This lesson focuses on the thoughts and feelings of the character, which guides a character's motivations. Build off work students have already done with character analysis. Help them make the connection to their previous work. Students will have a new recording form to focus their thinking on the specific thoughts and feelings of a character. <br><br> • In this lesson, there is a very brief discussion of literal vs. figurative language. This brief discussion is intended to give students a touch point. In Unit 2, students will explore the difference between literal and figurative language in greater depth. <br><br> • Prepare an anchor chart that models students' Thoughts, Feelings and Actions recording form. <br><br> • Post: Group Discussion Norms anchor chart from Lesson 10. |

| Lesson Vocabulary | Materials |
|---|---|
| figurative, literal, point of view; "offered Hook a hand" (78), pride (73), thundered (74), dazed (78), madly (78) | • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)<br>• Thoughts, Feelings, and Actions recording form (one per student)<br>• Thoughts, Feelings, and Actions anchor chart (one for display)<br>• *Peter Pan* journal (students' own)<br>• Chapter 9 Opinion and Reasons recording form (one per student)<br>• Conversation Criteria checklist (for teacher reference)<br>• Group Discussion Norms anchor chart (from Lesson 10)<br>• 3" x 5" index cards (for students who might need them; see Opening, Part A)<br>• Chapter 9 Character Vocabulary recording form (one per student)<br>• Chapter 9 Character Vocabulary recording form (answers, for teacher reference) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Review Chapter 8 Homework (5 minutes)**<br>• Gather students whole group with their homework from Lesson 10. Pair students together to take 2 to 3 minutes to review their homework.<br>   * "Were your definitions of the word *graceful* similar?"<br>• Have them take turns sharing their response to the question: "Why does Wendy set up a school for John and Michael?"<br>• Listen in as students share. Focus students whole group to address any misconceptions. Then collect their work. | • During the read-aloud, ask struggling learners to capture on paper Peter's thoughts, feelings, or actions. |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Review today's learning targets with students. Explain that today they are going to think about Peter Pan's choices and decide for themselves whether they would have made the same choice as he did. In order to do that, they are going to think about the character's thoughts, feelings, and actions.<br>• Remind students that they have done a lot of work to understand character. They focused on a character's traits, motivations, and actions. Now they are going to go even deeper with their analysis and think about a character's thoughts and feelings, which are the basis for a character's motivations. Explain that they are going to have an opportunity to discuss the book in groups today. Use the information from students' reflections (Lesson 10) on how the discussion groups went to name what one success looked like in the groups. This could be something a student named or something you name. (See Teaching Note in Lesson 10 for more details.) | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes)**<br>• Ask students to sit next to their reading partners. Be sure students have their copies of ***Peter Pan***. Distribute the **Thoughts, Feelings, and Actions recording form** and display the **Thoughts, Feelings, and Actions anchor chart**.<br>• Direct the class to turn to page 69 in their books. Explain to students that while they are following along with the story, their job is to listen carefully to what Peter is thinking, feeling, and doing. Tell them that you are going to pause at certain points in the chapter to give them time to talk to their reading partner and write some notes about Peter. (Students can use their ***Peter Pan* journal** as a surface to write on during this read-aloud.) Explain that as they are listening to the story, they also should write down anything about the character's thoughts, feelings, or actions that they hear.<br>• Begin reading aloud. Read until the bottom of page 73 and pause. Give students a minute to capture or review their thinking on the recording form. Then, cold call one or two students to share what they wrote. If students haven't yet taken notes, provide a model for them. A model could be:<br>  – THOUGHTS: Wants to help Tiger Lily<br>  – FEELINGS: Hates unfairness<br>  – ACTIONS: Calls out in Hook's voice<br>• Give students a few minutes to capture their thinking with a partner. Circulate and listen in as they discuss. Add something to the anchor chart that you heard from a partnership. Make the connection to the work they have done in previous lessons about a character's motivations: what a character is thinking and feeling motivates a character to take an action.<br>• After a few minutes, direct students to page 74 and continue reading. Remind students to continue to capture notes as they listen to the story. Stop at the bottom of page 75 and repeat the process above.<br>• Then continue reading until the end of the chapter. Repeat the process one more time with students, adding what you hear partnerships say to the anchor chart. "How will you use the novel and informational texts?" | • For struggling learners, condense the amount of writing they complete: ask students to write their opinion and give one reason to support it.<br>• Consider providing sentence starters for struggling learners. Write multiple copies of the sentence starters on index cards and supply them to ELL students and struggling learners. Write one sentence (I think _____ is the most important character.) on the front of the card and the other (My reason is _____.) on the back. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes)** | |

**B. Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes)**

- Celebrate the end of an exciting chapter with the students. Distribute the **Chapter 9 Opinion and Reasons recording form**. Remind students that they have worked with this form before in Lesson 9. Explain that in a few minutes, they will think about what they would have done if they were Peter Pan: Would you have offered Hook a hand?

- Briefly note the language of *offering a hand*. Explain that this is a *figurative* way of saying "helping someone," but in this case it is also a literal meaning. Explain that *literal* means that it is actually happening that way: giving someone our hand. *Figurative* means that it is not literal: we might "offer a hand" to someone by helping, but aren't giving them our actual hand. Provide or solicit from students one or two more examples of literal language.

- Direct their attention back to the Thoughts, Feelings, and Actions anchor chart. "We know that Peter was motivated to offer Hook a hand. We want to understand why he was motivated, and that's where his thoughts and feelings will help us. This is going to help you understand Peter's *point of view*. Point of view means thinking about why Peter did what he did from Peter's perspective. You might have a different point of view than Peter, but in order for you to give good reasons for your own opinion, it's important to know what Peter thought and felt, to understand why he was motivated to help Hook. When you think about what you would have done if you were Peter, use your Thoughts, Feelings, and Actions recording form to help you think about reasons."

- Prompt students:

  * "Talk to your partner about whether you would have given Hook a hand."

- Give students time to think and then talk.

- Check for understanding and ask if there is anyone who doesn't have an opinion yet. If there are students who aren't sure, ask a few students who do have an opinion about this to share their thinking and reason(s). If there are students who are still uncertain and need more help, send the rest of the students out to work and confer with them individually.

- Explain that students will have 15 minutes to complete their recording form before they discuss it with their group.

- Confer with students as they work: First support struggling learners, asking them to state their opinion and give a reason for their opinion. Provide struggling students with sentence starters to support their writing.

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes)**<br>• Direct students to their discussion groups. Students should stay in their same discussion groups from the previous lesson so that they can build off their group's work. Remind students that they are going to share their opinion about whether they would have given Hook a hand. Remind them that there isn't a right answer to this question, but they need to share their reasons for their opinion with their group.<br>• Direct students' attention to the **Group Discussion Norms anchor chart** and remind them to use the norms to help them be successful today.<br>• Give students 10 minutes to have the conversation. As they are discussing in their groups, circulate and gather data on the **Conversation Criteria checklist**.<br>• Do a quick process check with students. Ask students to use a Fist to Five to show how successful they think their discussion was today. Five means they had a very successful conversation; fist means it was very difficult for them. | • Consider providing sentence starters on index cards for struggling learners. On the front of the index card, write: "I think _____ I would/wouldn't have offered Hook a hand." On the other side should be: "My reason is _____." |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Character Vocabulary (5 minutes)**<br>• Gather students back in the whole group with their recording forms and books. Tell students that this chapter gave us good descriptions of character today. Ask students:<br>   * "Are there any words we should add to our character vocabulary? Take a minute to look in your book for any word you would like to add to our wall."<br>• Give students time to think and look for a word. Students can also refer to their recording forms if there are words they captured on them.<br>• After a few minutes, invite students to share a word and what they think the meaning of the word is and write it on an **index card**. Clarify the meaning of the word as needed. Collect two or three words.<br>• Congratulate students on their hard work today. Explain to students that in the next lesson, they will have the opportunity to show what they know about developing an opinion and supporting it with reasons. | • Consider providing the vocabulary words with their definitions on index cards to aid struggling learners. |
| **Homework** | **Meeting Students' Needs** |
| • Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him.<br>• Complete the **Chapter 9 Character Vocabulary recording form**.<br><br>*Note: Review Lesson 12's End of Unit 1 Assessment ahead of time. Also review students' recording forms from today's lesson. As in Lesson 9, look at students' development of reasons that support their opinion. Use the Teaching Note in Lesson 9 for further details.* | |

# Grade 3: Module 3A: Unit 1: Lesson 11
Supporting Materials

## Thoughts, Feelings, and Actions Recording Form

**Name:**

**Date:**

| Peter Pan | | |
|---|---|---|
| Thoughts | Feelings | Actions |
| | | |

**Chapter 9 Opinion and Reasons Recording Form**

**Name:**

**Date:**

**Learning target**: I can state an opinion and support it with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Would you make the same decision as Peter to give Hook a helping hand?
Support your opinion with reasons.

Opinion:

Reasons:

- 

- 

-

**Conversation Criteria Checklist**
(Repeated from Module 1 for Teacher Use; Adapt to Suit Personal Preferences)

**Learning target:**

- I can follow our class norms when I participate in conversations.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P= Partner, G= Small Group, C= Whole Class)

| Student Name | Complete Sentences | Norm 1 | Norm 2 | Norm 3 | Norm 4 | Norm 5 |
|---|---|---|---|---|---|---|
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EXPEDITIONARY
LEARNING

**Name:**

**Date:**

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **pride (73, 76)**

| Wendy puffed up with **pride**, floating now a little higher. In Peter's **pride**, the pirates saw their chance. | | |
|---|---|---|
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| | | |

2. **thundered (74)**

| "What kind of trickery is going on here?" **thundered** Hook. | | |
|---|---|---|
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| | | |

3. **dazed (78)**

| It was not the pain of the bite but the pain and surprise of the unfairness that **dazed** Peter, making him quite helpless. All children are affected like this the first time they realize life is unfair. | | |
|---|---|---|
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

4. **madly (78)**

| Instead, Hook slid immediately into the water, swimming **madly** for his ship. | | |
|---|---|---|
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| | | |

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **pride (73, 76)**

| | | |
|---|---|---|
| Wendy puffed up with **pride**, floating now a little higher.<br><br>In Peter's **pride**, the pirates saw their chance. | | |
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| **Feeling proud** | **She puffed up.**<br>**She was floating and happy.** | **It tells me that Wendy was proud of herself because she could fly. She liked flying.** |

2. **thundered (74)**

| | | |
|---|---|---|
| "What kind of trickery is going on here?" **thundered** Hook. | | |
| **What does this word mean?** | **What clues helped to determine the meaning?** | **What does this tell you about the character?** |
| **To yell** | **I know that Captain Hook was angry.**<br>**I know that thunder makes a loud noise.** | **It tells me that Captain Hook gets angry when people tricks him. He doesn't like to be tricked.** |

**Chapter 9: Character Vocabulary**
(Answers, for Teacher Reference)

### 3. dazed (78)

| It was not the pain of the bite but the pain and surprise of the unfairness that **dazed** Peter, making him quite helpless. All children are affected like this the first time they realize life is unfair. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Surprised Confused** | **Peter was helpless. The surprise of the unfairness Dazed sounds kind of like dizzy.** | **It tells me that Peter didn't like things to be unfair.** |

### 4. madly (78)

| Instead, Hook slid immediately into the water, swimming **madly** for his ship. | | |
| --- | --- | --- |
| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
| **Really fast** | **He slid immediately into the water. swimming** | **It tells me Hook is a fast swimmer and that he was in a hurry to get away.** |

# Grade 3: Module 3A: Unit 1: Lesson 12
## End of Unit Assessment: On-Demand Paragraph: Supporting Opinion with Reasons

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
|---|
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)<br>I can distinguish between my point of view and the author's point of view. (RL.3.6)<br>I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>    a.   I can introduce the topic of my opinion piece.<br><br>    b.   I can identify reasons that support my opinion.<br><br>I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1) |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can distinguish my point of view from Wendy's.<br><br>• I can write a paragraph that states my opinion and supports it with reasons. | • End of Unit 1 Assessment: Opinion Writing about Wendy's Actions<br><br>• Opinion and Reasons Paragraph Planning<br><br>• Tracking My Progress, End of Unit 1 recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Reader: Reading Model Opinion Paragraph (5 minutes)<br><br>    B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>    A. Preparing for Assessment: Planning a Paragraph (15 minutes)<br><br>    B. End of Unit Assessment: Opinion and Reasons (25 minutes)<br><br>3. Closing and Assessment<br><br>    A. Reflection: Tracking My Progress (10 minutes)<br><br>4. Homework<br><br>    A. Complete the Where/Who/What chart for Chapter 9 in your *Peter Pan* journal. | • In this assessment, students will not read a new chapter. Students continue their reading in Unit 2.<br><br>• Note about this assessment: This is students' first formal attempt at crafting an opinion and supporting that opinion with reasons. Students will develop this skill throughout the module, and their final performance task requires them to write a lengthier and more complex paragraph. The criteria list for this assessment is quite basic, incorporating only skills that have been formally taught in this short unit. Students will continue to build their skills writing opinions (W.1) in Units 2 and 3. The entire draft PARCC rubric will be used to assess students' writing in Unit 3. |

| Lesson Vocabulary | Materials |
|---|---|
| distinguish, point of view | • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) |
| | • Model paragraph (one for display) |
| | • Opinion and Reasons Paragraph Planning graphic organizer (one per student) |
| | • End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons (one per student) |
| | • End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons (answers, for teacher reference) |
| | • *Peter Pan* journal (students' own) |
| | • Tracking My Progress, End of Unit 1 recording form (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Reading Model Opinion Paragraph (5 minutes)**<br>• Gather students whole group. Collect students' homework from Lesson 11.<br>• Tell students that they have done a lot of thinking about the book ***Peter Pan***. Explain that they are going to develop an opinion today and support it with reasons, just as they have done in the past. Explain that the difference today is that they are going to write a paragraph that explains their opinion with their reasons.<br>• Tell them that they are going to listen to a model paragraph now and that they should listen for the opinion and the reasons that the paragraph gives. Display the **model paragraph** and read it aloud. After reading, ask:<br>　∗ "What opinion and reasons did you hear in this paragraph?"<br>• Give students time to think then talk with each other. Then cold call one or two students to share what they heard. Listen for students to name the opinion: "The paragraph writer would have still offered Hook a hand." Listen for a reason: "Being fair is important, or it wouldn't have been a fair fight," or "Peter would have been just as mean as Hook if he hadn't offered a hand." | • Because this is a formal assessment, students should do the writing on their own. For struggling learners, consider providing more time for them to develop their opinion and reasons. Consider conferring closely with these students as they develop their reasons. |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Review today's learning targets with students. Remind students that yesterday they thought about Peter's *point of view* when he gave Hook a hand, which meant they thought about what Peter was thinking and feeling when he decided to offer Hook help. Tell students that they were able to *distinguish* Peter's point of view from their own when they thought about what they would do. Ask students:<br>　∗ "Think about that word distinguish. You were able to distinguish Peter's point of view from your own yesterday. Based on that, what do you think the word distinguish means?"<br>• Give students time to think, then talk with a partner. Then cold call on one triad to share their conversation. Clarify the meaning of the word as needed (distinguish: to mark as different). | • Allow ELLs and students with Individual Education Programs (IEPs) additional time to complete their paragraphs. They will receive extra time on the New York State assessment. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Preparing for Assessment: Planning a Paragraph (15 minutes)** <br>• Explain to students that today they get to show what they know about how to develop an opinion and support it with reasons. They will use an **Opinion and Reasons Paragraph Planning graphic organizer** to help them plan their writing and then they will write their paragraph. <br><br>• Display the model paragraph again. Say: "Let's go back to the model paragraph and read it again. When I read it this time, listen for what makes this a strong paragraph. You have written many paragraphs up to this point, and you know the components of a strong paragraph. In the last few lesson, you have worked very hard to create your opinions and reasons about *Peter Pan*. Now we want to listen for what the writer does to make this a strong paragraph." <br><br>• Read the paragraph aloud to students. Then give students time to think and talk with a partner about what they heard. Cold call a few students to share their thinking. Guide students to name: <br><br>   – The paragraph answers the question with an opinion. <br><br>   – There is a topic sentence. (This language should be familiar to students based on the writing work they have done up to this point.) The topic sentence states the opinion. <br><br>   – The reasons are written in complete sentences. <br><br>   – There is a concluding sentence. <br><br>   – The spelling and punctuation is correct. <br><br>• Distribute the Opinion and Reasons Paragraph Planning graphic organizer. <br><br>• Read the question at the top: <br><br>   \* "Based on what you know now, would you still have made the same decision as Wendy to leave home?" <br><br>• Release students to work on their Opinion and Reasons Paragraph Planning graphic organizer. Remind them that they do not need to write in full sentences on this recording form. The purpose is to get their ideas out and organize their thoughts. Encourage students to talk to each other about their thinking during the planning process, but remind them that they need to complete their own recording form with their own opinion and reasons. <br><br>• Give students 10 minutes to work on their graphic organizer and then transition them to the end of unit assessment. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. End of Unit Assessment: Opinion and Reasons (25 minutes)**<br>• Remind students that this is an assessment, which means they need to do their writing independently.<br>• Give students 25 minutes to complete their copy of the **End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons**.<br>• Collect their assessments. Congratulate them on their good thinking. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Reflection: Tracking My Progress (10 minutes)**<br>• Gather students in the whole group. Ask them to bring their *Peter Pan* **journals**.<br>• Distribute the **Tracking My Progress, End of Unit 1 recording form**. Explain to students that they are going to have the opportunity to reflect on their progress on the learning target: "I can write an opinion piece that supports a point of view with reasons."<br>• Ask students to think, then talk with a partner: "We've done this kind of reflection before. What is one thing you notice about this reflection sheet? What is it asking you to do?"<br>• Then cold call one or two responses identifying what they noticed about the reflection sheet.<br>• Give students time to complete their Tracking My Progress recording form. (Have students use their *Peter Pan* journals as a hard surface for writing.) Collect students' recording forms to review along with their paragraph writing to see how accurate their self-assessments are. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Complete the Where/Who/What chart for Chapter 9 in your *Peter Pan* journal.<br><br>*Note: Collect and review student's opinion paragraphs. Complete the Opinion and Reasons Paragraph Criteria List for each student. Identify a time for students to read and review their criteria list.* | |

# Grade 3: Module 3A: Unit 1: Lesson 12
## Supporting Materials

**Model Paragraph**

Criteria:

- The opinion responds to the question in the prompt.

- The opinion is stated clearly.

- The opinion is supported with reasons.

- A conclusion is present.

- Conventions do not interfere with the message.


I would have given Hook a hand like Peter did. It is important to be fair and that's what Peter was doing. Peter didn't want to fight Hook in that way. If Peter fought Hook and won, Peter wouldn't have really believed that he beat Hook. I would have helped Hook because if I didn't, the fight wouldn't be fair. If I was in a battle with Hook, I would want to know that I beat Hook fair and square. It's no fun to win by cheating. I think if Peter wouldn't have helped Hook, he would have been acting just as mean as Hook. It doesn't feel good to act mean and cheat, and I don't think I could do that. That's why I would have given Hook a hand.

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**Opinion and Reasons Paragraph Planning Graphic Organizer**

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**Name:**

---

**Date:**

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**Learning target**: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

a.  I can introduce the topic of my opinion piece.

b.  I can identify reasons that support my opinion.

Based on what you know now, would you still have made the same decision as Wendy to leave home? Support your opinion with reasons.

| Opinion: |
|---|
| |

| Reason: |
|---|
| |

| Reason: |
|---|
| |

| Reason: |
|---|
| |

| Conclusion: |
|---|
| |

**Name:**

**Date:**

**Learning target**: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

**Criteria:**

• The opinion responds to the question in the prompt.

• The opinion is stated clearly.

• The opinion is supported with reasons.

• A conclusion is present.

• Conventions do not interfere with the message.

After reading many chapters of *Peter Pan*, write an opinion paragraph that addresses the question: "Based on what you know now, would you still have made the same decision as Wendy to leave home?" Support your opinion with reasons. Be sure to use your Opinion and Reasons recording form to help you plan your writing.

**End of Unit 1 Assessment:**
On-Demand Paragraph: Supporting Opinion with Reasons
(Answers, for Teacher Reference)

Criteria
- The opinion responds to the question in the prompt.

- The opinion is stated clearly.

- The opinion is supported with reasons.

- A conclusion is present.

- Conventions do not interfere with the message.


If I were Wendy, I would have gone with Peter and left home. I would want an adventure like Wendy. I would also really want to learn how to fly because that sounds really fun. Flying would be an adventure because you could see things from high above. Wendy got to live on Neverland, and Neverland is a fun place. Neverland has mermaids, pirates, and Indians, and everyone is always having adventures. She gets to live in a tree, and I would want to live in a tree because the trees seem like they are very comfortable. Wendy has Lost Boys to take care of, and I would like taking care of Lost Boys too. The boys love being with her and they always want to hear Wendy's stories. I would do what Wendy did and leave home. Being on an adventure is much more fun than staying home.

**Tracking My Progress:**
End of Unit 1

**Name:**

**Date:**

**Learning target**: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- I can introduce the topic of my opinion piece.

- I can identify reasons that support my opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help to learn this.**          **I understand some of this.**          **I am on my way!**
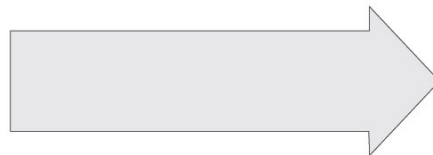
3. The evidence to support my self-assessment is:

4. How does the author, Tania Zamorsky, capture a reader's imagination?

_____

_____

_____

_____

_____

# Grade 3: Module 3A: Unit 2:
# Overview

**Unit 2: Reading Like a Writer: Crafting Imagined Scenes of *Peter Pan***

In Unit 2, students will look at *Peter Pan* through the lens of a writer. They will examine the author's craft, specifically the use of dialogue and how the author uses vivid language to describe action. Students will then write their own imagined scene about *Peter Pan*, using their choice of two prompts. In the mid-unit assessment, students will write an on-demand imagined scene from a new prompt, applying their writing skills to a new scene. This assessment mirrors the writing instruction in this unit and asks students to apply those skills independently. The mid-unit assessment addresses their ability to craft a narrative scene. The prompt for the assessment requires students to connect to their reading and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene. This is a writing assessment and is not intended to assess their <u>reading</u> of *Peter Pan*. Rather, they draw on their experiences reading and writing about *Peter Pan* to support their on-demand writing. This narrative writing task centers on NYSP12 ELA Standard W.3.3

In the second half of Unit 2, students continue to consider how authors capture readers' imaginations by reading and performing Readers Theater. They turn their attention to specific scenes of a script based on J.M. Barrie's original 1904 play—*Peter Pan*; or *The Boy Who Wouldn't Grow Up*—and compare those to scenes from their edition of *Peter Pan*. Students also will build fluency through Readers Theater, reading aloud and re-enacting excerpts from the *Peter Pan* script. (As an extension, students may perform their Readers Theater scenes for a real audience.) The End of Unit 2 Assessment has two parts. In Part 1, students read a script, analyzing it to plan for how they will deliver their lines. In Part 2, students perform their lines of a dialogue as a fluency assessment (while the teacher reads the other part and stage directions). The end of unit assessment centers on NYSP12 ELA Standards RL.3.3 and RF.3.4.

| Guiding Questions and Big Ideas |
| --- |
| • **How do writers capture a reader's imagination?** |
| • *Authors develop characters using vivid description to help the reader imagine the character and to bring the character to life.* |
| • *Authors make intentional choices to capture their reader's imagination.* |
| • *Classic stories are told in different ways over time.* |
| • *Readers have differing opinions about the texts they read and support their opinions with evidence from the text.* |

| Mid-Unit 2 Assessment | **Writing: New Imagined Scene from *Peter Pan*** <br> Students will write a newly imagined scene from *Peter Pan*, responding to this prompt: "Imagine a scene in which Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook." Note that this is a writing assessment. Students must draw on their experience reading *Peter Pan* and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene; the prompt is not designed to formally assess students' reading of *Peter Pan*. This assessment centers on NYSP12 ELA Standards W.3.3 and W.3.4. |
|---|---|
| End of Unit 2 Assessment | **Reading Fluency: Reading a Scene from Peter Pan** <br> The End of Unit 2 Assessment comprises two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater in Lessons 11–14. In Part 1, students read the script and prepare for their read-aloud. They circle or underline words that describe the character's feelings, and then consider how they will bring their character's feelings to life when they read the text aloud. In Part 2, students read aloud a portion of the "Come to Neverland!" script. They read the lines for one character as a fluency assessment. (The teacher will read aloud the lines for the other character.) This assessment centers on NYSP12 ELA Standards RL.3.3 and RF.3.4. |

| Text |
|---|
| 1.  J.M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009), ISBN: 978-1-4027-5421-0. |

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EXPEDITIONARY
LEARNING

**This unit is approximately 3 weeks or 16 sessions of instruction.**

In Unit 2 (as in Unit 1), students need to read a chapter on their own for homework or at another period of the school day. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the ELA lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these chapters for homework, encourage them to read the chapter out loud to a family member if possible.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|--------|--------------|-------------------|--------------------|--------------------|-----------------------------|
| **Lesson 1** | A Close Look at Setting: Getting Lost in Neverland | • I can answer questions using specific details from literary text. (RL.3.1)<br>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>• I can document what I learn about a topic by taking notes. (W.3.8) | • I can take notes into categories while studying images of Neverland.<br>• I can answer questions using details from quotes from *Peter Pan*. | • Taking Notes: Getting Lost in Neverland recording form<br>• Quotes from *Peter Pan*: Picturing Neverland recording form Exit ticket: My Neverland | |
| **Lesson 2** | Figurative Language: Looking Closely at Author's Craft in *Peter Pan* | • I can analyze the meaning of figurative language and complex words/word relationships. (L.3.5)<br>• I can describe the difference between literal and nonliteral meaning of words and phrases in context. (L.3.5) | • I can analyze the meaning of figurative language in *Peter Pan*. | | • Figurative Language anchor chart<br>• Carousel Brainstorm protocol |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 3** | Planning a Sequence of Events: Narrative Writing of a Scene in Neverland | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a. I can establish a situation.<br>  a. I can introduce the narrator and/or characters of my narrative.<br>  a. I can organize events in an order that makes sense in my narrative. | • I can describe features of a model narrative text to help me plan my own writing.<br>• I can plan a sequence of events for my own narrative story set in Neverland. | • Narrative Plan recording form | • Narrative Planning anchor chart<br>• Neverland Writing Prompts anchor chart |
| **Lesson 4** | Drafting an Imagined Narrative: Scenes from Neverland, Part 1 | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a. I can establish a situation.<br>  a. I can introduce the narrator and/or characters of my narrative.<br>  a. I can organize events in an order that makes sense in my narrative. | • I can describe features of a model narrative text to help me plan my own writing.<br>• I can write a draft of my Neverland scene in which I introduce my characters and establish a situation. | • Students' draft scenes<br>• Exit ticket | • Criteria for Narrative Writing anchor chart |
| **Lesson 5** | Drafting an Imagined Narrative: Scenes from Neverland, Part 2 | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  b. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br>  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>  d. I can write a conclusion to my narrative. | • I can use dialogue and action to draft the events of my Neverland scene.<br>• I can write a conclusion for the draft of my Neverland scene.<br>• I can respectfully give feedback on a peer's writing and receive feedback to make my writing better. | • Students' draft scenes | |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 6** | Reading Like a Writer: Looking for Words and Phrases That Show a Character's Thoughts, Feelings, and Actions | • I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can determine the meaning of words using clues from the story. (RL.3.4)<br>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>• I can document what I learn about a topic by taking notes. (W.3.8)<br>  a. I can sort evidence into provided categories. | • I can identify words and phrases the author uses to show the character's thoughts and feelings.<br>• I can explain the Where, Who, What of Chapters 11 and 12. | • Character Thoughts and Feelings recording form<br>• Where/Who/What recording form | • Where/ Who/What anchor chart |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 7** | Revising for Dialogue: Examining How an Author Develops a Character's Feelings | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a. I can establish a situation.<br>  a. I can introduce the narrator and/or characters of my narrative.<br>  a. I can organize events in an order that makes sense in my narrative.<br>  b. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br>  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>  c. I can use transitional words and expressions to show passage of time in a narrative text.<br>  d. I can write a conclusion to my narrative.<br>• I can use conventions to send a clear message to my reader. (L.3.2)<br>  a. I can use commas and quotation marks in dialogue.<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5) | • I can revise my scene to include dialogue.<br>• I can use a variety of words instead of the word *said* to show my character's feelings.<br>• I can use quotation marks in the dialogue of my scene. | • Lesson 6 homework<br>• Students' draft scenes with dialogue revisions<br>• Exit ticket | |

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| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 8** | Reading Like a Writer: Looking for Vivid and Precise Verbs in Chapter 14 | • I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>• I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br> b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>• I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)<br> a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. | • I can identify vivid and precise verbs in Chapter 14 of *Peter Pan*.<br>• I can explain the Where/Who/What of Chapters 13 and 14. | • Vivid and Precise Verbs recording form<br>• Where/Who/What recording form<br>• Exit ticket | • Words That Work: Vivid and Precise Verbs anchor chart |
| **Lesson 9** | Revising Scenes: Using Words That Work—Vivid and Precise Verbs | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br> b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) | • I can revise one part of my scene to include vivid and precise verbs. | • Students' draft scenes | • Where/Who/What anchor chart |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 10** | Looking Carefully at Conventions: Reviewing Quotation Marks and Editing Our Scenes | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br> a. I can establish a situation.<br> a. I can introduce the narrator and/or characters of my narrative.<br> a. I can organize events in an order that makes sense in my narrative.<br> a. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br> b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br> b. I can use transitional words and expressions to show passage of time in a narrative text.<br> c. I can write a conclusion to my narrative.<br>• I can use conventions to send a clear message to my reader. (L.3.2)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) | • I can accurately use quotation marks in my dialogue.<br>• I can use beginning and ending punctuation marks.<br>• I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately. | • Students' edited draft scenes | • Concentric Circles protocol<br>• Where/Who/What anchor chart (with new line for Chapter 16) |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 11** | Mid-Unit Assessment: On-Demand Writing: Crafting a New Scene | • I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a. I can establish a situation.<br>  a. I can introduce the narrator and/or characters of my narrative.<br>  a. I can organize events in an order that makes sense in my narrative.<br>  a. I can use dialogue to show the actions, thoughts, and feelings of my characters.<br>  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br>  c. I can use transitional words and expressions to show passage of time in a narrative text.<br>  d. I can write a conclusion to my narrative.<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) | • I can write a new imagined scene in *Peter Pan*.<br>• I can use dialogue in my scene.<br>• I can describe my character's feelings and actions with vivid and precise words. | • Mid-Unit 2Assessment: Part A: Planning Page<br>• Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook<br>• Tracking My Progress, Mid-Unit 2 | |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 12** | Learning from a New Type of Literature: An Introduction to Readers Theater Scripts | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)<br>• I can read third-grade level texts with fluency. (RF.3.4b) | • I can identify characteristics of Readers Theater by reading *The Birds Leave the Nest* script.<br>• I can describe how to bring the characters in Chapter 4 of *Peter Pan* to life based on their feelings and actions. | • Bringing Characters to Life recording form<br>• Venn diagram (whole class) | • Readers Theater anchor chart<br>• Comparing and Contrasting Readers Theater and Chapter Books anchor chart |
| **Lesson 13** | Staging a Readers Theater: *The Birds Leave the Nest*, Based on Chapter 4 of *Peter Pan* | • I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)<br>• I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4b) | • I can identify the meaning of words in *The Birds Leave the Nest* script.<br>• I can read the script *The Birds Leave the Nest* with fluency. | • Fluent Reading Criteria checklist | |
| **Lesson 14** | Characters' Feelings and Reading Fluency: *The Mermaid Lagoon*, Based on Chapter 9 of *Peter Pan* | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)<br>• I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) | • I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions.<br>• I can read the script *The Mermaid Lagoon* with fluency. | • Bringing Characters to Life recording form<br>• Fluent Reading Criteria checklist | • Readers Theater anchor chart |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts and Protocols |
|---|---|---|---|---|---|
| **Lesson 15** | Staging a Readers Theater: *The Mermaid Lagoon*, Based on Chapter 9 of *Peter Pan* | • I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)<br>• I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) | • I can identify the meaning of words in *The Mermaid Lagoon* script.<br>• I can read the script *The Mermaid Lagoon* with fluency. | • Fluent Reading Criteria checklist | • Concentric Circles protocol |
| **Lesson 16** | Planning and Performing: Beginning the End of Unit 2 Assessment | • I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) | • I can describe how to bring the characters in the *Come to Neverland!* Readers Theater script to life based on their feelings and actions.<br>• I can read the *Come to Neverland!* Readers Theater script with fluency. | • End of Unit 2 Assessment, Part 1: Planning for Fluent Reading<br>• End of Unit 2 Assessment, Part 2: Fluent Reading of the *Come to Neverland!* script<br>• Tracking My Progress, End of Unit 2 | |

| Optional: Experts, Fieldwork, and Service |
| --- |

**Experts:**
• Bring in a drama teacher for students to work with for their Readers Theater scripts.

**Fieldwork:**
• Take the class to see a live production of a children's play.

**Service:**
• N/A

| Optional: Extensions |
| --- |

• Provide an audience for students to perform their Readers Theater scripts. Collaborate with a drama teacher for students to create short skits of their scripts.

# Grade 3: Module 3A: Unit 2:
## Recommended Texts

Unit 2 focuses on fantasy stories that capture the reader's imagination. The list below includes texts with a range of Lexile text measures. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS.

When possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures below band level (below 420L)** | | | |
| *Art & Max* | David Wiesner (author/illustrator) | Literature | N/A |
| *Jeremy Draws a Monster* | Peter McCarty (author/illustrator) | Literature | 160 |
| *The Carrot Seed* | Ruth Krauss (author), Crockett Johnson (illustrator) | Literature | 230 |
| *The Rain Came Down* | David Shannon (author/illustrator) | Literature | 370 |
| *Mercy Watson Goes for a Ride* | Kate DiCamillo (author), Chris Van Dusen (illustrator) | Literature | 390 |

| Title | Author and Illustrator | Text Type | Lexile Measure |
|-------|------------------------|-----------|----------------|
| **Lexile text measures within band level (420–820L)** | | | |
| *Lost Treasure of the Emerald Eye* | Geronimo Stilton (author) | Literature | 530 |
| *Once Upon a Cool Motorcycle Dude* | Kevin O'Malley (author/illustrator), Carol Heyer and Scott Goto (illustrators) | Literature | 550 |
| *The Night Fairy* | Laura Amy Schlitz (author), Angela Barrett (illustrator) | Literature | 630 |
| *The Tale of Desperaux* | Kate DiCamillo (author), Timothy Basil Ering (illustrator) | Literature | 670 |
| *Poppy* | Avi (author), Brian Floca (illustrator) | Literature | 670 |
| *Catwings* | Ursula K. Le Guin (author), S. D. Schindler (illustrator) | Literature | 700 |
| *Charlie and the Chocolate Factory* | Roald Dahl (author) | Literature | 700 |
| *The Capture* | Kathryn Lasky (author) | Literature | 730 |
| *Where the Wild Things Are* | Maurice Sendak (author/illustrator) | Literature | 740 |
| *Where the Mountain Meets the Moon* | Grace Lin (author) | Literature | 810 |
| *The Invention of Hugo Cabret* | Brian Selznick (author) | Literature | 820 |

| Title | Author and Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures above band level (over 820L)** | | | |
| *Leisl & Po* | Lauren Oliver (author) | Literature | 830 |
| *Harry Potter and the Sorcerer's Stone* | J.K. Rowling (author) | Literature | 880 |
| *Igraine the Brave* | Cornelia Funke (author) | Literature | 900 |
| *The Lion, the Witch and the Wardrobe* | C.S. Lewis (author) | Literature | 940 |
| *The Phantom Tollbooth* | Norton Juster (author), Jules Feiffer (illustrator) | Literature | 1000 |

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# Grade 3: Module 3A: Unit 2: Lesson 1
## A Close Look at Setting: Getting Lost in Neverland

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can answer questions using specific details from literary text. (RL.3.1)<br>I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>I can document what I learn about a topic by taking notes. (W.3.8) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can take notes into categories while studying images of Neverland.<br><br>• I can answer questions using details from quotes from *Peter Pan*. | • Taking Notes: Getting Lost in Neverland recording form<br><br>• Quotes from *Peter Pan*: Picturing Neverland recording form<br><br>• Exit ticket: My Neverland |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Writer: Quote Introducing Neverland (5 minutes)<br>   B. Unpacking Learning Targets (5 minutes)<br>2. Work Time<br>   A. Carousel of Images (15 minutes)<br>   B. Partner Reading: Quotes about Neverland (20 minutes)<br>   C. Whole-Class Share: How Do Writers Capture a Reader's Imagination? (5 minutes)<br>3. Closing and Assessment<br>   A. Exit Ticket: What Does Your Neverland Look Like? (10 minutes)<br>4. Homework<br>   A. There is no homework for this lesson. | • This lesson gives students an in-depth look at the setting of *Peter Pan*, which will also be the setting for their own imagined scene. Through a study of images and excerpts, students think, talk, and write about how an author captures a reader's imagination.<br><br>• In advance: Prepare equity sticks (see unit overview, Preparation and Materials, for details—one stick per student, labeled with the student's name); print images of Neverland (see supporting materials); review the Carousel protocol (see Appendix).<br><br>• Post: Learning targets. |

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| Lesson Vocabulary | Materials |
|---|---|
| equity, details, notice, wonder; imagination | • Equity sticks<br>• Document camera (or chart)<br>• *Peter Pan* quote introducing Neverland (one to display)<br>• Images of Neverland (displayed on charts around the room; see supporting materials)<br>• Taking Notes: Getting Lost in Neverland recording form (one per student)<br>• Quotes from *Peter Pan*: Picturing Neverland recording form (one per student)<br>• Exit ticket: My Neverland (one per student)<br>• Exit ticket: My Neverland (for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Quote Introducing Neverland (5 minutes)**<br>• Gather students whole group. Tell them that before you begin today's lesson, you would like to share a new strategy the class will be using to help them with their learning. Show students the **equity sticks**. Tell them that each student has a popsicle stick with his or her name on it. Tell them that you will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them that the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking. Tell students that the word *equity* comes from the word *equal*, because in this situation all voices and students are equal. Remind them that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident of their thinking, but sharing their thinking is important to learn new things. Discuss the importance of being respectful of everyone's learning by asking:<br><br>   * "How can the class be respectful when others are sharing their thinking about questions?"<br><br>• Using a **document camera or chart**, display the **Peter Pan quote introducing Neverland**. Invite students to look and listen for words or phrases that help them to imagine Neverland the way the writer describes it.<br><br>• Ask them to Think-Pair-Share:<br><br>   * "What specific words or details really jumped out for you or made a picture in your mind?"<br><br>• Tell students that they will revisit portions of these quotes later in the lesson, in addition to other quotes from the text about Neverland. | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• As the students read along, read aloud the learning targets:<br><br>   * "I can take notes into categories while studying images of Neverland."<br><br>   * "I can answer questions using details from quotes from *Peter Pan*."<br><br>• Invite students to Think-Pair-Share:<br><br>   * "Based on these targets, what do you think we will be doing today?" | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Carousel of Images (15 minutes)**<br>• Tell students that they are going to spend a while studying **images of Neverland**. These images show the way various artists have used the author's words to imagine a setting in *Peter Pan*. The details of the author's writing became details in the paintings or drawings they are about to study.<br>• Distribute the **Taking Notes: Getting Lost in Neverland recording form** to each student. Direct their attention to the images posted around the room. Give directions:<br>  1. With your partner, take about 4 minutes at each image.<br>  2. Study the images, thinking about the quote we just read together (the quote is still posted).<br>  3. Look for any details in the image that match up with details that you read in the quote.<br>  4. Talk with your partner about what you notice.<br>• Address clarifying questions, and then invite students to begin.<br>• Circulate and support students as they work. This may mean guiding students toward specific passages in the text that correlate to details found in the images. | • Consider giving some students their own copy of the passage from *Peter Pan*. Select students could benefit from a pre-highlighted passage, highlighting details that correlate to the images.<br><br>• Post written directions for Partner Reading: Quotes about Neverland. This supports students who have difficulty with multistep directions. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Partner Reading: Quotes about Neverland (20 minutes)**<br>• Tell students they will now be working with partners to think, talk, and write about how the writer of the Classic Starts edition of *Peter Pan* used words to capture the reader's imagination when describing Neverland.<br>• Distribute the **Quotes from *Peter Pan*: Picturing Neverland recording form** to each student. Orient them to the recording form and give directions:<br>  1. Read the quote once out loud just to hear it and get the flow of it.<br>  2. Read the quote out loud again, thinking: "What words or phrases really jumped out, painted a picture in my mind, and captured my imagination?"<br>  3. With your partner, discuss which words or phrases you noticed.<br>  4. Record those words or phrases on your recording form.<br>  5. Read the quote out loud one last time, thinking: "How do these words or phrases help you picture Neverland?"<br>  6. With your partner, discuss your thinking about this question.<br>  7. Write your answer on the recording form.<br>  8. Repeat for each quote. | |
| **C. Whole-Class Share: How Do Writers Capture a Reader's Imagination? (5 minutes)**<br>• Gather students together whole class. Tell them that you are interested in hearing which quotes from *Peter Pan* most captured their imagination. Ask:<br>  * "Which quote most captured your imagination? Why?"<br>• Give students a minute to discuss their ideas with a classmate near them. Then use equity sticks to invite whole-class shares. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: What Does Your Neverland Look Like? (10 minutes)**<br>• Remind students that they learned today that every person's Neverland looks a little bit different: Some are in color and others in black and white; some are happy, some scary; some have lagoons and flamingos, and others come with pet wolves. Tell students that you are excited to see into their imaginations and get a peek at their Neverland, but because there is no way to actually see inside their heads, they will have to be just like J.M. Barrie: They will have to write it down. Distribute an **Exit Ticket: My Neverland** to each student. Collect the exit tickets when time is up; see the supporting materials for a sample response, **Exit Ticket: My Neverland (for teacher reference)**. | |

| Homework | Meeting Students' Needs |
|---|---|
| There is no homework for this lesson. | |

**EXPEDITIONARY LEARNING**

# Grade 3: Module 3A: Unit 2: Lesson 1
Supporting Materials

**Peter Pan Quote Introducing Neverland**
(From pages 5-6 of the Classic Starts edition)

*What is Neverland?* you ask. It is the magical island in the middle of every child's mind. It is a place children go mainly in their imaginations, unless of course they have an invitation and very special guide.

Every child's Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach. Others have hunch back little old ladies, turtles laying eggs, or gnomes who like to sew. Others still have scary first days at school, trying not to laugh at church, pop quizzes on grammar that you haven't studied for, money from the tooth fairy, and chocolate pudding.

There are no rules to what one's Neverland should be. John's Neverland had a lagoon with flamingoes flying over it, while Michael, who tried to be like his older brother, had a flamingo with lagoons flying over it. Wendy, meanwhile, had a pet wolf and a boat.

The island doesn't appear on any map, because it never stands still. If you can find it, Neverland is a very fun place to visit when it is sunny. But in two minutes before children go to bed, it becomes scary and full of shadows.

THE NEVER NEVER LAND

Illustration from "Peter and Wendy" by James Matthew Barrie, Published 1911 by C. Scribner's Sons, New York

**Taking Notes:**
Getting Lost in Neverland

**Name:**

**Date:**

| Image | Detail from the image | Detail from the passage |
|:---:|:---:|:---:|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

**Quotes from *Peter Pan***
Picturing Neverland Recording Form

**Name:**

**Date:**

| Neverland quote | What words or phrases capture your imagination? | How does this passage help you to picture Neverland? |
|---|---|---|
| "Every child's Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach" (5). | | |
| "He gestured in the direction the sun was shining, like a hundred golden arrows pointing to the island" (37). | | |
| "Shortly, however, the sun went down and the children got scared.... Down below, black shadows grew and strange noises could be heard" (38). | | |
| "The fairies slept late. The wild animals nursed their babies. The pirates and the lost boys and the Indians stopped fighting wars." (41) | | |

**Name:**

**Date:**

J.M. Barrie, the author of *Peter Pan*, says every person's Neverland looks a little bit different. What does your Neverland look like? Use details to describe the Neverland that lives in your imagination.

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Exit Ticket:**
My Neverland
(for Teacher Reference)

J.M. Barrie, the author of *Peter Pan*, says every person's Neverland looks a little bit different. What does your Neverland look like? Use details to describe the Neverland that lives in your imagination.

**My Neverland is full of magic. It is one big enchanted forest. Every tree has delicious fruit, and every piece of fruit gives you a different magical power. One fruit makes you fly. Another fruit makes you invisible. A third fruit makes you able to talk to any animal. Also, there are magic streams and lakes. They are always the perfect temperature for swimming. But they are also magic passages, so if you jump into a lake, it transports you to another place in Neverland.**

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# Grade 3: Module 3A: Unit 2: Lesson 2

**Figurative Language:** Looking Closely at Author's Craft in *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can analyze the meaning of figurative language and complex words/word relationships. (L.3.5)<br>I can describe the difference between literal and nonliteral meaning of words and phrases in context. (L.3.5) |

| Supporting Learning Target | Ongoing Assessment |
| --- | --- |
| • I can analyze the meaning of figurative language in *Peter Pan*. | • Conferring notes during independent reading |

| Agenda | Teaching Notes |
| --- | --- |
| 1. Opening<br>   A. Engaging the Writer (5 minutes)<br>   B. Unpacking Learning Target (5 minutes)<br>2. Work Time<br>   A. Mini Lesson: Determining the Meaning of Figurative Language (10 minutes)<br>   B. Carousel of Quotes: Figurative Language in *Peter Pan* (15 minutes)<br>   C. Independent Reading: *Peter Pan* Chapter 10 (20 minutes)<br>3. Closing and Assessment<br>   A. Where/Who/What Anchor Chart (5 minutes)<br>4. Homework<br>   A. Reread Chapter 10 of your *Peter Pan* book at home, either aloud in a mirror or to a family member. Point out figurative language to someone at home, explaining what the author really means. | • In advance: Prepare the Figurative Language anchor chart with the T-chart and the quote in the left-hand column written out (see model in the supporting materials). Leave the right-hand column blank. Using the Figurative Language anchor chart as a model, create similar T-charts for each quote. There should be a separate T-chart for each excerpt on the Carousel of Quotes page (see supporting materials).<br>• In advance: distribute five sticky notes to each student at their tables.<br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| analyze, figurative, literal | • Figurative Language anchor chart (new; teacher-created; see Teaching Notes) <br> • Carousel of Quotes (for teacher reference; see Teaching Notes) <br> • Sticky notes (five per student) <br> • Classic Starts edition of *Peter Pan* (book; one per student) <br> • Where/Who/What anchor chart (begun in Unit 1) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer (5 minutes)** <br> • Invite students to the whole group area. Consider engaging them in today's learning with a common use of figurative language with which they may already be familiar. For example: <br>   * "When I was growing up, my mother used to always say, 'It's raining cats and dogs outside!' I can remember trying to picture this in my mind, cats and dogs actually falling from the sky. Can you imagine that?" <br> • Invite students to Think-Pair-Share: <br>   * "What does the phrase 'it's raining cats and dogs' actually mean?" <br> • Invite whole-class shares using a total participation technique, such as cold call or equity sticks. | • Consider charting the "raining cats and dogs" example to help visual learners better understand the concept of figurative language. |
| **B. Unpacking Learning Target (5 minutes)** <br> • Tell students that today they will be learning about how authors use lots of figurative language, such as "it's raining cats and dogs," to help capture their readers' imaginations. Invite them to read today's learning target: <br>   * "I can analyze the meaning of figurative language in *Peter Pan*." <br> • Remind students of the meaning of the word *analyze*, which they have seen before when looking at characters. It means to "examine carefully." Review the meaning of *figurative*. Consider relating this to the phrase "figure of speech." | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Determining the Meaning of Figurative Language (10 minutes)** <br>• Direct students' attention to the **Figurative Language anchor chart**. Tell them that you will use this chart and their matching recording forms to collect examples of figurative language from *Peter Pan*, and then determine what these examples actually mean. <br><br>• Read together the example from page 17: <br><br>   * "Wendy's light went out first. It yawned and, yawns being contagious, the other two lights promptly yawned as well. Then, before any of the other lights could close their mouths, all three went out from the resulting breeze." <br><br>• Invite students to Think-Pair-Share: <br><br>   * "How is this language *figurative*? In other words, which part of this section did not really happen?" <br><br>• Listen in on student conversations, and then invite a whole-class share that sounds like: "Lights can't actually yawn. They don't have mouths!" <br><br>• Explain that when authors use figurative language, they usually have a *literal* meaning. Define the word *literal* as "true to fact, or what actually happened." <br><br>• Invite students to Think-Pair-Share: <br><br>   * "So, what was the author's *literal* meaning when saying the light 'yawned' or 'before any of the other lights could close their mouths, all three went out from the resulting breeze'?" <br><br>• Invite whole-class shares, listening for examples such as: "It means the lights went out." <br><br>• On a sticky note, write "The lights went out" and stick it in the Literal Meaning column of the anchor chart. Collect one or two more examples, such as "there was wind" to show that figurative language can be interpreted in multiple ways. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Carousel of Quotes: Figurative Language in *Peter Pan* (15 minutes)**<br>• Tell students they will now read, think, talk, and write about other figurative language they have seen in *Peter Pan* but perhaps did not notice. Distribute **sticky notes** and give students these directions:<br>  1. Each group will begin at a different chart around the room. A quote from *Peter Pan* that includes figurative language will top each chart.<br>  2. Read the quote with your group. At each chart, a new person should take a turn reading the quote aloud.<br>  3. Think about what the figurative language actually means.<br>  4. Talk about it with your group.<br>  5. On a sticky note, write your idea for what this excerpt literally means.<br>  6. When directed, rotate to the next chart that has a new excerpt.<br>• As students rotate, circulate and support them in their discussions and their writing. This might include guiding them through their translation of figurative language or assisting them in succinctly writing their sticky note to add to the chart.<br>• After 15 minutes, gather students back in the whole group meeting area. Review the figurative language excerpts they looked at, using this discussion time to clear up any confusion or misconceptions about their literal meanings. Add these examples to the Figurative Language anchor chart.<br>• Invite students to Think-Pair-Share:<br>  * "How does using figurative language help authors to capture a reader's imagination?" | • Consider posting written directions for the Carousel of Quotes to help students keep track of multistep directions.<br>• Figurative language presents unique challenges for ELLs and often must be taught directly. Consider pulling select students into a small group and giving them direct instruction and support in interpreting these quotes. |
| **C. Independent Reading: *Peter Pan* Chapter 10 (20 minutes)**<br>• Invite students to get out their ***Peter Pan* book** and tell them they will have the next 15 minutes to sit with their reading partners and read Chapter 10 ("The Never Bird").<br>• Circulate and support students as they read. Consider taking conferring notes on individual students (either fluency or comprehension) to continue to informally assess. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What Anchor Chart (5 minutes)**<br>• Invite students back to the whole group area. Direct their attention to the **Where/Who/What anchor chart**. Ask them to share with the whole class their ideas for the important characters, events, and settings in this chapter. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread Chapter 10 of your *Peter Pan* book at home, either aloud in a mirror or to a family member. Point out figurative language to someone at home, explaining what the author really means. | |

# Grade 3: Module 3A: Unit 2: Lesson 2
Supporting Materials

**Figurative Language Anchor Chart:**
(For Teacher Reference)

**Learning target:** I can analyze the meaning of figurative language in *Peter Pan*.

| Figurative language from *Peter Pan* | Literal meaning: What does the author really mean by this? |
|---|---|
| "Wendy's light went out first. It yawned and, yawns being contagious, the other two lights promptly yawned as well. Then, before any of the other lights could close their mouths, all three went out from the resulting breeze." | The lights went out.<br><br>A breeze made the candles blow out. |

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**Carousel of Quotes**
(For Teacher Reference)

Below are excerpts from the Classic Starts edition of *Peter Pan* that include figurative language.

| | |
|---|---|
| **Page 15:** | "Night-lights are the eyes a mother leaves behind at night to watch over her babies." |
| **Page 41:** | "Neverland seemed to sense that Peter was almost home. Like a puppy, it strained and wiggled to meet him at the door." |
| **Page 72:** | "They cut Tiger Lily's cords, and with one last look she slid into the water like a graceful eel." |
| **Page 82:** | "He heard the water gurgle greedily as it rose to nibble on the rock." |
| **Page 96:** | "Finished with the Indians, the pirates still could not rest. It was, after all, not the Indians they had come for. The Indians were just bees to be smoked out so they could get to the honey." |

# Grade 3: Module 3A: Unit 2: Lesson 3
## Planning a Sequence of Events: Narrative Writing of a Scene in Neverland

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can craft narrative texts about real or imagined experiences or events. (W.3.3) <br>     a.  I can establish a situation. <br><br>     a.  I can introduce the narrator and/or characters of my narrative. <br><br>     a.  I can organize events in an order that makes sense in my narrative. |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can describe features of a model narrative text to help me plan my own writing. <br><br> • I can plan a sequence of events for my own narrative story set in Neverland. | • Narrative Planning recording form |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer: An Invitation from *Peter Pan* (5 minutes)<br><br>   B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Mini Lesson: Studying a Model Narrative Text and Model Plan (15 minutes)<br><br>   B. Independent Writing: Creating a Plan for Narrative Text (20 minutes)<br><br>   C. Partner Talk: Exchanging Feedback on the Plan (10 minutes)<br><br>3. Closing and Assessment<br><br>   A. Share: What's Your Plan? (5 minutes)<br><br>4. Homework<br><br>   A. Continue reading in your independent reading book for this unit at home. | • In the next series of lessons, students will write their own imagined scene set in Neverland.<br><br>• Consider creating strategic writing partnerships to make discussion time a scaffold for students in the writing process.<br><br>• Post: Learning targets. |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Lesson Vocabulary | Materials |
|---|---|
| narrative, model, character, situation, conclusion, sequence | • Classic Starts edition of *Peter Pan* (book; one per student)<br>• "The Darlings Come to Neverland" (one per student)<br>• Narrative Planning anchor chart (new; teacher-created; a large chart version of students' Narrative Planning recording form)<br>• Narrative Planning recording form (one per student)<br>• Narrative Planning recording form (for teacher reference)<br>• Neverland Writing Prompts anchor chart (new; teacher-created; see supporting materials) |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: An Invitation from _Peter Pan_ (5 minutes)**<br>• Invite students to the whole group area with their **_Peter Pan_ book**. Ask them to open to page 5 with you and read along silently as you read aloud, starting with "What is Neverland? you ask ..." and reading to "... a very special guide."<br>• Invite the class to Think-Pair-Share:<br>  * "What does this quote mean to you?"<br>• Use this quote as a way to invite students into the process of writing. This might sound similar to:<br>  * "Wow! The story says that Neverland is right here, in each of your minds. But unless we share it, it stays right there in your mind, where no one else can see. Writing is one wonderful way to share our own imaginations with other people. So you will now be writers, just like the author of our _Peter Pan_ book, sharing your Neverland with others." | |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Invite students to read along as you read today's learning targets:<br>  * "I can describe features of a model narrative text to help me plan my own writing."<br>  * "I can plan a sequence of events for my own narrative story set in Neverland."<br>• Ask them to share what they think they will be doing today in their own words. Probe:<br>  * "How does describing the features in a model narrative text help us as writers?"<br>• Listen for: "This helps us see what our writing should look like" or "I know what I am supposed to do." | |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Studying a Model Narrative Text and Model Plan (15 minutes)**<br>• Distribute a copy of **"The Darlings Come to Neverland"** to each student. Tell them that this story is an imagined scene in Neverland that does not appear in the book, and it is exactly the kind of writing they will be doing.<br>• Tell students that before it was possible for a writer to write a scene like this, the writer had to make a plan. Ask:<br>    &#42; "Why is it important to make a plan before beginning to write?"<br>• Consider using cold call or other total participation techniques. Listen for: "So you know how the story is going to go" or "So you're ready to write without stopping and thinking as much."<br>• Show students the **Narrative Planning anchor chart** (which is an enlarged version of their recording form with this same name). Tell them this is one example of a planning tool that an author might use. Review the different components: character, situation, events, and conclusion. Define *situation* and *conclusion* for students, as they are new vocabulary.<br>• Ask them to think about what the planning page for the scene they just read may have looked like. Invite them to Think-Pair-Share:<br>    &#42; "What do you think the author had written in this box marked 'introduce the characters'? How did the author introduce the reader to the characters?"<br>• Continue:<br>    &#42; "Establishing a situation means creating a problem in the story. How did the author establish the situation?"<br>• Continue this process, filling in the components of the Narrative Planning anchor chart, referring to the **Narrative Planning recording form (for teacher reference)** as a model. | • Select students may benefit from having a copy of the completed Narrative Planning recording form, both for the lesson and as a resource during independent work time.<br><br>• Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their plan to an adult to complete their recording form. |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Independent Writing: Creating a Plan for Narrative Text (20 minutes)**<br>• Distribute a **Narrative Planning recording form** to each student. Tell them it is their turn to create a plan for a brand-new scene in Neverland. Display the **Neverland Writing Prompts anchor chart**, and explain that you have helped get them started on this writing journey by imagining a couple of situations that could become great written scenes. Read through their writing choices.<br>• Give students these directions:<br>  * Choose one of the imagined scenes from the Neverland Writing Prompts anchor chart.<br>  1. Imagine how your scene might unfold. Who is in the scene? What happens first? What happens next? How does it turn out?<br>  2. Use the Narrative Planning recording form to write down ideas for the characters and sequence of events for your scene.<br>• Circulate and support students in their writing. This may include asking them to verbally plan their story first or reminding them what types of events need to happen in their narrative. | |
| **C. Partner Talk: Exchanging Feedback on the Plan (10 minutes)**<br>• Place students in partnerships. Give them directions:<br>  1. Take turns reading your plans. First, one person reads and the partner gives feedback. Then, switch roles.<br>  2. As you hear your partner's plan, think: "Does this make sense in this order?" If it doesn't make sense, give suggestions for what your partner might add or change. | |

**GRADE 3: MODULE 3A: UNIT 2: LESSON 3**
**Planning a Sequence of Events:**
Narrative Writing of a Scene in Neverland

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Share: What's Your Plan? (5 minutes)**<br>• Refocus students whole group. Ask them to share one event in their newly imagined Neverland scene with the whole class. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Continue reading in your independent reading book for this unit at home. | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 3
## Supporting Materials

The Darlings Come to Neverland

**Name:**

**Date:**

In Neverland, Wendy, Peter Pan, and the lost boys were sitting near their tree house. Peter Pan was lying on the ground. Some of the lost boys were playing cards, and some were napping. But everyone was listening as Wendy told one of her stories.

Suddenly, Tinker Bell flew in from high above. But she was not alone. Behind her were two adults! "What are adults doing in Neverland?" shouted one of the lost boys. As they got closer, Peter recognized these two adults. It was Mr. and Mrs. Darling!

They landed and immediately rushed over to Wendy. She stopped telling her story. She looked up at them. "Wendy! We have missed you terribly," cried Mrs. Darling.

"Yes, dear. I promise to be kinder and less jealous if you come home with us," said Mr. Darling.

"Who are you?" she asked innocently, with a blank expression on her face.

"We are your parents, of course!" Mr. and Mrs. Darling replied at the same time.

"I don't have parents," said Wendy. "The boys are my family."

Mr. Darling looked very sad, but then he realized something. He reached into the pocket of his coat. He pulled out a photograph. "Look," he said.

Wendy looked at the picture. It was of a city at nighttime. At first she did not recognize anything in the picture. But then, it was like a light went on behind her eyes. "London!" she cried. "Of course! I live there! I am Wendy Darling, and you are my mom and dad!"

Wendy grabbed John and Michael. "Wait, we want to go with you!" The lost boys ran beside them.

"Of course you can come. You can live in our house and grow up with us." Wendy looked at Peter sadly. "Will you come?"

"I will come and visit you. You can tell me stories," said Peter.

With that, they all flew off toward the second star on the right.

**Narrative Planning Recording Form**

**Name:**

**Date:**

**Learning target**: I can plan a sequence of events for my own narrative scene set in Neverland.

| | |
|---|---|
| Event 1: Introduce the characters. | |
| Event 2: Establish a situation. | |
| Event 3: Add action and dialogue. | |
| Event 4: Create closure by giving the reader an ending that makes sense. | |

**Narrative Planning Recording Form**
(For Teacher Reference)

**Learning target**: I can plan a sequence of events for my own narrative scene set in Neverland.

| | |
|---|---|
| Event 1: Introduce the characters. | **Wendy, Peter, and the lost boys are sitting near their tree in Neverland telling stories.** |
| Event 2: Establish a situation. | **Tinker Bell flies in, accompanied by Mr. and Mrs. Darling.** |
| Event 3: Add action and dialogue. | **The Darlings beg Wendy to come home, but she does not remember who they are.** |
| Event 4: Create closure by giving the reader an ending that makes sense. | **They show Wendy a picture of London to remind her of her old life. She decides to return, and some of the lost boys want to come with her.** |

1.  Imagine a scene in which Wendy has to save Tinker Bell. Tinker Bell has been captured by Captain Hook, and Wendy is the only one who can help her. What would Wendy do? Tinker Bell has been naughty to Wendy, but would Wendy save her anyway?

2.  Imagine a scene in which Peter discovers a new magical creature on Neverland while flying with Tinker Bell and Wendy. What does he find? What do they do? Describe their discovery and what happens.

# Grade 3: Module 3A: Unit 2: Lesson 4

## Drafting an Imagined Narrative: Scenes from Neverland, Part 1

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>  a.  I can establish a situation.<br>  a.  I can introduce the narrator and/or characters of my narrative.<br>  a.  I can organize events in an order that makes sense in my narrative. |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can study a model narrative to develop criteria for my own writing.<br><br>• I can write a draft of my Neverland scene in which I establish the situation and introduce the problem. | • Students' draft scenes<br><br>• Exit ticket |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>  A. Engaging the Writer: Imagining My Scene (5 minutes)<br>  B. Unpacking Learning Targets (5 minutes)<br>2. Work Time<br>  A. Studying a Model and Developing Criteria (15 minutes)<br>  B. Drafting: Introducing the Characters and Establishing a Situation (25 minutes)<br>3. Closing and Assessment<br>  A. Exit Ticket: Sharing Words to Describe Character (5 minutes)<br>  B. Share: Model Student Work (5 minutes)<br>4. Homework<br>  A. If you did not have time in class, complete the first parts of your draft: introducing the characters and establishing a situation. Tomorrow you will finish the draft of your story. | • In this lesson and the next, students write their first draft of a scene in Neverland. For these two drafting days, it is most important that they draft a story that makes sense in its series of events.<br><br>• In these two lessons, students examine a model, including noticing the use of dialogue and character words. These two specific criteria are then addressed in more detail during revision lessons later in the unit.<br><br>• Before this lesson, it may be helpful to review students' Narrative Planning recording forms to ensure they have a feasible plan before they continue into the drafting stage.<br><br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| criteria | • Narrative Planning recording form (from Lesson 3; one per student) |
| | • "The Darlings Come to Neverland" (from Lesson 3; one per student) |
| | • Criteria for Narrative Writing anchor chart (new; co-created with students during Work Time A) |
| | • Criteria for Narrative Writing (for teacher reference) |
| | • Sticky notes (one per student) |
| | • Equity sticks |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Imagining My Scene (5 minutes)**<br>• Gather students whole group with their **Narrative Planning recording form**. Tell them to review their writing plan. Invite them to close their eyes and Think-Pair-Share:<br><br>　＊ "Imagine Neverland. There's the mermaid lagoon right below you, the pirate ship is to your right, and the lost boys' tree is off in the distance. Now zoom in to your scene, the one you planned yesterday. Where are your characters right now? What are your characters doing as the scene starts?" | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• Ask students to read the learning targets along with you:<br><br>　＊ "I can study a model narrative to develop criteria for my own writing."<br><br>　＊ "I can write a draft of my Neverland scene in which I establish the situation and introduce the problem."<br><br>• Tell students you are so excited to see what they start writing today, because you know beautiful scenes are waiting in their imaginations. Circle the word *criteria.* Tell them before they start writing it is important to know what is expected in their writing, and that's why they have the first learning target. Tell students that *criteria* are a more formal way to talk about the features they noticed during Lesson 1. They will then get to write the beginning of their drafts, which is the second learning target. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Studying a Model and Developing Criteria (15 minutes)**<br>• Have students retrieve their copies of **"The Darlings Come to Neverland."** Tell them that they will read this imagined scene again, but this time their focus will be on choices the author made in writing it. Tell them that authors make choices in their writing for two purposes: telling a story that makes sense and keeping the reader interested.<br>• Invite students to read along as you read aloud, keeping in mind these questions:<br>   \* "How did the author create a scene that makes sense?"<br>   \* "What did the author include to make this story interesting to a reader?"<br>• Read aloud "The Darlings Come to Neverland" as students read along. After reading, Think-Pair-Share:<br>   \* "What did the author include to make this story interesting to a reader?"<br>• Tell students that you will collect their ideas to develop criteria for their own writing. Define *criteria* as a list of qualities used to judge something, in this case writing.<br>• As students share their ideas, chart them as a list in the **Criteria for Narrative Writing anchor chart**. Use strategic questions to guide them toward specific aspects of the writing:<br>   \* "Let's look closely at this first paragraph. What is the author doing here?"<br>   \* "Instead of telling us about the characters' conversation, how does the author bring those conversations to life and keep the reader interested?"<br>• The criteria the students develop should be in their own language, but should include the items listed on the **Criteria for Narrative Writing (for teacher reference)**<br>   – Introduce the setting and characters to your reader.<br>   – Use dialogue in your scene.<br>   – Have a logical sequence of events.<br>   – Describe the action, or what's happening in your scene.<br>   – Use words that describe your characters' emotions, thinking, and actions.<br>   – Have an end to your scene that makes sense to your reader. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Drafting: Introducing the Characters and Establishing a Situation (25 minutes)**<br>• Tell students they now get to try drafting the beginning of their Neverland scene on their own. Ask them to look at the model "The Darlings Come to Neverland."<br>• Reread only the sections in which the characters are introduced and the situation is established. Identify this section as the one that students will be writing in their own narratives today.<br>• Ask them to draw a line after "It was Mr. and Mrs. Darling!" If they get stuck, students should return to this section of the story to remind them of what they are supposed to write. Give directions:<br>  1. Look back at your Narrative Planning recording form.<br>  2. Think about your ideas: What will happen and be described in this part of your story?<br>  3. Write: Write the event on your paper.<br>  4. Vocabulary: Try to incorporate vocabulary words in your writing to describe your characters' traits, actions, and motivations.<br>  5. Remember that this is a draft. Focus on your ideas and the sequence of events. Do not worry about spelling or grammar yet.<br>• Give students 20 minutes to write the first two events of their draft. Remind them to refer back to their recording forms as they work. Tell them it is fine if they do not finish; they can finish for homework. Students who finish writing early can begin the next event in their draft.<br>• Circulate and support students as needed. | • Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their writing to an adult.<br><br>• The structure of a small writing group with whom you confer and continually check in may be helpful to select students. Perhaps they can be working on the same writing prompt, so the work can be even more guided. |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: Sharing Words to Describe Character (5 minutes)**<br>• Distribute a **sticky note** to each student. Give directions:<br>   * "Look back at your writing and identify any words you used that help to describe a character."<br>   * "Choose one of these words and write it on your sticky note."<br>• Ask students to bring their sticky notes and to gather in the whole group area. | |
| **B. Share: Model Student Work (5 minutes)**<br>• Choose two to three students to share the first section of their draft in which they introduce their characters and establish a situation. Use **equity sticks** to invite whole-class shares about what these students did well in their writing. | |

| Homework | Meeting Students' Needs |
|---|---|
| • If you did not have time in class, complete the first parts of your draft: introducing the characters and establishing a situation. Tomorrow you will finish the draft of your story. | |

# EXPEDITIONARY LEARNING

**Grade 3: Module 3A: Unit 2: Lesson 4**
Supporting Materials

| Name: |
|---|
| Date: |

**The criteria the students develop should include:**

- Introduce the setting and characters to your reader.

- Use dialogue in your scene.

- Have a logical sequence of events.

- Describe the action, or what's happening in your scene.

- Use words that describe your character's emotions, thinking and actions.

- Have an end to your scene that makes sense to your reader.

# Grade 3: Module 3A: Unit 2: Lesson 5
## Drafting an Imagined Narrative: Scenes from Neverland, Part 2

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can craft narrative texts about real or imagined experiences or events. (W.3.3) <br>     a.  I can establish a situation. <br>     a.  I can introduce the narrator and/or characters of my narrative. <br>     a.  I can organize events in an order that makes sense in my narrative. |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can use dialogue and action to draft the events of my Neverland scene. <br> • I can write a conclusion for the draft of my Neverland scene. <br> • I can respectfully give feedback on a peer's writing and receive feedback to make my writing better. | • Students' draft scenes |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>    A. Engaging the Writer (5 minutes)<br>    B. Unpacking Learning Targets (5 minutes)<br>2. Work Time<br>    A. Studying a Model: Building a Scene with Action and Dialogue and Writing a Conclusion (10 minutes)<br>    B. Drafting: Building a Scene with Action and Dialogue and Writing a Conclusion (20 minutes)<br>    C. Peer Discussion: Giving and Receiving Feedback on Scenes (15 minutes)<br>3. Closing and Assessment<br>    A. Exit Ticket: How Did Feedback Help You? (5 minutes)<br>4. Homework<br>    A. If you did not have time in class, complete the last parts of your draft: using action and dialogue to write the last event and writing a conclusion. Tomorrow you will begin revising your scene. | • In advance: Review students' drafts to get a sense of their progress toward the targets; determine writing partners for the peer feedback that takes place during Work Time C.<br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| dialogue, action, conclusion | • Narrative Planning recording form (from Lesson 3; one per student)<br>• "The Darlings Come to Neverland" (from Lesson 3; one per student)<br>• Peer Feedback: Neverland Scene recording form (one per student)<br>• Sticky notes (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer (5 minutes)**<br>• Gather students whole group with their **Narrative Planning recording form**, their drafts, and a pencil. Tell them to look over their plan for writing. Give directions:<br>  1. Look at your plan so far. Think about what you have accomplished already.<br>  2. Place a check mark next to the parts of the plan that you have already written in your draft.<br>• Students should have completed Establishing a Situation and Introducing the Characters. Congratulate them on what they have accomplished so far. Writing can be very difficult, and they are halfway there. | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• Ask students to read the learning targets along with you:<br>  \* "I can use dialogue and action to draft the events of my Neverland scene."<br>  \* "I can write a conclusion for the draft of my Neverland scene."<br>• Invite the class to Think-Pair-Share:<br>  \* "In your own words, what important writing work do you think we will be doing today?"<br>• Then ask students to read along as you read the last learning target:<br>  \* "I can respectfully give feedback on a peer's writing and receive feedback to make my writing better."<br>• Think-Pair-Share:<br>  \* "What will this part of today's lesson look like?" | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Studying a Model: Building a Scene with Action and Dialogue and Writing a Conclusion (10 minutes)** <br>• Ask students to review their narrative writing model "**The Darlings Come to Neverland."** Tell them that today they are going to revisit that scene, focusing on how the writer builds the story using action and dialogue and then writes a conclusion. <br><br>• Ask students to read along as you read aloud from "They landed …" to "You are my mother and father!" <br><br>• Refer back to the learning targets. Circle the words *dialogue* and *action*. Tell students that *dialogue* is when characters talk with each other and that *action* is when characters do things. Explain that writers use both action and dialogue to build suspense and keep the reader's attention. As students to Think-Pair-Share: <br><br>  \* "How do you think dialogue and action helped the writer to build suspense and keep the reader's attention?" <br><br>• Listen for answers such as: "It really helped to show what the characters were thinking or feeling during that part." <br><br>• Then read aloud, as students read along, from "Wendy grabbed John and Michael …" to "… second star from the right." Tell the class that this was the conclusion to the scene, or how the writer "wrapped it up." As students to Think-Pair-Share: <br><br>  \* "How did the writer give us a sense of closure, or ending, to this scene?" <br><br>• Listen for responses such as: "We know what happens to each of the characters before it ends." <br><br>• Explain that good conclusions offer the reader a sense of ending. The reader knows where each of the characters end up; there is no longer any mystery. In this scene, we know that Wendy, John, and Michael return to London with some of the lost boys. We know that Peter, Tinker Bell, and the other lost boys stay in Neverland. | |

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| I | Meeting Students' Needs |
|---|---|
| **B. Drafting: Building a Scene with Action and Dialogue and Writing a Conclusion (20 minutes)**<br>• Tell students that they now get to try drafting the final two parts of their Neverland scene on their own. Tell them that if they get stuck, they should return to the model to help remind them of what they are supposed to write. Remind students that this is a draft. They should focus on their ideas and the sequence of events. They should not worry yet about spelling or grammar. Give directions:<br><br>   1. Look back at your Narrative Planning recording form.<br>   2. Think about your ideas: "What will happen in the next event and the conclusion of my story?"<br>   3. Put it on paper: Write the event and conclusion on your paper.<br>   4. Use vocabulary: Try to incorporate vocabulary words in your writing to describe your characters' traits, actions, and motivations.<br><br>• Give students 20 minutes to write the last event and conclusion of their draft. Remind them to refer back to their recording forms as they work. Tell them it is fine if they do not finish; they can finish for homework. Students who finish writing early should read over their entire draft to make sure it makes sense and catch any initial mistakes.<br><br>• Circulate and support students as needed. | • Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their writing to an adult.<br><br>• The structure of a small writing group with whom you confer and continually check in may be helpful to select students. Perhaps they can be working on the same writing prompt, so the work can be even more guided. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Peer Discussion: Giving and Receiving Feedback on Scenes (15 minutes)**<br>• Gather the class whole group. Tell students that although many of them may have completed their drafts, some of them may not have finished. If they have not, they should not be worried; they will have time to complete it for homework tonight. Regardless of whether they are finished, they can participate in the next step of their writing process, peer feedback. Tell students that all great writers exchange feedback with other writers to help make their writing better. Often someone else catches mistakes or has ideas for our writing that we would not have seen or thought of ourselves.<br><br>• Tell students that you will pair them up with a writing partner now. They will read each other's stories, and then complete a **Peer Feedback: Neverland Scene recording form**.<br><br>• Distribute the Peer Feedback recording forms. Point out that this recording form contains all those wonderful ideas that the class came up with for the criteria and rubric. It also has a place for warm and cool feedback. Explain that warm feedback is when they tell another writer something they really like about their writing, such as: "Your action words are really exciting—they make me picture the story in my head." Cool feedback is when we tell another writer some way they can improve their work. An example of this could be: "One thing you might do is use more dialogue to show what your character is thinking."<br><br>• After 10 minutes, ask students to share with their partner what they found while reading. Remind them to be kind and respectful as they share, as feedback is meant to help each other grow as writers, not to criticize or make anyone feel bad about their writing. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: How Did Feedback Help You? (5 minutes)**<br>• Distribute a **sticky note** to each student. Give directions:<br>  1. Look at the Peer Feedback recording form that your partner filled out.<br>  2. Based on this feedback, choose one change you will make to your writing and write it on your sticky note.<br>  3. Keep the sticky note with your other planning materials, to refer to in future lessons. | |

| Homework | Meeting Students' Needs |
|---|---|
| • If you did not have time in class, complete the last parts of your draft: using action and dialogue to write the last event and writing a conclusion. Tomorrow you will begin revising your scene. | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 5
Supporting Materials

**Peer Feedback**
Neverland Scene

Name:

Date:

**Learning target**: I can respectfully give feedback on a peer's writing and receive feedback to make my writing better.

**Directions**: Read your partner's Neverland scene. Go through the writing checklist. Be sure to go back to your partner's writing to look for evidence of the criteria you are checking for.

I read _____'s Neverland scene.

Writing Checklist:
Write a ☺ on the line if the writer does this well.
Write a ? on the line if the writer needs to look closely at this.

_____ The story introduces the setting and characters to the reader.

_____ The events of the scene happen in an order that makes sense.

_____ The writer includes dialogue in the scene.

_____ The writer describes the action, or what's happening, in the scene.

_____ The writer uses words that describe characters' emotions, thinking, and actions.

_____ The writer has a conclusion (ending) to the scene that makes sense to the reader.

Warm feedback: (something the writer did really well):

_____

_____

Cool feedback (thing(s) the writer could make better/improve):

_____

# Grade 3: Module 3A: Unit 2: Lesson 6

## Reading Like a Writer: Looking for Words and Phrases That Show a Character's Thoughts, Feelings, and Actions

EXPEDITIONARY
LEARNING

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can explain how a character's actions contribute to the events in the story. (RL.3.3)<br>I can determine the meaning of words using clues from the story. (RL.3.4)<br>I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>    b.  I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br><br>I can document what I learn about a topic by taking notes. (W.3.8)<br>    a.  I can sort evidence into provided categories. |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify words and phrases the author uses to show the characters' thoughts and feelings.<br><br>• I can explain the Where/Who/What of Chapters 11 and 12. | • Character Thoughts and Feelings recording form<br><br>• Where/Who/What recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Writer and the Reader: Reflecting on Our Learning and Reconnecting to the Events of Chapter 10 (5 minutes)<br><br>    B. Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>    A. Read-aloud of Chapter 11: Listening for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)<br><br>    B. Independent Reading of Chapter 12: Reading for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)<br><br>    C. Where/Who/What Anchor Chart for Chapters 11 and 12 (5 minutes)<br><br>3. Closing and Assessment<br><br>    A. Words and Phrases from *Peter Pan* to Use in My Own Writing (5 minutes)<br><br>4. Homework<br><br>    A. Complete Lesson 6 homework, responding to questions about Chapters 10, 11 and 12. | • Lessons 6–9 function as two two-day cycles. Students alternate between "reading like a writer" and "writing like a reader."<br><br>• Here, in Lesson 6, students read two chapters of the Classic Starts edition of *Peter Pan*, focusing on author's craft. They examine closely an aspect of how the writer shows the reader the characters' thoughts and feelings. Then, in Lesson 7, they will revise their scenes, applying their new learning about the writer's craft and using specific language they pulled from *Peter Pan* to show their own characters' thoughts and feelings. Students write with their reader in mind.<br><br>• This cycle repeats itself again in Lessons 8 and 9. In Lesson 8, students again read *Peter Pan* and watch for specific verbs the author uses to show action. In Lesson 9, they apply that learning as they make final revisions to their own work.<br><br>• After these two cycles, students turn their attention to editing their narrative for their final publication. |

| Lesson Vocabulary | Materials |
|---|---|
| craft; moped (87), obtained (88), cockiness (97), arrogant (101) | • Classic Starts edition of *Peter Pan* (book; one per student)<br>• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank copy per student)<br>• Equity sticks<br>• Character Thoughts and Feelings recording form (two per student)<br>• Document camera<br>• Sticky notes (six per student)<br>• Where/Who/What anchor chart (begun in Unit 1, Lesson 2)<br>• Lesson 6 Homework (one per student)<br>• Lesson 6 Homework (answers, for teacher reference) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer and the Reader: Reflecting on Our Learning and Reconnecting to the Events of Chapter 10 (5 minutes)**<br>• Gather students in the whole group area. Be sure students have their **Classic Starts edition of _Peter Pan_**. Distribute a **Where/Who/What recording form**.<br>• Tell students that today they will turn their attention back to the book _Peter Pan_. Explain that for the next few lessons, they will alternate between reading more of the story and writing more of their own stories. Explain that as they are reading the story, they are going to be looking closely at the author's _craft_, or how the author tells the story, to help them as writers with their own scenes. Say:<br>   ∗ "First, let's look at where we are and think about the incredible learning we have done so far. Think about your own first draft of your scene. Tell a partner one thing in your scene that makes you feel really proud so far."<br>• Give students a moment to share with each other. Then, using **equity sticks**, invite one or two students to share their thinking.<br>• Say:<br>   ∗ "All that writing you have done so far was inspired by models. It was inspired by the model imagined scene, and it was inspired by _Peter Pan_. We are going to do some thinking today about how _Peter Pan_ can inspire our writing. We haven't read from _Peter Pan_ in a few days. Let's go back to review what we have read. Go back into your Where/Who/What recording form. Look specifically at Chapter 10, where we last left off. Talk to your partner about what you remember about the story."<br>• Give students a moment or two to look at their recording form and talk about where they left off in the story. Use equity sticks to invite one or two people to share something important about Chapter 10. Listen for students to identify that the chapter was about the Neverbird. Peter saved Wendy and then used the Neverbird's nest to float away from the shrinking rock. They then returned to the cave and the lost boys. | • When triads are working to complete the recording form, confer first with struggling learners. Consider providing them with sticky notes that capture what they said in their conversation to support their writing.<br><br>• As you confer with struggling learners, ask specific questions to support their comprehension. Examples of questions could include: "Who was in this chapter?" or "What happened to that character?" Consider asking them to focus their writing only on the What of the recording form as they talk in their groups. |

| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking Learning Targets (5 minutes)**<br>• Invite two students to read aloud the targets for today.<br>  * "I can identify words and phrases the author uses to show the characters' thoughts and feelings."<br>  * "I can explain the Where/Who/What of Chapters 11 and 12."<br>• Ask:<br>  * "Is there anything familiar to you about these targets today?"<br>• Give students a minute to think, then talk together. Then, using equity sticks, have a few students share whole group. Listen for them to say that they have looked at the characters' thoughts and feelings before and that the Where/Who/What recording form is something they have done throughout the book.<br>• Tell students that now that they have a basic draft of their scene done, they are going to read from *Peter Pan* and think about how the author shows the characters' thoughts and feelings. Tell them that they are going to build a bank of words that they can then use for their own writing. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Read-aloud of Chapter 11: Listening for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)** <br> • Ask students to sit with their reading partner. Tell them that you are now going to read Chapter 11 aloud. Tell them that today they are going to "read like writers," looking to see how Tania Zamorsky helped her readers know what her characters were thinking and feeling. Remind students that this is not something new. They have done this before. They have thought carefully about the characters' thoughts and feelings and taken notes about them (see Unit 1, Lesson 11). <br> • Display the **Character Thoughts and Feelings recording form** using a **document camera**. Distribute the recording form and **sticky notes** to each student. Tell students that as you read aloud, they are going to listen carefully for words or phrases that describe the characters' thoughts and feelings. When they hear a word or phrase that shows a character's thoughts and feelings, they should flag it with a sticky note. Explain that you will pause at certain moments in the story for them to work with their partner to take notes on their recording form. Tell them that they should have one sticky note for each time that you pause. <br> • Open to page 86. As in previous lessons when reading aloud, read slowly and fluently. Pause reading at the bottom of page 89. Explain that students are now going to go back through the story with their reading partner to find a word or a phrase that shows a character's thoughts and feelings. Tell them that it can be any of the characters they have heard about so far in the story. Because students have done this kind of work before, give them the opportunity to try it first on their own. <br> • If you notice that they are struggling, provide a model for them. A model could be: <br>   ∗ "I marked a place right here at the beginning. It's about Tootles, so I am going to write Tootles here in the character box. The word or phrase is: 'Tootles moped.' I'll put that in the next box. I wasn't sure about that word, but it seems like Tootles is pouting or frustrated because he wants to do something. So in this box I am going to put: 'It shows he's pouting.'" <br> • Give students a few moments to complete a row of their recording form. Support those who might be struggling with the model and example above. After a few minutes, tell them to come back together so that you can continue reading. <br> • Continue reading pages 90–93. Again, pause at the bottom of page 93 and repeat the process with students. <br> • Read pages 94 and 95 aloud and repeat the process. <br> • After students have completed the last row, use equity sticks to hear from several students the words or phrases they collected on their paper. Reinforce the concept that these words and phrases help the reader connect with the characters in the story. | • When students read with their reading partner, consider these supports: <br><br> 1. To promote fluency, ask students to read aloud. Coach as needed: "Does that sound right?" "Look at that word again." <br><br> 2. To promote comprehension, remind students of the focus question: "What action words do you hear in this chapter so far?" <br><br> 3. Consider jotting down students' thinking and a word that they identified on a sticky note for them; give them the sticky note to support their further reading and writing. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Then ask:<br><br>   * "Think about your own scene. Circle one or two words that you think might be useful to use in your story. Remember, the words describe a character's feeling or thinking. Those words don't have to be specifically about the character you are writing about, but they can be words you think might help your own writing."<br><br>• Give students a moment or two to look at their recording forms. | • Consider providing struggling learners with the first box of the recording form. Pre-identify and write a word or phrase in their form with the corresponding page number. Then ask students to think about what that word shows the reader about the character's thoughts and feelings. Some examples of words to supply: Tootles: "moped" (87); Wendy: "felt content" (87); Peter: "repeated bitterly" (94). |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Independent Reading of Chapter 12: Reading for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)** <br>• Distribute the second copy of the Character Thoughts and Feelings recording form. Tell students that they are now going to continue reading Chapter 12 on their own. <br><br>• Remind them to sit with their reading partner. Tell them that their reading partner is there to help them with words and to help answer any questions that come up. Remind them that they are reading the chapter on their own but sitting with their partner for support. <br><br>• Explain that just as they did with Chapter 11, students should: <br><br>  1. Flag words or phrases about the characters' thoughts and feelings with sticky notes as they find them. <br><br>  2. Read a few pages at a time and then pause to write the words they've flagged onto their recording form. <br><br>  3. Repeat until they finish the chapter. <br><br>• As in previous reading lessons, circulate as students read. Ask individual students strategic questions to help them. For example: <br><br>  * "Why do you think Tania Zamorsky chose to use that word instead of another word?" <br><br>  * "How does she show you, as the reader, the thoughts and feelings of the characters?" <br><br>• Give students 15 minutes to read Chapter 12 and complete their recording form. <br><br>• As students are reading, circulate around the room. Look at the words students are flagging with sticky notes. <br><br>• Confer with them and ask questions such as: <br><br>  * "I see you flagged this word; let's read that sentence aloud together. Why do you think that's a good word or phrase?" <br><br>• Then respond to their answer with an explicit connection to how a writer would use that word to show their character. This might sound like: <br><br>  * "Yes, that was a good choice. I can see that the word _____ shows the reader how the character was feeling. You could use that in your scene well because your character has similar feelings." | • Use this time to have a small group of partnerships sit in a quiet area of the room where you can monitor and support them more easily. Consider reading the first page or two aloud for them to give them a start with their reading. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • If students are struggling to identify words, sit with them and ask them to read aloud with you from wherever they are reading. After reading a few sentences, pause and model for them how you identified a word or phrase. Another way to support students when conferring with them is to direct them to a particular passage and word that another student identified. Read that passage aloud and talk to students about how that word shows the character's thoughts or feelings. | |
| **C. Where/Who/What Anchor Chart for Chapters 11 and 12 (5 minutes)**<br>• Gather students back in the whole group area with their recording forms. Note and praise students for specific reading behaviors you saw in the independent reading time. For example:<br>  \* "I noticed _____ working with his/her partner to figure out a word as they read. That was a nice way to support each other."<br>  \* "I noticed that everyone was reading very intently today. I saw strong stamina from readers because you didn't lose your focus."<br>• Place students in triads and ask them to sit facing one another. Remind them that this recording form helps them keep track of the events and characters in the story. Tell students that their job is to talk within their triads about what happened in Chapters 11 and 12 and work together to complete their own Where/Who/What recording form. Give students a few minutes to talk.<br>• As students work in their triads, circulate, taking notes about what students identify for each column. Then capture their thinking on the **Where/Who/What anchor chart**. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Words and Phrases from *Peter Pan* to Use in My Own Writing (5 minutes)**<br>• Remind students again that readers often read to be inspired as writers and that today they were reading *Peter Pan* with a specific focus on words and phrases that showed a character's thoughts and feelings. Ask them to look at their recording forms for Chapter 12 and circle any words they think might be helpful to their own writing.<br>• Tell them to talk to their partner about the words they are selecting. Listen for students to identify words and phrases such as: "moped," "moaned," "enraged," etc. Students may identify many words or only a few. The intent is for them to consider words and how they are used to describe characters. | • When struggling learners are writing on their own copy of the Where/Who/What recording form, consider asking them to focus on the What of the recording form and use letters only to symbolize the Who and Where. For example, have students just write P for Peter, W for Wendy, N for Neverland, etc. This allows students to focus their writing efforts on capturing what happened. Encourage them to capture this in bullet form. |

| Homework | Meeting Students' Needs |
|---|---|
| • Complete **Lesson 6 homework**, responding to questions about Chapters 10, 11 and 12.<br><br>*Note: After the next lesson (Lesson 7), students will be asked to read Chapter 13 for homework, on their own. Decide whether to ask students to do their reading as homework or whether to find another time of day for them to read Chapter 13. As noted in the module overview: "In Units 1 and 2, students need to read a chapter on their own during another period of the day or for homework. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the literacy lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these select chapters for homework, encourage students to read the chapter out loud to a family member if possible."*<br><br>*Students' draft scenes were collected in Lesson 5. Have those scenes at your side. Review students' recording forms. As you review their recording forms, record the words each student circled on a sticky note to attach to their draft. This will serve as a reminder for them which words they thought would be useful in their own writing. It also provides them with a small word bank of correctly spelled words they can use.*<br><br>*In the next lesson, students shift their focus to writing and revising their scenes, with a specific focus on how dialogue can convey feelings (e.g., words such as: "demanded," "cried," "replied," "whispered").*<br><br>*As stated in the Unit 2 Overview, there will not be time dedicated within the lessons to publish students' scenes. Plan accordingly, making arrangements for technology time if they will type their scenes. If they are handwriting the scenes, plan to have them complete this after Lesson 9.* | |

# Grade 3: Module 3A: Unit 2: Lesson 6
Supporting Materials

**Character Thoughts and Feelings Recording Form**

| Character | Word or phrase from the book: | What does this show about the character's thoughts and feelings? |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Name:**

**Date:**

1. Reread this sentence from page 90: "When they had finished dancing, the boys got into bed for Wendy's good-night story—the story that they loved best, and which Peter hated." Why do you think the boys loved the story and Peter hated it? Support your answer with evidence from the book.

2. Why didn't Wendy and the boys get to go back home? Support your answer with evidence from the book.

3. Reread the passage (from page 87):

Tootles wanted in, too. "Can I be the father?" he asked.
"No," Wendy said.
"What about the baby?" he asked.
"I'm the baby," Michael said. He was already settled in his comfortable basket.
Tootles **moped**.

In your own words, explain what the word *moped* means. Explain how you figured it out.

1. Why does Hook have such a "big hatred" for Peter? Use evidence from the text to support your answer.

_____

_____

_____

_____

2. Two-part question: Use evidence to support your answer.

   a.  What did Hook put in Peter's glass of water?

   b.  What did Hook think would happen to Peter?

_____

_____

_____

_____

3. "But there was something about him that enraged Hook." In your own words, explain what the word _enraged_ means. Explain how you figured it out.

_____

_____

_____

_____

1. Reread this sentence from page 90: "When they had finished dancing, the boys got into bed for Wendy's good-night story—the story that they loved best, and which Peter hated." Why do you think the boys loved the story and Peter hated it? Support your answer with evidence from the book.

   **I think it's because Peter doesn't like talking about home. When Peter flew away, his mother closed the window and found a new boy.**

2. Why didn't Wendy and the boys get to go back home? Support your answer with evidence from the book.

   **The pirates attacked the Indians. That meant the trip home was off.**

3. Reread the passage (from page 87):

   Tootles wanted in, too. "Can I be the father?" he asked.
   "No," Wendy said.
   "What about the baby?" he asked.
   "I'm the baby," Michael said. He was already settled in his comfortable basket.
   Tootles **moped**.

   In your own words, explain what the word *moped* means. Explain how you figured it out.

   **I think it means that Tootles was frustrated because he wanted to be able to do something. He said he wanted to be the baby and he couldn't.**

**Chapter 12**

1.  Why does Hook have such a "big hatred" for Peter? Use evidence from the text to support your answer.

    **Peter is confident and has courage.**

2.  Two-part question: Use evidence to support your answer.
    a.  What did Hook put in Peter's glass of water?
    b.  What did Hook think would happen to Peter?

    **Hook put poison in Peter's glass. He thought that Peter would drink it and fall to the ground dead.**

3.  "But there was something about him that enraged Hook." In your own words, explain what the word *enraged* means. Explain how you figured it out.

    **I think it means that it made him really angry. I figured it out because it says that Hook hates Peter.**

# Grade 3: Module 3A: Unit 2: Lesson 7
## Revising for Dialogue: Examining How an Author Develops a Character's Feelings

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

    a. I can establish a situation.

    a. I can introduce the narrator and/or characters of my narrative.

    a. I can organize events in an order that makes sense in my narrative.

    b. I can use dialogue to show the actions, thoughts, and feelings of my characters.

    b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.

    c. I can use transitional words and expressions to show passage of time in a narrative text.

    d. I can write a conclusion to my narrative.

I can use conventions to send a clear message to my reader. (L.3.2)

    a. I can use commas and quotation marks in dialogue.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can revise my scene to include dialogue. | • Lesson 6 homework |
| • I can use a variety of words instead of the word *said* to show my character's feelings. | • Students' draft scenes with dialogue revisions |
| • I can use quotation marks in the dialogue of my scene. | • Exit tickets |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Writer: Revisiting a Scene from *Peter Pan* (5 minutes)<br><br>    B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>    A. Mini Lesson: How Authors Convey Feelings in Dialogue (5 minutes)<br><br>    B. Guided Practice: Words Tania Zamorsky Uses Instead of "Said" (10 minutes)<br><br>    C. Revising Our Scenes: Adding Effective Dialogue (25 minutes)<br><br>3. Closing and Assessment<br><br>    A. Sharing: A Dialogue Passage from Your Own Writing (5 minutes)<br><br>    B. Exit Ticket (5 minutes)<br><br>4. Homework<br><br>    A. Read Chapter 13 of *Peter Pan*. | • In this lesson, students do not read a new chapter of *Peter Pan*. They will need to read Chapter 13 for homework or during another time of the day.<br><br>• This lesson focuses on students' writing, giving ample time to revise work, with a particular focus on dialogue.<br><br>• The lesson is based on an assumption that students have learned the term *quotation marks* and have some general sense of their use. If this is not true, allow additional time to discuss what they are and how they are used. It is beyond the scope of these modules to address every aspect of the CCLS Language standards. This lesson does incorporate L.3.2 but more heavily emphasizes W.3.3.<br><br>• In advance: Preview pages 74 and 75 in the Classic Starts edition of *Peter Pan* to prepare to read those pages aloud in a dramatic style that emphasizes the dialogue (for Opening A); be sure to have put sticky notes on students' drafts (see Teaching Note at the end of Lesson 6).<br><br>• In advance: Preview "Precise Words That Show Feeling" in the supporting materials and determine whether/how to use this information. |

| Lesson Vocabulary | Materials |
|---|---|
| quotation marks, dialogue | • Classic Starts edition of *Peter Pan* (book; one per student) <br> • *Peter Pan* journals (students' own, from Unit 1) <br> • Document camera <br> • "Said Isn't Precise" weak model dialogue (one to display) <br> • Showing Feeling: Dialogue Sentences from *Peter Pan* (one per student and one to display) <br> • Exit Ticket: When Tania Zamorsky Used _____, the Feeling She Wanted the Reader to Know Is _____ (one per student) <br> • Exit Ticket: When Tania Zamorsky Used _____, the Feeling She Wanted the Reader to Know Is _____ (answers, for teacher reference) <br> • Precise Words That Show Feeling (for teacher reference; see teaching notes) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Revisiting a Scene from *Peter Pan* (5 minutes)**<br>• Gather students in the whole group area and ask them to bring their **Classic Starts edition of *Peter Pan*** and their ***Peter Pan* journals**. Celebrate students' hard work in writing the first draft of their scene.<br><br>• Remind them that in the previous lesson, they "read like writers," focusing on the author's craft. They read two chapters of *Peter Pan*, looking carefully at how Tania Zamorsky was showing the characters' thoughts and feelings.<br><br>• Today they will go back to their writing to revise it. Tell students that when they get their drafts back today, they will see a sticky note with the words they circled on their recording forms in Lesson 6. Explain that those words, in addition to the thinking they are going to do in this lesson, will help them revise their scenes to make them even stronger.<br><br>• Tell students that they are going to focus again on characters' feelings, but in a very specific way this time. Explain that they are going to look closely at the dialogue, or talking, in a scene to see how the author helps the reader know what the characters are feeling when they are talking.<br><br>• Have students turn to page 74. Display the page on a **document camera**. Read aloud pages 74 and 75 as students follow along. When reading, dramatize the speaking. For example, in the sentence, "'Why?' Hook demanded," read in a demanding tone so that students are able to hear the emotion in the dialogue.<br><br>• When finished reading aloud, ask:<br><br>  * "What emotions did you hear in that scene? How did you know?"<br><br>• Give students time to think and then talk with a partner. Cold call one or two for responses. Listen for them to say that Hook is angry. They might also say that he is a little scared. When students reply with the emotion they heard, probe:<br><br>  * "How did you know that?"<br><br>• Tell them that today they get to revise their scene, focusing on one aspect of narrative writing: *dialogue*. | |

| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Review the learning targets:<br>　*　"I can revise my scene to include dialogue."<br>　*　"I can use a variety of words instead of the word *said* to show my character's feelings."<br>　*　"I can use quotation marks in the dialogue of my scene."<br>• Pause at the word *dialogue* and ensure that students understand that this means people talking together. Use this as an opportunity to teach the prefix *di-*, which means "two," "twice," or "double."<br>• Pause also at the term *quotation marks* (*talking marks*). If students do not already know this term, define it quickly and explain that today they will use quotation marks as writers.<br>• Connect these targets to the larger target of crafting an imagined scene of *Peter Pan.* Explain that focusing on one small part of the work they have already done will help them bring their scene and characters to life. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: How Authors Convey Feelings in Dialogue (5 minutes)**<br>• Display pages 74 and 75 again. Say:<br>  ∗ "One thing writers do to bring their character to life is to use dialogue in their writing. They help the reader know what a character is feeling by describing how a character would say something. If the author just used the word *said* every time a character spoke, the reader wouldn't know what the character is thinking, and it also wouldn't be very exciting to read. Let me show you what I mean."<br>• Display the **"Said Isn't Precise" weak model dialogue**.<br>• Read the dialogue aloud in a normal tone, but without any emphasis or emotion.<br>• Ask students to Think-Pair-Share:<br>  ∗ "How does this sound different from what you heard in the actual text?"<br>• Once they have had time to think and discuss, cold call one or two for responses. Listen for them to say that the model doesn't sound exciting or interesting. Tell students, if they don't say it, that it is hard to know that Hook is angry when it's written this way. Explain that they are going to now have a chance to think about words that show the characters' feelings, words that go beyond the simple word *said*. | • Consider creating a T-chart that uses the words listed in the sentences on one side of the T and the feeling each portrays on the other side. This could be an anchor chart in the room or a resource sheet that they put in their *Peter Pan* journal (see example in supporting materials). Consider representing the words pictorially to support struggling learners. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Guided Practice: Words Tania Zamorsky Uses Instead of "Said" (10 minutes)**<br>• Explain that students are going to work in pairs to read aloud a selection of dialogue sentences. Their job will be to take turns reading the sentences with the feeling the author was trying to show.<br>• Explain that they will:<br>  – First attend to the word in bold.<br>  – Think aloud about what the feeling might be.<br>  – Read the whole sentence with that feeling.<br>• Distribute and display **Showing Feeling: Dialogue Sentences from *Peter Pan***. Point out that these sentences are from pages of *Peter Pan* that they have already read.<br>• Read each sentence aloud as students follow along. Ask them after reading to put their thumb up if they are unsure of the meaning of any of the bolded words. Give quick definitions as needed.<br>• Tell them that in a moment they will read these sentences aloud in a way that conveys the feeling behind the word in bold. This will help them internalize the meaning of the word and also build their vocabulary to use in their own writing.<br>• Quickly model by using the sentence with the word *breathed* and explain that this means to "almost whisper, or speak under your breath." Read the phrase again in a whisper.<br>• Ask students to sit facing one another with their papers in hand. Then, have them begin reading the sentences aloud, taking turns. Students should read their sentences, focusing on what the word in bold signals to them about the feelings behind it. Give them 5 minutes to practice the sentences, and then gather them back together. | • For struggling learners, highlight one sentence for each student to use for practice. Ask them to each read the sentence aloud, conveying the emotion. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Revising Our Scenes: Adding Effective Dialogue (25 minutes)**<br>• Ask students to look back at their Showing Feeling handout. Review the quotation marks that signal the start and end of what a character said. Remind students that as they are writing, they should use quotation marks to show the start and end of what someone says. Quotation marks are like a speech bubble around the words the character says out loud.<br>• Distribute students' first draft of their scenes. These drafts should have the sticky note with words the students identified in the previous lesson.<br>• Tell students that their job now is to:<br>  1. Go back to their own writing and reread their scene.<br>  2. Find the dialogue in their scene and revise, replacing the word *said* with the words they practiced today or new words that show their characters' feelings.<br>  3. If they don't have any dialogue, identify a place to add dialogue and craft it using the words they practiced today instead of the word *said.*<br>  4. Use quotation marks, or talking marks, in their dialogue.<br>• Release students to write. Encourage them to talk to each other about their writing as they work, while following the norms of the classroom for work time.<br>• Circulate to confer as students write.<br>• If students already have dialogue in their stories, read it out loud as you confer:<br>  – Read it with the feeling expressed in the words they used (e.g., *huffed*).<br>  – Ask: "Does that match the feeling behind what your character is saying?"<br>  – Guide students to match their word to the feeling they want to capture.<br>  – Give them reminders about using quotation marks, if needed. | • For struggling learners, condense the amount of writing. Support them to write a single exchange between two characters (one sentence for each character).<br>• Provide struggling learners with a few index cards, with a word on each one that they could use, such as *yelled*, *cried*, *huffed*. Put a picture symbol that displays the feeling or action on the card to help them.<br>• Confer with struggling learners in a group of two or three in a quiet area of the room. Ask them to talk together about their dialogue. Identify one feeling that they are each trying to convey or show. Guide them with words that show the particular emotion they described by listing words and modeling them. For example: If the word is *scared*, model how a writer might use the word *cried* to show that the character is scared. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul><li>For students who are just imagining a dialogue scene, ask questions such as:</li><ul><li>"Let's reread what's happening in your scene. What might your characters be feeling right now?"</li><li>"What might they want to talk about?"</li><li>"What would your characters say?"</li></ul><li>Encourage students to look back at the Showing Feeling: Dialogue Sentences from *Peter Pan* handout to help them think about words to use.</li></ul> | <ul><li>As you confer, provide each person in the small group of struggling learners with a specific area in their scene to focus on for their revision work. Mark on their draft with parentheses or asterisks a place for them to focus. Direct them to the chart with words they can use and have them think about which ones they will use before they go out to work.</li></ul> |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Sharing: A Dialogue Passage from Your Own Writing (5 minutes)**<br>• Gather students whole group with their draft writing. Tell them that in a moment, they will get to read one section of their writing to a partner. Ask them to choose one section of dialogue and think about what feelings they wanted to show for the characters who are talking.<br><br>• Pair students and ask them to share their writing and thinking. Provide a sentence frame on the document camera or on chart paper: "The part I want to share is _____. The feeling that I was trying to show in my character was _____." (Each person can choose to read his or her own dialogue aloud, or the partners may choose to read one dialogue scene out loud together, and then the other dialogue scene.)<br><br>• As students share their dialogue, listen for words they used so you can highlight strong examples.<br><br>• Close the sharing by naming some strong examples you heard. For example:<br><br>  * "I heard _____ use the word *demanded* in his writing. I could tell that his character was feeling angry." | |
| **B. Exit Ticket (5 minutes)**<br>• Distribute the **Exit Ticket: When Tania Zamorsky Used _____ ,the Feeling She Wanted the Reader to Know Is _____.** Give students a few minutes to work on this independently.<br><br>• Collect students' exit tickets as an informal assessment to see if they understand the vocabulary.<br><br>• Celebrate students' hard thinking as writers today. Collect their scenes for review later.<br><br>• Briefly preview the homework. Clarify, based on the needs of your class, whether they will read Chapter 13 on their own at home, or during some other part of the school day. | • Highlight one of the sentences for struggling learners to consider. If they are ready and able to do more, they can. |

| Homework | Meeting Students' Needs |
|---|---|
| • Read Chapter 13 of *Peter Pan.*<br><br>*Note: Decide whether to ask students to read Chapter 13 for homework or to find another time of the day to do this reading. As noted in the module overview: "In Units 1 and 2, students need to read a chapter on their own during another period of the day or for homework. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the literacy lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these select chapters for homework, encourage students to read the chapter out loud to a family member if possible."*<br><br>*Review students' draft scenes, focusing on the dialogue they created. Give each student a specific point of positive praise about his or her dialogue. Note whether they used the words from this lesson to support their dialogue. Pull one or two samples of strong dialogue writing to share with the group in the next lesson.*<br><br>*As stated in the Unit 2 Overview, there is no time dedicated within the lessons to publish students' scenes. Plan accordingly, making arrangements for technology time if students will type their scenes. If they are handwriting the scenes, plan to have them complete this after Lesson 9.* | |

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# Grade 3: Module 3A: Unit 2: Lesson 7
Supporting Materials

**"Said Isn't Precise"**
Weak Model Dialogue
(Adapted from pages 74 and 75 of the Classic Starts edition of *Peter Pan*)

"Captain, I propose we kidnap the boys' mother and make her our own," Smee said.

"Yes," Hook said. "We will capture the boys and make them walk the plank! Then we will keep their mother," said Hook.

"Wait," Hook said, "Where's the princess?"

"We let her go," Smee said.

"Why?" Hook said.

"Why, you told us to," Smee said.

"Dark spirit that haunts the lagoon tonight," he said. "Do you hear me?"

"Who are you?" Hook said.

"I am James Hook," said the voice, "captain of the *Jolly Roger*."

"No you aren't!" Hook said.

"Yes I am," the voice said.

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"I don't see what's so funny about it," Peter **huffed**, embarrassed (20).

"Let go of me!" Wendy **cried** (27).

"Mermaids?" Wendy **breathed** (31).

"I shot the Wendy bird!" Tootles **bragged** (51).

"Whose arrow is this?" he asked **sternly** (52).

"I'll be all right," she said **wearily** (54).

"Everyone stand up straight," Peter **warned**, "and be on your best behavior" (59).

"Your house may be bigger," Tinker Bell **informed** Wendy, "but mine is better" (63).

"What kind of trickery is going on here?" **thundered** Hook (74).

"Why?" Hook **demanded** (74).

"A codfish?" they **muttered** (75).

"He's not our real father," John **complained** (87).

**Exit Ticket**

**When Tania Zamorsky used …the feeling she wanted the reader to know is …**

When the author used **huffed**, the feeling she wanted the reader to know is:

_____

When the author used **sternly**, the feeling she wanted the reader to know is:

_____

When the author used **thundered**, the feeling she wanted the reader to know is:

_____

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**Exit Ticket**
(Answers, for Teacher Reference)

**When Tania Zamorsky used …the feeling she wanted the reader to know is …**

When the author used **huffed**, the feeling she wanted the reader to know is:
**anger; frustration; irritation**

When the author used **sternly**, the feeling she wanted the reader to know is:
**seriousness; anger; bossiness**

When the author used **thundered**, the feeling she wanted the reader to know is:
**anger; fury; rage**

**Precise Words that Show Feeling**
(For Teacher Reference)

*(Adapt as desired for your classroom. Options include: make it a T chart, copy and provide one for every student's journal, copy on smaller paper and laminate to distribute on tables or desks as a resource.)*

**Instead of using "said," try:**

| The Word | The Feeling It Shows |
|---|---|
| huffed | annoyance; impatience |
| cried | excitement; fear |
| breathed | nervousness; awe |
| bragged | confidence |
| sternly | anger; severity |
| wearily | tiredness; fatigue |
| warned | caution (telling someone to be careful) |
| informed | knowledge (giving direction) |
| thundered | anger; rage; fury |
| demanded | bossiness; anger |
| muttered | shyness; nervousness |
| complained | frustration; annoyance |

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# Grade 3: Module 3A: Unit 2: Lesson 8
## Reading Like a Writer: Looking for Vivid and Precise Verbs in Chapter 14

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can explain how a character's actions contribute to the events in the story. (RL.3.3) <br> I can craft narrative texts about real or imagined experiences or events. (W.3.3) <br>     b.  I can use descriptive words to show the actions, thoughts, and feelings of my characters. <br><br> I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) <br>     a.  I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify vivid and precise verbs in Chapter 14 of *Peter Pan*. <br><br> • I can explain the Where/Who/What of Chapters 13 and 14. | • Vivid and Precise Verbs recording form <br><br> • Where/Who/What recording form <br><br> • Exit ticket |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 13 (5 minutes)<br><br>   B. Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Reading Chapter 14: Attending to Vivid and Precise Verbs (20 minutes)<br><br>   B. Completing the Vivid and Precise Verbs Recording Form (10 minutes)<br><br>   C. Words That Work: Vivid and Precise Verbs (10 minutes)<br><br>3. Closing and Assessment<br><br>   A. Where/Who/What Anchor Chart for Chapter 14 (5 minutes)<br><br>   B. Exit Ticket: How Do Vivid and Precise Verbs Help Capture a Reader's Imagination? (5 minutes)<br><br>4. Homework<br><br>   A. Reread Chapter 14 aloud to yourself or to someone in your family. As you read, look for any good action words you might have missed the first time you read. | • In the Opening, students work with the Where/Who/What recording form. They should be quite familiar with this and be able to complete the form more independently. In the Closing, students have a second opportunity to work on this chart more independently by working with a new chapter.<br><br>• Lessons 8 and 9 are designed to help students focus on author's craft, first as readers, and then as writers. In this lesson, students collect "words that work" from Chapter 14. Then, in Lesson 9, they use some of the vivid and precise words they have collected from Chapter 14 to revise their own written scenes.<br><br>• In this lesson, students will use interactive white boards and white board markers. Alternatively, laminate a heavy piece of paper, which can serve as a white board, or use scrap paper with a clipboard.<br><br>• In advance: Review Module 2A, Unit 3, Lesson 8, during which students engaged in a "words that work" activity to help them with their Freaky Frog trading card writing; make a new Words That Work: Vivid and Precise Verbs anchor chart.<br><br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| vivid, precise, verbs; lurk (109), hoist (111), emerged (113), crawled, gathered (114), signaled (115) | • Classic Starts edition of *Peter Pan* (book; one per student)<br>• *Peter Pan* journal (students' own)<br>• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank copy per student)<br>• Where/Who/What anchor chart (begun in Unit 1)<br>• Equity sticks<br>• Sticky notes (three to five per student)<br>• Vivid and Precise Verbs recording form (one per student)<br>• White board, white board marker, and eraser (one each per student; see Teaching Notes for alternative ideas)<br>• Words That Work: Vivid and Precise Verbs anchor chart (new; teacher-created)<br>• Words That Work: Vivid and Precise Words (for teacher reference)<br>• Exit ticket (one per student)<br>• Exit ticket (answers, for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 13 (5 minutes)** <br>• Gather students in the whole group area. Be sure students have the following: <br>   – **Classic Starts edition of *Peter Pan*** <br>   – ***Peter Pan* journal** <br>   – **Where/Who/What recording form** <br>• Place students in triads and ask them to sit facing one another. Remind them that the Where/Who/What recording form helps them keep track of the events and characters in the story. Ask triads to talk about what happened in Chapter 13 and work together to complete their Where/Who/What recording forms. Give students a few minutes to talk. <br>• As triads work, circulate, taking notes about what students identify for each column. Then, capture their thinking on the **Where/Who/What anchor chart**. <br>• After 3 to 4 minutes, gather students. Tell them that as they were talking, you recorded the important things on the anchor chart. Review the anchor chart. Clarify any misconceptions about the chapter that you overheard as you circulated. | • When triads are working to complete the recording form, confer first with struggling learners. Consider providing them with sticky notes that capture what they said in their conversation to support their writing. <br><br>• As you confer with struggling learners, ask specific questions to support their comprehension. Examples of questions could include: "Who was in this chapter?" or "What happened to that character?" Consider asking them to focus their writing only on the What of the recording form as they talk in their groups. |

| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking Learning Targets (5 minutes)**<br>• Review the learning targets:<br>    * "I can identify vivid and precise verbs in Chapter 14 of *Peter Pan*."<br>    * "I can explain the Where/Who/What of Chapters 13 and 14."<br>• Focus students on the words "vivid and precise verbs." Remind them that when they wrote about their Freaky Frog, they paid particular attention to "vivid and precise" words. Invite a volunteer to define what a verb is, or provide a definition if students can't recall. Guide them to say that a verb is an action word that describes what a person or thing is doing. Help them to also understand that to make sense, every sentence needs a verb.<br>• Ask students to Think-Pair-Share what the words *vivid* and *precise* mean. Use **equity sticks** to choose one or two students to share with the whole group.<br>• Review the second target. Ask students to consider how they are doing with this target already, since they just reviewed Chapter 13. Give them a minute to think on their own, and then have them do an informal self-assessment, showing a thumbs-up, -sideways, or -down to show whether they think they are on track for this target. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Reading Chapter 14: Attending to Vivid and Precise Verbs (20 minutes)** | • When students are reading with their reading partner, consider these supports: |
| • Ask students to sit with their reading partner. Distribute three to five **sticky notes** to each student. | |
| • Tell students that they are now going to read Chapter 14. Tell them that as they read, they are going to look for vivid verbs. Remind them of the concept "Words That Work" that they talked about when using vivid and precise words to write about their Freaky Frog trading card. | 1. To promote fluency, ask students to read aloud at the section. Coach as needed: "Does that sound right?" "Look at that word again." |
| • Tell students that today they are going to "read like writers," looking to see what verbs Tania Zamorsky chose to precisely describe action. Their job will be to collect those words as they read. Give them directions: | 2. To promote comprehension, remind students of the focus question: "What action words do you hear in this chapter so far?" |
|    1. Flag words with sticky notes as you find them. | |
|    2. When you finish the chapter, go back through the book with your partner. | 3. Consider jotting down students' thinking and a word that they identified on a sticky note for them; give them the sticky note to support their further reading and writing. |
|    3. Collect the words you found on your recording form. | |
| • Model briefly. Have a few sticky notes available. Display page 109 and ask students to simply watch and listen (they do not need to read along in their own book, because they need to focus on the modeling). | |
| • Read aloud the first two pages of the chapter. Pause and note the word *lurked* on page 109. Quickly define it as "hide." Have students mark that word in their book. | |
| • Pause and note on a sticky note the word *hoist*. Define it as "bring up." | |
| • Read aloud to the bottom of page 111. Give students a minute to think, then talk together about what they saw in the model. Ask: | |
|    * "What did you see me do?" | |
| • Release students to read the rest of the chapter independently. Remind them that their partners are there to help them with words they might be stuck on and to check in with their partner as they read. | |
| • As in previous reading lessons, circulate as students read. Ask individual students strategic questions to help them. For example: | |
|    * "Why do you think Tania Zamorsky chose to use that word instead of another word?" | |
|    * "How does she show you, as the reader, the action that's happening in the chapter?" | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Completing the Vivid and Precise Verbs Recording Form (10 minutes)**<br>• After 20 minutes of reading, pause students in their work. Distribute the **Vivid and Precise Verbs recording form**. Ask students to go back to the words that they flagged with a sticky note. Encourage them to work with their partner to complete the recording form, because their partner might have found different words while reading.<br>• Give students 10 minutes to work. | |
| **C. Words That Work: Vivid and Precise Verbs (10 minutes)**<br>*Note: If students didn't find a more descriptive word on their recording form but can think of a good one, they can write that word on their white board.*<br>• Gather students back in the circle with their books and recording forms. Distribute **small white boards, white board markers** and **erasers** to students. Display the **Words That Work: Vivid and Precise Verbs anchor chart**.<br>• Tell students that this activity will help them think more about vivid and precise words. Explain that the more they practice with these words, the easier it will be to use them in their writing in the next lesson. Give directions:<br>   1.  You will give them a verb or action word.<br>   2.  Students will then look on their recording forms to see if they found a vivid and precise verb that shows that action.<br>   3.  They will write their word on the white board.<br>• Give a word listed on the document **Words That Work: Vivid and Precise Words (for teacher reference)**. Give students a minute to think and write a more descriptive word.<br>• Ask them to hold up their white boards. Write three to five of the strongest student words on the chart and give a brief explanation why they are strong words.<br>• Repeat with the remaining words on the list. Consider adding words from students' first-draft writing that you noted when reviewing their drafts.<br>• Collect students' white boards and markers. Celebrate the work they did finding words. Explain that in the next lesson, they are going to think about their own scenes and how they can bring the action more to life using some of the words they collected on their recording forms today.<br>• Ask students to write these words down in their Action Vocabulary recording form in their *Peter Pan* journal. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Where/Who/What anchor chart for Chapter 14 (5 minutes)**<br>• Remind students of the second target. Tell them that now they are going to turn their attention to the events of the chapter because it's important to continue keeping track of the whole story.<br>• Repeat the process from the Opening, this time using Chapter 14. Direct students to their Where/Who/What recording form and have them note Chapter 14. Explain that their job in their triads is to capture what just happened in this chapter.<br>• As students work, circulate and record on the Where/Who/What anchor chart. After 3 or 4 minutes, review the anchor chart together and clarify any misconceptions. | • When struggling learners are writing on their own copy of the Where/Who/What recording form, consider asking them to focus on the What of the recording form and use letters only to symbolize the Who and Where. For example, have students just write P for Peter, W for Wendy, N for Neverland, etc. This allows students to focus their writing efforts on capturing what happened. Encourage them to capture this in bullet form.<br>• To support struggling learners, consider providing a sentence frame on the exit ticket: "Vivid and precise words capture a reader's imagination by: _____." Let students list their answers in a numbered or bulleted list with just short phrases. |
| **B. Exit Ticket: How Do Vivid and Precise Verbs Help Capture a Reader's Imagination? (5 minutes)**<br>• Distribute the **exit ticket**. Remind students that the words they have identified today are words that "work" both for readers and for writers. Tell them that the exit ticket is their opportunity to reflect on why those words matter for readers and writers.<br>• Give them 5 minutes to complete their exit ticket.<br>• Collect students' exit tickets to informally assess. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread Chapter 14 aloud to yourself or to someone in your family. As you read, look for any good action words you might have missed the first time you read.<br><br>*Note: Review students' Vivid and Precise Words recording forms and note any students who had difficulty collecting words. Find a time in the day to confer with them and suggest that they use the Words That Work anchor chart and collect one or two words from there.*<br><br>*Also review students' Where/Who/What recording form. Place a sticky note capturing what is on the anchor chart for students who might have struggled with completing this form. At another time of the day, give them time to transfer what's on the sticky note to their own recording form.*<br><br>*In Lesson 9, students shift to writing. They will revise their scenes with a focus on the action words they collected today. They will need their scenes, which were collected at the end of Lesson 7. Be sure that the Words That Work anchor chart is complete.* | |

# Grade 3: Module 3A: Unit 2: Lesson 8
Supporting Materials

Vivid and Precise Verbs Recording Form

| Vivid and Precise Verb: | What It Means |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Regular verbs/vivid and precise verbs**

hide/**lurk**

bring up/**hoist**

come out/**emerge**

shaking/**shivering**

went/**crawled**; **gathered**

looked/**glanced**

showed/**signaled**

**How do vivid and precise verbs help capture a reader's imagination?**

**How do vivid and precise verbs help capture a reader's imagination?**

I think vivid and precise verbs help a reader see and imagine the action in the story.

[OR]

Vivid and precise verbs capture a reader's imagination because they show the reader the action instead of just telling the reader.

[OR]

I think it's because the words help readers make a picture in their mind, and it feels like the action is really happening.

# Grade 3: Module 3A: Unit 2: Lesson 9
## **Revising Scenes:** Using Words That Work—Vivid and Precise Verbs

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br>    b.  I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br><br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can revise one part of my scene to include vivid and precise verbs. | • Students' draft scenes |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Writer: Words That Work Review (5 minutes)<br>   B. Unpacking the Learning Target (5 minutes)<br>2. Work Time<br>   A. Guided Practice: Revising for Vivid and Precise Verbs (10 minutes)<br>   B. Independent Writing: Revising Scenes (25 minutes)<br>3. Closing and Assessment<br>   A. Read-aloud of Chapter 15: What Captures Your Imagination? (15 minutes)<br>4. Homework<br>   A. Complete the Where/Who/What recording form for Chapter 15 and answer the questions on "Hook or Me This Time!" Then read Chapter 16 to yourself or aloud to someone in your family. | • In this lesson, students continue working with white boards, brainstorming words that work. This is designed to engage them and flood them with words. Be enthusiastic with this activity to capture students' excitement.<br><br>• Students choose one small part of their scene to revise and use the verbs they came up with in Lesson 8.<br><br>• Students also read along as Chapter 15 is read aloud. This read-aloud should give them a shared experience for the climactic chapter. It also builds students' engagement, so they will be motivated to read Chapter 16 more independently for homework or in another part of the school day. (They will review Chapter 16 at the start of Lesson 10.) (For further explanation of reading homework, see note in Lesson 6 and/or the Unit Overview.)<br><br>• In advance:<br>  – Review students' draft scenes, which were collected at the end of Lesson 7. Review struggling learners' scenes and note to yourself one place they students can focus their revision. Give struggling learners the opportunity to identify where to focus, but if they struggle, have a suggestion ready to engage them in the revision work.<br>  – Review the supporting document: Revising for Vivid and Precise Words: Teacher Model. Hand-write each first-draft sentence from this document on chart paper, or on a piece of writing paper to display on the document camera. For each first-draft sentence, leave space to write the revised sentence below for students to see. Do not write the revision beforehand; rather, model writing it in front of students, so they see the process of thinking through the revisions.<br><br>• Post: learning targets. |

| Lesson Vocabulary | Materials |
| --- | --- |
| frisky (118), extended (119), shimmied (120) | <ul><li>White boards (one per pair)</li><li>White board markers (one per student)</li><li>Equity sticks</li><li>Revising for Vivid and Precise Verbs: Teacher Model (one for display)</li><li>Classic Starts edition of *Peter Pan* (book; one per student)</li><li>Sticky notes (three per student)</li><li>Where/Who/What anchor chart (begun in Unit 1)</li><li>Lesson 9 Homework: "Hook or Me This Time!" (one per student)</li><li>Lesson 9 Homework: "Hook or Me This Time!" (answers, for teacher reference)</li></ul> |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Words That Work Review (5 minutes)**<br>• Gather students in the whole group area. Ask them to work with a partner. Distribute **one white board** and **two white board markers** to each pair.<br>• Ask students to sit next to each other with the white board in the middle. Remind them that in the previous lesson they thought about "words that work." Ask them to think and then talk with their partner about what makes a word that "works."<br>• Pull one or two **equity sticks** to share their responses.<br>• Tell students that they are going to review all the good thinking they did in the previous lesson by brainstorming "words that work" with their partner. Tell students that for this brainstorm, they should not worry about their spelling or handwriting. The purpose is to think about vivid action words.<br>• Give students the word "went." Tell them that this verb is often used, but there are more precise ways to show this action.<br>• Ask pairs to brainstorm as many words as they can and write them on their white board. Invite students to hold up their white boards for the class to see.<br>• Repeat with three other words: "go," "walk," and "jump." | • Pair students strategically to support struggling learners. Provide them with one or two words written on their white board as students are brainstorming.<br><br>• Use thoughtful partnerships. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |
| **B. Unpacking the Learning Target (5 minutes)**<br>• Review the learning target with students:<br>  * "I can revise one part of my scene to include vivid and precise verbs."<br>• Ask them to think and then talk with a partner about how this target will help them make their scenes even better. Use equity sticks to call on one or two students to share.<br>• Remind students of the great writing they did when they wrote their Freaky Frog trading card paragraphs. Remind them that part of what made their paragraphs so strong is that they used vivid words to describe what their frog did. Tell students that part of what makes *Peter Pan* such a wonderful story are those vivid and precise words and that it's their turn as great writers to think about bringing their scene to life. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Guided Practice: Revising for Vivid and Precise Verbs (10 minutes)** <br><br> • Display the **Revising for Vivid and Precise Verbs: Teacher Model**. Tell students that you are going to share how you revised your own writing to make your words more vivid and precise. <br><br> • Model revising the sentences provided in the supporting document. <br><br> • A model could go like this: <br><br>    * "Now, I remember when we were working on 'words that work,' I needed to look for words that aren't precise and don't show my character's actions very well. In the first part of my scene, Tinker Bell comes to Neverland. In my first draft, I said: 'Tinker Bell came to Peter.' *Came*, that's a verb that isn't very precise at all. It doesn't show my character very well, and it doesn't seem very exciting. I think I'll change it to: 'Suddenly, Tinker Bell zoomed in from high above.'" <br><br> • Rewrite the above sentence for students to see. <br><br> • Then display and read aloud the next sentence: <br><br>    * "They landed and went to Wendy." <br><br> • Ask students to turn and talk to a partner: <br><br>    * "How might I revise this sentence to show what's happening more vividly?" <br><br> • Give students time to think and then talk together. Pull equity sticks to solicit suggestions. A possible revision suggestion is provided in the supporting documents if students have difficulty coming up with their own. <br><br> • Repeat the guided practice with the third sentence, allowing students the opportunity to offer suggestions: <br><br>    * "She looked up at them." | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Independent Writing: Revising Scenes (25 minutes)**<br>• Distribute students' draft scenes. Ask them to sit with a partner. Tell them that they will revise their scenes to add "words that work." But first, they will share their writing with their partner and look for a just a small portion that they think could use more vivid and precise verbs (just as was modeled during the think-aloud).<br>• Give students a few minutes to talk to their partner, then check for readiness. Ask them to put a thumb up if they are ready to revise. Those who are ready, send them to work independently in their regular work area.<br>• Gather students who did not give a thumbs-up for additional modeling and guided practice. Be explicit about rereading a sentence and asking yourself: "Is there a verb in that sentence that could be more vivid and precise to describe the action?" Then give students time to reread their own writing again with a partner. Encourage pairs to support each other and offer each other suggestions. Ask students to put their thumbs up, down, or to the side to show whether they are ready to go out to write. Let students who feel ready go and work independently. For any who are still struggling, read their writing and suggest a starting point.<br>• Circulate and confer. Ask students what part they are revising. Read aloud their writing and share how the word they are choosing helps you, as a reader, imagine what's happening. For example:<br>   * "When you used the word *leap*, I could see Peter leaping across the ship. That verb makes it much more interesting than if you would have just said *walked*. Now I can imagine that Peter is excited."<br>• Collect students' drafts. Tell them you are very excited to read their writing and see what changes they made to their scenes. Tell students that in the next lesson, they will reread their scenes and make changes to spelling and punctuation. | • As you confer with students, capture vivid and precise words and write them up on 3-by-5 index cards. Use those cards when conferring with struggling learners. Name the word and then label how that word makes the writing more vivid. For example: "Here is a word that _____used, 'zoomed.' _____ used that word to show his reader that Peter was moving quickly. Does that word seem like a word you might like to use in your own writing to describe moving?" This gives students a concrete model of thinking about a new word.<br><br>• Identify for struggling learners one or two places where they might revise their work. Allow them to decide between the two areas. Provide them with a list of Words That Work or a few index cards with vivid words for them to think about using as they revise. |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Read-aloud of Chapter 15: What Captures Your Imagination? (15 minutes)**<br>• Be sure students have their copies of ***Peter Pan***. Distribute three **sticky notes** to each member of the class. Tell students that they are going to read along as you read Chapter 15 aloud and that they are almost done with the whole book:<br>   \* "This chapter is getting us very close to the end and will be exciting!"<br>• Briefly review with students the line on the **Where/Who/What anchor chart** for Chapter 14, to refresh their memory of where they left off previously.<br>• Ask the class to turn to page 116 and tell students that as they listen to this chapter, they should consider what is capturing their imagination. If they hear a particularly interesting or exciting part, they should mark it with a sticky note. Begin reading aloud.<br>• After finishing the chapter, place students in triads. Ask:<br>   \* "What did you hear in this chapter that captured your imagination?"<br>• Have students in triads take turns sharing the passages that they marked with their sticky notes. If time allows, students can share more than one passage.<br>• Tell them that tonight for homework they will add to their Where/Who/What recording form for Chapter 15 and answer a few questions about the chapter. Distribute **Lesson 9 Homework: "Hook or Me This Time!"** | |

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| Homework | Meeting Students' Needs |
|---|---|
| • Complete the Where/Who/What recording form for Chapter 15 and answer the questions on "Hook or Me This Time!" Then read Chapter 16 to yourself or aloud to someone in your family.<br><br>*Note: Students will need to read Chapter 16 before the next lesson. They may either do this for homework or during another time in the school day. If you choose to have them read it during the school day, encourage them to read with their reading partners.*<br><br>*Review students' drafts. They will edit their writing in the next lesson. Identify any students who might need additional support before they edit. For those students, select one area to focus their revisions. Plan to work with this group in Lesson 10 to provide additional support during the editing time, or find other times in the day to give this support.*<br><br>*In Lesson 11, time is set aside for students to share their writing with their peers. If possible—either during Lesson 11 or during some other block of time—also invite a real audience (other students in the class, students from another class, families, etc.) with whom students can share their scenes.* | |

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# EXPEDITIONARY LEARNING

**Grade 3: Module 3A: Unit 2: Lesson 9**
Supporting Materials

**Revising for Vivid and Precise Words**
Teacher Model

**Teaching Note:**

- Hand-write each first-draft sentence from this document either on chart paper or on a piece of writing paper to display on the document camera.

- For each first-draft sentence, leave space to write the revised sentence below it for students to see.

- Do not write the revision beforehand; rather model writing it in front of students, so they see the process of thinking through the revisions.

| Sentence 1: |
|---|
| Tinker Bell came to Peter. <br><br> **Revise to:** <br><br> Suddenly, Tinker Bell zoomed in from high above. |
| **Sentence 2 (student-generated revision):** |
| They landed and went to Wendy. <br><br> **Possible revision:** <br><br> They landed and immediately rushed over to Wendy. |
| **Sentence 3 (student-generated revision):** |
| She looked up at them. <br><br> **Possible revision:** <br><br> She glanced up at them. "Who are you?" she asked innocently, with a blank expression on her face. |

**Name:**

**Date:**

1. Why did the crocodile follow Peter into the water?

2. What does Peter mean when he says, "And, above all, I am fair" (124)?

3. Hook says that Peter has "good form" when he fights (125). What do you think that means?

4.  Reread the sentence on page 120: "Before Hook could get him, Starkey jumped on the pirate's cannon, **shimmied** out to its edge, and threw himself into the sea." In your own words, explain what the word **shimmied** means. How did you figure it out?

_____

_____

_____

_____

| Name: |
| --- |
| Date: |

1. Why did the crocodile follow Peter into the water?

   **The crocodile followed Peter into the water because the crocodile heard Peter ticking.**

2. What does Peter mean when he says, "And, above all, I am fair" (124)?

   **It means that Peter wants to fight fair more than win.**

3. Hook says that Peter has "good form" when he fights (125). What do you think that means?

   **Hook saw that Peter was acting calmly and bravely.**

4. Reread the sentence on page 120: "Before Hook could get him, Starkey jumped on the pirate's cannon, **shimmied** out to its edge, and threw himself into the sea." In your own words, explain what the word **shimmied** means. How did you figure it out?

   **I think it means "crawl." I figured it out because you would have to crawl onto a cannon to get out to the edge of it. Also crawl makes sense when I know that he had to move on a cannon, which would be slippery.**

# Grade 3: Module 3A: Unit 2: Lesson 10
## Looking Carefully at Conventions: Reviewing Quotation Marks and Editing Our Scenes

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |

I can craft narrative texts about real or imagined experiences or events. (W.3.3)
   a.  I can establish a situation.
   a.  I can introduce the narrator and/or characters of my narrative.
   a.  I can organize events in an order that makes sense in my narrative.
   a.  I can use dialogue to show the actions, thoughts, and feelings of my characters.
   b.  I can use descriptive words to show the actions, thoughts, and feelings of my characters.
   b.  I can use transitional words and expressions to show passage of time in a narrative text.
   d.  I can write a conclusion to my narrative.

I can use conventions to send a clear message to my reader. (L.3.2)
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can accurately use quotation marks in my dialogue. <br> • I can use beginning and ending punctuation marks. <br> • I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately. | • Students' edited draft scenes |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 16 (5 minutes)<br>   B. Unpacking Learning Targets (5 minutes)<br>2. Work Time<br>   A. Guided Practice: Using Quotation Marks Accurately (10 minutes)<br>   B. Editing Writing with Conventions Checklist (25 minutes)<br>   C. Read-aloud: Finishing *Peter Pan* (10 minutes)<br>3. Closing and Assessment<br>   A. Concentric Circles: Celebration of *Peter Pan* (5 minutes)<br>4. Homework<br>   A. Reread Chapter 17 aloud to yourself or to someone in your family. Tell someone in your family about your favorite character and scene from the book. | • Be sure that students have read Chapter 16 for homework or during another part of the school day, in advance of this lesson.<br>• In this editing lesson, students are held accountable for beginning and end punctuation, using quotation marks accurately, and spelling words that are on the Character Word Wall accurately. They should also use the various vocabulary recording forms in their *Peter Pan* journal as a resource for spelling. Review Module 2, Unit 3, Lesson 10 for another example of an editing lesson.<br>• This lesson focuses on editing writing and does not build in time for students to publish their writing. Be sure to build in time in other parts of the school day for either recopying by hand or using word processing. (See Teacher Note in Lesson 6 and Unit Overview Notes for details.)<br>• In advance: Complete and post the Where/Who/What anchor chart for Chapter 15. For this particular chapter, fill out this chart ahead of time. There are two reasons for this: Students already discussed Chapter 15 together in the previous lesson, and they should focus their discussion on completing the chart for Chapter 16. Having Chapter 15 filled out in advance gives them a quick entry point and model so they can move into discussing Chapter 16; review the Concentric Circles protocol (used in Module 2, Unit 3, Lesson 8).<br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| editing, accurately; lingering (138), accused (139) | • Classic Starts edition of *Peter Pan* (book; one per student)<br>• *Peter Pan* journals<br>• Where/Who/What anchor chart (begun in Unit 1)<br>• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank per student, or created in students' journals)<br>• Equity sticks<br>• Using Quotation Marks Accurately (one per student and one to display)<br>• Document camera<br>• Using Quotation Marks Accurately (answers, for teacher reference)<br>• *Peter Pan* Scene Conventions checklist (one per student) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 16 (5 minutes)**<br>• Gather students in the whole group area. They will need their **Classic Starts edition of *Peter Pan*** and their ***Peter Pan* journals**. Display the **Where/Who/What anchor chart**. Tell students that after the previous lesson, you took the time to fill out the chart for Chapter 15. Review the chart with them.<br><br>• Ask:<br><br>  * "Check my thinking on this chart. Did I include the important components for this chapter? Talk to your partner about whether you agree this captures what we need to capture."<br><br>• Give students a moment to discuss. Then, invite any partnership who thought something was inaccurate or needed additions to share. Make changes to the chart as needed. Then, ask students to turn to their own **Where/Who/What recording form**.<br><br>• Remind students that they read Chapter 16 on their own for homework or during another part of the school day. Ask them to sit with their reading partner and talk about what they read in Chapter 16, working together to complete the form. As students are filling in their Where/Who/What forms, circulate and listen to their conversations. Clarify any misconceptions as needed. Use wording from students' own recording forms to complete the anchor chart for the class. | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• Review the learning targets:<br><br>  * "I can accurately use quotation marks in my dialogue."<br><br>  * "I can use beginning and ending punctuation marks."<br><br>  * "I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately."<br><br>• Tell students that today they are going to work on editing. Ask them to think about what they remember about editing writing:<br><br>  * "What kinds of things will you be working on, based on what you heard in the targets and what you know about editing writing?"<br><br>• Review the word *accurately* with students; it should be somewhat familiar to them from previous writing and editing lessons. Remind them that it means "correctly." | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Guided Practice: Using Quotation Marks Accurately (10 minutes)**<br>• Distribute the ***Peter Pan* Scene Conventions checklist**. Give students a minute or two to look it over. Remind them they have used a similar checklist before to help them as writers.<br><br>• Ask:<br><br>   * "How did you use this when you edited your Freaky Frog paragraphs?"<br><br>• Give students a minute to think and then discuss. Use **equity sticks** to choose one or two students to share their responses.<br><br>• Focus them on the target: "I can use quotation marks accurately." Tell students that using dialogue has been a big part of their scene writing and that it is important to ensure quotation marks are used accurately, so the reader knows which character is talking.<br><br>• Distribute **Using Quotation Marks Accurately** and display a copy on a **document camera**. Read the passage aloud. Review with students that quotation marks, or "talking marks," are a signal to the reader that what's inside the quotation marks is something the character actually said. Explain that the quotes wrap around the words spoken by a character.<br><br>• Pair students and give them a few minutes to work with their partner to determine where quotation marks should go in this dialogue scene.<br><br>• Then, using equity sticks, call on a few students to tell the class where to place quotation marks accurately on the displayed document. Ask students to check and correct their own papers.<br><br>• Tell them to place these papers on their working tables for reference while they are editing their writing. Refer to **Using Quotation Marks Accurately (answers, for teacher reference)** as needed. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Editing Writing with Conventions Checklist (25 minutes)**<br>• Return students' draft scenes. Remind them to use their **Conventions checklist** to identify what they need to work on. Tell them that there might be more to edit than what is on the list, but the purpose of the list is to help ensure that they pay attention to those important aspects of conventions that closely connect to their scenes. Release students to work on their edits.<br>• Give them approximately 20 minutes to edit their writing for quotation marks, correct capitalization, spelling, and punctuation. Invite them to work in pairs or small groups, reading their work aloud to each other to support their editing process.<br>• Confer and support as needed. For students who might have a difficult time finding their own errors, consider the following options:<br>  – Support them by identifying a few words to correct.<br>  – Gather together a small group of students who might need this same support so they can help each other with your guidance.<br>  – For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (e.g., not pausing). Ask them to listen for a place for you to pause that makes sense.<br>• After 20 minutes, pause students in their work and ask them to look over their Conventions checklist. Ask them to complete the checklist, marking where they think their writing is at this point.<br>• If some students finish earlier than the allotted time, invite them to continue in their independent reading book. | • For struggling learners, pre-identify words they should focus on as they edit. Use words from the Character Word Wall. Copy them onto an index card for students to refer to as they edit. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Read-aloud: Finishing *Peter Pan* (10 minutes))**<br>• Gather students back together in the whole group area, bringing their draft scenes, *Peter Pan* text, and journal with them. Collect their Conventions checklist and draft scenes.<br>• With enthusiasm, tell students that they get to finish the book today. They will follow along so everyone can enjoy the end of the book together.<br>• Ask:<br>  * "How do you predict the book is going to end?"<br>• Briefly define *predict* if needed.<br>• Give students a minute to think, then discuss. Pull equity sticks to choose a few to share their predictions.<br>• Ask students to turn to Chapter 17, page 136. Read aloud as they follow along.<br>• Pause at the word *lingering* (page 138). Reread the sentence with this vocabulary word and give students a moment to think, then share, what they think this word means based on context. If they don't know the meaning, define the word briefly.<br>• Continue reading. Pause again at the word *accused* (page 139) and repeat the process above.<br>• Read to the end of the book. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Concentric Circles: Celebration of *Peter Pan* (5 minutes)**<br>• Celebrate the completion of a significant chapter book by praising the students for how hard they have worked.<br>• Then ask them to create an inside and outside standing circle for a Concentric Circles debrief. Remind them that they have used this protocol before, in Module 2 (Freaky Frogs). Briefly review the directions:<br><br>  1. There is an inner circle and outer circle.<br>  2. Partners face one another.<br>  3. A question is posed for discussion.<br>  4. Partners share their thinking about the question.<br>  5. Students in the outer circle move two places to the right to have a new partner.<br>  6. The second question is posed, and partners share their thinking.<br>  7. Repeat one more time for the third question.<br><br>• Once students are in their first partnerships, have them give each other a high-five for completing the book. Then pose these questions for the debrief:<br><br>  * "Did the ending surprise you in any way? Why or why not?"<br>  * "What was your favorite scene in the book? Why?"<br>  * "Who was your favorite character? Why?"<br><br>• After the questions, invite students to sit back down in the whole group area. Tell them that in the next lesson, they will get to show what they have learned about writing imagined scenes. | • For struggling learners, provide the questions for the Concentric Circles debrief on index cards. Use one color for the question. Using a different color, provide a sentence starter response. For example: "My favorite character was _____."<br><br>• As students are talking in their Concentric Circles, first stand with students who might need more language support. Then circulate as you pose the questions to listen to students' conversations regarding which number/step of the lesson each suggestion aligns to. |

| Homework | Meeting Students' Needs |
|---|---|
| • Reread Chapter 17 aloud to yourself or to someone in your family. Tell someone in your family about your favorite character and scene from the book.<br><br>*Note: Review students' draft scenes and Conventions checklist. Complete the Teacher Comments section for each student.* | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 10
Supporting Materials

**Using Quotation Marks Accurately**

1. Pick up your sword he told Hook, who obeyed.


2. What are you Hook asked. How is it possible that you have beaten me? You cannot be just an ordinary boy.


3. I am not an ordinary boy Peter said. I am youth. I am joy. I am a little bird that just escaped its shell. And, above all, I am fair.

1. "Pick up your sword," he told Hook, who obeyed.

2. "What are you?" Hook asked. "How is it possible that you have beaten me? You cannot be just an ordinary boy."

3. "I am not an ordinary boy," Peter said. "I am youth. I am joy. I am a little bird that just escaped its shell. And, above all, I am fair."

*Peter Pan* Scene Conventions Checklist

**Name:**

**Date:**

| Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|---|---|---|---|---|
| I can use quotation marks accurately. | | | | |
| I can accurately spell character action and feeling words that are on our word wall. | | | | |
| I can use the Character Word Wall and Vocabulary recording forms to check and correct my spelling. | | | | |

*Peter Pan* Scene Conventions Checklist

| Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|---|---|---|---|---|
| I can use correct end punctuation in my writing.<br><br>*(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)* | | | | |
| I can spell grade-appropriate words correctly.<br><br>*(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)* | | | | |

# Grade 3: Module 3A: Unit 2: Lesson 11
## Mid-Unit Assessment: On-Demand Writing: Crafting a New Scene

EXPEDITIONARY
LEARNING

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can craft narrative texts about real or imagined experiences or events. (W.3.3)<br><br>   a.  I can establish a situation.<br><br>   a.  I can introduce the narrator and/or characters of my narrative.<br><br>   a.  I can organize events in an order that makes sense in my narrative.<br><br>   a.  I can use dialogue to show the actions, thoughts, and feelings of my characters.<br><br>   b.  I can use descriptive words to show the actions, thoughts, and feelings of my characters.<br><br>   b.  I can use transitional words and expressions to show passage of time in a narrative text.<br><br>   c.  I can write a conclusion to my narrative.<br><br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can write a new imagined scene in *Peter Pan*.<br><br>• I can use dialogue in my scene.<br><br>• I can describe my characters' feelings and actions with vivid and precise words. | • Mid-Unit 2Assessment: Part A: Planning Page<br><br>• Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook<br><br>• Tracking My Progress, Mid-Unit 2 |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer and Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Modeling: Analyzing a Writing Prompt (5 minutes)<br><br>   B. Mid-Unit 2 Assessment Part A: Planning an Imagined Scene (10 minutes)<br><br>   C. Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (25 minutes)<br><br>3. Closing and Assessment<br><br>   A. Tracking My Progress (5 minutes)<br><br>   B. Celebration of Authors: Sharing Scenes (10 minutes)<br><br>4. Homework<br><br>   A. Continue reading in your independent reading book for this unit. | • In this lesson, students watch you model how to unpack the writing prompt before their assessment. This is designed to briefly show students how to read and unpack a prompt. This models a process that they can use in future NYS assessments. It is not part of the assessment.<br><br>• The mid-unit assessment addresses students' ability to craft a narrative scene. It mirrors the writing instruction they have experienced in this unit and asks them to apply those skills independently. Students must draw on their experience reading *Peter Pan* and apply their knowledge of the characters' motivations, feelings, and actions to help them imagine and write their scene. However, this is a writing assessment; it is not designed to assess students' <u>reading</u> of *Peter Pan*.<br><br>• For this on-demand assessment, the target for dialogue is more general than in previous lessons. This is because on-demand writing is more like first-draft writing.<br><br>• It is fine if students' narratives for this assessment veer from the familiar parts of the story of Peter Pan (e.g., if they introduce a new character or a new kind of event). The only requirement is that they align their scenes to the criteria described in the prompt.<br><br>• This lesson includes two different pieces of student writing. During Work Time, they write their on-demand narrative. Collect this. Then, during the Closing, students share their more fully developed scenes that they have been drafting and revising throughout the unit.<br><br>• In the Closing, students share their writing with classmates. But consider also creating an opportunity for them to share their writing with an authentic audience (students from other classes, families, etc.). This more formal celebration, such as an "author's tea," will help students feel more pride in their work. Depending on the audience, the share may happen within this lesson or during some other block of time. |

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| Lesson Vocabulary | Materials |
|---|---|
| none (do not pre-teach vocabulary for the assessment) | • Equity sticks<br><br>• Mid-Unit 2 Assessment: Part A: Planning Page (one per student)<br><br>• Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (one per student)<br><br>• Tracking My Progress, Mid-Unit 2 Self-Assessment<br><br>• Students' final draft scenes (from Lessons 3–10)<br><br>• Mid-Unit 2 Assessment sample student response (for teacher reference)<br><br>• Mid-Unit 2 Assessment rubric (for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer and Unpacking Learning Targets (5 minutes)**<br>• Gather students in the whole group area. Tell them that today they are going to get to show what they know about crafting scenes by writing a brand-new imagined scene based on a writing prompt about some of the characters in *Peter Pan*.<br>• Review the learning targets with students, pointing out that these are things they have done while writing an imaginary *Peter Pan* scene throughout this unit. Ask students to think about the *Peter Pan* scene they have been revising and turn and talk to a partner:<br>   ∗ "What are you especially proud of about your scene?"<br>• Pull **equity sticks** and have three or four students share out. Connect what they are proud of to the learning targets. For example, if a student shares that he is proud of the action in his scene, follow up with how the vivid and precise words made the action imaginable for the reader. Remind students that because of all the practice they have had writing and revising these scenes, they will now be able to apply it to something new in their mid-unit assessment. | • Provide extended time for this assessment for struggling learners. ELL students and students with IEPs receive extended time as an accommodation on NYS assessments.<br><br>• Focus struggling learners on writing a smaller chunk of a scene. For example, support them to think about one exchange between Peter and Hook. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Modeling: Analyzing a Writing Prompt (5 minutes)**<br>• Distribute the **Mid-Unit 2 Assessment: Part A: Planning Page**. Display the prompt and read it out loud to students.<br>• Model how to unpack the writing prompt. Tell them that this is a skill they will need to develop as readers and writers; today, they will only see how it is done.<br>• Think aloud for students as you annotate the prompt and circle key words. A think-aloud might sound like:<br>  \* "Okay, so I am going to write about Hook and Peter Pan. They are my characters. Let me look back again and see where this takes place.... Okay, they are on the pirate ship. Now, let's see what the action is going to be.... Ah, yes, battling for the treasure. Peter wants his treasure back, so that's his motivation. That's going to be really fun to write about. I can imagine a battle scene in my head." | |
| **B. Mid-Unit 2 Assessment: Part A: Planning an Imagined Scene  (10 minutes)**<br>• Release students to complete Part A of their Imaged Scene Assessment. | |
| **C. Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (25 minutes)**<br>• After students have had 10 minutes to plan their writing, distribute the **Mid-Unit Assessment: Part B: Writing an Imagined Scene between Peter and Hook**. Express confidence in their ability to craft a wonderful scene between Peter and Hook.<br>• Give students 30 minutes to work on their scenes.<br>• As in previous assessments, students may finish their scenes at different times. Encourage them to either go back to their *Peter Pan* book and reread a favorite passage or read their independent reading book.<br>• Collect students' writing. Invite them back to the whole group area. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Tracking My Progress (5 minutes)**<br>• Congratulate students on their work as writers today. Distribute the **Tracking My Progress, Mid-Unit 2 Self-Assessment**. Review the form and remind students that they use these to help them think about their learning. Give students 5 minutes to complete their Tracking My Progress form. | • Provide struggling learners with an opportunity to practice reading their scene aloud to themselves before they share. |
| **B. Celebration of Authors: Sharing Scenes (10 minutes)**<br>• Say:<br>  \* "You certainly have accomplished a lot as writers in this unit. You just finished your mid-unit assessment, writing a whole new scene, and I can't wait to read all of your great writing. Now I want us to go back to the prompts that you responded to throughout the unit. We want to celebrate the completion of these scenes today by having a chance to read your scene aloud to two other people. It's almost as if we have a whole new *Peter Pan* book!"<br>• Distribute **students' final draft scenes**. Pull three equity sticks at a time to form triads. Then, direct students to do the following:<br>1. Sit together in a small circle.<br>2. Decide who will go first.<br>3. First reader, tell the two listeners what you are proud of about your final draft.<br>4. Then read your scene.<br>5. Listeners, give the reader one piece of positive praise.<br>6. Repeat this process until all three people in your group have shared. | |

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| Homework | Meeting Students' Needs |
|---|---|
| • Continue reading in your independent reading book for this unit. <br><br> *Note: The next sequence of lessons shifts the focus from writing scenes to bringing* Peter Pan *to life through Readers Theater. Students will apply their understanding of characters' motivations, feelings, and actions to help them read with expression. This is an opportunity for them to build on their reading fluency skills with greater sophistication. Review Lessons 12–16 to have a sense of their purpose and flow.* | |

# Grade 3: Module 3A: Unit 2: Lesson 11
## Supporting Materials

**Name:**

**Date:**

**Learning targets**:

I can write a new imagined scene in *Peter Pan*.

I can use dialogue in my scene.

I can describe my characters' feelings and actions with vivid and precise words.

Imagine a scene in which Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

| | |
|---|---|
| Event 1: Introduce the characters. | |
| Event 2: Establish a situation. | |

| | |
|---|---|
| **Event 3:** Add action and dialogue. | |
| **Event 4:** Create closure by giving the reader an ending that makes sense. | |

Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

In your writing, be sure do the following:

1. Establish a situation for your scene

2. Use dialogue in your scene

3. Have a logical sequence of events

4. Describe the action, or what's happening in your scene

5. Use vivid words that describe your characters' feelings, thinking, and actions

6. Have an end to your scene that makes sense to your reader

**Name:**

**Date:**

**Learning target**: I can craft narrative texts about real or imagined experiences or events. (W.3.3)

1.  The target in my own words is:

2.  How am I doing? Circle one.

| **I need more help to learn this** | **I understand some of this** | **I am on my way!** |
|:---:|:---:|:---:|

3.  The evidence to support my self-assessment is:

The pirate ship was floating in the Mermaid lagoon. The mermaids were swimming around the ship watching Peter and Hook on the ship.

"Hand over that treasure!" Peter demanded.

"Why, I'd sooner hand over my other hand to you, you awful boy!" shouted Hook.

"But it's not yours!" Peter cried. "That treasure belongs to Tiger Lily!"

Their swords clanked together. Peter and Hook's feet went back and forth across the boat as they fought with their swords.

Hook's sword slashed at Peter. Peter dodged the sword and jumped in the air. He hopped up on the rail of the ship to get away from Hook's sword. Peter had great balance. He was graceful on the rail and plunged his sword toward Hook. Hook dodged it, and then he jumped on the rail to be as tall as Peter. Suddenly Hook started to lose his balance. He slipped off the rail and landed in the sea.

The mermaids shouted. Hook started swimming to the shore. As he was swimming, he heard the crocodile's tail splashing in the water behind him. He swam faster and faster to the shore.

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| Criteria | Meets | Partially Meets | Does Not Meet |
|---|---|---|---|
| **Ideas** | | | |
| I can introduce the character and setting of my scene. (W.3.3a) | | | |
| I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3b) | | | |
| **Word Choice** | | | |
| I can use vivid and precise words to show my characters' thoughts, feelings, and actions. (W.3.3b) | | | |
| **Organization** | | | |
| I can organize events in an order that makes sense to my reader. (W.3.3b) | | | |
| **Conventions** | | | |
| I can use quotation marks accurately in my dialogue. (L.3.2) | | | |

# Grade 3: Module 3A: Unit 2: Lesson 12

## Learning from a New Type of Literature: An Introduction to Readers Theater Scripts

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5)<br>I can read third-grade level texts with fluency. (RF.3.4b) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify characteristics of Readers Theater by reading *The Birds Leave the Nest* script.<br><br>• I can describe how to bring the characters in Chapter 4 of *Peter Pan* to life based on their feelings and actions. | • Bringing Characters to Life recording form<br><br>• Venn diagram (whole class) |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening <br>   A. Unpacking Learning Targets (5 minutes) <br> 2. Work Time <br>   A. Noticing the Characteristics of Readers Theater (10 minutes) <br>   B. Revisiting the Feelings of the Characters in Chapter 4 (20 minutes) <br>   C. First Read of *The Birds Leave the Nest*: How Do We Read Scripts? (15 minutes) <br> 3. Closing and Assessment <br>   A. Comparing and Contrasting Readers Theater Scripts and Chapter Books (10 minutes) <br> 4. Homework <br>   A. Read aloud your part of the script from page 1 to someone at home. Invite someone at home to play the other role and read along with you. | • The focus of this entire unit is on how an author captures a reader's imagination. In Lessons 1–11, students focused on this question through their own writing (and their reading of models). Here, in Lesson 12, they transition to bringing stories to life through Readers Theater. The purpose of these lessons is to expose students to a new format of *Peter Pan* while also helping them build their reading fluency in an engaging way. <br><br> • At this point in the unit, students have completed their reading of *Peter Pan*. Using Readers Theater continues to deepen their comprehension of key scenes from this class story. <br><br> • Lessons 12 and 13 help students build background knowledge about and experience with Readers Theater. The purpose of these lessons is threefold: to expose students to different narrative structures, to help them analyze the characters in *Peter Pan* more deeply, and to practice building their reading fluency. <br><br> • In Lesson 12, students examine *The Birds Leave the Nest*, a Readers Theater script based on Chapter 4 in this edition of *Peter Pan*. They determine the characteristics of Readers Theater and compare it to a more traditional narrative text. They do a first read of the first page of a script to practice reading the text structure of drama and to help them begin to read this text fluently. <br><br> • In Lesson 13, the class will watch a video clip of students performing Readers Theater, and then will practice and perform the script *The Birds Leave the Nest*. This helps them visualize how Readers Theater "bring characters to life." <br><br> • For more information on Readers Theater, visit Aaron Shepard's RT Page: www.aaronshep.com/rt/. <br><br> • In advance: Prepare the Readers Theater anchor chart and the Comparing and Contrasting Readers Theater and Chapter Books anchor chart (see supporting materials for directions). <br><br> • Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| Readers Theater, drama, bring to life, script, set, players, dialogue, stage directions | • Readers Theater anchor chart (new; co-created with students in Work Time A; see supporting materials) <br><br> • *Peter Pan* script: Chapter 4: *The Birds Leave the Nest* (one per student and one to display) <br><br> • Pencils, highlighters or sticky notes (for each student to annotate the script) <br><br> • Document camera <br><br> • Equity sticks <br><br> • Classic Starts edition of *Peter Pan* (book; one per student) <br><br> • Bringing Characters to Life recording form (one per student) <br><br> • Comparing and Contrasting Readers Theater Scripts and Chapter Books anchor chart (new; co-created with students in Closing A; see supporting materials) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking Learning Targets (5 minutes)** | |

**A. Unpacking Learning Targets (5 minutes)**

- Gather students together and praise them on all of their hard work as writers in this unit. Tell them that they are now going to begin a new focus as readers, and that is going to be very exciting!

- Read the first learning target aloud:

  * "I can identify characteristics of Readers Theater by reading *The Birds Leave the Nest* script."

- Ask students what they will be reading today based on the target. Ask them to Think-Pair-Share about the phrase "Readers Theater" and discuss what the characteristics of this type of text could be. Then have a few pairs share with the whole group.

- Explain that Readers Theater is a special type of *drama* or performance. Ask students for examples of drama first and then provide additional examples of different types as necessary: plays, movies, puppet shows.

- Tell students that today they will learn about the characteristics of Readers Theater and be asked to explain how this type of drama is different from other types of fiction. Later today and in the next lesson, they will practice reading and performing a Readers Theater based on *Peter Pan*.

- Read the second target aloud:

  * "I can describe how to bring the characters in Chapter 4 of *Peter Pan* to life based on their feelings and actions."

- Highlight the phrase "bring to life." Ask students to Think-Pair-Share:

  * "What do you think it means to bring a character to life?"

- Cold call a few students to share what they heard their partner say. Listen for them to identify ideas such as "make a character come alive" or "make it feel as though the character in the book is a real person."

- Tell students that they will reread parts of Chapter 4 to think about how to bring the characters' feelings and actions to life for their Readers Theater performance.

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Noticing the Characteristics of Readers Theater (10 minutes)**<br>• Place students with their reading partner. Tell them that today they will learn about drama by reading a Readers Theater.<br>• Post the **Readers Theater anchor chart** (see supporting materials for a model). Read the definition of Readers Theater written below the title:<br><br>   * "Readers Theater: IT IS … A type of drama where performers read a script aloud to an audience. Usually, there aren't any costumes or sets, and lines are not memorized."<br><br>• Circle the word *script*. Explain the meaning of *script* as "the written text of a play or Readers Theater" and tell students that this is a characteristic of Readers Theater. Record the word and its definition below the section of the chart labeled "IT HAS …"<br>• Explain that now you would like students to examine the text and help you identify other characteristics to add to the anchor chart. Hand out the *Peter Pan* **Script: Chapter 4:** *The Birds Leave the Nest*.<br>• Ask students to look at the first page and see what they notice about the characteristics of a Readers Theater. Encourage them to annotate the text with **pencils, highlighters**, or **sticky notes**. Give them 3 minutes to read the text, write notes, and discuss with their partner.<br>• Display the first page of the text using a **document camera**. Use **equity sticks** to cold call pairs to share what they notice. Identify the following terms and definitions as students share what they notice about the text*:* "players," "dialogue," and "stage directions." Add words and definitions to the Readers Theater anchor chart in the IT HAS … section. This section should look something like the following when finished: IT HAS …<br><br>  – Script—The written text of a play or Readers Theater<br><br>  – Players—Characters in a play or Readers Theater. Listed in the beginning of the script. Their names are written in bold text to indicate when they speak.<br><br>  – Dialogue—Lines players or characters speak aloud in a performance. Each line is written after the bolded name of the player who is to speak it.<br><br>  – Stage directions—Tell performers how to act or what to do during the performance. Usually written in italics and/or in parentheses. | • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.<br><br>• Consider providing nonlinguistic symbols to represent the Readers Theater vocabulary (e.g., a person to represent the player and a speech bubble to represent dialogue). |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Revisiting the Feelings of the Characters in Chapter 4 (20 minutes)**<br>• Tell students that before they practice reading the script, they will look back at the chapter this script is based on to think deeply about the characters and how they might bring them to life for the audience. Remind them that rereading a text is something thoughtful readers do all the time, and with each read they should notice more details about the characters.<br>• Be sure students have their texts, **Classic Starts edition of _Peter Pan_** to each student. Display the **Bringing Characters to Life recording form** on the document camera. Orient students to the recording form.<br>• Tell them the class will practice together before they work with a partner. Point to the Text Excerpt box on the recording form and tell students that this box tells them what to read.<br>• Ask them to follow along as you read aloud the excerpt, beginning at the top of page 26 and ending with the sentence "Besides, she couldn't fly" on page 27. Remind students that as they are reading, they should think about two things:<br>  – The characters' feelings<br>  – Ways to bring those feelings to life when reading the Readers Theater script<br>• Read aloud the text as students follow along. After reading, ask them to Think-Pair-Share:<br>  \* "How does Wendy feel, based on the evidence in the text?"<br>  \* "How might we bring her to life when we are reading the Readers Theater script?"<br>• Use equity sticks to cold call pairs to share their ideas. Listen for them to suggest ideas such as the following:<br>  \* "Wendy is disappointed at first when she realizes Peter had not come for her, but to listen to the story instead. We could show that as readers by putting our heads down and frowning. That's what it looks like to be disappointed."<br>  \* "Wendy begs Peter not to leave. She is so sad because she doesn't want him to leave that she says she can't go with him. We could show this as readers by frowning and speaking in a gloomy voice." | • Select a few words, phrases, or a sentence from each text excerpt to help struggling readers home in on parts of the text about the characters' feelings (e.g., on page 28 the sentence "But at the thought of flying, they could no longer stay still").<br>• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Track students' comments on the recording form. Ask if they have any clarifying questions about the process. Reiterate and chart the steps if needed: <br><br> 1. Read the text excerpt <br> 2. Think and talk with your partner about the feelings of the character(s) in this section. <br> 3. Discuss how to bring those characters to life when reading the Readers Theater script. <br> 4. Write down your ideas on the recording form. <br><br> • Distribute the Bringing Characters to Life recording form. Pair students with their reading partner. Confer with them as they work, pushing them to think deeply about the characters as they reread the sections. | |
| **C. First Read of *The Birds Leave the Nest*: How Do We Read Scripts? (15 minutes)** <br> • Gather students whole group. Tell them that they should remember their ideas about how to bring the characters to life as they practice reading the script in a moment. <br><br> • Display the first page of the text *Peter Pan* Script: Chapter 4*: The Birds Leave the Nest* on the document camera. Explain to students that you would like to read the spoken parts aloud to them so that they can see which parts of a Readers Theater are read aloud to the audience. Ask them to read along and notice the parts of the text you read aloud and those that you skip. <br><br> • Read the first four lines, skipping the stage directions at the top of the text to model this for students. <br><br> • Ask students to turn to a partner and point out which portions of the text were read aloud and which were not. Have groups share out and highlight the portions of the displayed text that were read aloud. <br><br> • Tell students that they will now practice reading just the first page of the script. Explain that their reading might not be very strong this first time, but not to worry, they will practice more later. <br><br> • Place students in pairs. Once students are grouped, give directions: <br><br> 1. Decide who will be Wendy and who will be Peter. <br> 2. Identify your player's line(s). Individually practice reading your line(s). <br> 3. As a pair, take turns reading your lines aloud. <br><br> • Give students 10 minutes to do the three steps above. As pairs practice, circulate and support them. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Comparing and Contrasting Readers Theater Scripts and Chapter Books (10 minutes)**<br>• Gather students back together. Congratulate them on their first reading of a Readers Theater script. Tell them that they will now compare and contrast the text of their Readers Theater scripts and the Classic Starts: *Peter Pan* chapter book. Briefly review the terms *compare* and *contrast*. Remind students that they worked on comparing and contrasting when they read two books about poison dart frogs.<br>• Invite students to Think-Pair-Share:<br>  * "How are the *Peter Pan* chapter book and the Readers Theater the same?"<br>  * "How are they different?"<br>• Use the equity sticks to solicit students' ideas and track them on the new **Comparing and Contrasting Readers Theater Scripts and Chapter Books anchor chart**. Listen for ideas such as:<br>  – They are the same because they:<br>    • have dialogue<br>    • refer to specific characters<br>    • tell a story<br>  – They are different because:<br>    • Scripts have stage directions.<br>    • The dialogue is written differently (e.g., the dialogue in the chapter book is written with quotation marks, and no quotation marks are used in the Readers Theater).<br>• Tell students that they will use the scripts again in the next lesson. Either ask them to store their scripts with their materials or collect the scripts to redistribute during Lesson 12. | • Use a sentence frame to help students participate in the conversation. Consider the frame: "Readers Theater and the chapter book are the same/different because_____." |
| **Homework** | **Meeting Students' Needs** |
| • Read aloud your part of the script from page 1 to someone at home. Invite someone at home to play the other role and read along with you. | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 12
Supporting Materials

**Write the following at the top of a piece of chart paper.**

<u>**Readers Theater**</u>

**IT IS …**
a type of drama in which performers read a script aloud to an audience. Usually, there are no costumes or sets and lines are not memorized.

**IT HAS …**

*Peter Pan* Script: CHAPTER 4: The Birds Leave the Nest

*(The children [WENDY, JOHN, and MICHAEL] are in their bedroom with PETER PAN, as TINKER BELL hovers nearby. They sit on the floor together, huddled closely. Each of the boys looks at Wendy lovingly. Wendy, looking like a mother, sits up straight. The boys slouch on the floor. Peter stands off to the side, looking like a boy who would never grow up. NANA can be heard in the distance, straining against her chain. Mr. and Mrs. Darling are dining out, and the children must not be too loud so that Nana and LIZA the cook won't hear them from downstairs.)*

WENDY (*curiously*): Peter, why did you come to our nursery window?

PETER: To try to hear stories. None of us knows any stories.

WENDY (*horrified*): How perfectly awful!

PETER (*longingly*): Wendy, your mother was telling you such a lovely story.

WENDY: Which story was it?

PETER: About the prince, and he couldn't find the lady who wore the glass slipper.

WENDY: That was Cinderella. Peter, he found her and they lived happy ever after.

PETER: I am glad.

*(Suddenly Peter jumps up. The boys and Wendy look up, surprised.)*

WENDY: Where are you going?

*(Peter moves toward the window.)*

PETER: To tell the other boys.

WENDY (*pleadingly*): Don't go, Peter. I know lots of stories. The stories I could tell to the boys!

PETER (*excitedly*): Come on! We'll fly.

*Peter Pan* Script: CHAPTER 4: The Birds Leave the Nest

WENDY: Fly? You can fly!

PETER: Wendy, come with me.

WENDY: Oh dear, I mustn't. Think of mother. Besides, I can't fly.

PETER: I'll teach you.

WENDY: How lovely to fly!

PETER: We'll fly back together. You can tell stories to the lost boys. Think how much the lost boys will love you. You could be a sort of mother to them. You could even tuck them in. None of them have been tucked in before.

*(Wendy stands up. She is excited.)*

WENDY: Of course it's awfully exciting! Would you teach John and Michael to fly too?

PETER: If you like.

*(At this, the boys jump out of bed. They had been listening quietly, pretending to be asleep. At the thought of flying, they couldn't resist and hop up and down with excitement. Before a question can be asked, Nana's bark is heard.)*

JOHN: Out with the light, quick, hide!

*(Liza the family cook is coming up the stairs with Nana. Peter and Tinker Bell hide. Wendy and the boys pretend to be asleep.)*

LIZA: There, you silly dog, they are perfectly safe, aren't they? Every one of the little angels sound asleep in bed. Listen to their gentle breathing. Angels sleeping and you barking! Shame on you, Nana, disturbing the quiet.

*(Nana is still suspicious.)*

*Peter Pan* Script: CHAPTER 4: The Birds Leave the Nest

LIZA: No more of it, Nana. (*wagging a finger*) I warn you if you bark again I shall go straight for Mr. and Mrs. Darling and bring them up here. Then you will be in trouble. Come along, you naughty dog.

*(The unhappy Nana is led away. The children get up. Peter comes out from his hiding place.)*

JOHN: Can you really fly?

PETER: Look!

*(He is now flying over their heads gracefully. It looks so easy that they try it, first from the floor and then from their beds, but nothing happens. They stumble and fall, clumsily. John rubs his knees.)*

JOHN: How do you do it?

*(Peter comes down to the floor.)*

PETER: You just think lovely wonderful thoughts and they lift you up in the air. (*He is off again.*) I must blow the fairy dust on you first. (*Peter blows fairy dust on them.*) Now, try; try from the bed. Just wiggle your shoulders this way, and then let go.

*(The gallant Michael is the first to let go, and flies across the room.)*

MICHAEL: I'm flying!

*(John lets go and meets Wendy nearly crashing by the bathroom door.)*

WENDY: Oh, lovely!

*(John flies upside down.)*

JOHN: How fun!

MICHAEL: I do like it!

*Peter Pan* Script: CHAPTER 4: The Birds Leave the Nest

ALL THREE (*gleefully*): Look at me, look at me, look at me!

*(They are not nearly so elegant in the air as PETER. Their heads continue to bump against the ceiling.)*

JOHN: Let's go outside! I'm going to fly for one million miles!

*(Wendy looks unhappy. She is thinking.)*

PETER (*coaxingly*): Did I tell you about the mermaids?

JOHN. Mermaids! Let us go at once!

*(John grabs his tall hat.)*

PETER: And pirates.

JOHN (*excitedly*): Pirates!

*(Tink does not like it. She is jealous and acting naughty. Tink misbehaves, flying around the room. She flies at their hair. From down below in the street, Mr. and Mrs. Darling could see the shadows of children turning in the room like a merry-go-round.)*

*THE STARS (OFFSTAGE): Gentle voices: Peter! The grown ups are coming!*

*(Peter listens to the stars calling him and throws open the window.)*

PETER: Now come!

*(John, Michael, and Wendy follow. Mr. and Mrs. Darling arrive just in time to see them flying above their heads.)*

Script adapted by Expeditionary Learning from: *Peter Pan; or The Boy Who Would Not Grow Up* by J. M. Barrie. A Project Gutenberg of Australia eBook, First posted: February 2003; most recently updated: February 2003.

**Bringing Characters to Life Recording Form**

**Learning target**: I can describe how to bring to life the characters in Chapter 4 of *Peter Pan.*

| Text Excerpt: Read the excerpt beginning at the top of page 26 and ending with the sentence "Besides, she couldn't fly" on page 27. | |
|---|---|
| What does the author want us to know about the feelings of **Wendy** here? | How would we bring Wendy to life as a player in a Readers Theater? |
|  |  |

| Text Excerpt: Read the excerpt beginning at the top of page 28 and ending with the sentence "But at the thought of flying, they could no longer stay still" on page 28. | |
|---|---|
| What does the author want us to know about the feelings of **John and Michael** here? | How would we bring John and Michael to life as a player in a Readers Theater? |
|  |  |

**Bringing Characters to Life Recording Form**

**Learning target**: I can describe how to bring to life the characters in Chapter 4 of *Peter Pan*.

| Text Excerpt: Read the excerpt on page 31 beginning with the sentence "Wendy frowned" and ending with the sentence "Mermaids were even more exciting than fairies." | |
| --- | --- |
| What does the author want us to know about the feelings of **Wendy** here? | How would we bring Wendy to life as a player in a Readers Theater? |
| | |

EXPEDITIONARY
LEARNING

**Comparing and Contrasting Readers Theater Scripts
and Chapter Books Anchor Chart**

Recreate what is below on a piece of chart paper:

Comparing and Contrasting Readers Theater Scripts and Chapter Books Anchor Chart

Readers Theatre                              Chapter Books
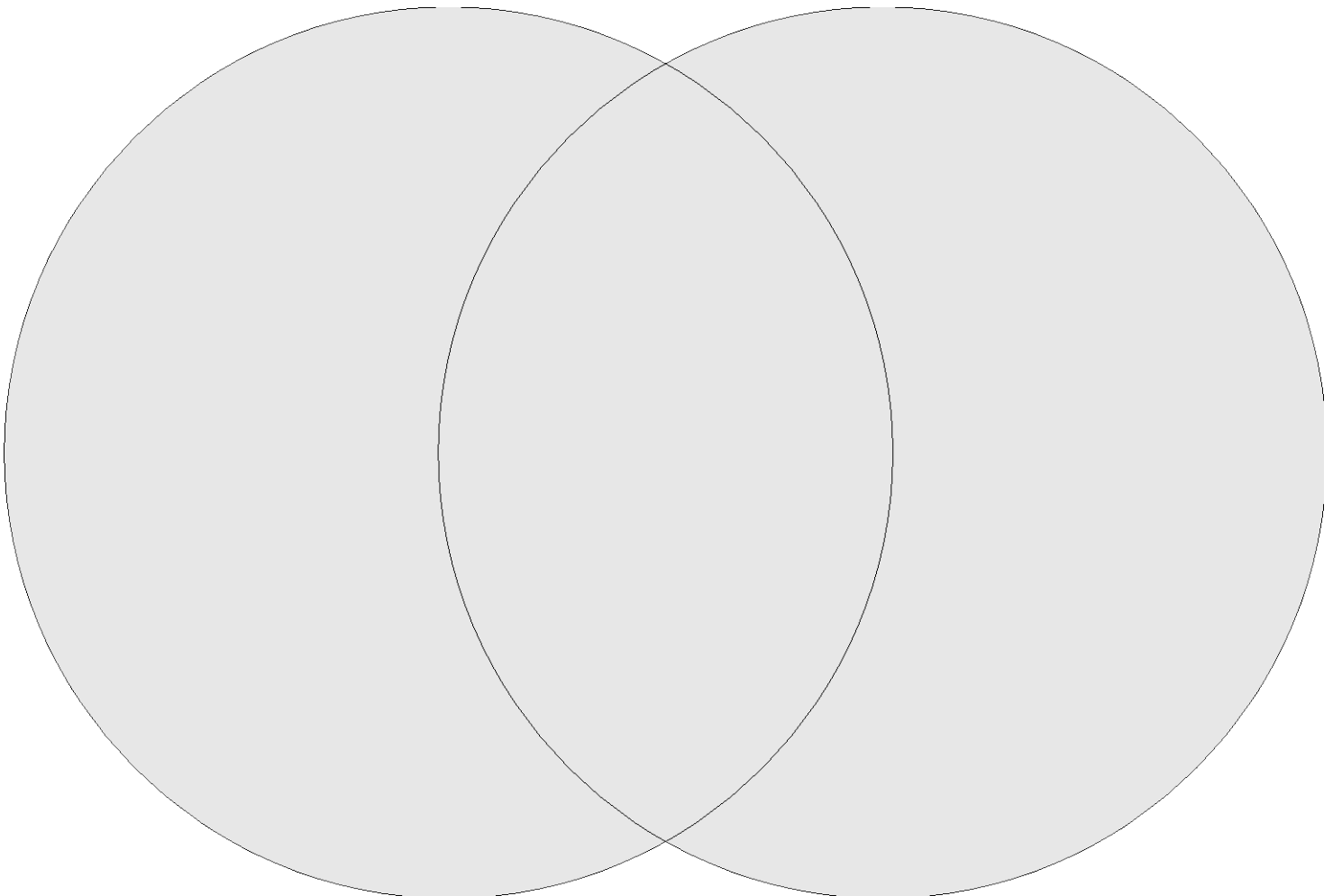
# Grade 3: Module 3A: Unit 2: Lesson 13

**Staging a Readers Theater:** *The Birds Leave the Nest,* based on Chapter 4 of *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
| --- | --- |
| I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) <br> I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4b) | |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify the meaning of words in *The Birds Leave the Nest* script. <br><br> • I can read the script *The Birds Leave the Nest* with fluency. | • Fluent Reading Criteria checklist |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Reader: Identifying Criteria for Readers Theater Performance (8 minutes)<br><br>   B. Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Looking Closely at Vocabulary and Stage Directions (10 minutes)<br><br>   B. Practice Staging the Script (20 minutes)<br><br>   C. Performing *The Birds Leave the Nest* (12 minutes)<br><br>3. Closing and Assessment<br><br>   A. Debrief: Gaining a Deeper Understanding of Characters (5 minutes)<br><br>4. Homework<br><br>   A. Read aloud your part of the script from today's lesson to someone at home. Invite someone at home to play the other role and read along with you. | • In advance:<br><br>  – Set up and preview the Readers Theater video at the following link: http://www.youtube.com/watch?v=66X-QG6yIu4. The video is of older students doing Readers Theater of a familiar story ("The Three Little Pigs"). The video production is not of professional quality; rather, it gives students an authentic sense of Readers Theater in action. Note that in the lesson, you will pause this video partway through so students can take notes.<br><br>  – For Work Times A and B, place students into groups of five. Also consider pre-assigning parts of the script to students based on their reading strengths and challenges (e.g., those who might find the text challenging would be well suited for the roles of Nana or Michael).<br><br>  – Review: Fluent Reading Criteria checklist (from Module 1: see supporting materials).<br><br>• Post: Learning targets. |

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| Lesson Vocabulary | Materials |
|---|---|
| gestures, stage directions; horrified, longingly, pleads (1), gallant (2) | • Criteria for a Quality Readers Theater recording form (one per student)<br>• Readers Theater video (http://www.youtube.com/watch?v=66X-QG6yIu4)<br>• Equity sticks<br>• *Peter Pan* Script: Chapter 4: *The Birds Leave the Nest* (from Lesson 12, one per student and one to display)<br>• Document camera<br>• Fluent Reading Criteria checklist (one to display)<br>• Highlighters (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Identifying Criteria for Readers Theater Performance (8 minutes)**<br>• Gather students together and praise them on their beginning work with Readers Theater in Lesson 12. Tell them that today they will get to watch a short video of Readers Theater to determine what makes a quality performance.<br>• Distribute the **Criteria for a Quality Readers Theater recording form**. Tell students that as they watch the video, they should think about what they see and hear. Tell them that you will stop the video once as they watch, so they can write down their ideas in the boxes at the top of the recording form. They should not answer the bottom question yet.<br>• Begin the **Readers Theater video**. After a minute and a half, stop the video and ask students to write down specific things they see and hear in the Readers Theater performance. Play the remainder of the video.<br>• Invite students to Think-Pair-Share:<br>  * "What specific things did you see and hear as you watched the video?"<br>  * "Based on what you saw and heard, what do you think are three important criteria for a Readers Theater performance?"<br>• Remind students that criteria are the reasons why something is strong or shows high quality. Use **equity sticks** to cold call students to share their ideas about the first question. Listen for: "loud voice," "clear speech," "expression," "gestures," "some eye contact."<br>• Then ask students to share what they think are the most important criteria for a Readers Theater Performance. Guide them toward these three criteria:<br>  – Fluent reading (phrasing, rate, punctuation, expression)<br>  – Loud and clear voice<br>  – Gestures where appropriate<br>• If students do not know what the word *gestures* means, show them an example to help them understand that a gesture is a body movement (e.g., wave your hand as a gesture to show "hello"). | • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.<br>• Use non-linguistic symbols on the Characteristics of a Quality Readers Theater Performance anchor chart (e.g., a hand waving to show "gestures"). |

| Opening (continued) | Meeting Students' Needs |
|---|---|
| **B. Unpacking Learning Targets (5 minutes)** <br>• Ask students to find a partner and explain the meaning of the learning targets in their own words. <br>• Have pairs share their explanations and clarify as necessary. Students should have a good understanding of these targets from previous lessons. <br>• Explain that they will look for important vocabulary from *The Bird Leaves the Nest* that will help them stage, or perform, their Readers Theater. They will also practice their reading fluency as they act out the script with a small group. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Looking Closely at Vocabulary and Stage Directions (10 minutes)** <br>• Remind students that they are going to look carefully at a few vocabulary words that will help them know how to bring the characters to life as they perform the Readers Theater. Ask students to get out their ***Peter Pan* script: Chapter 4: *The Birds Leave the Nest***. Project the script on a **document camera** so students can see it. <br>• Point to one of the words or phrases in parentheses and ask students to share with a partner what the words in parentheses mean. Cold call a student to share his or her idea. If necessary, remind them that the words in parentheses are called stage directions. These directions help the performer know what to do or how to act. These words are important for readers to understand so they can make sure they are bringing the character to life. <br>• Orient students to page 1. Circle the word *horrified* in parentheses. Ask students to take a minute to talk with a partner and read the text around that word to figure out the meaning. Listen for them to generate definitions such as "shocked" or "upset." <br>• Bring students back together to discuss this definition. Once they understand the meaning, ask them to write the short definition on their script beside that word. Finally, ask students to pair-share how they might say the phrase "How perfectly awful!" if they were reading the part of Wendy and acting horrified. Invite one or two students to model for the whole group. <br>• Repeat this process with the words *longingly*, *pleads*, and *gallant*. Listen for students to come up with simple definitions: <br>  – longingly: in a way that shows you really want something; in a way that shows a strong desire <br>  – pleads: begs <br>  – gallant: brave; noble | • Increase interactions with vocabulary in context. This increases students' rate of vocabulary acquisition. <br>• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Practice Staging the Script (20 minutes)**<br>• Tell students that they will now practice reading their script. Remind them that reading fluency is one of the criteria they identified for a quality Readers Theater performance. Project the **Fluent Reading Criteria checklist** and ask students to partner up and discuss the four criteria for fluent reading. This checklist is familiar to students from previous work in the module, so keep the discussion brief.<br>• Tell students that they will practice in small groups. Assign them their groups and their character parts to read.<br>• Chart and explain the process for working in their small groups. Tell them they will have 15 minutes to do the following:<br>  1. Read through the script and highlight your speaking part.<br>  2. Ask your group if you have any questions about the words in the script.<br>  3. Practice rereading your part, paying attention to the Fluent Reading Criteria checklist.<br>• Distribute **highlighters**. As students work in their groups, circulate and confer. As needed, give them reminders about the fluent reading criteria and support with pronunciation. | • Consider pre-assigning parts of the script to students based on their reading strengths and challenges (e.g., those who might find the text challenging would be well suited for the roles of Nana or Michael). |
| **C. Performing *The Birds Leave the Nest* (12 minutes)**<br>• After students have practiced for 15 minutes, pair up the groups.<br>• Briefly explain that each group will have 5 minutes to perform their Readers Theater to the other group. While one group is performing, the other group should watch and listen carefully. At the end of the 5 minutes, the group that was the audience will have 1 minute to offer a star (area of success) and step (area for improvement) for the performing group. Then the groups will switch roles.<br>• Give students 10 minutes to perform. Circulate around the room to track their fluency on their Fluent Reading Criteria checklist. Select a couple of groups to focus on; students will also practice their fluency in Lessons 13 and 14, so there will be additional time to assess their fluency in those lessons as well. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief: Gaining a Deeper Understanding of Characters (5 minutes)**<br>• Gather students back together and congratulate them on their Readers Theater performance. Ask the class to Think-Pair-Share:<br>   ✴ "How did performing the Readers Theater help you better understand the characters in *Peter Pan*?"<br>• Listen for students to share ideas such as: "I could imagine how my character was feeling" or "I felt like I got to know the other characters by talking to them and understanding their feelings, too."<br>• Cold call a few pairs to share their ideas with the whole class.<br>• Tell students that they will look at another *Peter Pan* Readers Theater script in the next lesson. | • Use a sentence frame to help students participate in the conversation. Consider the frame: "Readers Theater and the chapter book are the same/different because_____." |

| Homework | Meeting Students' Needs |
|---|---|
| • Read aloud your part of the script from today's lesson to someone at home. Invite someone at home to play the other role and read along with you. | |

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# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 13
Supporting Materials

**Criteria for a Quality Readers Theater**

| I saw … | I heard … |
|---------|-----------|
|         |           |

Based on what you saw and heard, what are three important criteria for a quality Readers Theater performance?

1. _____

2. _____

3. _____

Fluent Reading Criteria Checklist

| Target | Not Yet | Almost There | Excellent! | Comments |
|---|---|---|---|---|
| **Phrasing**<br><br>*(I can group many words together as I read.)* | | | | |
| **Rate**<br><br>*(I can read like I talk, and I only stop when it makes sense in the text.)* | | | | |
| **Punctuation**<br><br>*(I can pay attention to the punctuation, and I use it to help me know how to read the text.)* | | | | |
| **Expression**<br><br>*(I can use expression to read, and it helps me understand the story.)* | | | | |

# Grade 3: Module 3A: Unit 2: Lesson 14

## Characters' Feelings and Reading Fluency: *The Mermaid Lagoon*, based on Chapter 9 of *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) <br> I can use literary terms to describe parts of a story or poem (e.g., chapter, scene, stanza). (RL.3.5) <br> I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions. <br> • I can read the script *The Mermaid Lagoon* with fluency. | • Bringing Characters to Life recording form <br> • Fluent Reading Criteria checklist |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Reader: Introducing *The Mermaid Lagoon* (5 minutes)<br>   B. Unpacking Learning Targets (5 minutes)<br>2. Work Time<br>   A. Revisiting the Feelings of the Characters in Chapter 9 (15 minutes)<br>   B. First Read of *The Mermaid Lagoon* (20 minutes)<br>   C. Partner Practice and Fluency Feedback (10 minutes)<br>3. Closing and Assessment<br>   A. Debrief: Fluency Stars and Steps (5 minutes)<br>4. Homework<br>   A. Read aloud your part of *The Mermaid Lagoon* script to someone at home. Invite someone at home to play the other role and read along with you. | • Lessons 14 and 15 follow a similar pattern as Lessons 12 and 13. In this lesson, students revisit the characters in Chapter 9 of *Peter Pan* and examine a Readers Theater script based on that chapter. They do a first read of the script to continue to practice reading the text structure of drama and to help them begin to read this text fluently.<br><br>• In Lesson 15, students will look closely at the vocabulary and stage directions of the script and practice and perform *The Mermaid Lagoon.* The purpose of these lessons is threefold: to expose students to different narrative structure, to help them analyze the characters in *Peter Pan* more deeply, and to practice building their reading fluency.<br><br>• For more information on Readers Theater, visit www.aaronshep.com/rt/.<br><br>• In advance: Form groups of four for Work Time B. Also consider pre-assigning parts of the script to students based on their reading strengths and challenges; for Work Time C, form partnerships of those with like roles (e.g., two students who are both reading the Captain Hook part) working together.<br><br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| bring to life, script, players, dialogue, stage directions | • *Peter Pan* script: *The Mermaid Lagoon* (one per student and one to display)<br>• Equity sticks<br>• Classic Starts edition of *Peter Pan* (book; one per student)<br>• Bringing Characters to Life recording form (from Lesson 12; one per student and one to display)<br>• Document camera<br>• Bringing Characters to Life recording form (answers, for teacher reference)<br>• Readers Theater anchor chart (begun in Lesson 12)<br>• Highlighters (one per student)<br>• Fluent Reading Criteria checklist (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Introducing *The Mermaid Lagoon* (5 minutes)**<br>• Gather students and congratulate them on their recent work with Readers Theater. Tell them that they will have the chance to read a new script today, but do not tell them the title yet. Ask them to listen closely as you read the first stage directions and lines from the new script.<br>• Begin reading the ***Peter Pan* script: *The Mermaid Lagoon*** aloud, starting with the stage directions "Wendy, the boys, and Peter are all sleeping on the lagoon" and reading to Peter's line "Ahoy there, you rascals!"<br>• Invite students to Think-Pair-Share:<br>  * "Which chapter do you think this script is based on? What is your evidence?"<br>• Use **equity sticks** to cold call a few students to share their thinking. If necessary, tell them that today's Readers Theater script is based on Chapter 9, "The Mermaid Lagoon." Tell students that they will have the opportunity to read more of the script later in the lesson. | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• Read the first learning target aloud:<br>  * "I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions."<br>• Ask students to partner share what they think they will do based on the target.<br>• Review the phrase "bring to life." Ask students to Think-Pair-Share:<br>  * "What does it mean to bring a character to life?"<br>• Cold call a few students to share what they heard their partner say.<br>• Listen for students to identify ideas such as: "make a character come alive" or "make it feel as though the character in the book is a real person."<br>• Tell them that just as they have done before, they will reread parts of Chapter 9 to think about how to bring the characters' feelings and actions to life for their Readers Theater performance. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Revisiting the Feelings of the Characters in Chapter 9 (15 minutes)**<br>• Tell students that just like before, they will again look back at the chapter this script is based on to think deeply about the characters and how they might bring them to life for the audience. Remind students that rereading a text is something thoughtful readers do all the time, and with each read they should notice more details about the characters. Be sure students have their texts, **Classic Starts edition of *Peter Pan*.**<br><br>• Display the **Bringing Characters to Life recording form** on the **document camera**. Ask students to partner share how they used this recording form with Chapter 4.<br><br>• Tell them that the class will practice together before they work with a partner. Point to the Text Excerpt box on the recording form and remind students that this box tells them what to read.<br><br>• Ask students to follow along as you read aloud the excerpt, beginning with the first sentence of the second paragraph on page 69 ("Peter, however—who was snoozing ...) and ending with the sentence "Just that one, awful word" on page 70. Remind students that as they are reading, they should think about two things:<br><br>  – The characters' feelings<br><br>  – Ways to bring those feelings to life when reading the Readers Theater script<br><br>• Read aloud the text as students follow along. After reading, ask them to Think-Pair-Share:<br><br>  * "How does Peter feel?"<br><br>  * "How might we bring him to life when we are reading the Readers Theater script?"<br><br>• Use equity sticks to cold call pairs to share their ideas. Listen for students to suggest ideas such as:<br><br>  – "Peter is frightened. The text says he 'jumped to his feet,' and it also says, 'Pirates,' he whispered. Just that one awful word.' The word 'pirates' is awful because Peter is scared of them."<br><br>  – "We could bring him to life by showing a scared look on our face or by making our voice shake a little bit." | • Use Thoughtful Grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language<br><br>• Select a few words, phrases, or a sentence from each text excerpt to help struggling readers hone in on parts of the text about the characters' feelings (e.g., on page 69, the phrase, "could smell danger even in his sleep.") |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Track students' comments on the recording form. Ask students if they have any clarifying questions about the process. Reiterate and chart the steps if needed:<br><br>   1.  Read the text excerpt.<br><br>   2.  Think and talk with your partner about the feelings of the character(s) in this section.<br><br>   3.  Discuss how to bring those characters to life when reading the Readers Theater script.<br><br>   4.  Write down your ideas on the recording form.<br><br>• Distribute the Bringing Characters to Life recording form. Pair students with their reading partner. Confer with students as they work and push them to think deeply about the characters as they reread the sections. Refer to the **Bringing Characters to Life recording form (answers, for teacher reference)** as needed for guidance.<br><br>• Students may need support in thinking about how to bring a certain feeling to life. Probe them with the question: "What do you say or do when you feel _____?" | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. First Read of *The Mermaid Lagoon* (20 minutes)**<br>• Gather students whole group. Tell them that they should remember their ideas about how to bring the characters to life as they practice reading the script in a moment.<br>• Display the **Readers Theater anchor chart** from Lesson 12. Ask students to partner share which parts of a Readers Theater script are read aloud to the audience. Students should identify that the player reads only the dialogue, not the stage directions. Briefly review the definitions of these words on the Readers Theater anchor chart.<br>• Distribute a copy of *Peter Pan* script: *The Mermaid Lagoon* to each student and display a copy using the document camera. Ask them to turn to a partner and point out which portions of the text should be read aloud and which should not. Have groups share out. As they do, highlight the portions of the displayed text that are read aloud.<br>• Tell students they now will practice reading the script. Explain that their reading might not be very strong this first time, but not to worry. They will practice more later.<br>• Place them in groups of four and tell them which player they will be for this Readers Theater. Once students are grouped, give directions:<br>  1. Identify your player's line(s). Highlight them to help you find them easily.<br>  2. Individually, practice reading your lines.<br>  3. As a group, take turns reading your lines aloud.<br>• Distribute **highlighters**. Give students 15 minutes to do the three steps above. As they practice, circulate and support them. | |
| **C. Partner Practice and Fluency Feedback (10 minutes)**<br>• Pair students with another player who has the same role. Tell them that they will now practice reading their parts to their new partner, working on their fluency.<br>• Distribute the **Fluent Reading Criteria checklist** and tell them that they will use this familiar tool to give feedback to their partner. Ask students to give verbal feedback to their partners using the star and step framework. Use sentence frames such as: "I like how you_____" and "I think you would be more fluent if you_____."<br>• As students rehearse in partnerships, circulate and provide reminders and feedback as needed. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief: Fluency Stars and Steps (5 minutes)**<br>• Invite students to reflect silently on their partner reading experience:<br>   * "What is one star (area of strength) you showed as a fluent reader? What is one step (area of growth) to improve your fluency?"<br>• Ask students to Pair-Share, using sentence frames such as: "I like how I_____" and "I would be more fluent as a reader if I _____."<br>• Tell students that they will stage this Readers Theater in the next lesson, performing it just like they did with *The Birds Leave the Nest.* | |

| Homework | Meeting Students' Needs |
|---|---|
| • Read aloud your part of *The Mermaid Lagoon* script to someone at home. Invite someone at home to play the other role and read along with you.<br><br>*Note: Lesson 16 introduces the End of Unit 2 Assessment. For this assessment, students read the "Peter Pan Monologue" aloud to the teacher. This assessment must be done individually with students. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside the ELA period, you may omit Lesson 16.* | |

# Grade 3: Module 3A: Unit 2: Lesson 14
Supporting Materials

*The Mermaid Lagoon*
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

*(WENDY, her brothers, and PETER are all sleeping by the lagoon.)*

*(OFFSTAGE: There is a sound of water splashing—boat oars dipping into the water.)*

*(Peter wakes up, sensing danger.)*

PETER: Dive! Now!

*(The boys all hide as the pirate boat pulls up to the rock. In the boat are SMEE and STARKEY, with their captive Indian princess TIGER LILY. Tiger Lily has her hands tied behind her back, but she sits straight up proudly.)*

Peter (*in his best Captain Hook voice*): Ahoy there, you rascals!

STARKEY (*startled*): What was that? Captain?

STARKEY: It is the captain; he must be swimming out to us.

SMEE (*calling*): We have put the Tiger Lily on the rock, Captain.

PETER (*sternly*): Set her free immediately, or I'll plunge my hook into you both!

SMEE: But, Captain—

PETER (*angrily*): Cut her bonds, or I'll plunge my hook into you.

SMEE: This is strange.

STARKEY: Let us follow the captain's orders.

*(They undo the ropes and Tiger Lily slides into the water, swimming away gracefully.)*

HOOK: Boat ahoy!

SMEE (*relieved*): It is the captain.

*The Mermaid Lagoon*
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

*(*HOOK swims up, and they help him to scale the rock*.)*

STARKEY (*puzzled*): Captain, what's wrong?

*(Hook has his head in his hands, then waves his arms in extreme frustration.)*

HOOK (*with a sigh*): Ohhhhhhhhh!

SMEE: He sighs.

*(Hook sighs again.)*

STARKEY: He sighs again.

*(Hook sighs yet again.)*

SMEE (*proudly counting*): And yet a third time he sighs. What's up, Captain?

HOOK (*sadly*): The game is up. Those boys have found a mother!

SMEE: Captain, I propose we kidnap the boys' mother and make her our own.

HOOK (*excitedly*): Yes, we will capture the boys and make them walk the plank! Then we will keep their mother.

*(Smee and Starkey cheer.)*

HOOK: But I had forgot; where is Tiger Lily?

SMEE: Captain; we let her go.

HOOK (*thunders*): Let her go? Why?

SMEE (*confused*): Why, you told us to, Captain.

*The Mermaid Lagoon*
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

STARKEY (*with a whimper*): You called over the water to us to let her go.

HOOK (*suspiciously*): What kind of trickery is this? Lads, I gave no such order.

HOOK (*addressing the water*): Spirit that haunts this dark lagoon tonight, do you hear me?

PETER (*in Hook's voice*): I hear you.

*(Hook grips his stave for support, in shock to get an answer.)*

HOOK (*fearfully*): Who are you?

PETER (*boastfully*): I am James Hook, Captain of the Jolly Roger.

HOOK: If you are Hook, come tell me, who am I?

PETER: A codfish.

HOOK (*horrified*): A codfish?

*(Smee moves away from him, cringing.)*

SMEE (*disgusted*): Have we been taking orders all this time from a codfish?

*(Hook looks at his crewmen, feeling panicked.)*

HOOK (*with a deflated ego*): Don't desert me, bullies.

HOOK (*to the spirit*): Do you have another name?

PETER (*confidently*): Yes.

HOOK: Vegetable?

PETER: No.

HOOK: Mineral?

PETER: No.

HOOK: Animal?

PETER: Yes.

HOOK: Man?

PETER (*practically spitting*): No.

HOOK: Boy?

PETER: Yes.

HOOK: Ordinary boy?

PETER (*scornfully*): No! (*cheerfully*) Give up?

HOOK: Yes.

*(Peter laughs.)*

PETER (*braggingly*): Well, then, I am Peter Pan!

HOOK (*angrily*): Pan! Into the water, Smee. Starkey, take care of the boat. Take him dead or alive!

*(Peter whistles for his crew.)*

PETER: Boys!

*OFFSTAGE, the LOST BOYS cry: We're coming, Peter!*

*The Mermaid Lagoon*

Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

*BACKSTAGE: The lost boys and the pirates battle. Swords fly. Yelling is heard, but it is unclear who is doing it. Wheezes and whoops fill the air. The fight is short and sharp.*

*CENTER STAGE: Hook and Peter each climb the lagoon's single rock from different sides, both unaware that the other is there. They don't spot each other until they are almost in the middle of the rock. They are nose to nose.*

*Peter grabs a knife from Hook's belt. Suddenly he notices that he is higher up on the rock. Peter knows this won't be a fair fight, so he offers Hook a hand.*

*Hook leans over and bites Peter. Peter looks surprised and dazed. Peter can't believe that Hook didn't fight fair. Peter stands on the rock. Hook claws at Peter with his hook twice.*

*OFFSTAGE: There is a ticking sound.*

*Hook hears the ticking. Suddenly he stops. He slides into the water and swims madly for his ship.*

**(L540)**

**Bringing Characters to Life Recording Form**

**Learning target**: I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions.

| Text Excerpt: pages 69–70. Begin with the sentence "Peter, however—who was snoozing on the rock ..." and end with "The others huddled close around him." | |
|---|---|
| What does the author want us to know about the feelings of **Peter** here? | How would we bring Peter to life as a player in a Readers Theater? |
| | |

| Text Excerpt: page 74: Begin with the sentence "'We let her go,' Smee replied" and end with the sentence "'What kind of trickery is going on here?' thundered Hook." | |
|---|---|
| What does the author want us to know about the feelings of **Smee and Starkey** here? | How would we bring Smee and Starkey to life as a player in a Readers Theater? |
| | |

**Bringing Characters to Life Recording Form**

| Text Excerpt: page 75: Begin with the sentence "Hook barely heard them" and end with "'Don't desert me,' he whispered to it, hoarsely." | |
|---|---|
| What does the author want us to know about the feelings of **Hook** here? | How would we bring Hook to life as a player in a Readers Theater? |
| | |

**Bringing Characters to Life Recording Form**
(Answers, for Teacher Reference)

**Learning target**: I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions.

| Text Excerpt: pages 69–70. Begin with the sentence "Peter, however—who was snoozing on the rock …" and end with "The others huddled close around him." | |
|---|---|
| What does the author want us to know about the feelings of **Peter** here? | How would we bring Peter to life as a player in a Readers Theater? |
| **Peter feels frightened/scared/nervous.** | **When we are reading this part of the script, we might have a scared look on our faces. We could also make our voices quiver or shake as if we are scared.** |

| Text Excerpt: page 74: Begin with the sentence '"We let her go,' Smee replied" and end with the sentence '"What kind of trickery is going on here?' thundered Hook." | |
|---|---|
| What does the author want us to know about the feelings of **Smee and Starkey** here? | How would we bring Smee and Starkey to life as a player in a Readers Theater? |
| **Smee and Starkey feel a bit scared and nervous here.** | **We could show we are scared by making our voices quiver and shake as we read. We might also have frightened looks on our faces.** |

**Bringing Characters to Life Recording Form**
(Answers, for Teacher Reference)

| Text Excerpt: page 75: Begin with the sentence "Hook barely heard them" and end with "'Don't desert me,' he whispered to it, hoarsely." | |
| --- | --- |
| What does the author want us to know about the feelings of **Hook** here? | How would we bring Hook to life as a player in a Readers Theater? |
| **Hook is feeling defeated and sad in this part of the story. He feels ashamed.** | **We could hang our heads as we read and use a sad voice when we speak.** |

**Fluent Reading Criteria Checklist**

| Target | Not Yet | Almost There | Excellent! | Comments |
|---|---|---|---|---|
| **Phrasing** <br><br> *(I can group many words together as I read.)* | | | | |
| **Rate** <br><br> *(I can read like I talk, and I only stop when it makes sense in the text.)* | | | | |
| **Punctuation** <br><br> *(I can pay attention to the punctuation, and I use it to help me know how to read the text.)* | | | | |
| **Expression** <br><br> *(I can use expression to read, and it helps me understand the story.)* | | | | |

# Grade 3: Module 3A: Unit 2: Lesson 15
## Staging a Readers Theater: *The Mermaid Lagoon,* based on Chapter 9 of *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)<br>I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) | |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can identify the meaning of words in *The Mermaid Lagoon* script.<br><br>• I can read the script *The Mermaid Lagoon* with fluency. | • Fluent Reading Criteria checklist |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>A. Engaging the Reader: Concentric Circles Share: Bringing Our Characters to Life through Readers Theater (5 minutes)<br><br>B. Unpacking Learning Targets (5 minutes)<br><br>2. Work Time<br><br>A. Looking Closely at Vocabulary and Stage Directions (10 minutes)<br><br>B. Practice Staging the Script (20 minutes)<br><br>C. Performing *The Mermaid Lagoon* (15 minutes)<br><br>3. Closing and Assessment<br><br>A. Debrief: Building Reading Power through Readers Theater (5 minutes)<br><br>4. Homework<br><br>A. Read aloud your part of the script from today's lesson to someone at home. Invite someone at home to play the other role and read along with you. | • This lesson follows a similar pattern to Lesson 13. Students will once again practice reading the Readers Theater Script and then they will perform it for another small group of students.<br><br>• Students will work in the same group of four as they did in Lesson 14.<br><br>• In advance: Review the Concentric Circles protocol (see Appendix or Opening A); review the Fluent Reading Criteria checklist and identify which students you assessed in the previous fluency lessons. Focus on the other students during Work Time C today.<br><br>• Post: Learning targets. |

| Lesson Vocabulary | Materials |
|---|---|
| stage directions, gestures, projection; sensing (1), relieved, sigh (2), whimper, ego (3) | • Equity sticks<br><br>• *Peter Pan* script: *The Mermaid Lagoon* (from Lesson 14; one per student and one to display)<br><br>• Document camera<br><br>• Fluent Reading Criteria checklist (one per student and one to display) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Concentric Circles Share: Bringing Our Characters to Life through Readers Theater (5 minutes)**<br>• Gather students together in two standing concentric circles (an inside circle facing out and an outside circle facing in so that each student has a partner; trios are fine if needed. Remind them that they have engaged in the Concentric Circles protocol before and briefly explain the process:<br><br>1. Stand facing your partner.<br>2. Listen for the question.<br>3. When it is time to talk, the outside person will always share first.<br>4. After the outside person shares, the inside person takes a turn.<br>5. Listen for the attention-getting signal and directions to rotate.<br><br>• Remind students of the work they did yesterday with the Readers Theater script *The Mermaid Lagoon.* Tell them that they will begin today by sharing out how they are planning to bring their character to life in their Readers Theater performance.<br>• Post and read the following question:<br>  * "How do you plan to bring your character to life as you perform your Readers Theater today?"<br>• Invite students to share with their first partner using a sentence frame: "My character _____ feels _____. I will bring him/her to life by _____."<br>• After a minute of discussion, ask the inside circle to move two people to the right and respond to the same question.<br>• Repeat once or twice as time permits. Cold call a few students with **equity sticks** to share their ideas. | |
| **B. Unpacking Learning Targets (5 minutes)**<br>• Ask students to find a partner and explain the meaning of the two learning targets in their own words.<br>• Have pairs share their explanations and clarify as necessary. Students should have a good understanding of these targets from previous lessons.<br>• Explain that they will look for important vocabulary from *The Mermaid Lagoon* that will help them stage their Readers Theater. They will also practice their reading fluency as they act out the script with a small group. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Looking Closely at Vocabulary and Stage Directions (10 minutes)**<br>• Remind students that they first will look carefully at a few vocabulary words that will help them to bring the characters to life when they perform the Readers Theater. This will be similar to the work they did with vocabulary when they read *The Birds Leave the Nest*. Ask students to locate their **Peter Pan** script: **The Mermaid Lagoon** and project it on a **document camera**.<br>• Point to one of the words or phrases in parentheses. Ask students to share with a partner what the words in parentheses mean. Cold call a student to share his or her idea. If necessary, remind students that the words in parentheses are called stage directions. These directions help the performer know what to do or how to act. These words are important for the reader to understand so they can make sure they are bringing the character to life.<br>• Orient students to page 1 of the script. Circle the word *sensing* in parentheses.<br>• Ask students to take a minute to talk with a partner to read the text around that word to try to figure out the meaning. Listen for them to generate definitions such as "feeling," "detecting," or "knowing."<br>• Refocus students whole group. Use equity sticks to cold call a few to share their definition, pointing out the root word "sense." Once students understand the meaning, ask them to write the short definition on their script beside that word.<br>• Ask students to pair-share how they might say the phrase, "Dive! Now!" if they were reading the part for Peter and acting as though they were "sensing" danger. Invite one or two students to model for the whole group.<br>• Repeat this process with the words *relieved*, *sigh*, *whimper*, and *ego*. Listen for students to come up with simple definitions such as the following:<br>   – relieved: to feel at ease or calm<br>   – sigh: to breathe long and loudly<br>   – whimper: to cry or whine<br>   – ego: self-esteem or confidence<br>• After the vocabulary work, read aloud the stage directions at the end of the script as students follow along in their own script. This will help them better understand the action of the drama that is not represented in the dialogue.<br>• Ask them to Think-Pair-Share:<br>   * "What are these stage directions telling us about the action in this script?" | • Increase student interactions with vocabulary in context. This increases their rate of vocabulary acquisition.<br>• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Practice Staging the Script (20 minutes)**<br>• Tell students that they now will practice reading their script with fluency. Remind them to focus on the feedback they received from their partner yesterday about their fluency stars and steps. Distribute and project the **Fluent Reading Criteria checklist** and ask students to partner up and discuss what they will work on today as a fluent reader.<br>• Remind students that they should also pay attention to their gestures and the *projection*, or loudness, of their voice.<br>• Tell students that they will practice in their same small groups from Lesson 14.<br>• Remind them of the process for working in their small groups. They will have 15 minutes to do the following:<br>  1. Read through the script on your own.<br>  2. Ask your group if you have any questions about the words in the script.<br>  3. Practice rereading your part with your whole group, paying attention to the Fluent Reading Criteria checklist.<br>• As students work in their groups, circulate and confer. As needed, give them reminders about the fluent reading criteria and support with pronunciation. | |
| **C. Performing *The Mermaid Lagoon* (15 minutes)**<br>• After students have practiced, pair the groups. Briefly explain that each group will now have 5 minutes to perform their Readers Theater to the other group. While one group is performing, the other group should watch and listen carefully.<br>• At the end of the 5 minutes, the group that was the audience will have 2 minutes to offer positive feedback using the frame: "We like how you _____" for the performing group. Then the groups will switch roles.<br>• Give students 10 minutes to perform. Circulate to listen in and track their fluency on their Fluent Reading Criteria checklist. Select a few groups to focus on; try to visit groups you did not assess in Lesson 13. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief: Building Reading Power through Readers Theater (5 minutes)**<br>• Gather students back together and congratulate them on their Readers Theater performance. Ask them to Think-Pair-Share: "How did performing the Readers Theater help you become a better reader?"<br>• Listen for students to share ideas such as: "I understand the characters and events of the story better" or "My reading fluency improved because I had to make sure my reading sounded like actual people talking."<br>• Cold call a few pairs to share their ideas with the whole class.<br>• Tell students that they will read another text from *Peter Pan* in the next lesson for their fluency assessment. | • Use a sentence frame to help students participate in the conversation. Consider the frame: "Readers Theater helped me as a reader because _____." |
| Homework | Meeting Students' Needs |
| • Read aloud your part of the script from today's lesson to someone at home. Invite someone at home to play the other role and read along with you.<br><br>*Note: Lesson 16 introduces the End of Unit 2 Assessment. For this assessment, students read a role in the* Come to Neverland! *script aloud, with the teacher reading the other role and the stage directions. This assessment must be done individually with students. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside of the ELA period, you may omit Lesson 16.* | |

# Grade 3: Module 3A: Unit 2: Lesson 15
Supporting Materials

Fluent Reading Criteria Checklist

| Target | Not Yet | Almost There | Excellent! | Comments |
|---|---|---|---|---|
| **Phrasing**<br><br>*(I can group many words together as I read.)* | | | | |
| **Rate**<br><br>*(I can read like I talk, and I only stop when it makes sense in the text.)* | | | | |
| **Punctuation**<br><br>*(I can pay attention to the punctuation, and I use it to help me know how to read the text.)* | | | | |
| **Expression**<br><br>*(I can use expression to read, and it helps me understand the story.)* | | | | |

# Grade 3: Module 3A: Unit 2: Lesson 16

**Planning and Performing:** Beginning the End of Unit 2 Assessment

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) <br> I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can describe how to bring the characters in the *Come to Neverland!* Readers Theater script to life based on their feelings and actions. <br><br> • I can read the *Come to Neverland!* Readers Theater script with fluency. | • End of Unit 2 Assessment, Part 1: Planning for Fluent Reading <br><br> • End of Unit 2 Assessment, Part 2: Fluent Reading of the *Come to Neverland!* Script (based on the Fluent Reading Criteria checklist) <br><br> • Tracking My Progress, End of Unit 2 |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Reader: Introducing the Assessment (5 minutes)<br>   B. Unpacking the Learning Targets (5 minutes)<br>2. Work Time<br>   A. End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script (15 minutes)<br>   B. Beginning End of Unit 2 Assessment, Part 2: Reading the *Come to Neverland!* Script (25 Minutes)<br>3. Closing and Assessment<br>   A. Reflection: Tracking My Progress (10 minutes)<br>4. Homework<br>   A. Continue your independent reading for this unit. | • This lesson introduces the End of Unit 2 Assessment. This assessment has two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater. In Part 1, students read the script and prepare for their read-aloud. They circle or underline words that describe the character's feelings and then consider how they will bring their character's feelings to life. In Part 2, students read aloud a portion of the *Come to Neverland!* script. They read the lines for one character. (You will read aloud the lines for the other character and the stage directions.)<br><br>• Part 2 of this assessment must be done individually with each student. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside of the ELA period, you may omit this lesson. If you choose to use the ELA period, please select an activity for students to work on independently during Work Time as you are circulating to assess. Options include:<br>   – Reading in an independent book for the unit<br>   – Vocabulary review activity<br>   – Reading aloud favorite parts of the Classic Starts: *Peter Pan* text to promote fluency<br><br>• In advance: Review the End of Unit 2 Assessment, Part 1 Rubric (in supporting materials) and the Fluent Reading Criteria checklist from Lesson 13); familiarize yourself with the *Come to Neverland!* script.<br><br>• Post: Learning targets. |

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| Lesson Vocabulary | Materials |
|---|---|
| | • Document camera |
| | • End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script recording form (one per student and one to display) |
| | • End of Unit 2 Assessment, Part 2: Fluent Reading of the *Come to Neverland!* Script (one per student) |
| | • Fluent Reading Criteria checklist (from Lesson 13; use to assess students) |
| | • Tracking My Progress, End of Unit 2 (one per student) |
| | • End of Unit 2 Assessment, Part 1 Sample Response (for teacher reference) |
| | • End of Unit 2 Assessment, Part 1 Rubric (for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Reader: Introducing the Assessment (5 minutes)**<br>• Gather students together and congratulate them on all of their hard work with Readers Theater in the previous lessons. Tell them that for their assessment today, they will read a new Readers Theater script.<br>• Briefly provide the context of the script. Tell students that they will read a Readers Theater about when Peter Pan is trying to convince Wendy to join him in Neverland. | • To support all learners, use vocabulary learning strategies: prefixes, root words, suffixes, cognates, and context. |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Read the learning targets aloud:<br>  * "I can describe how to bring the characters in the *Come to Neverland!* Readers Theater script to life based on their feelings and actions."<br>  * "I can read the *Come to Neverland!* Readers Theater script with fluency."<br>• Invite students to share with a partner what they are going to do today, based on the targets.<br>• Tell them that today they will get to show how they have built their reading fluency through a final assessment. Explain that each of them will individually read the *Come to Neverland!* script to you for the assessment. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script (15 minutes)**<br>• Using a **document camera**, project the **End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script recording form**. Tell students that before they complete their assessment, they will have some time to read through the script for two purposes:<br>  – To decide which character's part they want to read for the assessment (Peter or Wendy)<br>  – To think about how they might bring the character to life as they read that part of the script<br>• Remind students that this task is similar to the work they did before reading the other two scripts. Briefly explain the process to students:<br>  1. Read through the script once.<br>  2. Decide which character's part you'd like to read.<br>  3. Reread that character's lines and underline words/phrases that help you understand the character's feelings.<br>  4. Write down how you might bring that character to life based on his/her feelings.<br>• Answer any clarifying questions.<br>• Distribute the Planning for My Fluent Reading of a Readers Theater Script recording form and **End of Unit 2 Assessment, Part 2: Fluent Reading of the *Come to Neverland!* Script** to each student. | • Consider reading the script aloud to struggling learners as they make their annotations. Then, scribe their response to the question. |
| **B. Beginning End of Unit 2 Assessment, Part 2: Reading the *Come to Neverland!* script (25 Minutes)**<br>• Invite students individually to read one part (either Peter or Wendy) of the *Peter Pan* script as you read the other part and the stage directions. As students read, assess their fluency on the **Fluent Reading Criteria checklist**. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Reflection: Tracking My Progress (10 minutes)**<br>• Distribute **Tracking My Progress, End of Unit 2**. Tell students they have used this form many times before. Today they will reflect on their progress on the learning target: "I can read third-grade texts with fluency."<br>• Ask students to think, then talk with a partner:<br>　* "What is one thing you notice about this reflection sheet? What is it asking you to do?"<br>• Cold call one or two students for their responses.<br>• Give students time to complete their Tracking My Progress recording form. Collect the recording forms to review along with the Fluent Reading Criteria checklist, to see how accurate their self-assessments are. | • Provide struggling learners with an opportunity to practice reading their scene aloud to themselves before they share. |
| **Homework** | **Meeting Students' Needs** |
| • Continue your independent reading for this unit. | |

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# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 16
Supporting Materials

**End of Unit 2 Assessment, Part 1:**
Planning for My Fluent Reading of a Readers Theater Script

**Name:**

**Date:**

**Learning target**: I can read the *Come to Neverland!* Readers Theater script with fluency.

**Directions:**

1. Read through the script once.

2. Decide which character's part you'd like to read.

3. Reread that character's lines and underline words/phrases that help you understand the character's feelings.

4. Write down how you might bring that character to life based on his/her feelings.

As you read this script, think about two things:

– The characters' feelings

– Ways to bring those feelings to life when reading the Readers Theater script

I am choosing to be: _____ Wendy _____ Peter

What is something you will do to bring your character and his or her feelings to life?

_____

_____

_____

_____

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**Learning Target**: I can read the *Come to Neverland!* Readers Theater script with fluency.

*(PETER PAN and Wendy sit close together on the floor of the children's bedroom, looking out the window. The boys sleep in their beds.)*

WENDY (*worriedly*): Peter, why should I come to this place Neverland? I mean, I have my mother and father and Nana to think about here. I know they would be sad if I went away.

*(Peter huffs.)*

PETER (*angrily*): I don't understand why that would make you not want to come to Neverland, Wendy. I don't have a mother and I do just fine with my lost boys. You would too.

WENDY (*slightly annoyed*): Peter! You didn't answer my question. Why should I come to Neverland?

*(Peter sits deep in thought.)*

PETER (*proudly*): Well, because Neverland is the most amazing place in the world. You can only get there by flying.

WENDY (*shouting with excitement*): Flying?

PETER: Yes! Flying! It's the most amazing thing in the world to fly!

WENDY (*curious*): And once you get to Neverland?

PETER (*filled with joy and excitement*): Oh, once you get to Neverland, well then you can swim in the lagoon—only you need to be careful about the crocodile. You can fight with pirates! There is a real Indian princess named Tiger Lily! Oh, Wendy, Neverland is a magical place. You could come and be the lost boys' mother!

WENDY (*mirroring Peter's enthusiasm*): Mother? Oh, I do love to take care of little boys. I wonder if Tiger Lily would be my friend. I think that the pirates sound awfully mean, but it does sound exciting! I would like to see this Neverland. Yes, I want to come to Neverland with you!

PETER (*confidently*): You are going to love Neverland!

WENDY (*cheerfully*): Yes, I think I am!

**Tracking My Progress:**
End of Unit 2

**Name:**

**Date:**

**Learning target**: I can read third-grade texts with fluency. (RF.3.4b)

1.  The target in my own words is:

2.  How am I doing? Circle one.

**I need more help to learn this**

**I understand some of this**

**I am on my way!**

3.The evidence to support my self-assessment is:

**End of Unit 2 Assessment, Part 1 Sample Response**
(For Teacher Reference)

As you read this script, think about two things:

– The characters' feelings

– Ways to bring those feelings to life when reading the Readers Theater script

I am choosing to be:      X     Wendy           _____ Peter

What is something you will do to bring your character and his or her feelings to life?

**I think that Wendy is really excited about Neverland. I want to make my voice excited when I read it.**

**End of Unit 2 Assessment, Part 1 Rubric**
(For Teacher Reference)

| 3 | 2 | 1 | 0 |
|---|---|---|---|
| The student circles or underlines key words that describe the character's emotions.<br><br>The student's answer demonstrates understanding of the character's feelings. | The student has some key words underlined that describe the character's emotions.<br><br>The student's answer demonstrates some understanding of the character's feelings. | The student underlines one or two key words that describe the character's emotions.<br><br>The student's answer demonstrates limited understanding of the character's feelings. | The student has no annotations.<br><br>The student demonstrates no understanding of the character. |

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# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 3:
# Overview

**Unit 3: Writing Like a Reader: Developing Opinion's about the Author's Craft in *Peter Pan***

In this unit, students will apply their careful reading of *Peter Pan* to write about the book. Students first will practice summary writing and write a brief summary of the Classic Starts edition of *Peter Pan*. In the mid-unit assessment, students will apply their summary writing skills by writing an on-demand summary of a familiar story: *Waiting for the Biblioburro*, used in Module 1. This assessment centers on NYSP12 ELA standards RL 3.2, W3.2, and W.3.4. Next, students will consider the module's guiding question: "How do writers capture a reader's imagination?" and craft an opinion piece about their favorite *Peter Pan* character. Students will build on their skills as opinion writers from Unit 1 by supporting their reasons with specific

examples from the story. Students will engage in the writing process of planning, drafting, and revising their work with this two-part performance task (summary and opinion). They will give and receive feedback about their writing through structured critique protocols to strengthen their writing. This two-part performance task (summary and opinion) centers on PK12 NYS ELA standards: RL.3.2, RL.3.3, R.L.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3. In the end of unit assessment, students will apply their opinion writing skills by writing about a second character from the Classic Starts edition of Peter Pan. This assessment centers on W.3.1, W.3.4, and L.3.2.

| Guiding Questions And Big Ideas |
| --- |
| • **How do writers capture a reader's imagination?** |
| • *Authors develop characters using vivid description to help the reader imagine the character and bring the character to life.* |
| • *Authors make intentional choices to capture the reader's imagination.* |
| • *Classic stories are told in different ways over time.* |
| • *Readers have differing opinions about the texts they read and support their opinions with evidence from the text.* |

| Mid-Unit 3 Assessment | **On-Demand Book Summary** This assessment centers on NYSP12 ELA standards RL 3.2, W.3.2, and W.3.4. Students will write an on-demand summary paragraph. They apply the summary writing skills they developed in the first part of the unit by writing a new summary of a book from Module 1, *Waiting for the Biblioburro*. (Note: Students will have an opportunity to review this book in advance of the assessment; recommendations are also included for classes that did not do Module 1.) |
|---|---|
| End of Unit 3 Assessment | **Opinion Writing about a New Character** This assessment centers on W.3.1, W.3.4, and L.3.2. Students will write an opinion piece in response to this prompt: "Who is your second favorite character in *Peter Pan* and why?" This assessment asks students to apply their learning about opinion writing (from their performance task) to a new character. |

| Content Connections |
|---|
| This module is grounded in a deep study of a classic piece of literature. It is designed to address English Language Arts Standards. This module does not incorporate Social Studies or Science content. |

| Text |
|---|
| 1.  J.M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009); ISBN: 978-1-4027-5421-0 |

This unit is approximately 2 weeks or 10 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 1** | Planning Writing: Generating Criteria and Making a Plan for a Summary of *Peter Pan* | • I can retell a story using key details from the text. (RL.3.2)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) | • I can identify the criteria for a strong summary paragraph.<br>• I can describe the setting, characters, and events of *Peter Pan*.<br>• I can plan my summary by completing an Accordion paragraph graphic organizer about *Peter Pan*. | • *Peter Pan* Where/Who/What recording form<br>• Accordion paragraph graphic organizer | • Back-to-Back, Face-to Face protocol<br>• Summary Writing rubric<br>• *Peter Pan* Where/Who/What |
| **Lesson 2** | Writing a First-Draft *Peter Pan* Summary | • I can write an informative/explanatory text. (W.3.2)<br>• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)<br>• I can write routinely for a variety of reasons. (W.3.10) | • I can write a first draft of my *Peter Pan* summary. | • Students' first draft writing | • Summary Writing rubric |
| **Lesson 3** | Revising and Editing: Simple and Compound Sentences and Conventions | • I can write simple, complex, and compound sentences. (L.3.1)<br>• I can use conventions to send a clear message to my reader. (L.3.2)<br>• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) | • I can revise my *Peter Pan* summary paragraph to include simple and compound sentences.<br>• I can capitalize appropriate words in titles.<br>• I can correctly spell words that have suffixes.<br>• I can use resources to check and correct my spelling. | • Students' sentence revisions<br>• Students' edited writing | • Concentric Circles protocol |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 4** | Mid-Unit Assessment: Writing a Summary about *Waiting for the Biblioburro* | • I can write an informative/explanatory text. (W.3.2) | • I can write a strong summary about the text *Waiting for the Biblioburro.* | • Students' summaries<br>• Tracking My Progress, Mid-Unit 3 | |
| **Lesson 5** | *Peter Pan* Opinion Writing: Generating Criteria and Choosing a Favorite Character | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)<br>• I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>• I can explain how a character's actions contribute to the events in the story. (RL.3.3) | • I can identify the criteria for a strong opinion paragraph.<br>• I can describe my two favorite characters from *Peter Pan.* | • Selecting Characters recording form | • Back-to-Back, Face-to Face protocol<br>• Opinion Writing rubric |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 6** | Opinion Writing: Planning Opinion and Reasons | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br><br>  a. I can introduce the topic of my opinion piece.<br><br>  a. I can create an organizational structure that lists reasons for my opinion.<br><br>  b. I can identify reasons that support my opinion.<br><br>  c. I can use linking words to connect my opinion and reasons.<br><br>  c. I can construct a concluding statement or section for my opinion piece.<br><br>• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)<br><br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) | • I can create a plan for my writing that states my opinion and lists my reasons clearly.<br><br>• I can use linking words and phrases to connect my reasons together in a paragraph. | • Draft Opinion Writing<br>• Progress Check-in | • Opinion Writing rubric |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 7** | Opinion Writing: Introducing an Opinion and Providing a Conclusion Sentence | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  a. I can create an organizational structure that lists reasons for my opinion.<br>  b. I can identify reasons that support my opinion.<br>  c. I can use linking words to connect my opinion and reasons.<br>  d. I can construct a concluding statement or section for my opinion piece.<br>• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.5)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5) | • I can introduce my reader to my opinion about a *Peter Pan* character.<br>• I can craft a conclusion to my opinion writing that reminds my reader of my opinion. | • Introduction and Conclusion drafting page<br>• Opinion writing drafts | • Opinion Writing rubric |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 8** | Revising Opinion Writing: Strengthening My Reasons by Using Specific Details about My Character | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  a. I can create an organizational structure that lists reasons for my opinion.<br>  b. I can identify reasons that support my opinion.<br>  c. I can use linking words to connect my opinion and reasons.<br>  c. I can construct a concluding statement  or section for my opinion piece.<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)<br>• I can express ideas using carefully chosen words. (L.3.3) | • I can use specific details about my character to strengthen my reasons. | • Opinion drafts<br>• Praise Question Suggest recording form | • Praise Question Suggestion protocol<br>• Opinion Writing rubric |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|---|---|---|---|---|---|
| **Lesson 9** | Final Revision: Using Feedback and Criteria | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)<br>• I can use conventions to send a clear message to my reader. (L.3.1)<br>• I can write simple, complex, and compound sentences. (L.3.1i)<br>• I can use possessives in my writing. (L.3.2d) | • I can use feedback to strengthen my opinion writing.<br>• I can use the editing checklist to make final edits to my opinion writing. | • Opinion writing drafts with edits and editing checklist | • Opinion Writing rubric |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
|--------|-------------|-------------------|--------------------|--------------------|---------------------------|
| **Lesson 10** | On-Demand End of Unit Assessment and Celebration of Opinion Writing | • I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>  a. I can introduce the topic of my opinion piece.<br>  a. I can create an organizational structure that lists reasons for my opinion.<br>  b. I can identify reasons that support my opinion.<br>  c. I can use linking words to connect my opinion and reasons.<br>  d. I can construct a concluding statement or section for my opinion piece.<br>• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5) | • I can write an opinion piece describing my second favorite character.<br>• I can share the final draft of my scene with my audience. | • End of Unit 3 Assessment<br>• Final draft of *Peter Pan* scenes<br>• Tracking My Progress, End of Unit 3 recording form | • Author's Celebration |

| Optional: Experts, Fieldwork, And Service |
| --- |

**Experts:**
• Invite a local librarian to the classroom to discuss how to summarize books for potential readers.

**Fieldwork:**
• Go to the local library and hear from librarians, talking about current children's literature.

**Service:**
• N/A

| Optional: Extensions |
| --- |

• Create the performance task as a book jacket for the Peter Pan books. Use the summary as the inside cover and the opinion writing as the back cover. Collaborate with the art teacher to have students create the illustration for the book jacket.

## Preparation and Materials

- In advance: Review the Unit 3 Recommended Texts list (separate document on EngageNY.org). Students need some of these chapter books in Lessons 1 and 2, during which they browse the books specifically reading the back covers for strong examples of book summaries. Students also are asked to choose a book from the Recommended Texts list and read it for homework throughout this unit. They follow a similar routine that the class used when reading and taking notes on Peter Pan. Review Lessons 1 and 2 for details.

- This unit asks students to co-construct a writing rubric for each part of the performance assessment. Specific time is dedicated for teachers to build out, with students, the descriptors of the rubric. Teachers will have a complete rubric for reference. This rubric was adapted from the NYSED Expository Writing Rubric, and the language was adjusted to better suit this performance task and to support student interaction. For both summary and opinion, a rubric anchor chart is built out to model for teachers how to co-construct the entire rubric with students. In this rubric, the score of 3 is built out for teachers in student-friendly learning targets. The language in the student-friendly rubric is designed to help ensure student ownership and understanding. Teachers can modify the language in the score 3 descriptors if they adhere to the central meaning of the rubric. Both of these rubrics should be reviewed carefully before teachers begin teaching this unit. Decide how you will display and complete the anchor chart rubric, i.e., whether it is on chart paper, on a computer document displayed on an interactive white board, or filled out using a document camera.

- Often, students' homework will be to read their independent reading book. Use the Unit 3 Recommended Texts list to help students find an independent book. It is imperative that they read many texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS. This homework allows students to independently apply some of the reading work—specifically the Where/Who/What summary format—that they used in Units 1 and 2 with Peter Pan. Students also are asked to continue attending to vocabulary. This structure provides a level of accountability for independent reading and builds on learning. For struggling readers, completing a chapter book such as *Peter Pan* is a significant accomplishment. Celebrate with students that they completed a wonderful book, demonstrating student stamina as readers. Encourage struggling readers to consider re-reading *Peter Pan* if they were engaged in the story. This supports their fluency and builds confidence. Remind them that good readers often reread a book for enjoyment. Use a similar structure for students to keep track of their independent reading. Consider using a notebook similar to the one used in the previous units, making a collection of the Where/Who/What table and Vocabulary recording form (see supporting documents). Review the class's homework at the end of the week, paying particular attention to the vocabulary. Note words that students are struggling with. Confirm their definition or provide them with the definition on their homework. Consider choosing a few words that students identify and add them to a word wall, building off of the character word wall from the previous units.

# Grade 3: Module 3A: Unit 3:
## Recommended Texts

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Unit 3 focuses on creative stories that capture the reader's imagination. The list below includes texts with a range of Lexile® text measures focusing on picture books that inspire or spark creativity. This provides appropriate independent reading for each student to help build content knowledge about the topic.

It is imperative that students read a high volume of texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
• Grade 2–3: 420–820L

• Grade 4–5: 740–1010L

• Grade 6–8: 925–1185L

| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures below band level (below 420L)** | | | |
| *Not a Box* | Antoinette Portis | Literature | BR |
| *The Gruffalo* | Julia Donaldson (author) | Literature | 200 |
| *The Sign on Rosie's Door* | Maurice Sendak (author) | Literature | 300 |
| *Joseph Had a Little Overcoat* | Simms Taback (author) | Literature | 350* |
| *Spells* | Emily Gravett (author) | Literature | 375* |
| *Max's Dragon* | Kate Banks (author) | Literature | 420* |

*Lexile based on a conversion from Accelerated Reading level;

| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures within band level (420-820L)** | | | |
| *Emma's Rug* | Allen Say (author) | Literature | 450 |
| *The Dot* | Peter H. Reynolds (author) | Literature | 500 |
| *The Wretched Stone* | Chris Van Allsburg | Literature | 580 |
| *The Hinky Pink: An Old Tale* | Megan McDonald (author) | Literature | 610 |
| *Jumanji* | Chris Van Allsburg (author) | Literature | 620 |
| *Extra Yarn* | Mac Barnett (author) | Literature | 620 |
| *Lon Po Po: A Red-Riding Hood Story from China* | Ed Young (author) | Literature | 670 |
| *Sylvester and the Magic Pebble* | William Steig (author) | Literature | 700 |
| *Roxaboxen* | Alice McLerran (author) | Literature | 710 |
| *Fur and Feathers* | Janet Halfmann (author) | Literature | 750 |

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| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|---|---|---|
| **Lexile text measures above band level (over 820L)** | | | |
| *Earthdance* | Joanne Ryder (author) | Literature | 820 |
| *The Curious Garden* | Peter Brown (author) | Literature | 840 |
| *Dona Flor: A Tall Tale about a Giant Woman with a Great Big Heart* | Pat Mora (author) | Literature | 860 |
| *Chavela and the Magic Bubble* | Monica Brown (author) | Literature | 860 |
| *The Magic Raincoat* | Ryan David (author) | Literature | 990 |
| **Wordless Picture Books Lexile-NP** | | | |
| *Time Flies* | Eric Rohmann (author) | Wordless Picture Books | NP |
| *Tuesday* | David Wiesner (author) | Wordless Picture Books | NP |
| *Zoom* | Istvan Banyai (author) | Wordless Picture Books | NP |
| *Chalk* | Bill Thomson (author) | Wordless Picture Books | NP |
| *Cool Cat* | Nonny Hogrogian (author) | Wordless Picture Books | NP |
| *The Lion and the Mouse* | Jerry Pinkney (author) | Wordless Picture Books | NP |
| *Flotsam* | David Wiesner (author) | Wordless Picture Books | NP |

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# Grade 3: Module 3A: Unit 3: Lesson 1

**Planning Writing:** Generating Criteria and Making a Plan for a Summary of *Peter Pan*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can retell a story using key details from the text. (RL.3.2)<br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify the criteria for a strong summary paragraph.<br><br>• I can describe the setting, characters, and events of *Peter Pan*.<br><br>• I can plan my summary by completing an Accordion paragraph graphic organizer about *Peter Pan*. | • *Peter Pan* Where/Who/What recording form<br><br>• Accordion paragraph graphic organizer |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Writer and Unpacking Learning Targets (10 minutes)<br><br>2. Work Time<br><br>    A. Revisiting *Rain School* by James Rumford (10 minutes)<br><br>    B. Generating Criteria and Creating a Rubric for a Strong Summary (10 minutes)<br><br>    C. Revisiting the Where, Who, What of *Peter Pan* (10 minutes)<br><br>    D. Planning a Summary (15 minutes)<br><br>3. Closing and Assessment<br><br>    A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)<br><br>4. Homework<br><br>    A. Complete the Accordion paragraph graphic organizer if you did not finish it in class. | • In this unit, the focus shifts to writing (both summary and opinion).<br><br>• In Lessons 1–4, students will use the writing process to write a summary of the Classic Starts edition of *Peter Pan*. They also begin to plan their summary using the familiar Accordion graphic organizer used in the two previous modules.<br><br>• In this lesson, students identify criteria for a quality summary and co-create a Summary Writing rubric anchor chart with the teacher. This takes place during Work Time B; review carefully in advance. Note that for this work with students, they focus only on the "proficient" column of the rubric (e.g., what it would take to get a score of "3" on each criteria). Across Unit 3, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them to understand and "own" the criteria for quality.<br><br>• A more general writing rubric developed by NYSED is included for teacher reference only. Do not distribute the NYSED Summary Writing rubric to students; rather, help them construct a rubric, as described in this and future lessons.<br><br>• In the first three lessons of this unit, students see two different models of book summaries. Students watch the teacher model (in real time) the process of *Rain School* by James Rumford (used in Module 1). Students also look at finished models: summaries from the back cover of chapter books from the Module 3A, Unit 3 Recommended Texts list.<br><br>• The teacher model is used to show students the thinking process involved in crafting a summary paragraph. This modeling takes place in the mini lessons in Lessons 1-3. Although *Rain School* should be familiar to most students, time is allotted to review the book. This will ensure that students have a basic understanding of the text before looking at the model summary based on *Rain School*.<br><br>• Students examine the finished model summaries during the opening of Lessons 1 and 2. For these finished model summaries, select some chapter books from the Unit 3 Recommended Texts list (see separate document on EngageNY.org). If those books are not available, gather other chapter books with good summaries on their back covers.<br><br>• Often, students' homework will be to read their independent reading book. Use the Unit 3 Recommended Texts list to help students find an independent book. It is imperative that they read many texts at their reading level so that they can continue to build the academic vocabulary and fluency demanded by the CCLS. |

| Agenda | Teaching Notes (continued) |
|---|---|
| | • This homework allows students to independently apply some of the reading work—specifically the Where/Who/What summary format—that they used in Units 1 and 2 with *Peter Pan*. Students also are asked to continue attending to vocabulary. This structure provides a level of accountability for independent reading and builds on learning. |
| | • For struggling readers, completing a chapter book such as *Peter Pan* is a significant accomplishment. Celebrate with students that they completed a wonderful book, demonstrating student stamina as readers. Encourage struggling readers to consider re-reading *Peter Pan* if they were engaged in the story. This supports their fluency and builds confidence. Remind them that good readers often reread a book for enjoyment. |
| | • Use a similar structure for students to keep track of their independent reading. Consider using a notebook similar to the one used in the previous units, making a collection of the Where/Who/What table and Vocabulary recording form (see supporting documents). |
| | • Review the class's homework at the end of the week, paying particular attention to the vocabulary. Note words that students are struggling with. Confirm their definition or provide them with the definition on their homework. Consider choosing a few words that students identify and add them to a word wall, building off of the character word wall from the previous units. |
| | • In advance: |
| | – Review the *Rain School* Model Summary (see supporting materials). |
| | – Review the Summary Writing rubric (see supporting materials). |
| | • Throughout the lesson, use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., key ideas and details). |
| | • Create the *Peter Pan* Where/Who/What anchor chart (a large version of students' Peter Pan Where/Who/What recording form). |
| | • Determine student partnerships for Work Time A and B. |
| | • Review the Back-to-Back, Face-to Face protocol (Appendix 1). |

| Lesson Vocabulary | Materials |
|---|---|
| criteria, summary | • Chapter books from the Unit 3 Recommended Texts list (one per pair of students; see Teaching Notes)<br>• Summary Checklist (one per student)<br>• *Rain School* by James Rumford (one text for teacher read-aloud)<br>• *Rain School* Model Summary (one per pair and one for display)<br>• Summary Writing rubric anchor chart (proficient column only) (new, co-created with students during Work Time B)<br>• Summary Writing rubric (for teacher reference)<br>• *Peter Pan* Where/Who/What recording form (one per student and one for display)<br>• *Peter Pan* Where/Who/What anchor chart (new, teacher-created, see teaching notes)<br>• Equity sticks<br>• Accordion graphic organizer (one per student and one for display)<br>• Homework recording form (for teacher reference, see teaching notes) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer and Unpacking Learning Targets (10 minutes)**<br>• Gather students and invite them to pair up with a partner. Give each pair a **chapter book** from the Unit 3 Recommended Texts list (see teaching note above) and the **summary checklist**.<br><br>• Briefly read the contents of the summary checklist and answer any clarifying questions. Tell students that they will have five minutes to read the text on the back of the book and find evidence of the items on the back of the checklist.<br><br>• Invite students to Think-Pair-Share:<br><br>  \* "What do you notice about the writing of this summary?"<br><br>• Cold call a few to share their thoughts with the class. Tell students that they will continue to think more deeply about what makes a quality summary later in today's lesson and the next, but that they should now have a beginning understanding of what a chapter book summary looks like.<br><br>• Tell students that they are going to write a similar summary about *Peter Pan*.<br><br>• Tell the class that the process of writing these paragraphs will begin today. Refer to the first learning target: "I can identify the criteria for a strong summary paragraph." Explain that the first part of the lesson will help them identify *criteria* for the paragraph. Criteria are the requirements that make something is good. Ask students to turn and tell a partner in their own words what the word *criteria* means. Cold call a student to share his or her definition and write it above the word *criteria* in the target.<br><br>• Discuss the word *summary*. Provide a real-life example of summary to students, such as: "When a parent asks how your day went, you give him/her a summary—the high points, low points, and main players. We might also summarize the weekend when we get back to school on Monday, again providing the key people and events from the weekend."<br><br>• Define the word *summary* in a literary context: "It's a snapshot of a book that tells you the setting, the characters, and the main events." Tell the class that it's important for readers to be able to write a summary of a text to show they understand the characters and events.<br><br>• Direct the class to the second learning target: "I can describe the setting, characters, and events of *Peter Pan*." Ask students to Think-Pair-Share the familiar ideas of this target and cold call a few pairs to share their ideas. Help students make the connection between this target and the work they have done throughout the module by asking: "How is this target related to the work you have done as you have read the *Peter Pan* text?" | |

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| Opening (continued) | Meeting Students' Needs |
|---|---|
| • Focus students on the third learning target: "I can plan my summary by completing an Accordion paragraph graphic organizer about *Peter Pan*." Tell them that this will be the first step they take to create the summary paragraph. <br><br> • Briefly review the writing process (i.e., planning, drafting, revising, editing, publishing). The work today will help them plan their writing. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Revisiting *Rain School* by James Mumford (10 minutes)** <br> • Gather students together. Explain that before they begin writing their *Peter Pan* summaries, they will re-read the text ***Rain School*** and look at a summary based on that text. <br><br> • Tell students that as you read the text aloud, they should be thinking about the Where, Who and What of the story. Read the text aloud fluently. Stop after page 1 and ask students to Think-Pair-Share: <br><br>   * "Where does this story take place?" <br><br> • Cold call a student to share the setting of the story, the country of Chad. <br><br> • Continue reading and pause after the line, "Stop asking so many questions and keep up," say the big brothers and sisters. Again, ask students to Think-Pair-Share: <br><br>   * "Who are the characters in the story?" <br><br> • Cold call a different student to identify the characters: Thomas, his brothers and sisters, and other school children. <br><br> • Continue reading the remainder of the book. At the end of the story, invite students to once again Think-Pair-Share: <br><br>   * "What are the key events of the story?" <br><br> • Listen for students to identify ideas like, "The students went to school and there was no building, so first they had to build a school. They learned a lot during the year. At the end of the school year, a huge rain came and destroyed the school. The teacher told the children not to worry, though, because they had what they needed—knowledge!" <br><br> • Once again, cold call students to share these important events. | • Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Generating Criteria and Creating a Rubric for a Strong Summary (10 minutes)** <br>• Display the ***Rain School* Model Summary**. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a criteria list. <br>• Read the paragraph aloud and ask: "Think about the paragraphs on the back of the book covers and the *Rain School* summary. What makes a strong example of a summary?" <br>• Use a sentence starter to model briefly for students: "I notice the author said _____ in the text, so I think a summary writing has _____ ." (For example: "I notice the author named the characters, so I think a summary tells the reader who the main characters in the text are.") <br>• Tell students they will read the model paragraph with a partner and identify criteria for quality they notice. They should give a thumbs-up when they have identified at least three criteria. <br>• Give students five minutes to read the model paragraph and discuss with a partner what they notice. <br>• Then focus students whole group. Remind them of the sentence starter to use when they share out: "I notice the author said _____ in the text, so I think a summary has _____ ." Cold call students to share out what they noticed. <br>• Show students the **Summary Writing rubric anchor chart (proficient column only)**. Tell them that their goal is to earn a score of 3 on the rubric. Read through the first criterion under the Proficiency Level 3: "I can explain key characters and events in the text." <br>• Ask students to find evidence of this criterion in the model paragraph. Cold call a couple of students to share the evidence from the paragraph. <br>• Continue reading through the criteria in the Proficiency Level 3 column, asking students to find evidence of each criterion. Answer questions as needed so students fully understand the rubric. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Revisiting the Where, Who, What of *Peter Pan* (10 minutes)**<br>• Refocus students on the second learning target. Briefly remind students of the work they did throughout the module figuring out the Where, Who and What of each chapter of *Peter Pan*. Tell them that they will now do the same thing with the whole *Peter Pan* text.<br>• Project the ***Peter Pan* Where, Who, What recording form** and distribute the form to the students. Ask students to Think-Pair-Share how this might help them write their summary.<br>• Cold call a few students to share their thinking and listen for ideas like, "We need to think about the important characters and events because that is one of the criteria for a summary."<br>• Tell students that they will work together with a partner to think, talk, and write about the Who, Where and What of the entire text. They may use their own recording forms from the module, the class anchor charts and their book to help them complete it. Tell students that they will have 10 minutes to work with a partner and then they will come back as a whole class to discuss their work.<br>• As students work, circulate and offer guidance and support as needed. Remind students that they should think about the most important events in the story for the "What" section of the recording form.<br>• Gather students back together to complete the ***Peter Pan* Where, Who, What anchor chart**. Use **equity sticks** to call on students to share their ideas for each of the sections. Invite students to make revisions to their own recording forms as necessary based on the class discussion. | • Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **D. Planning a Summary (15 minutes)**<br>• Ask students to pair share the first step a writer takes when beginning a new piece of writing. Listen for students to identify steps such as: "They plan their writing," or "They use a graphic organizer to brainstorm ideas." Use equity sticks to solicit a few ideas from the class. If necessary, reinforce the idea that all thoughtful writers make a plan before writing, and that is exactly what they are going to do next.<br><br>• Project the **Accordion Paragraph graphic organizer**. Invite students to pair share what looks familiar and different about this graphic organizer from their previous work with it in other modules. Listen for students to notice similarities such as:<br>  – A box for a conclusion<br>  – Boxes for details from the text and explanations<br><br>• Students may notice differences such as:<br>  – Instead of Topic, the box at the top is Introduction.<br>  – The details are about characters and events from the text.<br><br>• Remind students that you are going to model with the text *Rain School*. Briefly model how a writer might complete the Introduction box. A think-aloud might sound like: "It's important in the first sentence that I tell my reader what the summary is about, so I'm going to write *Rain School* to help me remember that I want to include the title. Also, I want my reader to know that it's a powerful story, so I'm going to include the word 'powerful.' You should think about how you might describe *Peter Pan* to your reader in your introduction."<br><br>• Invite students to Think-Pair-Share their ideas for the introduction and call on a few students to share their ideas. Students are likely to identify characteristics such as: "exciting," "journey," "adventurous," "magical," or "action-packed."<br><br>• Answer any clarifying questions about the graphic organizer.<br><br>• Briefly remind students of the Ideas criterion for a summary:<br>  \* Consider the most important details from the book.<br><br>• Also remind students to use their *Peter Pan* Where/Who/What recording form as a helpful tool for their summary planning. | • Provide a bank of important characters and events from the text to support writers who may benefit from an additional scaffold. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Invite the class to begin planning. Circulate as students work and remind them to pull out the key events from the text for their summary. Refer students to their *Peter Pan* Where/Who/What recording form if they need reminders about the most important events. If a student writes an event that is not significant, consider prompting with: "Tell me why that event is one of most important ones." | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Share: Back-to-Back, Face-to-Face protocol (5 minutes)**<br>• Invite students to bring their Accordion paragraph graphic organizers back to a circle and find a partner to share.<br>• Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share the following:<br>    \* What is your plan for the summary introduction?<br>    \* What is one important event you plan to tell your reader about *Peter Pan*?<br>• Give students a moment to think. Use the sentence frames: "I will introduce the book by _____. One important event I will tell my reader is _____." | • For students needing additional supports, consider offering a sentence frame or starter, or cloze sentence to assist with language production and provide the structure required. |

| Homework | Meeting Students' Needs |
|---|---|
| • Complete the Accordion paragraph graphic organizer if you did not finish it in class.<br><br>*Note: Review students' graphic organizers to assess their readiness to begin writing their summaries in Lesson 2.*<br>*Also, create a smaller version of the Summary Writing rubric (proficient column only) (from the anchor chart generated in this lesson), so each student has a copy of the rubric during the writing time. Review the **Summary Writing rubric (for teacher reference)** to have a fuller vision of all four levels of mastery.*<br><br>*Lesson 2 homework suggests that students begin a new book from the Unit 3 Recommended Texts list. Preview this list in advance and have books available for students to browse if possible.* | |

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ED EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 3: Lesson 1
## Supporting Materials

- **Who** the characters are in the book

- **Where** the book takes place: setting

- **What** the main events of the book are

- **Interesting words and sentences** to make the reader want to read the book

*Rain School* **Model Summary**

*Rain School* is a powerful story about Thomas, a boy who lives in the country of Chad. Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building. His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass. Then they get to learn how to read and write with their wonderful teacher. At the end of the school year big rains come, and they totally wash the school building away. Thomas and the other children are not sad. The teacher tells the children that they will rebuild the school again next year. It was interesting to read about a school so far away. Thomas's school is like our school, since kids learn to read and write, but also very different from our school.

**Summary Writing Rubric Anchor Chart (Proficient Column Only)**
**(For Teacher Reference)**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **IDEAS**<br><br>**(CONTENT AND ANALYSIS)**<br>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text<br><br>**(COMMAND OF EVIDENCE)**<br>The extent to which the essay presents evidence from the provided text to support analysis and reflection<br><br>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.* | W.2<br>R.1-9<br>W.2<br>R.1-8 | | • I can explain key characters and events in the text.<br><br>• I can use examples from *Peter Pan* that support my opinion and reasons.<br><br>• I can use examples from *Peter Pan* to make my summary clear. | | | |

Summary Writing Rubric Anchor Chart (Proficient Column Only)
(For Teacher Reference)

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **ORGANIZATION And STYLE** (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 L.3 L.6 | | • I can use a variety of sentences to make my writing interesting. <br> • I can use a topic and concluding sentence in my summary. | | | |
| **CONVENTIONS** (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2 L.1 L.2 | | • I can use conventions to send a clear message to my reader. <br> • I can use beginning and ending punctuation. <br> • I can capitalize character names and titles. | | | |

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **IDEAS**<br><br>**(CONTENT AND ANALYSIS)**<br>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text<br><br>**(COMMAND OF EVIDENCE)**<br>The extent to which the essay presents evidence from the provided text to support analysis and reflection<br><br>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.* | W.2<br>R.1-9<br>W.2<br>R.1-8 | • Clearly introduce topic in a manner that follows logically from the task and purpose<br><br>• Demonstrate comprehension and analysis of the text<br><br>• Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay | • Clearly introduce a topic in a manner that follows from the task and purpose<br><br>• Demonstrate grade-appropriate comprehension of the text<br><br>• Develop the topic with relevant facts, definitions, and details throughout the essay | • Introduce a topic in a manner that follows generally from the task and purpose<br><br>• Demonstrate a confused comprehension of the text<br><br>• Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant | • Introduce a topic in a manner that does not logically follow from the task and purpose<br><br>• Demonstrate little understanding of the text<br><br>• Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant | • Demonstrate a lack of comprehension of the text or task<br><br>• Provide no evidence or provide evidence that is completely irrelevant |

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**Summary Writing Rubric**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **ORGANIZATION And STYLE** (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 L.3 L.6 | • Clearly and consistently group related information together<br>• Skillfully connect ideas within categories of information using linking words and phrases<br>• Provide a concluding statement that follows clearly from the topic and information presented | • Generally group related information together<br>• Connect ideas within categories of information using linking words and phrases<br>• Provide a concluding statement that follows from the topic and information presented | • Exhibit some attempt to group related information together<br>• Inconsistently connect ideas using some linking words and phrases<br>• Provide a concluding statement that follows generally from the topic and information presented | • Exhibit little attempt at organization<br>• Lack the use of linking words and phrases<br>• Provide a concluding statement that is illogical or unrelated to the topic and information presented | • Exhibit no evidence of organization<br>• Lack a concluding statement |

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**Summary Writing Rubric**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **CONVENTIONS** (CONTROL of CONVENTIONS): <br><br> The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2 <br> L.1 <br> L.2 | • Demonstrate grade-appropriate command of conventions, with few errors | • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | • Demonstrate emerging command of conventions, with some errors that may hinder comprehension | • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • Minimal, making assessment of conventions unreliable |

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.

*Peter Pan* Where/Who/What Recording Form

**Learning Target:** I can describe the setting, characters, and events of *Peter Pan*.

| **Where** does this chapter take place? | **Who** are the important characters in this chapter? | **What** are the most important events in this chapter? |
|---|---|---|
| | | |

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**Accordion Paragraph Graphic Organizer**

**Name:**

**Date:**

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:

**Accordion Paragraph Graphic Organizer**

Important Character and Event from the Text:

Explain:

**Homework**

| Name: |
|---|

| Date: |
|---|

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

| Where | Who | What |
|---|---|---|
|  |  |  |

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

_____

I think this word is precise because: _____

2.  Write down any word or words that you found that you are unsure about.

_____     _____

_____     _____

_____     _____

# Grade 3: Module 3A: Unit 3: Lesson 2
## Writing a First-Draft *Peter Pan* Summary

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write an informative/explanatory text. (W.3.2) <br> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) <br> I can write routinely for a variety of reasons. (W.3.10) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can write a first draft of my *Peter Pan* summary. | • Students' first draft writing |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)<br><br>   B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Mini Lesson: Moving from Plan to First Draft (10 minutes)<br><br>   B. Writing a First Draft (30 minutes)<br><br>3. Closing and Assessment<br><br>   A. Debrief: Success and Challenge Exit Ticket (5 minutes)<br><br>   B. Introducing Recommended Texts for the Unit (5 minutes)<br><br>4. Homework<br><br>   A. Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your homework recording form. | • In Work Time A, the teacher does a short think-aloud and begins to create a first draft paragraph. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process of a writer as he or she begins a first draft. At the end of the think-aloud, students also should be able to name the steps the teacher took so they can apply those steps to their own writing.<br><br>• In advance, create a smaller version of the Summary Writing rubric (proficient column only) from the anchor chart generated in Lesson 1) so each student has a copy of the rubric during the writing time.<br><br>• See Lesson 1 teaching note about independent reading homework. |

| Lesson Vocabulary | Materials |
|---|---|
| criteria, success | • Chapter books from the Unit 3 Recommended Texts list (one per pair of students)<br>• Summary Writing rubric anchor chart (proficient column only) (from Lesson 1)<br>• Equity sticks<br>• Drafting paper<br>• Accordion Paragraph graphic organizer (from Lesson 1)<br>• Summary Writing rubric (proficient column only) (one per student)<br>• Exit Ticket: Success and Challenge (one per student)<br>• Homework recording form (one per student) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)**<br>• Gather students. Remind them that they have been thinking about how readers write summary paragraphs about texts they have read to show their understanding. Tell students that today they will look at another paragraph on the back of a chapter book to be sure they understand how to meet the criteria on the rubric.<br>• Pair students up and distribute **chapter books**. Invite students to read the paragraphs and respond to this prompt:<br>   * "Turn to a partner and tell how this paragraph meets the criteria for a quality summary. Remember, criteria are the reasons why a piece of work is strong. Look at the **Summary Writing rubric anchor chart (proficient column only)** if you need reminders about the criteria."<br>• Give students time to share and then cold call a few responses. If students are confused by specific criteria, linger for a moment and clarify any misunderstandings. For example, they may not yet be clear about using examples from the text. Explain that they do not have to quote from the text, but they should tell the reader specific events that happened in the story. Emphasize that one cannot always capture all events but should select the most important examples.<br>• Tell students that today they are going to write the first draft of their summary paragraph. Remind them of the planning work they did in Lesson 1. Tell students that they are now going to use their planning work and the rubric to help them write the draft. | • Consider providing a sentence frame, sentence starter, or cloze sentence to assist with language production and the structure required. |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Read the learning target aloud.<br>• Ask students: "Why is it important for writers to create a first draft?"<br>• Give students a minute to think and then talk with a partner.<br>• Use **equity sticks** to cold call a few students for responses. Listen for: "A first draft helps writers get all their ideas down on paper." | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Moving from Plan to First Draft (15 minutes)**<br>• Congratulate students on the good planning they have already done for their paragraph.<br><br>• Refer to the Summary Writing Rubric anchor chart and focus on the Ideas section. Explain that as they begin their first draft, they should think about how they are going to use their plan to help create the whole paragraph. Tell them that what they want to think about today is making sure they include the important characters and events.<br><br>• Read aloud the second criterion in the Organization section as students read along silently in their heads: "I can use a topic and concluding sentence in my summary." Remind students that when they write their draft today, it's important for them to think about their introduction and conclusion.<br><br>• Tell students they will have time to edit their paragraphs later for conventions, but they should try their best to pay attention to spelling, capitalization, and punctuation. This will make their editing easier later.<br><br>• Remind students that you are going to model with the text *Rain School*. Explain that before students get started on their own first draft, you are going to begin to write your first draft and model your thinking as a writer. Explain that their job is to listen closely and watch the decisions you make as a writer.<br><br>• A think-aloud might sound like: "When I look at the criteria, I know I have to make my writing clear. That means I need to introduce my topic to my reader, use my details to tell the reader information about the book, and then wrap it up for my reader."<br><br>• Model beginning to write the first draft on the **drafting paper**. (Do not write a full paragraph). Write as you think aloud.<br><br>• Continue to think aloud: "I know that my first sentence needs to tell my reader what the book is. When I look at my planning sheet, I remember that I also wanted to tell the reader that it is a powerful story, so I am going to write, '*Rain School* is a powerful story about Thomas, a boy who lives in the country of Chad.' That introduces the reader to my summary."<br><br>• Continue with the think-aloud: "Now I have to tell my reader about an important character and event. I am going to write, 'Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building.'"<br><br>• Remind students about the book summaries on the back of the chapter books that they read in Lesson 1. Point out that when writing a summary of a chapter book, writers cannot always capture all events but must select what to highlight. It comes down to choosing the most relevant examples. | • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.<br><br>• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist and provide the structure required. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • End the think-aloud. The purpose is not to write your entire paragraph, but to model how a writer gets started and uses various tools to be successful. <br><br> • Pause and ask students: <br><br>   * "Now that you have watched me begin to write my first draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer." <br><br> • Give students a minute or two to talk to their partner. Then cold call a few. Listen for: "You thought about the criteria on the rubric. You used your planning sheet to think about the most important events in the story. You wrote complete sentences that made sense." <br><br> • Explain to students that their job today will be to use their plan for their writing and their rubric to write a first draft summary paragraph. Tell students that they will need to work very hard to write the summary in their own words. | • Consider pulling a small group of students who might need targeted support with their drafting. |
| **B. Writing a First Draft (30 minutes)** <br> • Be sure that students have their materials: **Accordion Paragraph graphic organizer** (from Lesson 1), the **Summary Writing rubric (proficient column only)** (which you created based on students' input on the anchor chart in Lesson 1)**,** and drafting paper. <br><br> • Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things: <br><br>   1. Make sure the paragraph has a strong introduction and conclusion. <br><br>   2. Use important details from the book to help the reader understand the key characters and events. <br><br> • Address any clarifying questions. <br><br> • Give students about 25 minutes to draft. Circulate to answer clarifying questions, although students need to write independently. Remind them to use their planning tools to help them with their first draft. If a student is struggling with a topic sentence, consider asking: "What is it that you want the reader to know right away?" If a student is struggling with pulling out key events, consider asking: "What is an important event that changed the direction of the story?" | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Debrief: Success and Challenge Exit Ticket (5 minutes)**<br>• Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice.<br>• Distribute and display the **Exit Ticket: Success and Challenge**.<br>• Tell students that when they write, they will often experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. Other things may have been harder. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers.<br>• On the displayed copy of the exit ticket, briefly model something that was successful for your first draft and something that was a challenge. This could look like: "A success for me was my introduction. I think my sentence made my reader want to read on to find out why the story is adventurous. A challenge for me was including only the important parts of the whole book. It was hard to narrow down my list."<br>• Ask students to think for a minute and reread their paragraphs if they need to. Then have them complete their exit ticket.<br>• If time permits, invite students to share with the whole group what they identified as their success and challenge. | |
| **B. Introducing Recommended Texts for the Unit (5 minutes)**<br>• Tell students that just as with the other modules, there are many books that they can read on their own throughout this unit.<br>• Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your **homework recording form**.<br><br>*Note: In Lesson 3, students will need their first drafts to begin revising. Be sure to review students' first draft writing from today's lesson and give clear feedback. This will support students' revisions in Lesson 3 and their success on the assessment in Lesson 4.*<br><br>*The next few lessons are centered on students' writing summaries and opinions of* Peter Pan. *Review Lesson 10 in advance to begin planning for the publication of these two pieces.*<br><br>*Determine the format for publishing these two pieces of writing now and make the necessary arrangements for technology use (if applicable). Time is not devoted in these lessons for recopying in best handwriting or for typing; time is devoted instead to the instructional aspects of the writing process. If you select the optional extension of using their writing to create book jackets, it is important to coordinate now with the art teacher or arrange time for the artistic component.*<br>*In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).* | |

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# Grade 3: Module 3A: Unit 3: Lesson 2
## Supporting Materials

**Learning Target**: I can write a first draft of my *Peter Pan* summary.

1. Success: One success that I had writing my paragraph was:

_____

_____

_____

_____

2. Challenge: One challenge that I had writing my paragraph was:

_____

_____

_____

_____

**Name:**

**Date:**

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan,* use this chart to keep track of what you read.

| Where | Who | What |
|-------|-----|------|
|       |     |      |

Words

3. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

_____

I think this word is precise because: _____

_____

4. Write down any word or words that you found that you are unsure about.

_____     _____

_____     _____

_____     _____

# Grade 3: Module 3A: Unit 3: Lesson 3
## Revising and Editing: Simple and Compound Sentences and Conventions

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write simple, complex, and compound sentences. (L.3.1)<br>I can use conventions to send a clear message to my reader. (L.3.2)<br>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can revise my *Peter Pan* summary paragraph to include simple and compound sentences.<br><br>• I can capitalize appropriate words in titles.<br><br>• I can correctly spell words that have suffixes.<br><br>• I can use resources to check and correct my spelling. | • Students' sentence revisions<br><br>• Students' edited writing |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Unpacking the Learning Targets (5 minutes)<br>2. Work Time<br>   A. Mini Lesson: Simple and Complex Sentences (20 minutes)<br>   B. Revision Work Time (15 minutes)<br>   C. Editing Work Time (15 minutes)<br>3. Closing and Assessment<br>   A. Share: Concentric Circles (5 minutes)<br>4. Homework<br>   A. Complete the Simple and Compound Sentences homework sheet. | • This lesson includes just 15 minutes for students to edit their summary paragraphs. If they do not finish the task, decide whether to assign it as homework or provide additional class time to complete the editing.<br>• These lessons do not dedicate time to publishing (typing or rewriting in best handwriting) students' summaries. Plan accordingly, making arrangements for technology time if students will type their summaries. If students are handwriting their summaries, plan to have them complete this after Lesson 3 (during another time of the day or for homework before Lesson 4).<br>• Review: Conventions checklist (used in Modules 1 and 2; see supporting materials)<br>• Review: Concentric Circles protocol (see Appendix) |

| Lesson Vocabulary | Materials |
|---|---|
| revise, simple, compound, conjunction | • Simple and Compound Sentences recording form (one per student)<br>• Classic Starts edition of *Peter Pan* (one per pair)<br>• *Rain School* Model Summary (from Lesson 1)<br>• First drafts of students' Peter Pan summary (from Lesson 2)<br>• Conventions checklist (one for display)<br>• Simple and Compound Sentences homework (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Unpacking the Learning Targets (5 minutes)**<br>• Congratulate students on their first draft writing from Lesson 2. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (If necessary, refer to the writing process to clarify where students are in their journey as writers.)<br><br>• Read aloud the first target. Remind students that they have already worked hard to revise their writing this year. Point out that the word *revise* means literally "to look again." The prefix "re" means again, and "vise" means look. They are looking at their writing again to see how to make it even better. Underline the words *simple* and *complex*. Invite students to pair share what they know about these words.<br><br>• Define them for students:<br><br>*simple* = easy or basic<br><br>*compound* = made up of two parts (tell students that the prefix "com-" means together)<br><br>• Tell the class that experienced writers use both simple and compound sentences. Ask students why writers might consider the variety of their sentences.<br><br>• If necessary, guide students toward the understanding that sentence variety makes their writing interesting and lively. Too many simple sentences, for example, will sound choppy, but too many long sentences will be difficult to read and hard to understand. Later in the lesson, they will revise their paragraphs to write a variety of sentences and make their writing more interesting.<br><br>• Direct students to the next three targets and read them aloud. Again, ask students to pair share what they think they will be doing in the second part of the lesson based on these targets. Students are very familiar with these targets and should be able to easily identify that they will edit, or polish, their writing to make it easier to read. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Mini Lesson: Simple and Complex Sentences (20 minutes)**<br>• Project Part A of the **Simple and Compound Sentences recording form**. Read the definitions and examples of a simple sentence aloud to students. Invite students to pair share what makes those two sentences simple.<br><br>• Repeat with the compound sentence definition and examples. Again, invite students to pair share what makes those two sentences compound. Reinforce the conjunctions used in both sentences, *so* and *but*.<br><br>• Distribute the **Classic Starts edition of *Peter Pan*** to students as well as the Simple and Compound Sentences recording form. Give students about 10 minutes to complete Part B of the recording form with a partner. After students have completed the form, discuss this section as a class and answer any clarifying questions as needed. Students should have pulled out the following compound sentences from the *Peter Pan* text:<br><br>  – This would not have been fighting fair, so Peter offered Hook a hand to hoist himself up.<br><br>  – People had been unfair to Peter before, but he had always forgotten it, and so he reacted as if it were the first time.<br><br>  – Hook clawed Peter twice with his hook, and might have finished him off had he not just then heard a ticking.<br><br>• Display the ***Rain School* Model Summary**. Say to students: "Let's look together again at the model summary. Remember, we are trying to have both simple and compound sentences in our paragraphs so they are more interesting to read. As I read the paragraph aloud, look and listen for simple and compound sentences."<br><br>• Read the paragraph aloud as students follow along. After reading, invite students to pair share one simple sentence that they noticed in the paragraph. Listen for students to name the following sentences:<br><br>  – Rain School is a powerful story about Thomas, a boy who lives in the country of Chad.<br><br>  – Thomas is very excited to be going to school.<br><br>  – His teacher says that building the school will be the children's first lesson.<br><br>  – He and the other children help to build the schoolhouse from mud and grass.<br><br>  – Then they get to learn how to read and write with their wonderful teacher.<br><br>  – Thomas and the other children are not sad. | • All students developing academic language will benefit from direct instruction of academic vocabulary.<br><br>• Consider strategic pairs of students for the Simple and Compound Sentences activity in Work Time A.<br><br>• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
|    – The teacher tells the children that they will rebuild the school again next year. <br><br>    – It was interesting to read about a school so far away. <br><br> • Cold call students to share the simple sentences they identified and highlight them. <br><br> • Next, invite students to pair share a compound sentence they noticed. Listen for students to name any of the following: <br><br>    – He goes to school on the first day, but he realizes that there is no school building. <br><br>    – At the end of the school year big rains come, and they totally wash the school building away. <br><br>    – Thomas's school is like our school, since kids learn to read and write, but also very different from our school. <br><br> • Tell students that you are going to show them how thoughtful writers might revise their writing to include a variety of sentences. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft. <br><br> • Read aloud these sentences: "His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass." <br><br> • Think aloud: "These are both simple sentences. I think I could combine them into a compound sentence using the conjunction so. Let me see how that sounds: 'His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass.'" <br><br> • Write above your original sentences, inserting a caret mark or a V to show that you are adding something to the writing. <br><br> • Reread the sentence: "His teacher says that building the school will be the children's first lesson, so he and the other children help to build the schoolhouse from mud and grass." <br><br> • Think aloud: "I think that sounds more interesting and less choppy." Point out that the word "and" in this sentence is not used as a conjunction to join two simple sentences; rather, it's showing that the houses were built of grass as well as mud. <br><br> • Explain to students that they are going to do the same thing you just did. They are going to revise their writing, looking for places where they might be able to combine two simple sentences into a compound sentence. There may also be a place where they could break a compound sentence into two simple ones. Refer them to the target for the day again. | • Consider pulling a small group of students who might need targeted support with their drafting. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Revision Work Time (15 minutes)**<br>• Distribute **first drafts of students' _Peter Pan_ summaries**.<br><br>• Give the class 15 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.<br><br>• If students are stuck, provide further instruction by helping them identify sentences that could be combined or broken up. Remind students to use their Simple and Compound Sentences recording form if they need support.<br><br>• Pull invitational groups as needed. An invitational group might look like the following:<br><br>  1. Gather the group with their first drafts and Simple and Compound Sentences recording forms.<br><br>  2. Have students reread their own first drafts, looking for simple and compound sentences.<br><br>  3. Review the recording form and ask students to think about their sentences.<br><br>  4. Give students an opportunity to share with each other what they decided to do to combine or break up sentences. Depending on the group size, pair them together for this or ask each student to share with the whole group. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Editing Work Time (15 minutes)**<br>• Project the **Conventions checklist**. Briefly review the contents of the checklist. This tool is very familiar to students, so they will likely need little, if any, clarification. Remind students to use their checklists to identify what they need to work on to edit their writing.<br>• Give students about 15 minutes to edit their writing for correct capitalization, spelling, and punctuation. Invite students to work in partnerships or small groups, reading their work aloud to each other to support their editing process.<br>• Confer and support as needed.<br>• For students who might have a difficult time finding their own errors, consider the following options:<br>  – Support them by identifying a few words to correct.<br>  – Gather a small group of students who might need this support so that they can help each other, with your guidance.<br>  – For students struggling to find punctuation corrections, read their writing aloud to them, emphasizing the missing punctuation (i.e., not pausing). Ask students to listen for a place for you to pause that makes sense.<br>• After 15 minutes, pause students in their work and ask them to look over their Conventions checklist and check their work against it. Ask students to complete the checklist, marking where they think their writing is at this point.<br>• If some students finish earlier than the allotted time, invite them to continue in their independent reading book or rereading favorite passages of *Peter Pan*. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Share: Concentric Circles (5 minutes)**<br>• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)<br>• Prompt them to one or two sentences that they revised during today's writing.<br>• As students share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____. I think this will improve my writing because _____." Be sure each person has a chance to speak.<br>• Ask students to rotate to the left. Repeat the share two more times. | • For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required. |
| **Homework** | **Meeting Students' Needs** |
| • Complete the **Simple and Compound Sentences homework** sheet. | |

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# Grade 3: Module 3A: Unit 3: Lesson 3
## Supporting Materials

**Simple and Compound Sentences Recording Form**

**Name:**

**Date:**

**Part A**: Simple and Compound Sentences
A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:
- I ran to the park yesterday afternoon.

- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or, and, nor, but, or, yet, so.*

Examples:
- Alejandro played football, so Maria went biking.

- I went to bed early, but my brother stayed up late.

**Part B**: Finding Compound Sentences in *Peter Pan*

Directions: Please turn to page 78 in your Classic Starts *Peter Pan* text. Read this page with your partner and try to find at least two compound sentences.

**I can use conventions to send a clear message to my reader.**

I can use beginning and ending punctuation.

I can capitalize character names and titles.

**Simple and Compound Sentences Homework**

**Name:**

**Date:**

**Part A**: Simple and Compound Sentences
A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:
- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or, and, nor, but, or, yet, so.*

Examples:
- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

**Part B**: Are these sentences simple or compound?

1. My dog runs around the house, but my cat likes to sleep on the couch.


2. Alicia goes to the library and studies every day.


3. My mom and dad like the beach, but my sister and I prefer the mountains.

4. Juan and Arturo play soccer every afternoon.

_____

**Part C**: Combine these two simple sentences with a conjunction to form a compound sentence.

I play the piano. My sister plays the flute.

_____

_____

_____

_____

EL

EXPEDITIONARY
LEARNING

# Grade 3: Module 3A: Unit 3: Lesson 4
## Mid-Unit Assessment: Writing A Summary about *Waiting for the Biblioburro*

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can write an informative/explanatory text. (W.3.2) | |
| **Supporting Learning Targets** | **Ongoing Assessment** |
| • I can write a strong summary about the text *Waiting for the Biblioburro.* | • Students' summaries<br>• Tracking My Progress, Mid-Unit 3 |

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| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>　A. Engaging the Writer: Read-aloud of *Waiting for the Biblioburro* (7 minutes)<br>　B. Unpacking the Learning Target (3 minutes)<br>2. Work Time<br>　A. Where, Who, What of *Waiting for the Biblioburro* (15 minutes)<br>　B. Mid-Unit Assessment: Writing a Summary (30 minutes)<br>3. Closing and Assessment<br>　A. Tracking My Progress (5 minutes)<br>4. Homework<br>　A. Continue with your independent reading book and complete your homework sheet. | • The mid-unit assessment involves students independently writing a summary. The lesson is designed around students reading, thinking about, talking about, and writing about the text *Waiting for the Biblioburro*, by Monica Brown (a text used in Unit 3 of Module 1). If the class did not complete Module 1, consider using another text with which your students are familiar.<br>• Because students' reading is not assessed in this lesson, Work Time A is completed with support from the teacher and other students. However, Work Time B should be completed independently, as this is the assessment task.<br>• Use the Summary Writing rubric (from Lesson 1; or the "proficient column only" version students helped to co-create in Lessons 1 and 2) to assess students' writing in this assessment.<br>• See teaching note in Lesson 1 about independent reading homework. |

| Lesson Vocabulary | Materials |
|---|---|
| summary | • *Waiting for the Biblioburro* by Monica Brown (one per student) |
| | • *Waiting for the Biblioburro* Where/Who/What recording form (one per student) |
| | • Equity sticks |
| | • Mid-Unit Assessment: Writing a Summary about Waiting for the Biblioburro (one per student) |
| | • Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer (one per student) |
| | • Tracking My Progress, Mid-Unit 3 |
| | • *Waiting for the Biblioburro* sample student summary (for teacher reference) |
| | • Summary Writing rubric (from Lesson 1; for teacher use to score students' assessments) |
| | • Homework recording form (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Read-aloud of *Waiting for the Biblioburro* (7 minutes)**<br>• Gather students. Congratulate them on their hard work writing summaries the last few lessons. Explain that today they are going to write a summary about a book that is familiar to them, ***Waiting for the Biblioburro* by Monica Brown**.<br>• However, before they write, they are going to spend some time refamiliarizing themselves with the text. Tell students that first they are going to listen to the story being read aloud, and then they will have the chance to look at it again with a partner.<br>• Begin to read the text slowly, fluently, without interruption. | |
| **B. Unpacking the Learning Targets (3 minutes)**<br>• Read the target aloud. Invite students to pair share what the word *summary* means to them. Listen for students to express ideas such as: "It's a snapshot of book that tells you the setting, characters, and main events." | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Where, Who, What of *Waiting for the Biblioburro* (15 minutes)**<br>• Tell students that before they write their summary, they are going to spend time thinking about the characters, setting, and events of *Waiting for the Biblioburro*. This will help them as they write their summary.<br>• Explain that students will work in pairs to complete the ***Waiting for the Biblioburro* Where/Who/What recording form**. After they do this with a partner, they will come back together as a class to discuss the story. Because students have completed the recording form many times, they should not need clarification on this task.<br>• Distribute the recording form and text to each student. As students work with a partner, circulate and provide guidance as needed. Students may need reminders to look on the back page of the book to find out the setting (a village in Colombia).<br>• After 10 minutes of work time, gather the class back together and project a blank Where/Who/What recording form. Use **equity sticks** to cold call students to help complete the chart for the text.<br>• Encourage students to add to or revise their own recording form as necessary. | • Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English. |
| **B. Mid-Unit Assessment: Writing a Summary (30 minutes)**<br>• Explain to students that they will now use their Where/Who/What recording form, the text, and the **Mid-Unit 3 Assessment: Writing a Summary about *Waiting for the Biblioburro*** to complete their writing. Tell students that the **Mid-Unit 3 Assessment: Accordion Paragraph graphic organizer** is an optional tool in their assessment packet that they may use to plan their paragraphs before writing.<br>• Because this is an assessment, students must work independently. If students finish early, they may read their independent reading book. | • For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs. |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Tracking My Progress (5 minutes)**<br>• Distribute the **Mid-Unit Tracking My Progress** to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.<br>• Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Continue with your independent reading book and complete your **homework recording form**. | |

# Grade 3: Module 3A: Unit 3: Lesson 4
Supporting Materials

*Waiting for the Biblioburro* Where/Who/What Recording Form

**Name:**

**Date:**

| **Where** does this chapter take place? | **Who** are the important characters in this chapter? | **What** are the most important events in this chapter? |
|---|---|---|
|  |  |  |

**Mid-Unit 3 Assessment:**
Writing A Summary about *Waiting for the Biblioburro*

**Name:**

**Date:**

After reading *Waiting for the Biblioburro,* write a summary about the book. You may also use the Accordion Paragraph graphic organizer to plan your writing.

**Mid-Unit 3 Assessment**
Accordion Paragraph Graphic Organizer

**Name:**

**Date:**

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:

**Mid-Unit 3 Assessment**
Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:

**Mid-Unit 3 Assessment:**
Writing A Summary about *Waiting for the Biblioburro*

**Write your summary here:**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Name:

Date:

**Learning Target**: I can write a strong summary

1. The target in my own words is:

_____

_____

_____

2. How am I doing? Circle one.

**I need more help to learn this**          **I understand some of this**          **I am on my way!**

3. The evidence to support my self-assessment is:

_____

_____

_____

**EXPEDITIONARY LEARNING**

### *Waiting for the Biblioburro*

*Waiting for the Biblioburro* is a wonderful story about a little girl who loves books and a librarian who makes her dreams come true. Ana loves stories. She often makes them up to help her little brother fall asleep. In her small village in Colombia, there are only a few books, but she has read them all. One morning, Ana wakes up to the sound of hooves. She sees a traveling library on the backs of two donkeys! She loves the librarian and his donkeys. Ana is able to borrow books until the biblioburro, or traveling library, returns to her village. At the end of the book, Ana has a surprise of her own for the librarian.

| Name: |
|---|

| Date: |
|---|

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan,* use this chart to keep track of what you read.

| Where | Who | What |
|---|---|---|
|  |  |  |

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

_____

I think this word is precise because: _____

_____

2. Write down any word or words that you found that you are unsure about.

_____     _____

_____     _____

_____     _____

# Grade 3: Module 3A: Unit 3: Lesson 5

## *Peter Pan* Opinion Writing: Generating Criteria and Choosing a Favorite Character

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)<br>I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)<br>I can explain how a character's actions contribute to the events in the story. (RL.3.3) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can identify the criteria for a strong opinion paragraph.<br><br>• I can describe my two favorite characters from *Peter Pan*. | • Selecting Characters recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)<br><br>   B. Selecting Our Favorite Characters (10 minutes)<br><br>   C. Gathering Evidence about Characters (25 minutes)<br><br>3. Closing and Assessment<br><br>   A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)<br><br>4. Homework<br><br>   A. Continue with your independent reading book. | • This lesson formally marks the transition from summary writing to opinion writing. In Lessons 5–10, students use the writing process to write an opinion piece about a character from *Peter Pan*, which is the second part of the module performance task.<br><br>• In this lesson, students follow a similar process to that in Lesson 1 for summary writing: They identify criteria for a quality opinion piece and begin to co-create a rubric (proficient column only) with the teacher. They also begin to gather evidence about the character they select by revisiting recording forms from the module and parts of the Classic Starts edition of *Peter Pan*.<br><br>• Note: Across lessons in this module, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them to understand and "own" the criteria for quality. A more general writing rubric (developed by NYSED) is included for teacher reference only. Do NOT distribute the complete Opinion Writing rubric to students; rather, help them construct a rubric, as described in this and future lessons.<br><br>• A teacher model is used throughout this series of lessons. Be sure to reinforce that students may use this model as a guide and inspiration, but that their writing must reflect their own words and ideas.<br><br>• In advance:<br><br>  – Review the Teacher Model: *Peter Pan* Opinion (see supporting materials).<br><br>  – Review the Opinion Writing rubric (see supporting materials).<br><br>  – Create the Opinion Writing rubric anchor chart (see model in supporting materials).<br><br>  – Create student partnerships for Work Time A.<br><br>  – Review the Back-to-Back, Face-to Face protocol (Appendix 1).<br><br>• Use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., key ideas and details). |

| Lesson Vocabulary | Materials |
|---|---|
| criteria, opinion, content | • Teacher Model: *Peter Pan* Opinion (one per pair)<br>• Equity sticks<br>• Opinion Writing Rubric anchor chart (proficient column only) (new, co-created with students during Work Time A)<br>• Opinion Writing Rubric (for teacher reference)<br>• Selecting Characters recording form (one per student and one for display)<br>• Students' *Peter Pan* journals (accumulated work from Units 1 & 2)<br>• Classic Starts edition of *Peter Pan* (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer and Unpacking the Learning Targets (5 minutes)**<br>• Gather students. Project and read aloud the **Teacher Model: *Peter Pan* Opinion** with fluency and expression.<br>• Invite students to pair share something they noticed about the writing. Cold call a few to share their thoughts with the class.<br>• Tell students that they are going to get to write their own opinion pieces about a character from Peter Pan too.<br>• Tell the class that the process of writing these paragraphs will begin today. Refer to the first learning target: "I can identify the criteria for a strong opinion paragraph." Explain that the first part of the lesson will help them identify *criteria* for the paragraph. Remind students that they most recently generated criteria for a strong summary. Ask students to turn and tell a partner in their own words what the word criteria means. Cold call a student to share his or her definition and write it above the word *criteria* in the target. Define the word *opinion*: a view or belief about something.<br>• Direct students to the second learning target: "I can describe my two favorite characters from *Peter Pan*." Ask students to Think-Pair-Share the familiar words and phrases of this target; cold call a few pairs to share their ideas.<br>• Tell students that they will be selecting a favorite character for their opinion piece. | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Generating Criteria and Creating a Rubric for a Strong Opinion Piece (15 minutes)** | • Use thoughtful groupings of students. ELL language acquisition is facilitated by interaction with native speakers of English. |
| • Remind students that they are writing a new type of paragraph about *Peter Pan*. It is called an *opinion piece*. Ask students: | |
|     ∗ "What do you think the word *opinion* means?" | |
| • If necessary, guide students toward understanding that an opinion is a viewpoint or belief about something. Help students connect the word *opinion* to their daily lives; we share our opinions all the time about what we ate for dinner, clothes we like to wear, or sports teams. We share our beliefs about these things and support our viewpoints with reasons. | |
| • Tell students that this writing will be a fun new challenge for them. Ask students to Think-Pair-Share: | |
|     ∗ "How might an opinion piece be different from the other writing you have done?" | |
| • Use **equity sticks** to cold call a few students to share their ideas. | |
| • Reinforce the idea that students get to choose what they want to say based on what they believe. This is different from other writing they have done that was based more on informing or explaining. Emphasize that opinion/reasons is the main difference in this writing. Students have been working with evidence all year as writers, and that remains the same whether they are writing to support an opinion with reasons or they are writing to inform/explain. | |
| • Display the Teacher Model: *Peter Pan* Opinion again. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a rubric from their criteria list. | |
| • Read the paragraph aloud and ask: | |
|     ∗ "What makes this writing a strong example of an opinion paragraph?" | |
| • Use a sentence starter to model briefly for students: "I notice the author said _____ in the text, so I think opinion writing has _____." (For example: "I notice the author focused on one character, so I think an opinion piece tells the reader the one character who best captured the writer's imagination.") | |
| • Tell students they will read the model paragraph with a partner and identify criteria they notice. They should give a thumbs-up when they have identified at least three criteria. | |
| • Give students five minutes to read the model paragraph and discuss with a partner what they notice. | |
| • Then focus students whole group. Remind them of the sentence starter to use when they share out: "I notice the author said _____ in the text, so I think an opinion piece has _____ ." Cold call on students to share out what they noticed. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Direct students' attention to the **Opinion Writing rubric anchor chart (proficient column only)**. Point to the first section, Ideas. Explain to students that the *content* of the writing is another way of saying ideas, or what the writing is about.<br><br>• Tell students that their goal is to earn a score of 3 on the rubric. Read through the criteria listed for a score of a 3 beside Content and Analysis: "I can state my opinion clearly," and "I can provide strong reasons that support my opinion." Ask students to find evidence of these two criteria in the model paragraph.<br><br>• Cold call a couple of students to share the evidence from the paragraph.<br><br>• Take a few moments to think about and discuss what the descriptors for the 2 and 4 columns of this section of the rubric might be. For example, a 2 might be: "Opinion isn't clear to the reader." Continue to build out the 2 and 4 columns for the Content and Analysis (Ideas) section only. | |
| **B. Selecting Our Favorite Characters (10 minutes)**<br>• Refocus students on the second learning target. Project and distribute the **Selecting Characters recording form.**<br><br>• Tell students that they will do some individual thinking about their two favorite characters. Explain that they will write about one character during the next four lessons, and in the last lesson they will write about the other as their assessment. Once they have decided on their characters, they should write their names in the two boxes: one beside Character 1, and the other beside Character 2.<br><br>• Tell students that they should spend the next 10 minutes looking through their *Peter Pan* **journals** and their **Classic Starts *Peter Pan*** texts and think about the two characters that best captured their imagination.<br><br>• Distribute students' notebooks, the Selecting Characters recording form, and the Classic Starts *Peter Pan* texts. Circulate as students work and offer reminders and guidance as necessary. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Gathering Evidence about Characters (25 minutes)**<br>• Gather students back together. Invite them to pair share the two characters they selected and a brief thought about why they selected them.<br><br>• Project the Selecting Characters recording form once again.  Explain that students will now formally revisit their *Peter Pan* notebooks and texts to gather evidence about the two characters they chose.<br><br>• Briefly think aloud about the character portrayed in the model paragraph, Tinker Bell: "When I thought about Tinker Bell, I remembered how the author portrayed her as being naughty. So, I looked back through my recording forms and text and found a specific part in the book in Chapter 3. Tinker Bell is naughty because she calls Wendy 'huge and ugly.' I can really hear Tinker Bell's voice here and picture her being naughty. I'm going to write that in the box beside Tinker Bell's name."<br><br>• Tell students that they will now follow the same process with their own characters:<br><br>  1.  Return to your recording forms and the text to find specific evidence about your characters that explain why these two characters are your favorites. Flag these forms.<br><br>  2.  Write your evidence in the box beside that character's name on your recording form.<br><br>• Tell students that they may work with a partner if they like, but it is very important for them to think about their own opinions.<br><br>• Circulate as students work and provide guidance as necessary. Some students may need support remembering which events happened in which chapters. Direct them as needed. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)**<br>• Invite students to bring their Selecting Characters recording form back to a circle and find a partner to share.<br>• Briefly remind students about the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face each other. On the count of three, students turn around, face their partner, and share the following:<br>  – One character they will write about<br>  – Evidence about that character<br>• Give students a moment to think. Use the sentence frames: "I will write about _____. One reason I liked this character is _____."<br>• Students may repeat with a couple of partners as time permits. | • For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required. |
| Homework | Meeting Students' Needs |
| • Continue with your independent reading book.<br><br>*Note: Review students' Selecting Characters recording forms to assess their readiness to begin formally planning their summaries in the next lesson.* | |

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# Grade 3: Module 3A: Unit 3: Lesson 5
Supporting Materials

**Teacher Model:** *Peter Pan* **Opinion**
(For Teacher Reference)

Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating. One reason that Tinker Bell is so captivating is that she speaks in a special fairy language. When Tinker Bell speaks, it sounds like bells. Only Peter and the lost boys can understand her language. Another reason Tinker Bell is my favorite character is that she is sometimes jealous and naughty, and that makes her interesting to me. Tinker Bell is a good fairy, but she is jealous of Wendy. When she first met Wendy, she called her a "huge, ugly girl" because she was feeling so jealous. Later in the story, she persuades Tootles to shoot Wendy down with an arrow, which was very naughty. Finally, Tinker Bell is my favorite character because even if she's naughty, she also can be kind and brave. When Hook poisoned Peter's water, Tinker Bell saved him from drinking it and drank it herself. That was both brave and kind. Peter asked her why she risked her life, and she said, "Because I love you, you silly donkey." Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating.

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Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **IDEAS**<br><br>**(CONTENT AND ANALYSIS)** The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text<br><br>**(COMMAND OF EVIDENCE)** The extent to which the essay presents evidence from the provided text to support analysis and reflection<br><br>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.* | W.2<br>R.1-9<br>W.2<br>R.1-8 | | • I can state my opinion clearly.<br><br>• I can provide strong reasons that support my opinion.<br><br>• I can use specific details about my character to strengthen my reasons. | | | |

Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **ORGANIZATION And STYLE** (COHERENCE, ORGANIZATION, and STYLE) <br> The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 <br> L.3 <br> L.6 | | • I can use an introduction sentence that states my opinion clearly for my reader. <br><br> • I can use linking words and phrases to connect my reasons together. <br><br> I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules). <br><br> • I can use a variety of sentences to make my writing interesting <br><br> • I can use a concluding sentence to wrap up my writing and make my opinion stand out. | | | |

Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **ORGANIZATION And STYLE** (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 L.3 L.6 | | • I can use an introduction sentence that states my opinion clearly for my reader. <br><br> • I can use linking words and phrases to connect my reasons together. <br><br> I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules). <br><br> • I can use a variety of sentences to make my writing interesting <br><br> • I can use a concluding sentence to wrap up my writing and make my opinion stand out. | | | |

Opinion Writing Rubric Anchor Chart (Proficient Column Only) (For Teacher Reference)

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **CONVENTIONS** (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2 L.1 L.2 | | • I can use conventions to send a clear message to my reader.<br>• I can use beginning and ending punctuation.<br>• I can capitalize character names and titles.<br>• I can use apostrophes in my writing to show belonging. | | | |

**Opinion Writing Rubric**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **IDEAS**<br><br>**(CONTENT AND ANALYSIS)**<br>The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text<br><br>**(COMMAND OF EVIDENCE)**<br>The extent to which the essay presents evidence from the provided text to support analysis and reflection<br><br>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.* | W.2<br>R.1-9<br>W.2<br>R.1-8 | • Clearly introduce topic in a manner that follows logically from the task and purpose<br>• Demonstrate comprehension and analysis of the text<br>• Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay | • Clearly introduce a topic in a manner that follows from the task and purpose<br>• Demonstrate grade-appropriate comprehension of the text<br>• Develop the topic with relevant facts, definitions, and details throughout the essay | • Introduce a topic in a manner that follows generally from the task and purpose<br>• Demonstrate a confused comprehension of the text<br>• Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant | • Introduce a topic in a manner that does not logically follow from the task and purpose<br>• Demonstrate little understanding of the text<br>• Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant | • Demonstrate a lack of comprehension of the text or task<br>• Provide no evidence or provide evidence that is completely irrelevant |

**Opinion Writing Rubric**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **ORGANIZATION And STYLE** (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | W.2 L.3 L.6 | • Clearly and consistently group related information together<br>• Skillfully connect ideas within categories of information using linking words and phrases<br>• Provide a concluding statement that follows clearly from the topic and information presented | • Generally group related information together<br>• Connect ideas within categories of information using linking words and phrases<br>• Provide a concluding statement that follows from the topic and information presented | • Exhibit some attempt to group related information together<br>• Inconsistently connect ideas using some linking words and phrases<br>• Provide a concluding statement that follows generally from the topic and information presented | • Exhibit little attempt at organization<br>• Lack the use of linking words and phrases<br>• Provide a concluding statement that is illogical or unrelated to the topic and information presented | • Exhibit no evidence of organization<br>• Lack a concluding statement |

**Opinion Writing Rubric**

| Criteria | CCLS | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| **CONVENTIONS (CONTROL of CONVENTIONS):**<br><br>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | W.2<br>L.1<br>L.2 | • Demonstrate grade-appropriate command of conventions, with few errors | • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension | • Demonstrate emerging command of conventions, with some errors that may hinder comprehension | • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • Minimal, making assessment of conventions unreliable |

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.

**Selecting Characters Recording Form**

**Learning Target**: I can describe my two favorite characters from *Peter Pan.*

| Characters Who Best Capture Your Imagination | Why is this character your favorite?  Use Evidence from the Text. |
|---|---|
| Character 1: | |
| Character 2: | |

# Grade 3: Module 3A: Unit 3: Lesson 6
## Opinion Writing: Planning Opinion and Reasons

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

    a.  I can introduce the topic of my opinion piece.

    a.  I can create an organizational structure that lists reasons for my opinion.

    b.  I can identify reasons that support my opinion.

    c.  I can use linking words to connect my opinion and reasons.

    c.  I can construct a concluding statement or section for my opinion piece.

With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can create a plan for my writing that states my opinion and lists my reasons clearly.<br><br>• I can use linking words and phrases to connect my reasons together in a paragraph. | • Draft Opinion Writing<br><br>• Progress Check-in |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>    A. Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)<br><br>    B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>    A. Planning Opinion Writing (15 minutes)<br><br>    B. Mini Lesson: Linking Words and Phrases (10 minutes)<br><br>    C. Drafting Opinion Writing (20 minutes)<br><br>3. Closing and Assessment<br><br>    A. Progress Check-in (5 minutes)<br><br>4. Homework<br><br>    A. Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.<br><br>    B. Continue reading your independent reading book and record what you are reading on your homework sheet. | • Review Unit 1, Lessons 9 and 12. In these lessons, students used a planning page similar to the one used in this lesson. Students developed an opinion and offered their reasons. This planning page builds on that by asking students to look for specific examples from the text to support their opinions.<br><br>• In this lesson, students plan and draft their opinion in one session. They have done this before during assessments. However, some students may need additional time for planning and drafting. Consider extending this lesson over two sessions or asking students to complete their draft for homework. In Lesson 7, students attend to their introduction and conclusion, and also revise and add to their draft. |

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| Lesson Vocabulary | Materials |
| --- | --- |
| linking words and phrases | • Opinion Writing Rubric anchor chart (proficient column only) (from Lesson 5) |
| | • Equity sticks |
| | • Opinion Writing planning page (one per student and one for display) |
| | • Teacher Model: Opinion planning page (one for display) |
| | • Students' *Peter Pan* journals (with flagged copies) |
| | • Classic Starts edition of *Peter Pan* (one per student) |
| | • Teacher Model: *Peter Pan* Opinion (one per student, from Lesson 5 supporting materials) |
| | • Highlighter |
| | • Drafting paper (one or two pages per student) |
| | • Progress Check-in sheet (one per student) |
| | • Opinion Writing Rubric (from Lesson 5; for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Review the Ideas Row of the Rubric (5 minutes)**<br><br>• Gather students together. Tell them that today they will begin planning and drafting their own opinion writing: "Let's look at the Ideas row of our rubric that we made. This will help us think about what we need to do as we plan today."<br><br>• Display the **Opinion Writing rubric anchor chart (proficient column only)**, Ideas row (constructed with students in Lesson 5). Read the row aloud to students. Ask students:<br><br>   * "Look at the score of 3. (This should say something about stating the opinion clearly, showing understanding of the text.) What will be important for you to think about as you start planning your opinion writing?"<br><br>• Have students Think-Pair-Share. Then pull a few **equity sticks** to hear student responses. Listen for answers like: "We should be sure to think about why we chose our favorite character" or "We should make sure our reasons make sense." | |
| **B. Unpacking the Learning Targets (5 minutes)**<br><br>• Review the first learning target with students (the second will be reviewed in Work Time B). Ask a student volunteer to read the target out loud.<br><br>• Connect the target to the Ideas row of the rubric. Tell students that their goal today will be to name the first character they selected as one that best captured their imagination and then identify strong reasons why they selected that character. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Planning Opinion Writing (15 minutes)** <br><br>• Distribute and display the **Opinion Writing planning page**. Ask students: <br>  * "How is this similar to planning pages you have used before? How is it different?" <br>• Give students time to review the planning page and then talk to a partner about what they notice. Pull equity sticks to hear student responses. Guide students to identify that in Unit 1, their planning page had just the opinion box and reason boxes. Guide them to notice that this one is different because it includes a new box as well: "Example from the book." <br>• Then display the **Teacher Model: Opinion planning page**. Read what's in each of the boxes to students. Ask: <br>  * "How did I use the reason and example boxes differently?" <br>• Give students time to think, then use equity sticks to share responses with the whole group. The goal is for students to see how the page is used; reasons are identified, and specific examples from the book are given to support that reason. Keep this brief, so students can get to work on their own writing. <br>• Tell students that they will use the recording forms from their **_Peter Pan_ journal** that they flagged in the previous lesson to help them create their plan (Where/Who/What recording form, Character recording forms). <br>• Ask students to raise their hands and identify which character they are going to write about. Tell them they might want to know who else is writing about the same character so that they can sit close to each other to talk about their reasons. Encourage students to sit together to support their planning. Explain that it's OK to have the same character, but they need to make their writing their own. Remind students that they might also choose to write about Tinker Bell and might even have similar reasons as in the Teacher Model, but their opinion is their very own, so they should use their own words and ideas. <br>• Release students to complete their planning page. Circulate as they work. As you confer with students, have them name their opinion to you. Look to see that they have stated their opinion in the planning page. Also support students in using their flagged recording forms to help them identify their reasons and find examples from the **Classic Starts _Peter Pan_** text to support their reasons. Ask questions such as: <br>  * "I see you chose _____ to write about. What is one of your reasons for choosing that character? Let's look at the recording forms you flagged to see if they can help you find a good example for that reason." <br>• After 15 minutes, have students gather back in the whole group area. | • Provide sentence frames to support students who might need it: <br>• "This planning page is the same because _____. <br>• This planning page is different because _____." |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Mini Lesson: Linking Words and Phrases (10 minutes)**<br>• Give students specific praise based on evidence you saw of their persistence or stamina during Work Time A.<br><br>• Tell students that they will soon begin drafting their opinion writing. Explain that one important thing that writers do to move from a plan to a draft is to think about how the ideas connect in a way that will make sense to the reader. Explain to students that when they wrote their summaries for *Peter Pan*, they used their planning page to think about the specific details they were going to use in their summary. Then when they went to their writing, they thought about how to use a variety of sentences to make their work more interesting to read. Explain that this time, because they have multiple reasons for their one opinion, they want to be sure that readers can follow their writing. Tell students that one way writers do this is what the second learning target is about.<br><br>• Review the second learning target with students: "I can use linking words and phrases to connect my reasons together in a paragraph." Ask students what they think *linking* words are. Using equity sticks, call on several students to answer. Listen for students to say that they are words that connect ideas together, or to provide an example, like "first" or "next." If students have difficulty naming what they are, explain that linking words or phrases connect one idea—or in this case, one reason—to the next one.<br><br>• Use three students and ask them to stand up side by side. Tell the class that each student represents a separate reason. Point out that right now, they are not connected. Then ask the students to link arms to demonstrate that now each of the "reasons" is connected. Explain that linking words are what hold the reasons together, helping readers follow the writer's ideas. Provide examples, such as "first," "next," and "another."<br><br>• Distribute copies of the **Teacher Model: *Peter Pan* Opinion** and a **highlighter**. Tell students that you are going to read the model aloud, and their job is to listen for any words that connect reasons together to help readers follow the opinion. Read the paragraph aloud without interruption.<br><br>• Have students reread the paragraph with a partner and highlight words and phrases they find that link or connect reasons together.<br><br>• Give students a few minutes to highlight words and phrases. Circulate and support students to find words like "another" and "finally."<br><br>• Once students have done this work in partnerships, invite partners to share a linking word or phrase they found. Highlight the word on the Teacher Model. Add any linking words or phrases that students might have missed. | • For struggling learners, transcribe the reasons they provide on their planning page as you confer. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Drafting Opinion Writing (20 minutes)**<br>• Tell students that they now will draft their opinion writing, using their planning page to guide them. Explain that as they draft, they should:<br>   1. Read their planning page and think about how they can connect their reasons together using linking words (i.e., "first," "second," "another," etc.).<br>   2. Use the highlighted words on the Teacher Model to help them come up with good linking words.<br>• Distribute **drafting paper.**<br>• Give students 20 minutes to work on their drafts. As they work, circulate to confer. First look at their planning pages, then ask them to show you their drafts. Ask questions such as:<br>   * "Can you read your opinion sentence aloud? Does it state your opinion clearly?"<br>   * "Show me a reason why you chose that character."<br>   * "Have you used any linking words to connect your reasons together?"<br>• Encourage students as they write their drafts. Acknowledge strong reasons and opinions as you confer. If one student has a strong reason or example about a character, use it as an example when conferring with other students. | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Progress Check-in (5 minutes)**<br>• Gather students together and give specific praise. Name one or two specific examples of the hard work they did today. For example:<br>   \* "I noticed that many of you were thinking hard about your reasons today."<br>   \* "I noticed that _____ was stuck for a minute on which word to use to link one reason to another.<br>   \* Then she went back to the Teacher Model and reviewed it and found a word that made sense."<br>   \* "I noticed that during the entire writing time, you were working on your writing. That shows that you are building your stamina for writing because you didn't lose your focus."<br>• Collect students' drafts. Distribute the **Progress Check-in sheet**. Tell students that they accomplished a lot with their writing, and you want to know how far they got with their drafting. Give students a few minutes to complete their progress check-in, then collect them. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Tell someone in your family about the writing you did today. Explain which character captures your imagination most and give your reasons.<br>• Continue reading your independent reading book and record what you are reading on your homework sheet.<br><br>*Note: See Lesson 1 Teacher Note for more details about independent reading homework.*<br>*Review students' Progress Check-in sheets. Students may need additional time to complete their drafts, so consider providing additional writing time. If there is a smaller group of students who need more time, find a way to give them additional time and support before Lesson 7.*<br>*In the next series of lessons, students will revise their drafts, attending to specific aspects of writing. In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).* | |

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# Grade 3: Module 3A: Unit 3: Lesson 6
Supporting Materials

**Opinion Writing Planning Page**

| Opinion: | |
|---|---|
| Reason: | |
| | |
| | |

| Example from the Book: | Page: |
|---|---|
| | |
| | |
| | |

| Reason: | |
|---|---|
| | |
| | |

| Example from the Book: | Page: |
|---|---|
| | |
| | |
| | |

| Reason: | |
|---|---|
| | |
| | |

| Example from the Book: | Page: |
|---|---|
| | |
| | |
| | |

**Opinion Writing Planning Page**
(For Teacher Reference)

| Opinion: | **Tinker Bell is my favorite character because she is the most captivating.** |
|---|---|
| Reason: | **She speaks in a special fairy language.** |
| | |
| | |

| Example from the Book: | Page: |
|---|---|
| **Her voice sounds like bells.** | **18** |
| | |
| | |

| Reason: | **Sometimes she is jealous and naughty.** |
|---|---|
| | |
| | |

| Example from the Book: | Page: |
|---|---|
| **She calls Wendy a "huge ugly girl."** | **24** |
| **She persuades Tootles to shoot Wendy down.** | **51** |
| | |

| Reason: | **She can also be kind and brave.** | |
|---|---|---|
| | | |
| | | |
| Example from the Book: | | Page: |
| **She saves Peter by drinking the poisoned water.** | | **105** |
| | | |

Which best describes your progress today?

_____  I finished my first draft.

_____  I am almost finished with my draft.

_____  I barely have my draft started.

_____  I am still working on my planning page.

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# Grade 3: Module 3A: Unit 3: Lesson 7

**Opinion Writing:** Introducing an Opinion and Providing a Conclusion Sentence

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>    a.  I can introduce the topic of my opinion piece.<br>    a.  I can create an organizational structure that lists reasons for my opinion.<br>    b.  I can identify reasons that support my opinion.<br>    c.  I can use linking words to connect my opinion and reasons.<br>    c.  I can construct a concluding statement or section for my opinion piece.<br>With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)<br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can introduce my reader to my opinion about a *Peter Pan* character.<br><br>• I can craft a conclusion to my opinion writing that reminds my reader of my opinion. | • Introduction and Conclusion drafting page<br><br>• Opinion writing drafts |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>  A. Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)<br><br>2. Work Time<br><br>  A. Drafting Introduction and Conclusion Sentences (25 minutes)<br><br>  B. Sharing Our Introduction and Conclusion Sentences (5 minutes)<br><br>  C. Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)<br><br>3. Closing and Assessment<br><br>  A. Exit Ticket: Self-Assessment (5 minutes)<br><br>4. Homework<br><br>  A. Continue reading your independent reading book for this unit at home. | • In previous modules, students have worked to create engaging beginnings to their writing. This lesson builds on that past work and is designed to help students understand that introductions and conclusions work together to make the writer's opinion clear to the reader.<br><br>• When building out the Organization row of the Opinion Writing Rubric anchor chart (proficient column only), note that there are several target descriptors. Students have already worked with linking words and phrases. Lesson 7 focuses specifically on introductions and conclusions.<br><br>• In this lesson, students practice writing different versions of an introduction sentence and conclusion sentence. The intention is to help them understand that there are different ways to write a sentence and that they can select the one that best meets their purpose. Students will have a separate drafting page where they "play" with different kinds of introduction and conclusion sentences. Then they will select the one they think best works with their opinion writing.<br><br>• Some students may not need the entire 25 minutes to craft their introduction and conclusion sentences. For students who finish early, consider the following options:<br><br>1. Invite them to read their independent reading book.<br><br>2. Invite them to reread their drafts aloud, looking for any parts that don't make sense.<br><br>3. Invite them to go work in a quiet area of the room. Have them read their drafts aloud to one another.<br><br>• In advance: Prepare the introduction and conclusion sentences from the Teacher Model on chart paper or for a document camera. |

| Lesson Vocabulary | Materials |
|---|---|
| introduction, conclusion, organization, style, captivating | • Students' draft opinion writing<br>• Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; one for display, focusing on the Organization and Style row)<br>• Introduction and Conclusion drafting page (one per student)<br>• Introduction and Conclusion drafting page (Teacher Model) (one for display)<br>• Equity sticks<br>• Exit ticket (one per student) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Building Out the Organization and Style Row of the Opinion Rubric and Unpacking the Learning Targets (15 minutes)** | • Provide sentence frames on chart paper or on the document camera. "Introductions and conclusions help a reader because _____." |
| • Gather students together. Display the **Opinion Writing rubric anchor chart (proficient column only)** that students have been helping to create (starting in Lesson 5). Tell them that their focus today is on the Organization and Style row. Ask students: | |
|     * "What does the word style mean to you?" | |
| • Give students time to think and talk with a partner. | |
| • Using **equity sticks**, call on one or two students to share their thinking. The word *style* might be difficult for students to describe as it relates to writing. However, they might say things like: "How a writer says something." Build on that idea and explain to students that the *style* in this context means the kinds of words and sentences a writer uses to help readers follow his or her ideas and remain interested in what the writer has to say. Connect students to the work they have done with "precise" words. Tell them that the linking words and phrases they used in the previous lesson are one example of how a writer uses precise words to help organize the writing clearly. As in previous lessons, the column with 3 is built out. | |
| • Tell students that this part of the rubric contains many descriptors. There is a lot involved in organizing a piece of writing in a way that will make it clear to readers. Point out that linking words and phrases are one aspect of *organization*. Also, in Lesson 3, students worked on using simple and compound sentences. | |
| • As in previous lessons, support students to build out this new row of the rubric. Ask students: | |
|     * "Looking at the descriptor for the score of 3, what would a 2 look like?" | |
| • Give students time to think and talk to a partner. | |
| • Using equity sticks, call on a few students to share their ideas. (For example: "There are only a few linking words or phrases," "The introduction sentence isn't very clear," or "The reasons aren't in a good order, and it doesn't make sense.") Complete the 2 column of the rubric. Then repeat the process with students, asking what would make a score of 4. (For example: "The introduction sentence really grabs the reader," "The reasons are very clear for the reader and it flows," or "The conclusion also grabs the reader.") | |

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| Opening (continued) | Meeting Students' Needs |
|---|---|
| • Remind students that the purpose of spending time to build out the rubric with them is to help them have ownership of, and a clear vision for, the expectations for their writing. Say:<br><br>• "Now that we have built out this row of our rubric, let's look at how we are going to use this rubric to help us as writers today."<br><br>• Ask one or two students to read aloud the learning targets. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Drafting Introduction and Conclusion Sentences (25 minutes)** <br>• Display the **Introduction and Conclusion drafting page (Teacher Model)**. Read the sentences aloud: "Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating," and "Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating." <br>• Ask students: <br>  \* "What do these two sentences have in common?" <br>• Give students time to think, then have them talk to a partner. Cold call one or two students to share with the whole group. Students should identify that both sentences express the opinion about the character. They both help the reader know what the writer is talking about. Clarify as needed: Explain that both sentences remind the reader of the opinion. Each sentence restates who is the favorite character. <br>• Direct students' attention to the word captivating. Ask: <br>  \* "Think about our guiding question: 'How do writers capture a reader's imagination?' Based on the word capture, what do you think the word captivating means?" <br>• Give students time to think and talk together. Then use equity sticks to have one or two students share their thinking. <br>• Guide students to tell that the word captivating means to hold someone's attention or interest. Explain that the writer chose to use this word to introduce his opinion clearly and grab the reader. <br>• Tell students that the sentences in the Teacher Model work fine but that writers often try out different ways to introduce their opinion and conclude their writing so they are sure that their opinion is clear for readers. Practicing different ways to write these sentences helps make their writing the best it can be. <br>• Think aloud for students, completing a new way to introduce the opinion and a new way to write a conclusion. The think-aloud could sound like this: <br>  \* "As a writer, I can decide the best way to introduce my opinion to my reader. I think this opinion statement (read aloud the statement on the drafting page) is good because I tell who my favorite character is and why she is my favorite. I also describe Tinker Bell to catch my reader's interest. But I think I could do this in a different way." | • Provide struggling learners with generic sentence frames on chart paper for reference or on paper placed at a table. Provide this option for any students who might want to use them to support their writing. Examples of generic introduction sentence frames could be: <br>• "_____ is my favorite character because_____," or "_____ is (put a character description word here)_____, and that's why he/she is my favorite character." <br>• Examples of generic conclusion sentences could be: "That's why _____ is my favorite character," or "These reasons make _____ my favorite character in *Peter Pan*." |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Write on the Introduction section: "My favorite character in *Peter Pan* is Tinker Bell because she is captivating." Tell students: "I like using that word 'captivating,' and this way tells my reader right away that I am writing about Tinker Bell. Let me try another way." <br><br> • Write on the second line of the Introduction section: "Tinker Bell, the fairy in *Peter Pan*, is very captivating, and that's why she is my favorite character." Tell students: "Now I can look at each one of these and choose the one I like best." <br><br> • Tell students: "Remember that the conclusion is a way to restate my opinion for the reader. I want to remind my reader of my opinion. Notice how I did that with this first sentence: 'Tinker Bell is my favorite character because she is the character in *Peter Pan* that I think is the most captivating.'" <br><br> • Continue thinking aloud: <br><br> ∗ "I could keep that one, because it does restate my opinion, and it uses this word 'captivating' that I like for my reader. But I think there might be another way to wrap it up for my reader. I am going to try." Write on the Conclusion section: "Tinker Bell captivates me as a reader, and that's why she is my favorite character." <br><br> • Ask students: <br><br> ∗ "Can you think of another way to wrap it up for my reader and remind my reader of my opinion?" <br><br> • Give students a minute to talk with a partner. <br><br> • Then invite one or two students who have an idea to share with the whole group. Capture their thinking on the Conclusion section of the drafting page. <br><br> • Tell students that as writers, they can try out a few different ways and then choose the way they like best. Tell them that they now will get to try this on their own. Explain that when they were drafting, they might have already written introduction and conclusion sentences. If that's the case, they should use those sentences as one of the ways that they could write their introduction and conclusion. Explain that they might have written their draft not thinking about the introduction or conclusion. Tell students that this is OK: They can just start thinking about it right now. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Distribute the **Introduction and Conclusion drafting page**. Direct students to do the following:<br><br>1. Reread your draft.<br>2. Think about your opinion.<br>3. Try writing different ways to introduce your opinion and different ways to craft your conclusion.<br>4. Reread your paragraph with each new introduction and conclusion sentence, then put a star by the ones you like best.<br><br>• Give students 20 minutes to write the variations of their introduction and conclusion. | |
| **B. Sharing Our Introduction and Conclusion Sentences (5 minutes)**<br>• Gather students together and celebrate their hard work as writers. Place students who are writing about the same character in small groups of three or four. Tell students that they are going to have the opportunity to share their thinking with their peers. Clarify that this is not an official critique session, but rather a time to simply share aloud their thinking. This will give them the chance to hear many different ways of writing introductions and conclusions.<br><br>• Give directions:<br><br>1. One at a time, share your introduction and conclusion sentences aloud.<br>2. Reread the sentences you selected to use.<br>3. Explain why you chose those sentences.<br>4. Repeat until each person in the group has shared. | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Incorporating Our Introduction and Conclusion Sentences into Our Opinion Drafts (10 minutes)**<br>• Tell students that they now will have time to add the introduction and conclusion sentences that they selected into their written **opinion writing drafts**.<br><br>• Model for students how they can either add another piece of paper to their draft with these sentences, or they can add them to the draft by using the caret symbol and writing in the margins or on the back of their draft.<br><br>• Tell students that once they incorporate the sentences into their drafts, they should reread the draft to themselves. Remind them that they are listening for whether their introduction and conclusion make their opinion clear to readers.<br><br>• Give students time to work; circulate to listen in and support as needed. | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: Self-Assessment (5 minutes)**<br>• Display the Opinion Writing rubric anchor chart (proficient column only). Focus on the Organization row that students generated during this lesson's Opening. Ask students to think about this:<br>　＊ "What score would you give your current draft? Why?"<br>• Distribute the **exit ticket** and give students a few minutes to complete it.<br>• Then celebrate their work as writers and collect their materials: Introduction and Conclusion drafting page, draft opinion writing, and exit tickets. | |

| Homework | Meeting Students' Needs |
|---|---|
| • Continue reading your independent reading book for this unit at home.<br><br>*Note: Review students' drafts with their final choices of introduction and conclusion. Look for:*<br>　*1. A sentence that introduces their opinion*<br>　*2. A concluding sentence that restates their opinion and wraps it up for the reader*<br>*Review the exit tickets and complete the Teacher Comment line. If students are on track, give them one point of praise about their introduction and conclusion. If they are struggling, name something specific that the students did well and offer a specific next step to help them progress. This could sound like: "Star: You do have an introduction sentence that states your opinion clearly. This makes your reasons easy to follow. Step: Write a conclusion sentence that connects to your opinion and wraps it up for your reader. Use your good thinking in your Introduction and Conclusion drafting page to help you."* | |

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# Grade 3: Module 3A: Unit 3: Lesson 7
Supporting Materials

**Introduction and Conclusion Drafting Page**

| Introducing My Opinion | |
|---|---|
| One Way: | |
| Another Way: | |
| Another Way: | |

| Concluding Sentences<br>Wrapping it up for my reader; making my opinion stand out | |
|---|---|
| One Way: | |
| Another Way: | |
| Another Way: | |

**Introduction and Conclusion Drafting Page**
(For Teacher Reference)

| Introducing My Opinion | |
|---|---|
| One Way: | **Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating.** |
| Another Way: | |
| Another Way: | |

| Concluding Sentences<br>Wrapping it up for my reader; making my opinion stand out | |
|---|---|
| One Way: | **Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating.** |
| Another Way: | |
| Another Way: | |

I think I am a score of _____ for Organization and Style

because

_____

_____

_____

_____

_____

Teacher Comment:

_____

_____

_____

_____

_____

# Grade 3: Module 3A: Unit 3: Lesson 8

**Revising Opinion Writing:** Strengthening My Reasons by Using Specific Details about My Character

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
|---|
| I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>    a.  I can introduce the topic of my opinion piece.<br>    a.  I can create an organizational structure that lists reasons for my opinion.<br>    b.  I can identify reasons that support my opinion.<br>    c.  I can use linking words to connect my opinion and reasons.<br>    c.  I can construct a concluding statement or section for my opinion piece.<br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)<br>I can express ideas using carefully chosen words. (L.3.3) |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can use specific details about my character to strengthen my reasons. | • Opinion drafts<br>• Praise Question Suggest recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)<br><br>   B. Unpacking the Learning Targets (5 minutes)<br><br>2. Work Time<br><br>   A. Quiz Quiz Trade Warm-up (10 minutes)<br><br>   B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)<br><br>   C. Revision Work Time (20 minutes)<br><br>3. Closing and Assessment<br><br>   A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)<br><br>4. Homework<br><br>   A. Continue reading in your independent reading book for this unit at home and complete your homework sheet. | • In advance: Review Quiz Quiz Trade (Appendix ; prepare the trade cards.<br><br>• Be sure the character word wall is where all students can see it (started in Unit 1, Lesson 4; described in Unit 1 Overview: Materials and Preparation).<br><br>• In advance: Review the Praise Question Suggestion protocol recording form (supporting materials);<br><br>• Also review Unit 2, Lesson 3, where this protocol was used.<br><br>• Determine critique partnerships.<br><br>• This lesson contains a mini lesson that offers an opportunity for students to practice writing sentences with specific details, working with a partner and a familiar model first. The intent of this is to help students think collaboratively about specific details and have the opportunity to practice writing. Students choose only one or two sentences to work with for this purpose. They do not need to try out every sentence on the model; nor does everyone need to be finished before you move on. The purpose is for students to practice and generate ideas. |

| Lesson Vocabulary | Materials |
|---|---|
| specific details | • Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on Ideas row)<br>• Equity sticks<br>• Quiz Quiz Trade cards<br>• *Peter Pan* Opinion Teacher Model (one for display)<br>• Highlighter or marker<br>• Weak Model Opinion Writing (one per student and one to display)<br>• Pencils and clipboards (or hard surface) for writing in the whole group area (one per student)<br>• Students' opinion writing drafts<br>• Students' *Peter Pan* journals<br>• Character word wall<br>• Praise Question Suggest recording form (one per student and one for display) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Reviewing the Ideas Row of the Rubric (5 minutes)**<br>• Gather students together. Display the **Opinion Writing rubric anchor chart (proficient column only)**. Refocus students on the Ideas row, which they created in Lesson 5 and reviewed in Lesson 6. Read the Score of 3 column aloud. Tell students they have worked hard to ensure that they have a strong opinion and strong reasons for their opinion. They have already addressed a few of the descriptors on this rubric in their writing. Congratulate them.<br>• Ask students to zoom in closely at the descriptor "I can use specific details about my character to strengthen my reasons." Tell students that this is the target they are going to be thinking about today. | |
| **B. Unpacking the Learning Targets (5 minutes)**<br>• Circle the words *specific details*. Ask students to review with a partner what those words mean to them. Give students a minute to talk. Then use **equity sticks** to invite one or two students to share. Follow up with the question:<br>  * "How would specific details make your reasons stronger?"<br>• Pull equity sticks to hear one or two responses. | |

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| Work Time | Meeting Students' Needs |
|---|---|
| **A. Quiz Quiz Trade Warm-up (10 minutes)**<br>• Tell students that to warm up their thinking, they are going to do the activity Quiz Quiz Trade. Review with students how it works.<br>• Distribute the **Quiz Quiz Trade cards** to students and give them about 10 minutes for the activity.<br>• Gather students back together. Ask:<br>　* "What did you notice about the words we used for Quiz Quiz Trade today?"<br>• Give students a minute to think.<br>• Cold call a few members of the class to share their responses. Students should identify that the words all describe the characters of *Peter Pan*. They might also identify that they are all words that are on the character wall.<br>• Explain that these are words the author used to help readers know and understand the characters. These words are one way the author gives readers specific details about the characters; such words make the story more interesting and bring the characters to life. Tell students that they are going to be thinking about and using these words as they work on their writing next. | • Give struggling learners familiar words to start with. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Mini Lesson: Using Specific Details to Improve Writing (10 minutes)** <br> • Display the ***Peter Pan* Opinion Teacher Model**. Tell students that as they listen to the paragraph, they should note any specific details they hear about Tinker Bell. Read the paragraph aloud. <br><br> • After you read, invite students to point out a specific detail they heard. Use a **highlighter** or **marker** to highlight or circle the words and phrases they identify. Look for students to identify things such as: "naughty," "jealous," "brave." <br><br> • Then ask students to think about how those details help readers understand the opinions and reasons. Give students a minute to think, then share with a partner their ideas. Using equity sticks, invite three or four students to share their thinking. Guide the class to identify that the details are often descriptive words about the character. Those details help readers to understand the character being written about and to believe the writer's opinion. <br><br> • Display the **Weak Model Opinion Writing**. Tell students you have a model that doesn't use any specific details about the character. Read this model aloud as students read along silently. Ask: <br><br>   \* "How does not using specific details change the writing?" <br><br> • Give students a minute to think and talk together. <br><br> • Then pull equity sticks to have one or two students share with the whole group. <br><br> • Explain that it would be hard for readers to believe the opinion or reasons because they wouldn't really know what makes Tinker Bell such an interesting character. The writer has to use specific details about a character to help readers understand why that character is worth writing about. <br><br> • Explain to students that before they go to their own writing, they are going to practice using descriptive words about Tinker Bell to make this model better. Tell students that although they have already seen the Teacher Model, they have many good thoughts about Tinker Bell and might have a different way to share specific details with readers. <br><br> • Distribute the Weak Model Opinion Writing to pairs of students, along with their **pencils** and **clipboards**. Have each pair select one or two sentences in the weak model to revise using specific details. <br><br> • Give students 5 minutes to practice rewriting the sentences they selected. <br><br> • Then, using equity sticks, call on three or four partnerships to share their ideas. Offer specific praise about how the sentence they shared strengthens the writing. For example: "When you used the words_____, this gave me a better idea of Tinker Bell and helped me see why she was the favorite character." | • Consider pulling struggling learners into small groups that are working on the same character. Choose a word that describes that particular character well and model using it to revise a general sentence about the character. Guide the group together to find a sentence that they could make stronger with descriptive words. Then, through guided practice, have the students work together to co-construct their sentences. <br><br> • Provide a thesaurus for more advanced writers to use. |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Explain that these details make the reader much more interested in the writing. Reinforce the idea that the details make the opinion and reasons much stronger. | |
| **C. Revision Work Time (20 minutes)**<br>• Tell students that they are going to go back to their **opinion writing drafts** and look for ways to make their reasons clearer by adding specific details about their character. Let them know that if they want to use the work they just did to help remind them of good details, they should take it with them; otherwise, they should put it in their ***Peter Pan*** **journal**. Tell them that the specific details they use about their character will come from all the hard thinking they have already captured on the recording forms they flagged earlier and on the **character word wall**. Now they can use those words to make their own opinions about the book stand out. Remind students that they have done this kind of revision work before, when they were writing about their Freaky Frogs and revised their writing for vivid and precise words.<br><br>• Give directions:<br><br>1.  Use the character word wall to think about words that will make your reasons about your character more clear.<br><br>2.  Use the recording forms that you flagged in your *Peter Pan* journal.<br><br>• Release students to work on their drafts. Circulate and confer with them as they write. As you confer, ask questions such as these:<br><br>&ast; "Can you share a place where you are thinking about adding specific details to strengthen your reasons and make them more clear to your reader?"<br><br>&ast; "Tell me what you want your reader to know about why you chose your character. What is it about this character that makes him or her your favorite?"<br><br>&ast; "Does this character captivate you? Why?"<br><br>&ast; "Tell me what you are thinking about right now. How are you adding specific details about your character? Are you using any of your recording forms to help you?" | |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • As students answer those kinds of questions, support them by providing encouragement and specific direction, such as: <br><br>   * "I see your opinion is that Peter is your favorite character because you are like Peter. Let's look at the words on the character wall that describe Peter. Which word stands out the most to you? Use those words to help you add a specific detail about Peter so that your reader understands how Peter is like you. Your reader will need to know what Peter is like as a character to believe your opinion." <br><br> • Additionally, as you confer, give them feedback about how their specific details strengthen their reasons or opinion. For example: "When you used the detail _____ to describe_____, it helped me understand why you chose that character because I had a better picture of who that character is." | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Critiquing Our Writing: Praise Question Suggest Protocol (10 minutes)**<br>• Place students in new pairs and tell them that they have a chance to get some feedback on their drafts. Explain that they are going to use the Praise Question Suggest protocol. Remind students that they have used this protocol before. Ask:<br>　\* "What do you remember about this protocol?"<br>• Ask pairs to talk about this question.<br>• Use equity sticks to invite partners to share their thinking. If students have difficulty remembering the process, review it briefly with them.<br>• Display the **Praise Question Suggest protocol recording form** and review it with students. Explain that this time students are going to provide their partners with written feedback after they share their drafts.<br>• Explain that students are going to hear their partner's draft and listen carefully for the following things that they have worked hard to include in their writing:<br>　1.　A clear opinion<br>　2.　Reasons to support the opinion<br>　3.　Linking words that connect reasons together<br>　4.　A variety of sentences to make the writing more interesting<br>　5.　Specific details that describe the character and make their reasons more clear<br>• Ask students:<br>　\* "When we critique each other's work, what are the things we need to remember to help us be successful?"<br>• Give students time to think and then talk with a partner.<br>• Then, using equity sticks, call on a few students to share. Listen for them to name the following:<br>　– Look at the person sharing his or her work.<br>　– Give kind, specific, and helpful feedback.<br>• Tell them that after they share, they will complete their recording forms. Let them know that they should help each other as they work. | • Pair students strategically. Pair struggling learners with stronger writers so that they can hear fluent writing and still provide strong feedback. Pair very strong writers together who are writing about a different character, so that they are pushing each other on the clarity of their writing.<br><br>• Give struggling learners sentence frames along with their recording forms. Write these sentence frames on another piece of paper for them to use, or on index cards. Sentence frames could be: "I thought your writing was strong because_____," and "I think your writing would be stronger if_____." Consider also posting these sentence frames to support all students with their critiques. |

| Closing and Assessment (continued) | Meeting Students' Needs |
|---|---|
| • Release students to conduct their critique. As students are working, circulate around the room. Notice and note the things that students are doing well, such as listening carefully, giving specific feedback, etc. Pause at partnerships that might be struggling. Ask them to tell you where they are in their steps. Model for them what they might say next. For example, if a partnership just read one person's writing aloud and the partner is unsure what to say, ask a question to get them going, such as: "What stood out to you about their writing?" (Student responds.) "Oh, so that tells me that a piece of praise for this student would be _____ (modeled from the student response)." <br><br> • When students complete their critique and recording forms, collect their work along with their drafts. <br><br> • Give specific praise for behaviors you saw during the work or critique time. Specific praise could sound like: <br><br> &ast; "I saw _____ and _____ sitting closely together completing their form. They were asking each other clarifying questions as they wrote each other's suggestions. They were being very helpful to each other as they worked." <br><br> &ast; "I heard _____ say, 'I really liked when you said _____ because it made me think about the reason you chose your character.' She was giving her partner a specific reason why she thought his writing was strong." | |

| Homework | Meeting Students' Needs |
|---|---|
| • Continue reading in your independent reading book for this unit at home and complete your homework sheet. <br><br> *Note: In Lesson 9, students will incorporate feedback in their revisions. During this portion of the lesson, use the time to pull smaller groups of students with similar feedback for some focused instruction. To prepare, review students' Praise Question Suggest recording forms and their drafts. Look for patterns of revision feedback. Group students who received similar feedback so that they can be a small, invitational group in Lesson 9. Also prepare to share with students any patterns you noticed, to focus them on what to consider as they make their final revisions.* | |

# EXPEDITIONARY LEARNING

# Grade 3: Module 3A: Unit 3: Lesson 8
## Supporting Materials

Tinker Bell is my favorite.

Tinker Bell is a fairy.

She doesn't like Wendy.

Tinker Bell drank the water instead of Peter Pan.

That's why she is my favorite character.

| | |
|---|---|
| Huffed | exhaling, irritated, or angry |
| Shrill | high-pitched voice |
| Maternal | motherly |
| Uncooperative | not working together; not agreeing to do something |
| Arrogant | overly confident, thinking you are better than someone else |
| Sternly | firm, hard |
| Cockiness | confident, arrogant |
| Stubborn | not willing to give in |
| Excitedly | happy |
| Nervous | worried |
| Mischievous | causing trouble, sneaky |
| Sinister | mean, evil |

Tinker Bell, the small and sometimes naughty fairy, is my favorite character in the book Peter Pan because she is the most captivating. One reason that Tinker Bell is so captivating is that she speaks in a special fairy language. When Tinker Bell speaks, it sounds like bells. Only Peter and the lost boys can understand her language. Another reason Tinker Bell is my favorite character is that she is sometimes jealous and naughty, and that makes her interesting to me. Tinker Bell is a good fairy, but she is jealous of Wendy. When she first met Wendy, she called her a "huge, ugly girl" because she was feeling so jealous. Later in the story, she persuades Tootles to shoot Wendy down with an arrow, which was very naughty. Finally, Tinker Bell is my favorite character because even if she's naughty, she also can be kind and brave. When Hook poisoned Peter's water, Tinker Bell saved him from drinking it and drank it herself. That was both brave and kind. Peter asked her why she risked her life, and she said, "Because I love you, you silly donkey." Tinker Bell is my favorite character because she is the character in Peter Pan that I think is the most captivating.

**Praise Question Suggest Protocol Recording Form**

| My Name: |
| My Partner's Name: |

**STEPS:**

1. Sit with your partner. Sit facing each other and close enough so that you can speak quietly and still hear.

2. Choose one person to go first.

3. Read your draft aloud while your partner listens for the criteria and completes the table.

4. Switch.

5. Complete the second part of the recording form, working together to help each other.

| Opinion Writing Criteria | Yes | No |
|---|---|---|
| The opinion is clear. | | |
| There are reasons to support the opinion. | | |
| There are a variety of sentences to make the writing more interesting. | | |
| There are linking words that connect reasons together. | | |
| There are specific details about the character that make the reasons stronger. | | |

**Praise Question Suggest Protocol Recording Form**

1. A specific piece of praise from my partner is:

_____

_____

_____

2. A suggestion from my partner is:

_____

_____

_____

My next step is going to be:

_____

_____

_____

Teacher Comment:

_____

_____

_____

# Grade 3: Module 3A: Unit 3: Lesson 9
## Final Revision: Using Feedback and Criteria

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write an opinion piece that supports a point of view with reasons. (W.3.1)<br>With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)<br>I can use conventions to send a clear message to my reader. (L.3.1)<br>I can write simple, complex, and compound sentences. (L.3.1i)<br>I can use possessives in my writing. (L.3.2d) |

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can use feedback to strengthen my opinion writing.<br><br>• I can use the editing checklist to make final edits to my opinion writing. | • Opinion writing drafts with edits and editing checklist |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br><br>   A. Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)<br><br>2. Work Time<br><br>   A. Incorporating Feedback into Our Revisions (15 minutes)<br><br>   B. Editing Mini Lesson: Apostrophes (10 minutes)<br><br>   C. Editing Our Writing (20 minutes)<br><br>3. Closing and Assessment<br><br>   A. Completing the Editing Checklist (5 minutes)<br><br>4. Homework<br><br>   A. Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite. | • In this lesson, students incorporate the feedback suggestions they received in Lesson 8 and edit their work using a checklist. The times for each task are designated; however, students may be ready to edit sooner or later than the stated time.<br><br>• To accommodate students working at different rates, let students who are ready begin using the editing checklist early. Just ask them to hold off on the "apostrophes" box until after the mini lesson. If students aren't ready to edit after the mini lesson, let them finish revising before they begin the checklist.<br><br>• Students should be familiar with this editing checklist (they used the same format for summary writing in Lesson 4 and throughout other modules), so they should be able to use it with greater independence.<br><br>• This lesson includes time for students to use the checklist, but not time for modeling how to use it. Use teacher judgment and adjust the lesson accordingly if students need additional modeling about how to use the checklist.<br><br>• The apostrophes mini lesson gives students direct instruction on an aspect of language conventions. Students may or may not need to use the apostrophe in their opinion writing; the intention is to introduce a convention that they need to learn and that likely is relevant to this specific writing task.<br><br>• Be aware that students often confuse apostrophes and quotation marks. (In Unit 2, students worked with quotation marks and edited specifically for them.)<br><br>• Use teacher judgment. If, from reviewing student work, students would benefit from making the distinction between quotation marks and apostrophes more explicit, take time in the mini lesson today to do so (i.e., show an example of a quotation and an example of an apostrophe used to show possession and discuss how the two are different).<br><br>• During the editing time, consider designating specific tables, or stations, where students can go to attend to one particular aspect of the checklist. (For example, one table could be where students go to work on reviewing their writing for capital letters in character names. At this table, students could work together to read one another's drafts, looking for capital letters in character names.) Place necessary resources at each table (such as dictionaries at a spelling table, and a copy of the Model Summary Paragraph for looking at simple and compound sentences). As students work at editing tables, circulate to provide support and/or additional modeling about how to use a particular convention. |

| Agenda | Teaching Notes (continued) |
|---|---|
| | • In advance: Review the Using Apostrophes in Our Writing document. Determine whether to make this as an anchor chart or simply display it using a document camera or white board. |
| | • Use the complete Opinion Writing Rubric (from Lesson 5) to assess students' opinion paragraphs, after students have had time to polish/publish their writing. |

| Lesson Vocabulary | Materials |
|---|---|
| feedback, editing, apostrophe, belonging | • Opinion Writing rubric anchor chart (proficient column only) (begun in Lesson 5; focusing on the conventions row) |
| | • Equity sticks |
| | • Praise Question Suggest recording form (each student's own form, from Lesson 8) |
| | • Students' opinion writing drafts |
| | • Editing checklist (one per student) |
| | • Using Apostrophes in Our Writing (one for display) |
| | • Opinion Writing Rubric (from Lesson 5; use this to score students' assessments) |

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| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer: Building Out the Conventions Row of the Rubric and Unpacking the Learning Targets (10 Minutes)** <br><br> • Gather students together. Display the **Opinion Writing rubric anchor chart**, focusing on the Conventions row. As in previous lessons, first review the score of 3 in this specific row. Then build out the score of 2 and 4 with students. <br><br> • After students build out the rubric row, ask: <br><br>   * "What helps you as a writer be successful in using conventions correctly?" <br><br> • Give students time to Think-Pair-Share together. Then, using equity sticks, call on a few students to share with the whole group. <br><br> • Note for students that this is the last row of the rubric, which is now complete. They have built out the whole rubric. Explain that this is what you will use to score their final drafts. <br><br> • Review the learning targets with students. Invite them to read the targets aloud together. Note that students have two key things to work on today: using feedback to strengthen their drafts and then editing their drafts. <br><br> • Ask students: <br><br>   * "Today, you will do revision work and then editing work. What is the difference between revising your writing and editing your writing?" <br><br> • Give students time to talk to a partner. Using **equity sticks**, have two or three students share their thinking. Listen for: "Revision is about looking at your work again and making changes to your ideas to make it stronger," and "Editing is about fixing conventions and grammar, not making changes to your writing." | • Consider creating pictorial symbols for the rubric descriptors to support language learners. Consider creating symbols for the editing checklist also; use symbols created in previous lessons or modules for consistency. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Incorporating Feedback into Our Revisions (15 minutes)**<br>• Distribute students' **Praise Question Suggest recording forms** and their **opinion writing drafts**.<br><br>• Ask students to sit next to the person they worked with during the previous lesson for the Praise Question Suggest protocol. Tell students to talk to their partner again to remind themselves of their conversation and remember what their feedback was. Tell students also to read the Teacher Comment box on this form. Give them a few minutes to review with their partner what they wrote on their recording forms in the previous lesson.<br><br>• Then explain to students that for the first part of the lesson, they will use the feedback they received to make final revisions to their opinion writing. Explain any patterns of feedback or similar types of revisions that students are working on. Encourage students who might be working on the same kind of revision to sit together.<br><br>• Release students to take 15 minutes to work on their revisions. Some students may need to finish up their revisions during the editing portion of the lesson, but stop all members of the class after 15 minutes for the mini lesson. During this time, pull smaller groups for more focused support on a particular revision aspect they have in common. | • Confer with small groups of struggling learners for more guided revision support. Review their recording forms with them; direct them to focus on just one thing for that revision. |

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| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Editing Mini Lesson: Apostrophes (10 minutes)**<br>• Gather students together in the whole group area. Tell them that they are going to transition into editing their writing using an editing checklist. Remind them that they have used this kind of checklist before to support their work, most recently when they wrote their summaries. This is something that should be familiar to them.<br><br>• Display the **editing checklist**. Ask students to Think-Pair-Share how they have used this checklist before to edit their writing. Give them a minute to think and talk together. Then, using equity sticks, solicit a few responses from the whole group. Answer any clarifying questions that come up.<br><br>• Tell students that they are going to look carefully at two parts of this checklist before they move on to using it for themselves.<br><br>• Direct students' attention to the target:<br><br>   \* "I can use simple, complex, and compound sentences in my writing."<br><br>• Remind students that in their summaries, they thought about how they could use a variety of sentence lengths to make their writing more interesting to readers. Tell students that when they practiced writing their opinion introduction and conclusion sentences, this was another way to practice with this target. Explain that as they use this checklist, this might be something they look at in their writing. Ask students:<br><br>   \* "How many of you talked about this target when you gave feedback to each other?"<br><br>• Invite one or two students to share what they talked about. If students didn't talk about this in their feedback, remind them that one of the purposes of the checklist is to help them pay attention to different parts of their writing, and this target might be where they start.<br><br>• Then zoom in on the apostrophes portion of the editing checklist. Ask students:<br><br>   \* "Has anyone ever heard the word *apostrophe* before and know what an apostrophe is?"<br><br>• Give the class a moment to think about this. If some students have an idea, invite them to share with the group. Otherwise, explain that apostrophes are ways that writers show "*belonging* to" or ownership.<br><br>• Explain that apostrophes are also used in contractions (like changing *do not* to *don't*), but that today they will focus on how the apostrophe shows belonging or ownership. | |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| • Display the **Using Apostrophes in Our Writing** document. Explain that the apostrophe might be something students need to think about as they edit their writing. Explain what an apostrophe is and what it looks like. Students might notice that it looks like half of a quotation mark. If so, reinforce that both are marks that writers use to help make their writing clear. Explain that often an apostrophe is used to show that an object belongs to someone, like: "This is Johnny's ball," but that other times it shows that a character trait belongs to someone. It is this kind of belonging that will most likely be something they would use for this writing.<br><br>• Read and review each of the example sentences on the Using Apostrophes in Our Writing document with students. Then ask them to Think-Pair-Share:<br><br>  \* "Can you think of another sentence that would show a character trait belonging to someone? Or an object belonging to someone that we would need to show with an apostrophe in our writing?"<br><br>• Give students time to think and talk together. Then invite those who have an idea about a sentence to share.<br><br>• Model one more sentence, writing it on the form. Use either an example that students give or one of your own.<br><br>• Tell students that this is one part of their editing checklist they should focus on: to see if they have any sentences in their writing that show "belonging." | |
| **C. Editing Our Writing (20 minutes)**<br>• Distribute the editing checklist to students. Tell them that if they are ready to begin editing, they may begin. If they need to continue with their revision work, they can do that and use the checklist when ready.<br><br>• Release students to work on their writing. Encourage them to work together. They can review their work with the checklist row by row by either trading papers and reading each other's work silently, making marks, or they can read their own work aloud to their partner, editing as they read aloud.<br><br>• Confer with students as they write. As they use the editing checklist, ask questions such as:<br><br>  \* "Can you show me some of the editing marks you have made?" \* "Have you found any of your sentences that need an apostrophe?"<br><br>  \* "How are you using the checklist to help you with your editing?" | |

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| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Completing the Editing Checklist (5 minutes)**<br>• Invite students to gather back together with their drafts and editing checklist. Give specific praise to students about their work today. For example, note how students showed stamina during the revision portion of the lesson. Note specific students who were working particularly well together as they edited their writing. Tell students that they are in the last steps of the writing process and it is exciting to think about how much great writing they have done throughout the unit.<br>• Ask students to take a minute or two to look over their editing checklists. Ask them to check off the things they were able to edit and circle anything they didn't get to today.<br>• Then ask students to share their progress with someone sitting next to them.<br>• Tell them that in the next lesson, they will get to show their learning about opinion writing for their end of unit assessment. They will write a new opinion about the second character they chose. Remind students that in the beginning of this unit, they thought about two characters. They flagged things from their Peter Pan journals about both characters.<br>• Ask students to turn to the person next to them and answer:<br>  * "Who was your second character?"<br>• Give students a moment to name the second character they selected. | |

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| Homework | Meeting Students' Needs |
|---|---|
| • Think about the second character you identified as your second favorite character. Why is that character one that is your second favorite? What makes that character interesting? What examples from the story show how interesting that character is? Tell someone in your family about your character and why that character is your second favorite.<br><br>*Note: During the second half of Lesson 10, students have time to share their opinion writing final drafts. You may need to allow time between Lessons 9 and 10 for students to make the last editing changes to their writing. This could be addressed in the beginning of the time given for students to publish their writing in the format selected. It could also be assigned as homework. Complete the editing checklist for students. Return the checklists to them before they complete their final drafts.*<br><br>*The next lesson is the end of unit assessment. Students will craft an on-demand opinion about their second character. They selected this character in Lesson 5.*<br><br>*The rubric for their final drafts is included in this lesson. Score students' writing on the rubric when their final drafts are complete.* | |

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# Grade 3: Module 3A: Unit 3: Lesson 9
Supporting Materials

E
EXPEDITIONARY
LEARNING

**Editing Checklist**

**Name:**

**Date:**

| Target | Not Yet | Almost There | Excellent! | Teacher Comments |
|--------|---------|--------------|------------|------------------|
| I can capitalize appropriate words, such as character names and titles. | | | | |
| I can use simple and compound sentences in my writing. | | | | |
| I can use apostrophes (where appropriate) in my writing to show belonging. | | | | |
| I can use resources to check and correct my spelling. | | | | |
| I can use correct beginning and end punctuation in my writing. *(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)* | | | | |
| I can spell grade-appropriate words correctly. *(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)* | | | | |

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Apostrophes show that something belongs to someone.

**Captain Hook's hand is made of a hook.**

The apostrophe shows that the HAND belongs to Captain Hook.

**Peter Pan's pride made him not want to give in.**

The apostrophe shows that PRIDE belongs to Peter Pan—it is something he has.

**Wendy's motherly nature makes her a nice girl.**

The apostrophe shows that MOTHERLY NATURE belongs to Wendy—it is something she has.

**Tinker Bell's jealousy gets her into trouble.**

The apostrophe shows that JEALOUSY belongs to Tinker Bell—it is something she has.

# Grade 3: Module 3A: Unit 3: Lesson 10

## On-Demand End of Unit Assessment and Celebration of Opinion Writing

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) |
| --- |
| I can write an opinion piece that supports a point of view with reasons. (W.3.1) |

a.  I can introduce the topic of my opinion piece.

a.  I can create an organizational structure that lists reasons for my opinion.

b.  I can identify reasons that support my opinion.

c.  I can use linking words to connect my opinion and reasons.

d.  I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)

| Supporting Learning Targets | Ongoing Assessment |
| --- | --- |
| • I can write an opinion piece describing my second favorite character. <br><br> • I can share the final draft of my scene with my audience. | • End of Unit 3 Assessment <br><br> • Final draft of *Peter Pan* scenes <br><br> • Tracking My Progress, End of Unit 3 recording form |

| Agenda | Teaching Notes |
|---|---|
| 1. Opening<br>   A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)<br>2. Work Time<br>   A. On-Demand End of Unit 3 Assessment (30 minutes)<br>   B. Opinion Writing Share and Celebration (15 minutes)<br>3. Closing and Assessment<br>   A. Tracking My Progress (5 minutes)<br>4. Homework<br>   None. | • Review Part A of Work Time carefully. Be clear with students that for this on-demand assessment, they are writing about their SECOND character choice (selected in Lesson 5).<br>• As noted previously, this lesson includes time for students to share their writing. This sharing can either be practice (just with peers) or the time when the real audience comes to hear their writing. Adjust the lesson timing as needed.<br>• In advance: Prepare an anchor chart with the author's celebration sentence frame: "I think your writing is strong because _____." |

| Lesson Vocabulary | Materials |
|---|---|
| N/A | • Equity sticks<br>• End of Unit 3 Assessment (one per student)<br>• Students' *Peter Pan* journals (with flagged copies)<br>• Classic Starts edition of *Peter Pan* (one per student)<br>• Students' opinion writing final draft<br>• Tracking My Progress, End of Unit 3 recording form (one per student)<br>• Opinion Writing rubric (from Lesson 5; use this to assess students' on-demand opinion paragraphs)<br>• End of Unit 3 Assessment: Sample Student Response (for teacher reference) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)**<br>• Gather students together with their ***Peter Pan* journals**. Tell them that today they will get to write their opinion about their <u>second</u> favorite *Peter Pan* character.<br>• Ask students to sit with a partner and talk about which character they selected as their second favorite. Ask them:<br>  * "Why was that character your second favorite?"<br>• Tell students talk to each other about their second character choice. Remind them that when they first selected their two characters, they flagged recording forms that were important to each character. Tell students to look through their *Peter Pan* journal for the recording forms that they flagged about their second character.<br>• Give students 5 minutes to talk together. Circulate and ask students about their second choice. Ask them to share a recording form they flagged. The intent of this time is to activate their schema and get them thinking about the character they will write about.<br>• Invite two students to read aloud the learning targets. Ask the class:<br>  * "Think about the things you did as writers to create your opinion writing draft. What are the things you should think about to write a strong opinion?"<br>• Give students time to talk together.<br>• Then, using **equity sticks**, call on a few students to share their responses. Listen for responses like:<br>  * "We said which character captured our imagination, and then we gave reasons."<br>  * "We used examples from the book to support our reasons."<br>  * "We used linking words to connect our reasons together." | |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. On-Demand End of Unit 3 Assessment (30 minutes)**<br>• Be sure students have their **Classic Starts edition of *Peter Pan***. Distribute and display the **End of Unit 3 Assessment**. Focus students on the planning page and review it with them. Remind them that this is the same planning document they used for their opinion writing. Answer any clarifying questions they have.<br><br>• Then display the end of unit assessment prompt and read it aloud. Remind students that in their previous end of unit assessment, they spent time first thinking about how to unpack a prompt so that they knew just what the prompt was asking. Tell students that they are going to practice unpacking this prompt with a partner so they know what the prompt is asking of them.<br><br>• Ask students:<br><br>   * "What are the important words or phrases in this writing prompt that help you know what to do?"<br><br>• Give students a minute to talk to their partner.<br><br>• Using equity sticks, invite several students to share important words they noted that help them know what to do. Listen for students to say things like: "Opinion is an important word; it tells us that we are writing an opinion," or "We are writing about our second favorite character," or "Support your opinion with reasons. That means that we have to give reasons for our opinion."<br><br>• As students identify important words and phrases, circle or highlight them on the display and use a bubble or arrow to explain what that word or phrase is telling them they need to do.<br><br>• Tell students that they will write their opinion about their second character from *Peter Pan*. Remind them that they know a lot now about writing a strong opinion piece and they have their resources to help them think about reasons. Explain that first they are going to plan their writing using the planning sheet portion of the assessment. Tell them that for the planning portion, they can use their *Peter Pan* journal as a resource to help them think of examples.<br><br>• Give students 10 minutes to plan their writing. Circulate as they plan (see Teacher Note for more details).<br><br>• After 10 minutes, pause students in their work and direct them to start their opinion writing. As students work on their assessment, circulate to provide encouragement and focus. Remember, because this is an assessment, students need to complete this independently. Give students 25 minutes to complete their assessment. After 25 minutes, collect students' work. | • Provide sentence frames to support students who might need it:<br><br>• "This planning page is the same because _____.<br><br>• This planning page is different because _____." |

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **B. Opinion Writing Share and Celebration (15 minutes)**<br>• Gather students together in the circle. Distribute their **opinion writing final drafts**. Place students in groups of three.<br>• Tell students that they are going to celebrate their hard work as writers. Tell them that they will:<br>  1. Name one thing they feel proud of in their writing.<br>  2. Take turns reading their writing.<br>  3. Offer specific points of praise after each person reads. Use the sentence starter: "I think your writing was strong because_____."<br>• As students are sharing their writing, circulate and encourage them. | • ELLs receive extended time as an accommodation on NY State assessments.<br>• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments; namely, writing to a prompt. Though the planning page itself is not formally assessed, students should be able to read a prompt and then plan and write to that prompt independently.<br>• However, some struggling learners might need more support. Use teacher judgment to determine whether there are some students who need support with the planning to be able to respond to the prompt at all. If there are students for whom this is the case, consider using the planning portion of the assessment to support struggling learners to get their own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions such as: "Tell me why this character is your second favorite," or "Can you think of an example from the story that supports your opinion?"<br>• Remind students when they give a reason to write it down on the planning page so they can refer to it later. Support struggling learners to be clear in what they want to communicate in their writing.<br>• During the actual writing process, provide encouragement and focus, but give them the opportunity to do the writing on their own. If students were supported with the planning, note this on the rubric for reference.<br>• Place students in groups strategically. Place struggling learners where they will be the most comfortable sharing. Give them an opportunity to read their work before they share, or read their work aloud with them ahead of time. |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Tracking My Progress (5 minutes)**<br>• Distribute the **Tracking My Progress, End of Unit 3 recording form**. Remind students that this is a familiar form for them. Tell them that it is important for them to have the opportunity to reflect on their learning and think about what they have done well.<br>• Give them a few minutes to complete the Tracking My Progress form.<br>• Collect students' completed forms. Gather students whole group. Take a moment to look back at the work they have done with this module. Celebrate their work as readers and writers.<br>• Give them time to name (either first in partnerships or just whole group) the thinking and learning they have done throughout this module. Help students celebrate and name:<br>  – They built their reading skills and stamina. They read an entire chapter book, thinking deeply about the characters. Remind them that this is a classic and important story.<br>  – They read like a writer. They wrote their own imagined scenes of Peter Pan.<br>  – They performed Reader's Theater.<br>  – They wrote opinion pieces about a version of this classic story.<br>• Reinforce with students that because of this hard work, they are more skilled readers and writers. | |

| Homework | Meeting Students' Needs |
|---|---|
| • None.<br><br>*Teacher Note: Score students' paragraphs using the **Opinion Writing rubric** (from Lesson 5).* | |

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# Grade 3: Module 3A: Unit 3: Lesson 10
Supporting Materials

**End of Unit 3 Assessment Planning Page**

| Opinion: | |
|---|---|
| Reason: | |

| Example from the Book: | Page: |
|---|---|
| | |
| | |
| | |

| Reason: | |
|---|---|

| Example from the Book: | Page: |
|---|---|
| | |
| | |
| | |

| Reason: | |
|---|---|

| Example from the Book: | Page: |
|---|---|
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| | |
| | |

**End of Unit 3 Assessment: Opinion Writing**

You have read the Classic Starts edition of *Peter Pan* and have written an opinion piece about your favorite character. Now respond to the following prompt: Who is your second favorite character? Why? Write an opinion statement and support your opinion with reasons. Be sure to use examples from the story to support your reasons. Also, be sure to include linking words to connect your reasons together. Use descriptive words about the character you chose to strengthen your opinion and reasons.

My second favorite character is the kind-hearted Wendy. The first reason I think Wendy is my favorite character is that she is motherly. Wendy took care of the lost boys. A second reason that Wendy is also one of my favorite characters is that she is very brave. Wendy left home to go to Neverland because she wanted to have an adventure. She wanted to be able to fly. Finally, Wendy is my second favorite character because she is a kind person. When Tootles shot her down with an arrow, she wasn't angry. She even told Peter Pan that he didn't have to send Tinker Bell away. She takes care of everyone. Wendy is a favorite character for all of those reasons.

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**Learning Target**: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

1. The target in my own words is:

_____

_____

_____

2. How am I doing? Circle one.

| **I need more help to learn this** | **I understand some of this** | **I am on my way!** |
|:---:|:---:|:---:|

3. The evidence to support my self-assessment is:

_____

_____

_____