EXPEDITIONARY LEARNING

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

- **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.*

Performance Task

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

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. • 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. • 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). • 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. • 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). • 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.
 	
  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 	
  b. Provide reasons that support the opinion.
 	
  c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 	
  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.
	
	  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.

• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 	
  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 	
  b. Develop the topic with facts, definitions, and details.
 	
  c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 	
  d. Provide a concluding statement or section.
	• I can write informative/explanatory texts that convey ideas and information clearly.
	
	  a. I can write an informative/explanatory text that has a clear topic.
	
	  a. I can group supporting facts together about a topic in an informative/explanatory text and develop the topic with facts, definitions, and details.
	
	  c. I can use linking words and phrases to connect ideas within categories of information (e.g., *also, another, and, more, but*).
	
	  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.
 	
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 	
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 	
  c. Use temporal words and phrases to signal event order.
 	
  d. Provide a sense of closure.
	• I can craft narrative texts about real or imagined experiences or events.
	
	  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.
	
	  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. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). 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. a. I can capitalize appropriate words in titles. b. I can use commas in addresses. c. I can use commas and quotation marks in dialogue. d. I can use possessives in my writing. e. I can spell words that have suffixes added to base words correctly. f. I can use spelling patterns to spell words correctly. • 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. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). 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. a. I can describe the difference between literal and non-literal meaning of words and phrases in context. (e.g., take steps) b. I can identify real-life connections between words and their uses. (e.g., describe people who are friendly or helpful) 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

Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: How Authors Capture Readers' Imaginations, A Study of *Peter Pan*			
Weeks 1–3	• Launching the Classic Starts Edition of *Peter Pan* • Identifying Character's Traits, Motivations, and Actions	• I can effectively participate in a conversation with my peers and adults. (SL.3.1) • I can ask questions to deepen my understanding of a literary text. (RL.3.1) • I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) • I can determine the meaning of words using clues from the story. (RL.3.4) • 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
	• 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)
		• 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 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
	
	• Writing Imagined Scenes of *Peter Pan*
		• 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.
		
		  c. I can write a conclusion to my narrative.	

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Week	Instructional Focus	Long-Term Targets	Assessments

Weeks 4–6, (continued)	• Revising Scenes for Dialogue and Action
	
	• Editing and Publishing Scenes
		• 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.
		
		  c. I can write a conclusion to my narrative.
		
		• 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* • Readers Theater Practice with *Peter Pan* Script	• I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) • 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* • Editing Summary • Choosing a *Peter Pan* Character and Making a Plan	• I can retell a story using key details from the text. (RL.3.2) • I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2) • 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 • Revising *Peter Pan* Opinion • Editing Opinion Piece	• I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) • I can determine the meaning of words using clues from the story. (RL.3.4) • 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) c. I can use linking words to connect my opinion and reasons. • I can write informative/ explanatory texts that convey ideas and information clearly. (W.3.2) • 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) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) • I can use grammar conventions to send a clear message to a reader or listener. (L.3.1) • I can use conventions to send a clear message to my reader. (L.3.2) • 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) • Final Performance Task: Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why?

***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

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

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

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.

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Grade 3: Module 3A:
Assessment Overview

Final Performance Task	**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.

Mid-Unit 1 Assessment	**Character Analysis: Peter Pan's Traits, Motivations, and Actions That Contribute to a Sequence of Events in the Story** 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** 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."

Mid-Unit 2 Assessment	**Writing: New Imagined Scene from *Peter Pan*** 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.
End of Unit 2 Assessment	**Reading Fluency: Reading a Scene from *Peter Pan*** 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** 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.)
End of Unit 3 Assessment	**Opinion Writing about a New Character** 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.

EXPEDITIONARY LEARNING

Grade 3: Module 3A:
Performance Task

Summary of Task

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

Written Paragraph

Standards Assessed through This Task

- 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.

Student-Friendly Writing Invitation/Task Description
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)
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.

EXPEDITIONARY LEARNING

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
• **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** 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** 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
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.

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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) • I can ask questions to deepen my understanding of a literary text. (RL.3.1) • 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. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • 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) • 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*. • I can identify the meaning of literary vocabulary.	• Where/Who/What recording form • 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) • I can identify the main message or lesson of a story using key details from the text. (RL.3.1) • 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*. • I can answer questions about Chapter 2 using specific details from the text. • I can identify key details in Chapter 2 that capture my imagination.	• Chapter 2: Character Vocabulary recording form • Key Details from Chapter 2 recording form • Chapter 2 Text-Dependent Questions

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) • I can determine the meaning of words using clues from the story. (RL.3.4) • 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• Character Traits recording form • Chapter 3 Character Vocabulary • 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) • I can determine the meaning of words using clues from the story. (RL.3.4) • 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• Collecting Words to Describe Character Traits (from homework) • Character Motivations recording form • Chapter 4 Character Vocabulary recording form • 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) • I can determine the meaning of words using clues from the story. (RL.3.4) • 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• What/So What recording form • Where/Who/What recording form (in journal) • 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) • 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)	• I can describe a character from *Peter Pan* by creating a character analysis. • I can write an opinion about a character using evidence to support my opinion.	• Character Analysis recording form • 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) • 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) • 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)
		• 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 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)
			• I can support my opinion with reasons based on what I read in *Peter Pan*.
			• I can share my own opinion and discuss others' opinions about *Peter Pan*.
				• Chapter 7 Opinion and Reasons recording form

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

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)
		• 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 3rd grade topics and texts. (SL.3.1)
			• I can identify Peter's thoughts, feelings, and actions.
			• I can explain whether I would make the same choice as Peter Pan.
			• I can state an opinion and support it with reasons.
			• I can follow our discussion norms.
				• Chapter 8 homework
				• Thoughts, Feelings, and Actions recording form
				• Chapter 9 Opinion and Reasons recording form
				• Conversation Criteria checklist

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)
		• 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 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)
			• I can distinguish my point of view from Wendy's.
			• 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
				• Opinion and Reasons paragraph planning
				• Tracking My Progress, End of Unit 1 recording form

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

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

Peter Pan Journal
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
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.

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EXPEDITIONARY LEARNING

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) I can ask questions to deepen my understanding of a literary text. (RL.3.1) 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. • I can ask and answer questions about a text.	• Observation of partner discussions • Contributions to conversation norms • 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
 	
   A. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Carousel Protocol: Mystery Pictures (15 minutes)
 	
   B. Predicting from Text: Excerpts from *Peter Pan* (20 minutes)
 	
3. Closing and Assessment
 	
   A. Debrief (5 minutes)
 	
   B. Read-aloud of Chapter 1 in *Peter Pan* (15 minutes)
 	
4. Homework
 	
   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.
	
	• 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.
	
	• 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).
	
	• 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.
	
	• Begin to gather materials from the Recommended Texts lists for this unit. Students will use these for independent reading.
	
	• 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. • Six pieces of chart paper (one for each picture) with T-chart: What I Notice/What I Wonder • Markers (ideally a different color for each pair) • Conversation Criteria checklist (one for teacher use) • Asking and Answering Questions about Mystery Excerpts recording form (one per student) • 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) • 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. • 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. • Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. • 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.

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) • 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. • 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. • 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. • 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. • Ask students if they have any clarifying questions about the forthcoming task. Answer questions as needed to ensure students' readiness for the Carousel activity. • Ask each pair of students to join another pair to form groups of four. • 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. • Each group of four will begin in a different area of the room for the Carousel. Give students the directions: 1. Look at the picture. 2. Talk with your group about details you notice. 3. Talk with your group about the questions you wonder. 4. THEN, after you have talked, use your marker to add to the chart in the same way they practiced as a class. 5. Remember to use question words for your wonderings: "Who, what, when, where, why, how ...?" • Distribute a **colored marker** to each pair of students. • Start each group of four at one station with one picture and a What I Notice/What I Wonder T chart. • 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. • 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. • For students needing additional support to complete multistep directions, provide a step-by-step visual of the protocol.

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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 (continued)	Meeting Students' Needs
• After 2 to 3 minutes, students rotate to a new station. • 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. • Repeat until students have interacted with each picture.	
B. Predicting from Text: Excerpts from *Peter Pan* (20 minutes) • 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. • 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. • 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. • 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. • Distribute **Asking and Answering Questions about the Mystery Excerpts recording form** to each student. Review the 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. 3. Underline words you don't know or can't figure out. 4. Circle words that help you figure out possible answers to those questions. 5. Write possible answers to your questions using complete sentences. • Have students think and talk with a partner first. Then they can individually write down their questions. • 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. • Consider providing fewer text excerpts to students who may be challenged by large amounts of text.

EXPEDITIONARY LEARNING

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) • 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?" • Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed. • 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. • 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?" • 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_____."

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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 (continued)	Meeting Students' Needs

B. Read-aloud of Chapter 1 in *Peter Pan* (15 minutes)
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.*
 	
• 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.
• 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:
  ∗ "What's happening in the story so far?"
  ∗ "What is surprising or unusual about the Darling family?"
• 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:
  ∗ "What might your Neverland be like?"
• Finish reading the remaining two pages of Chapter 1. Lesson 2 will begin with a more in-depth conversation about this chapter.
• 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

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:

_____

_____

_____

_____

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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:

_____

_____

_____

_____

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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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

EXPEDITIONARY
LEARNING

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) 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*. • I can identify the meaning of literary vocabulary.	• Where/Who/What recording form • Literary Vocabulary recording form

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Revisiting Chapter 1 in *Peter Pan* and Introducing the Where/Who/What Anchor Chart (10 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Literary Vocabulary and Read-aloud of Chapter 2 (15 minutes)
 	
   B. Independent Reading: Where, Who, and What of Chapter 2 (15 minutes)
 	
   C. Partner Discussion: Chapter 2 (5 minutes)
 	
3. Closing and Assessment
 	
   A. Where/Who/What Anchor Chart (5 minutes)
 	
   B. Debrief: Reading Chapter Books (5 minutes)
 	
4. Homework
 	
   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:
	
	  – Pull several partnerships together for guided support during their reading.
	
	  – 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.
	
	  – 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.
	
	• 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.
	
	• 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.
	
	• Both recording forms used in this lesson should be placed in students' *Peter Pan* journal, notebook, or folder (see materials note in Unit Overview).
	
	• In advance: Prepare the Where/Who/What anchor chart (a large version of the recording form, in supporting materials).
	
	• Prepare the Literary Vocabulary anchor chart (a large version of the Literary Vocabulary recording form, in supporting materials).

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

Opening	Meeting Students' Needs

A. Engaging the Reader: Revisiting Chapter 1 in *Peter Pan* and Introducing the Where/Who/What Anchor Chart (10 minutes)
 	
• 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.
 	
• Tell students that they will briefly revisit Chapter 1 of *Peter Pan* before they read Chapter 2.
 	
• 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:
 	
   * "What do you remember about the setting, characters, and events of Chapter 1?"
 	
• 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.
 	
• 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.
 	
• 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.
 	
• Students may identify a few events that happen in this chapter:
 	
   1. The reader met some of the important characters of the book.
 	
   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.
 	
   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.
	
	• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.

Opening (continued)	Meeting Students' Needs
B. Unpacking the Learning Targets (5 minutes) • 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. • 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) • 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. • In the first box, write the word *chapter*. Ask students to take a minute to Think-Pair-Share: 　* "What is a chapter in a book?" • Ask a couple of students to share their ideas. Write a short definition on the anchor chart: 　– *A small part of a book that is its own complete "mini" story and is connected to the other parts of the book* • 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. • 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. • 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. • 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. • After reading the text aloud, ask students to Think-Pair-Share the following question: 　* 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. • All students developing academic language will benefit from direct instruction of academic vocabulary.

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Work Time (continued)	Meeting Students' Needs

B. Independent Reading: Where, Who and What of Chapter 2 (15 minutes)
• 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:
   – Their reading partner will be someone next to them to support their reading.
   – 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.
   – Their partner will also be their discussion buddy at the end of the reading time.
• 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.
• Provide students with a focus for their reading of Chapter 2:
   ∗ "As you read Chapter 2 today, you are reading to think about the following aspects of the chapter:
     • Where: What is the setting?
     • Who: Who are the main characters?
     • What: What is the important event of the chapter?
   Keep this in mind as you read today because after you read, you will discuss these questions with your partner."
• 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.
• 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:
	  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.
	  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) • 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) • 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)
• Congratulate students on reading their chapter book independently! Ask them to Think-Pair-Share the following questions:
   ∗ What do thoughtful readers need to do when reading chapter books?
• Provide sentence frames to support students' conversation: "Readers need to _____ when they read chapter books."
• 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:
   — When listening to the chapter book read aloud, think about the gist, or what the chapter is mostly about.
   — When reading a chapter on your own, think about the main components: the setting, character(s), and important events.
   — 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) I can identify the main message or lesson of a story using key details from the text. (RL.3.1) 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*. • I can answer questions about Chapter 2 using specific details from the text. • I can identify key details in Chapter 2 that capture my imagination.	• Chapter 2: Character Vocabulary recording form • Chapter 2 Key Details recording form • Chapter 2 Text-Dependent Questions

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Favorite Excerpts from Chapter 2 (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)
 	
   B. Rereading for Key Details That Capture My Imagination (20 minutes)
 	
   C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)
 	
3. Closing and Assessment
 	
   A. Sharing Details from Chapter 2 (5 minutes)
 	
4. Homework
 	
   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:
	
	   1. Pull several partnerships together for guided support during their reading.
	
	   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.
	
	   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.
	
	• 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.
	
	• 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) • 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. • Ask a few students to share a bit of their excerpt and why they selected it. • 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) • 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. • 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. • 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. • 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.

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Work Time	Meeting Students' Needs

A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)
• 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.
• Remind students that they can determine the meaning of these words by looking at clues in the story around the word.
• 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.
• 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."
• Ask students to take 5 minutes to work on the term *tidy* and the two words below from the chapter with their reading partner.
• Allow students to share whole class to check understanding for all. Listen for definitions such as:
   – *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.
   – *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.

Work Time (continued)	Meeting Students' Needs

B. Rereading for Key Details That Capture My Imagination (20 minutes)
• 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.
 	
• 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."
 	
• "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."
 	
  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:
  2. In the first column, write "Page 5."
  3. In the second column, write "Neverland, boats, caves, beach, turtles, and gnomes."
  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."
 	
• 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.
 	
• As students read and talk, circulate around the room and support students as needed. Ask questions such as:
  ∗ "Why does that excerpt capture your imagination?"
  ∗ "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.

Work Time (continued)	Meeting Students' Needs

C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)
• 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.
• Ask students to Think-Pair-Share:
  ∗ "How do readers successfully answer questions about a text?"
• 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:
  1. Read the question carefully.
  2. Read the text to find the answer.
  3. Write the answer in a complete sentence and use specific evidence from the text to support your thinking.
• 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.	

Closing and Assessment	Meeting Students' Needs
A. Sharing Details from Chapter 2 (5 minutes) • 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. • 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: * "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*." • 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.** **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.** **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.**

EXPEDITIONARY
LEARNING

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 ...

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.

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!'"

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) I can determine the meaning of words using clues from the story. (RL.3.4) 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• Character Traits recording form • Chapter 3 Character Vocabulary • Where/Who/What recording form (in journal)

Agenda	Teaching Notes

1.   Opening
    A. Unpacking the Learning Targets (5 minutes)
2.   Work Time
    A. Mini Lesson: Identifying Character Traits: Revisiting Mr. Darling in Chapter 2 (10 minutes)
    B. Read-aloud: Introducing Chapter 3 (5 minutes)
    C. Independent Reading: Focus on Tinker Bell in Chapter 3 (15 minutes)
    D. Small Group Discussion and Chapter 3 Character Vocabulary (15 minutes)
3.   Closing and Assessment
    A. Where/Who/What Anchor Chart (5 minutes)
    B. Debrief: In What Ways Did Tinker Bell Surprise You? (5 minutes)
4.   Homework
    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).
    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."
	
	• 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).
	
	• 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) • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) • Character Traits recording form (one per student) • Chapter 3 Character Vocabulary recording form (one per student) • Chapter 3 Character Vocabulary recording form (answers, for teacher reference) • Where/Who/What anchor chart (from Lesson 2) • *Peter Pan* journals (students' own) • 3" x 5" index cards for the Character Wall (3-4 per student) • Collecting Words to Describe Character Traits (one per student)

Opening	Meeting Students' Needs
A. Unpacking the Learning Targets (5 minutes) • 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." • Ask students to Think-Pair-Share: * "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)
• 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:
    * "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.
• 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.
• 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.
• Invite students to think about the idea of character traits as it applies to themselves or a member of their family:
    * "If someone were to list character traits to describe you or a member of your family, what might they say?"
• 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.
• Then ask students to Think-Pair-Share a second time:
    * "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?"
• 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.
• 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:
	"I think _____ [character/person] is _____ [trait] because …"
	• 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.

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.
 	
• Read aloud page 14 as students follow along. After reading, ask students to Think-Pair-Share:
 	
  ✽ "What are Mr. Darling's character traits?"
 	
• 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.)
 	
• Ask students to Think-Pair-Share a second time:
 	
  ✽ "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) • 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)
• Distribute the **Character Traits recording form** to students. Ask them to place this recording form in the character section of their *Peter Pan* binder.
• Give directions:
   — Sit next to your reading partner.
   — Complete Chapter 3 from *Peter Pan* on your own.
   — 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.
   — Focus on Tinker Bell's traits and the evidence from the text that supports their ideas about her traits.
   — Complete the Character Trait recording form for Tinker Bell.
• 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.
	• There are two different ways for you to support students as they read Chapter 3:
	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.
	2. Read aloud to them and then have them paraphrase. This will promote comprehension.
	• 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) • 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. • 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. • Remind students that the meaning of these words can be determined by looking at clues in the story around the word. • 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." • Ask students to work on these three words from the chapter with their reading partner. • 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) • 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. • 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) • Debrief as a whole group with the question: * "Did Tinker Bell surprise you in some way? Provide specific examples from the text to support your thinking." • 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). • 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?	

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

EXPEDITIONARY
LEARNING

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

EXPEDITIONARY
LEARNING

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!

'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?

Use this word in a sentence of your own:

_____

_____

Chapter 3 Character Vocabulary
(Answers, for Teacher Reference)

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*.** **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:

_____

_____

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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) I can determine the meaning of words using clues from the story. (RL.3.4) 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• Collecting Words to Describe Character Traits (from homework) • Character Motivations recording form • Chapter 4 Character Vocabulary recording form • Where/Who/What recording form (in journal)

Agenda	Teaching Notes

1. Opening
 	
   A. Sharing Character Trait Words (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Mini Lesson: Identifying Character Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes)
 	
   B. Read-aloud: Introducing Chapter 4 (5 minutes)
 	
   C. Independent Reading: Focus on Characters' Motivations in Chapter 4 (15 minutes)
 	
   D. Small Group Discussion and Chapter 4 Character Vocabulary Words (15 minutes)
 	
3. Closing and Assessment
 	
   A. Where/Who/What Anchor Chart (5 minutes)
 	
4. Homework
 	
   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.
	
	• In advance: Prepare the Character Motivations anchor chart (see example in supporting materials).
	
	• Review: Think-Pair-Share (Appendix).

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

Opening	Meeting Students' Needs
A. Sharing Character Trait Words (5 minutes) • 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) • 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." • Ask students to Think-Pair-Share: * "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."

Work Time	Meeting Students' Needs
A. Mini Lesson: Identifying Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes) • 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?	• 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]."

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:
 	
  * "What was Peter's motivation for returning to the Darlings' house?"
 	
• Share out whole group. Add Peter's motivation to the Character Motivations anchor chart.
 	
• Ask students to Think-Pair-Share a second time:
 	
  * "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) • 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)
• Distribute the **Character Motivations recording form** to students.
• 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.
• Give directions:
  1. Sit next to your reading partner.
  2. Read Chapter 4 of your *Peter Pan* book on your own.
  3. Ask your partner for help if you are confused or stuck.
  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.
  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) • 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. • Distribute the **Chapter 4 Character Vocabulary recording form** to students. • Remind students that the meaning of these words can be determined by looking at clues in the story around the word. • Ask students to work on these three words from the chapter with their reading partner. • After about 5 minutes of work time, allow students to share as a whole class in order to check understanding for all. • 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) • 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. • 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." • 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?	

EXPEDITIONARY LEARNING

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) 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?"** **"To hear the story your mother was telling," Peter replied.** **Wendy was a bit disappointed to learn that he had not come for her, but she asked, "Which story was it?"** **"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.**

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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:

_____

_____

Chapter 4 Character Vocabulary
(Answers, for Teacher Reference)

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?
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:

_____

_____

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:

_____

_____

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) I can determine the meaning of words using clues from the story. (RL.3.4) 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. • I can use literary terms to describe the characters, setting, and events in the chapter. • I can use context clues to determine the meaning of words in *Peter Pan*.	• What/So What recording form • Where/Who/What recording form (in journal) • Chapter 5 Character Vocabulary recording form

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Agenda	Teaching Notes

1. Opening
 	
   A. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes)
 	
   B. Read-aloud: Introducing Chapter 5 (5 minutes)
 	
   C. Independent Reading: Focus on Character Actions and How They Move the Story Forward in Chapter 5 (15 minutes)
 	
   D. Small Group Discussion and Chapter 5 Character Vocabulary Words (15 minutes)
 	
3. Closing and Assessment
 	
   A. Where/Who/What Anchor Chart (10 minutes)
 	
4. Homework
 	
   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.
	
	• In advance: Prepare the What/So What anchor chart (a large version of the What/So What recording form).
	
	• 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) • What/So What anchor chart (new; teacher-created; a large version of students' What/So What recording form; one for display) • What/So What recording form (one per student) • Where/Who/What anchor chart (from Lesson 2) • Chapter 5 Character Vocabulary recording form (one per student) • Chapter 5 Character Vocabulary recording form (answers, for teacher reference) • *Peter Pan* journals (students' own)

Opening	Meeting Students' Needs

A. Unpacking the Learning Targets (5 minutes)
 • Direct students' attention to today's learning targets and invite them to read all three targets aloud with you.
 • 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."
 • Ask students to Think-Pair-Share:
   * "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?"
 • Listen for students to mention *actions* and *sequence*. Clarify that sequence means the order in which things happen or are arranged.
 • Set purpose, probing about the word *contribute*:
   * "What does it mean for a character's actions to *contribute* to the sequence of events?"
 • Do not linger on this question here; simply tell students that they should think about this throughout the lesson.	

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Work Time	Meeting Students' Needs
A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes) • Invite students to Think-Pair-Share the following question: "What are three actions you took in order to get to school today?" • Listen to student conversations and invite a couple of students to share their examples whole class. • 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. • 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." • 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. • 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: • "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." • Choose one rich example from what students shared. Ask students to Think-Pair-Share a second time: 　* "Think about this action with your partner. How did this action by this character move the story forward?" • Shares might sound like: "The kids pretending to be asleep made Liza think everything was okay, and drag Nana away." • 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]."

Work Time (continued)	Meeting Students' Needs
B. Read-aloud: Introducing Chapter 5 (5 minutes) • 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)
• Distribute the **What/So What recording form** to students.
• Give directions:
  1. Sit next to your reading partner.
  2. Complete Chapter 5 from *Peter Pan* on your own.
  3. Ask your partner for help if you are confused or stuck.
  4. Focus your attention on the actions characters take in this chapter and the way in which those actions move the story forward.
  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) • As in Lesson 4, combine partnerships so students are in groups of four to share their recording form for this chapter. • 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. • Ask students to work on these three words from the chapter with their reading partner. • 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) • 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. • 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?" • Invite students to share any words they would like to add to the Character Wall. • 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? *What action did the character take?*	So what? *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:

_____

_____

Chapter 5 Character Vocabulary
(Answers, for Teacher Reference)

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:

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) 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)	
Supporting Learning Targets	**Ongoing Assessment**
• I can describe a character from *Peter Pan* by creating a character analysis. • 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
  A. Unpacking the Learning Targets (5 minutes)
2. Work Time
  A. Mini Lesson: Creating a Character Analysis: Revisiting Mr. Darling (15 minutes)
  B. Creating a Character Analysis: Looking Closely at Wendy or Tinker Bell (20 minutes)
  C. Small Group Discussion: Character Analysis for Wendy or Tinker Bell (10 minutes)
3. Closing and Assessment
  A. Exit Ticket: Opinion Writing (10 minutes)
4. Homework
  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.
	• In advance: Prepare the Character Analysis anchor chart (see example in supporting materials).
	• 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.

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

Opening	Meeting Students' Needs
A. Unpacking the Learning Targets (5 minutes) • 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. • 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)
• 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.
• 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.
• Briefly review the meaning of the word *trait*. Ask students to Think-Pair-Share the following question:
  * "What kind of character is Mr. Darling? How could we describe him using a character trait word?"
• 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.
• Remind students how important it is to support their ideas with evidence from the text. Again, ask the students to Think-Pair-Share:
  * "What specific evidence in the book can you find to show that Mr. Darling shows this character trait?"
• 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.
• 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].
	• Using total participation techniques, such as cold call or equity sticks, encourages a wider range of voices in whole class shares.

Work Time (continued)	Meeting Students' Needs
B. Creating a Character Analysis: Looking Closely at Wendy or Tinker Bell (20 minutes) • 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. • 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. • 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) • 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. • 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. • Give students time to discuss their character analysis.	

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket (10 minutes) • Distribute the **Exit Ticket: Opinion Writing** to each student. Briefly frame this writing, reading the prompt aloud if necessary. • Give students ten minutes to write. Collect their writing as formative assessment. • 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). • 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. *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

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

EXPEDITIONARY
LEARNING

Character Analysis Recording Form

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.)

_____

_____

_____

_____

_____

_____

_____

_____

Exit Ticket: Opinion Writing
(Supported Version)

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) 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) • Tracking My Progress, Mid-Unit 1 recording form

Agenda	Teaching Notes

1. Opening
 	
  A. Engage the Reader: Where/Who/What Anchor Chart for Chapter 6 (5 minutes)
 	
  B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. On-Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan (35 minutes)
 	
  B. Tracking My Progress (10 minutes)
 	
3. Closing and Assessment
 	
  A. Share: Analysis of Peter Pan (5 minutes)
 	
4. Homework
 	
  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.
	
	• 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) • Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6) (one per student) • Mid-Unit 1 Assessment: Character Analysis of Peter Pan (answers, for teacher reference) • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) • *Peter Pan* journals (students' own) • 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) • 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. • Invite students to share any words they would like to add to the Character Wall.	

B. Unpacking the Learning Targets (5 minutes)
• 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:
  – *describe*: explain specific details about someone or something
  – *character*: someone in a book (could be a human or animal or a even a magical creature)
  – *analysis*: a close study of a something; figuring out its most important qualities
• 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) • 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. • 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. • 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. • 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. • If students finish their assessment early, they should continue their independent reading for the unit. • 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) • Gather the class whole group. Ask them to bring their *Peter Pan* **journals**. • 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?" • Then cold call one or two students to identify what they noticed about the reflection sheet. • 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. • 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)
• 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.
• Once students are in their small groups, explain the sharing process:
   – Select one section (trait, motivation, action) from your recording form to share with your group.
   – Take turns sharing that part of your recording form.
   – 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.
• 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.	

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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 B. selfish 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." 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." 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."

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. 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. B. This moved the story forward because their trip to Neverland is creating the major action of the story.

Name:

Date:

Learning Target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)
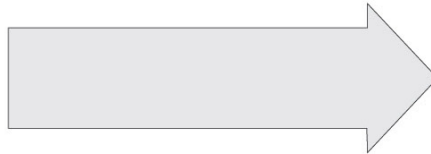
1. The target in my own words is:

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*. • I can share my own opinion and discuss others' opinions about *Peter Pan*.	• Chapter 7 Opinion and Reasons recording form

Agenda	Teaching Notes

1. Opening
 	
  A. Engaging the Reader: Character Match (10 minutes)
 	
  B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
  A. Reading Chapter 7: Which Character's Actions Have Done More to Move the Story Forward? (20 minutes)
 	
  B. Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)
 	
3. Closing and Assessment
 	
  A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)
 	
  B. Adding New Thinking to the Recording Form (5 minutes)
 	
4. Homework
 	
  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?
 	
  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.
	
	• Choose partnerships for the Opening: Engaging the Reader.
	
	• 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) • Who/What/So What recording form (one per student) • Classic Starts edition of *Peter Pan* (book; one per student) • Chapter 7 Opinion and Reasons recording form (one per student) • Paper (four sheets for Four Corners activity) • Chapter 7 Character Vocabulary recording form (one per student) • Chapter 7 Character Vocabulary recording form (answers, for teacher reference)

Opening	Meeting Students' Needs
A. Engaging the Reader: Character Match (10 Minutes) • 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: 1. Choose a character vocabulary word from your collection. 2. Show the word to your partner and read it aloud. 3. Your partner first says the definition of the word. 4. Then your partner says which character from Peter Pan the word best matches and explains why, using evidence from the text. 5. Add to your partner's explanation if you like. 6. Switch roles. Keep matching vocabulary words with characters. • Briefly model this process if students need further clarification. Distribute the **character vocabulary cards** and invite students to begin the activity. • 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) • Direct students' attention to today's learning targets. Reread from the first target: "support my opinion with reasons" and ask students: ∗ "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." • Give students time to think and talk. Then cold call one or two students to share what they think this target means. • 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)
• 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:
  * "Which character's actions have done more to move the story forward?"
• 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.
• 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.
• As in previous lessons, read the first two pages of Chapter 7 of ***Peter Pan*** aloud while students read along.
• 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.
• Give students 10 minutes to read. Circulate to confer.
• Then have them pause to check in with their partner. Ask:
  * "Who have you read about so far? What have their actions been?"
• 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.
• After 2 or 3 minutes, invite students to carry on with their reading independently.
• 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:
	
	1. To promote fluency, ask students to read the section aloud. Coach as needed: "Does that sound right?" "Look at that word again."
	
	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)
• 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.
	• The read-aloud portion of the chapter serves to build fluency and hook kids into the chapter.

Closing and Assessment	Meeting Students' Needs
A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes) • 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) • 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? • Complete the **Chapter 7 Character Vocabulary recording form**. *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.* • *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.* • *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.* • *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.**

Chapter 7: Character Vocabulary
(Answers, for Teacher Reference)

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*. • I can share my own opinion and discuss other's opinions about *Peter Pan*. • I can follow our discussion norms.	• Chapter 7 Opinion and Reasons recording form (from homework) • Now I'm Thinking recording form • Conversation Criteria checklist

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)
 	
   B. Discussion Groups: Which Character's Actions Moved the Story Forward the Most? (Chapter 7) (10 minutes)
 	
   C. Writing and Reflection: Now I'm Thinking ... (15 minutes)
 	
3. Closing and Assessment
 	
   A. Read-aloud: Chapter 8 (5 minutes)
 	
   B. Chapter 8: Who/Where/What anchor chart (5 minutes)
 	
4. Homework
 	
   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.
	
	• 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.
	
	• 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.
	
	• 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.
	
	• 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.
	
	• Create a Discussion Group Norms anchor chart. Build off the norms that have guided students to this point, so expectations are clear and consistent.
	
	• 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.)
	
	• 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) • Discussion Group Norms anchor chart (new; teacher created; for display) • Conversation Criteria checklist (for teacher reference) • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) • Now I'm Thinking … recording form (one per student and one for display) • Document camera • *Peter Pan* journals (students' own) • Where/Who/What anchor chart (from Lessons 2–9; add a new row for Chapter 8) • Chapter 8 homework (one per student) • Chapter 8 homework (answers, for teacher reference)

Opening	Meeting Students' Needs
A. Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes) • 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. • 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: 1. Each person in the partnership will get a card with a word. 2. One person will act out their word, conveying the meaning. 3. The other will try to guess. 4. Together they will read the word, the sentence, and the definition. • Distribute one set of **Character Vocabulary charade cards** to each partnership, with each person getting two words. • 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.

Opening (continued)	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• 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.
 	
• 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:
 	
  * "How will it be different to discuss your opinion with someone who has a different opinion from yours?"
 	
• 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.
 	
• Remind students that they have had text-based discussions before. Ask students to think then share with a partner:
 	
  * "What does it mean when it says 'follow discussion group norms'?"
 	
• 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.

Work Time	Meeting Students' Needs

A. Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)
 	
• 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?"
 	
• Give students time to think and discuss.
 	
• Cold call two or three students to share. Capture their thinking on the **Discussion Group Norms anchor chart**.
 	
• 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."
 	
• Choose from these options for the Fishbowl:
 	
  1. Choose three to five students who can serve as strong models of speaking and listening.
 	
  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.
 	
• 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:
 	
  * "Which character's actions affected the events in the chapter the most?"
 	
• Observers in the outside circle should evaluate how the conversation is going.
 	
• 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.
	
	• 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)
• 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:
   * Use their recording form to discuss their opinion
   * Use their text to support the conversation and refer back to the parts that support their opinion
• 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) • 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. • 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." • Release students to work with someone in their group or independently. • 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. • 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) • 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) • 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**. *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.* *Help students envision a successful group discussion by naming successful actions, ideally coming directly from their recording forms.*	

EXPEDITIONARY LEARNING

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

Character Vocabulary Charade Cards

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

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.

_____

_____

_____

4. How successful was your group conversation?

Opinion:

_____

_____

_____

_____

Reason:

_____

_____

_____

_____

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?

_____

_____

_____

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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EXPEDITIONARY LEARNING

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)

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
 	
   A. Engaging the Reader: Review Chapter 8 Homework (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes)
 	
   B. Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes)
 	
   C. Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes)
 	
3. Closing and Assessment
 	
   A. Character Vocabulary (5 minutes)
 	
4. Homework
 	
   A. Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him.
 	
   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.
	
	• 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.
	
	• In this lesson, students build on their discussion groups from Lesson 10 and have another opportunity to practice developing an opinion and supporting reasons.
	
	• 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.
	
	• 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.
	
	• Prepare an anchor chart that models students' Thoughts, Feelings and Actions recording form.
	
	• 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)
	• Thoughts, Feelings, and Actions recording form (one per student)
	• Thoughts, Feelings, and Actions anchor chart (one for display)
	• *Peter Pan* journal (students' own)
	• Chapter 9 Opinion and Reasons recording form (one per student)
	• Conversation Criteria checklist (for teacher reference)
	• Group Discussion Norms anchor chart (from Lesson 10)
	• 3" x 5" index cards (for students who might need them; see Opening, Part A)
	• Chapter 9 Character Vocabulary recording form (one per student)
	• 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) • Gather students whole group with their homework from Lesson 10. Pair students together to take 2 to 3 minutes to review their homework. * "Were your definitions of the word *graceful* similar?" • Have them take turns sharing their response to the question: "Why does Wendy set up a school for John and Michael?" • 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) • 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. • 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)
• 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**.
 	
• 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.
 	
• 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:
   – THOUGHTS: Wants to help Tiger Lily
   – FEELINGS: Hates unfairness
   – ACTIONS: Calls out in Hook's voice
 	
• 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.
 	
• 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.
 	
• 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.
	
	• 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.

Work Time (continued)	Meeting Students' Needs
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.	

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Work Time (continued)	Meeting Students' Needs
C. Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes) • 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. • Direct students' attention to the **Group Discussion Norms anchor chart** and remind them to use the norms to help them be successful today. • Give students 10 minutes to have the conversation. As they are discussing in their groups, circulate and gather data on the **Conversation Criteria checklist**. • 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 _____."

Closing and Assessment	Meeting Students' Needs
A. Character Vocabulary (5 minutes) • 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: * "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." • 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. • 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. • 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. • Complete the **Chapter 9 Character Vocabulary recording form**. *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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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. 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.** **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.** **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.**

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)
 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 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 distinguish my point of view from Wendy's. • 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 • Opinion and Reasons Paragraph Planning • Tracking My Progress, End of Unit 1 recording form

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Reading Model Opinion Paragraph (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Preparing for Assessment: Planning a Paragraph (15 minutes)
 	
   B. End of Unit Assessment: Opinion and Reasons (25 minutes)
 	
3. Closing and Assessment
 	
   A. Reflection: Tracking My Progress (10 minutes)
 	
4. Homework
 	
   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.
	
	• 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) • Gather students whole group. Collect students' homework from Lesson 11. • 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. • 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: ∗ "What opinion and reasons did you hear in this paragraph?" • 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) • 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: ∗ "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?" • 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)
• 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.
 	
• 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."
 	
• 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:
  – The paragraph answers the question with an opinion.
  – 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.
  – The reasons are written in complete sentences.
  – There is a concluding sentence.
  – The spelling and punctuation is correct.
 	
• Distribute the Opinion and Reasons Paragraph Planning graphic organizer.
 	
• Read the question at the top:
  * "Based on what you know now, would you still have made the same decision as Wendy to leave home?"
 	
• 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.
 	
• 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) • Remind students that this is an assessment, which means they need to do their writing independently. • Give students 25 minutes to complete their copy of the **End of Unit 1 Assessment: On-Demand Paragraph; Supporting Opinion with Reasons**. • Collect their assessments. Congratulate them on their good thinking.	

Closing and Assessment	Meeting Students' Needs
A. Reflection: Tracking My Progress (10 minutes) • Gather students in the whole group. Ask them to bring their ***Peter Pan* journals**. • 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." • 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?" • Then cold call one or two responses identifying what they noticed about the reflection sheet. • 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. *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.*	

EXPEDITIONARY LEARNING

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.

EXPEDITIONARY
LEARNING

Opinion and Reasons Paragraph Planning Graphic Organizer

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.

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.

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.

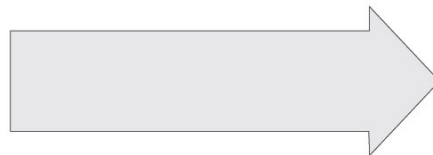• I can identify reasons that support my opinion.

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?

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