



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 1

A Close Look at Setting: Getting Lost in Neverland



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

I can answer questions using specific details from literary text. (RL.3.1)
I can craft narrative texts about real or imagined experiences or events. (W.3.3)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can take notes into categories while studying images of Neverland.
- I can answer questions using details from quotes from *Peter Pan*.

Ongoing Assessment

- Taking Notes: Getting Lost in Neverland recording form
- Quotes from *Peter Pan*: Picturing Neverland recording form
- Exit ticket: My Neverland



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Quote Introducing Neverland (5 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Carousel of Images (15 minutes)Partner Reading: Quotes about Neverland (20 minutes)Whole-Class Share: How Do Writers Capture a Reader's Imagination? (5 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: What Does Your Neverland Look Like? (10 minutes)Homework<ol style="list-style-type: none">There is no homework for this lesson.	<ul style="list-style-type: none">This lesson gives students an in-depth look at the setting of <i>Peter Pan</i>, which will also be the setting for their own imagined scene. Through a study of images and excerpts, students think, talk, and write about how an author captures a reader's imagination.In advance: Prepare equity sticks (see unit overview, Preparation and Materials, for details—one stick per student, labeled with the student's name); print images of Neverland (see supporting materials); review the Carousel protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
equity, details, notice, wonder; imagination	<ul style="list-style-type: none">• Equity sticks• Document camera (or chart)• <i>Peter Pan</i> quote introducing Neverland (one to display)• Images of Neverland (displayed on charts around the room; see supporting materials)• Taking Notes: Getting Lost in Neverland recording form (one per student)• Quotes from <i>Peter Pan</i>: Picturing Neverland recording form (one per student)• Exit ticket: My Neverland (one per student)• Exit ticket: My Neverland (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Quote Introducing Neverland (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Tell them that before you begin today's lesson, you would like to share a new strategy the class will be using to help them with their learning. Show students the equity sticks. Tell them that each student has a popsicle stick with his or her name on it. Tell them that you will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them that the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking. Tell students that the word <i>equity</i> comes from the word <i>equal</i>, because in this situation all voices and students are equal. Remind them that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident of their thinking, but sharing their thinking is important to learn new things. Discuss the importance of being respectful of everyone's learning by asking:<ul style="list-style-type: none">* "How can the class be respectful when others are sharing their thinking about questions?"• Using a document camera or chart, display the Peter Pan quote introducing Neverland. Invite students to look and listen for words or phrases that help them to imagine Neverland the way the writer describes it.• Ask them to Think-Pair-Share:<ul style="list-style-type: none">* "What specific words or details really jumped out for you or made a picture in your mind?"• Tell students that they will revisit portions of these quotes later in the lesson, in addition to other quotes from the text about Neverland.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• As the students read along, read aloud the learning targets:<ul style="list-style-type: none">* "I can take notes into categories while studying images of Neverland."* "I can answer questions using details from quotes from <i>Peter Pan</i>."• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* "Based on these targets, what do you think we will be doing today?"	



Work Time	Meeting Students' Needs
<p>A. Carousel of Images (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to spend a while studying images of Neverland. These images show the way various artists have used the author's words to imagine a setting in <i>Peter Pan</i>. The details of the author's writing became details in the paintings or drawings they are about to study.• Distribute the Taking Notes: Getting Lost in Neverland recording form to each student. Direct their attention to the images posted around the room. Give directions:<ol style="list-style-type: none">1. With your partner, take about 4 minutes at each image.2. Study the images, thinking about the quote we just read together (the quote is still posted).3. Look for any details in the image that match up with details that you read in the quote.4. Talk with your partner about what you notice.• Address clarifying questions, and then invite students to begin.• Circulate and support students as they work. This may mean guiding students toward specific passages in the text that correlate to details found in the images.	<ul style="list-style-type: none">• Consider giving some students their own copy of the passage from <i>Peter Pan</i>. Select students could benefit from a pre-highlighted passage, highlighting details that correlate to the images.• Post written directions for Partner Reading: Quotes about Neverland. This supports students who have difficulty with multistep directions.



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Reading: Quotes about Neverland (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now be working with partners to think, talk, and write about how the writer of the Classic Starts edition of <i>Peter Pan</i> used words to capture the reader's imagination when describing Neverland.• Distribute the Quotes from <i>Peter Pan</i>: Picturing Neverland recording form to each student. Orient them to the recording form and give directions:<ol style="list-style-type: none">1. Read the quote once out loud just to hear it and get the flow of it.2. Read the quote out loud again, thinking: "What words or phrases really jumped out, painted a picture in my mind, and captured my imagination?"3. With your partner, discuss which words or phrases you noticed.4. Record those words or phrases on your recording form.5. Read the quote out loud one last time, thinking: "How do these words or phrases help you picture Neverland?"6. With your partner, discuss your thinking about this question.7. Write your answer on the recording form.8. Repeat for each quote.	
<p>C. Whole-Class Share: How Do Writers Capture a Reader's Imagination? (5 minutes)</p> <ul style="list-style-type: none">• Gather students together whole class. Tell them that you are interested in hearing which quotes from <i>Peter Pan</i> most captured their imagination. Ask:<ul style="list-style-type: none">* "Which quote most captured your imagination? Why?"• Give students a minute to discuss their ideas with a classmate near them. Then use equity sticks to invite whole-class shares.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: What Does Your Neverland Look Like? (10 minutes)</p> <ul style="list-style-type: none">Remind students that they learned today that every person's Neverland looks a little bit different: Some are in color and others in black and white; some are happy, some scary; some have lagoons and flamingos, and others come with pet wolves. Tell students that you are excited to see into their imaginations and get a peek at their Neverland, but because there is no way to actually see inside their heads, they will have to be just like J.M. Barrie: They will have to write it down. Distribute an Exit Ticket: My Neverland to each student. Collect the exit tickets when time is up; see the supporting materials for a sample response, Exit Ticket: My Neverland (for teacher reference).	
Homework	Meeting Students' Needs
There is no homework for this lesson.	



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Supporting Materials



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

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

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

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

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



Images of Neverland
The Never Never Land



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



Taking Notes:
Getting Lost in Neverland

Name:

Date:

Image	Detail from the image	Detail from the passage
1		
2		
3		
4		



Quotes from *Peter Pan*
Picturing Neverland Recording Form

Name: _____

Date: _____

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



Date:



Exit Ticket:
My Neverland
(for Teacher Reference)

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

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