



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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	<p>Character Analysis: Peter Pan's Traits, Motivations, and Actions that Contribute to a Sequence of Events in the Story</p> <p>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 <i>Peter Pan</i> 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."</p>
End of Unit 1 Assessment	<p>Opinion Writing about Wendy's Actions</p> <p>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 <i>Peter Pan</i>), 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 <i>Peter Pan</i>, 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."</p>

Content Connections
<p>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.</p>

Text
<ol style="list-style-type: none">1. J. M. Barrie, <i>Peter Pan</i>, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009); ISBN: 978-1-4027-5421-0.



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Reading and Talking with Peers: A Carousel of Pictures and Texts about <i>Peter Pan</i>	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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., <i>chapter</i>, <i>scene</i>, <i>stanza</i>). (RL.3.5) 	<ul style="list-style-type: none"> I can describe the setting, characters, and events of Chapters 1 and 2 of <i>Peter Pan</i>. I can identify the meaning of literary vocabulary. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can use context clues to determine the meaning of words in <i>Peter Pan</i>. 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) 	<ul style="list-style-type: none"> 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 <i>Peter Pan</i>. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) 	<ul style="list-style-type: none"> 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 <i>Peter Pan</i>. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) 	<ul style="list-style-type: none"> 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 <i>Peter Pan</i>. 	<ul style="list-style-type: none"> What/So What recording form Where/Who/What recording form (in journal) Chapter 5 Character Vocabulary recording form



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Character Analysis: Looking Closely at One Character in <i>Peter Pan</i> (Revisiting Chapters 1–5)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) I can write an opinion piece that supports a point of view with reasons. (W.3.1) 	<ul style="list-style-type: none"> I can describe a character from <i>Peter Pan</i> by creating a character analysis. I can write an opinion about a character using evidence to support my opinion. 	<ul style="list-style-type: none"> Character Analysis recording form Exit ticket
Lesson 8	On Demand Mid-Unit Assessment: Character Analysis of <i>Peter Pan</i> (Chapter 6)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) 	<ul style="list-style-type: none"> I can describe <i>Peter Pan</i> by creating a character analysis. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Character Analysis of <i>Peter Pan</i> (Chapter 6) Tracking My Progress, Mid-Unit 1 recording form
Lesson 9	Supporting Opinions with Reasons: Analyzing Character's Actions (Chapter 7)	<ul style="list-style-type: none"> 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., <i>chapter, scene, stanza</i>). (RL.3.5) I can write an opinion piece that supports a point of view with reasons. (W.3.1) <ol style="list-style-type: none"> I can introduce the topic of my opinion piece. 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) 	<ul style="list-style-type: none"> I can support my opinion with reasons based on what I read in <i>Peter Pan</i>. I can share my own opinion and discuss others' opinions about <i>Peter Pan</i>. 	<ul style="list-style-type: none"> Chapter 7 Opinion and Reasons recording form



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Sharing Opinions and Reasons: <i>Peter Pan</i> Discussion Groups (Chapters 7 and 8)	<ul style="list-style-type: none">• 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., <i>chapter, scene, stanza</i>). (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)	<ul style="list-style-type: none">• I can support my opinion with reasons based on what I read in <i>Peter Pan</i>.• I can share my own opinion and discuss other's opinions about <i>Peter Pan</i>.• I can follow our discussion norms.	<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none"> • 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., <i>chapter</i>, <i>scene</i>, <i>stanza</i>). (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) <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none">• 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., <i>chapter</i>, <i>scene</i>, <i>stanza</i>). (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)<ul style="list-style-type: none">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)	<ul style="list-style-type: none">• I can distinguish my point of view from Wendy's.• I can write a paragraph that states my opinion and supports it with reasons.	<ul style="list-style-type: none">• 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.