



EXPEDITIONARY
LEARNING

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

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



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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

- 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.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Asking and Answering Questions about the Mystery Excerpts



Agenda	Teaching Notes
<p>1. Opening</p> <p style="padding-left: 20px;">A. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p style="padding-left: 20px;">A. Carousel Protocol: Mystery Pictures (15 minutes)</p> <p style="padding-left: 20px;">B. Predicting from Text: Excerpts from <i>Peter Pan</i> (20 minutes)</p> <p>3. Closing and Assessment</p> <p style="padding-left: 20px;">A. Debrief (5 minutes)</p> <p style="padding-left: 20px;">B. Read-aloud of Chapter 1 in <i>Peter Pan</i> (15 minutes)</p> <p>4. Homework</p> <p style="padding-left: 20px;">A. Choose a part of Chapter 1 in <i>Peter Pan</i> 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.</p>	<ul style="list-style-type: none"> • 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 <i>Peter Pan</i> 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
<p>notice, wonder, norms, record, details, excerpt</p>	<ul style="list-style-type: none"> • 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 <i>Peter Pan</i>. 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 <i>Peter Pan</i> (book; one per student and one for teacher use)



Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a light bulb for <i>ideas</i>, a magnifying glass for <i>find</i>) 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 <i>when</i>) to assist students who need additional support learning the structure to ask questions.



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Mystery Pictures (15 minutes)</p> <ul style="list-style-type: none"> • 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 <i>details</i>. 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: <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 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.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • 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. 	
<p>B. Predicting from Text: Excerpts from <i>Peter Pan</i> (20 minutes)</p> <ul style="list-style-type: none"> • 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 <i>excerpt</i> 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: <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 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.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• 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 <i>Peter Pan</i> in this module. They will read a chapter book and scripts of a <i>Peter Pan</i> 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.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions. For example: “I see many _____, so I think we might study _____.”



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Read-aloud of Chapter 1 in <i>Peter Pan</i> (15 minutes) <i>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.</i></p> <ul style="list-style-type: none"> • Distribute a copy of <i>Peter Pan</i> 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: <ul style="list-style-type: none"> * “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: <ul style="list-style-type: none"> * “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
<ul style="list-style-type: none"> • Choose a part of Chapter 1 in <i>Peter Pan</i> 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. 	<ul style="list-style-type: none"> • Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.



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Supporting Materials



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Asking and Answering Questions about Mystery Excerpts

Name:

Date:

Directions:

1. Read the quote. It is okay if you don't understand it yet.
2. Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.
3. Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!
4. Circle words that help you figure out possible answers to those questions.
5. Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

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

Questions I have:



Asking and Answering Questions about Mystery Excerpts

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

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

“Why?” Wendy asked.

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

Questions I have:

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

Questions I have:



Asking and Answering Questions about Mystery Excerpts

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

Questions I have:



Asking and Answering Questions about Mystery Excerpts

Part 2: What do you think these excerpts are mostly about?

Use evidence from the text to support your thinking.
