



EXPEDITIONARY  
LEARNING

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

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



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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

- 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*.

Ongoing Assessment

- Chapter 7 Opinion and Reasons recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Character Match (10 minutes)</li><li>Unpacking the Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading Chapter 7: Which Character's Actions Have Done More to Move the Story Forward? (20 minutes)</li><li>Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)</li><li>Adding New Thinking to the Recording Form (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>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?</li><li>Complete the Chapter 7 Character Vocabulary recording form.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>Choose partnerships for the Opening: Engaging the Reader.</li><li>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 <i>Peter Pan</i>, 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.</li></ul>



Lesson Vocabulary	Materials
opinion, reasons; shrill (50), excitedly (51), urging (51), sternly (52)	<ul style="list-style-type: none"><li>• Character vocabulary cards (10 per student partnership, prepared in advance; see Teaching Note)</li><li>• Who/What/So What recording form (one per student)</li><li>• Classic Starts edition of <i>Peter Pan</i> (book; one per student)</li><li>• Chapter 7 Opinion and Reasons recording form (one per student)</li><li>• Paper (four sheets for Four Corners activity)</li><li>• Chapter 7 Character Vocabulary recording form (one per student)</li><li>• Chapter 7 Character Vocabulary recording form (answers, for teacher reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Character Match (10 Minutes)</b></p> <ul style="list-style-type: none"><li>• 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:<ol style="list-style-type: none"><li>1. Choose a character vocabulary word from your collection.</li><li>2. Show the word to your partner and read it aloud.</li><li>3. Your partner first says the definition of the word.</li><li>4. Then your partner says which character from <i>Peter Pan</i> the word best matches and explains why, using evidence from the text.</li><li>5. Add to your partner's explanation if you like.</li><li>6. Switch roles. Keep matching vocabulary words with characters.</li></ol></li><li>• Briefly model this process if students need further clarification. Distribute the <b>character vocabulary cards</b> and invite students to begin the activity.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to today's learning targets. Reread from the first target: "support my opinion with reasons" and ask students:<ul style="list-style-type: none"><li>* "What does that mean to support an <i>opinion</i> with <i>reasons</i>? Turn and talk to a partner about what you think you would be doing in order to meet that learning target."</li></ul></li><li>• Give students time to think and talk. Then cold call one or two students to share what they think this target means.</li><li>• 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."</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Chapter 7: Which Character's Actions Have Done More to Move the Story Forward? (20 minutes)</b></p> <ul style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>* "Which character's actions have done more to move the story forward?"</li> </ul> </li> <li>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.</li> <li>Distribute the <b>Who/What/So What recording form</b>. 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.</li> <li>As in previous lessons, read the first two pages of Chapter 7 of <i>Peter Pan</i> aloud while students read along.</li> <li>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.</li> <li>Give students 10 minutes to read. Circulate to confer.</li> <li>Then have them pause to check in with their partner. Ask: <ul style="list-style-type: none"> <li>* "Who have you read about so far? What have their actions been?"</li> </ul> </li> <li>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.</li> <li>After 2 or 3 minutes, invite students to carry on with their reading independently.</li> <li>If students finish early, they can either reread to find more evidence for their opinion or read their independent reading book.</li> </ul>	<ul style="list-style-type: none"> <li>As in previous lessons where students are reading independently, consider supporting their reading through the following: <ol style="list-style-type: none"> <li>To promote fluency, ask students to read the section aloud. Coach as needed: "Does that sound right?" "Look at that word again."</li> <li>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.</li> </ol> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing and Reflection: Opinion and Reasons Recording Form (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather the class back whole group. Display and distribute the <b>Chapter 7 Opinion and Reasons recording form</b>. 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.</li><li>• Ask students:<ul style="list-style-type: none"><li>* "Who do you think is the most important character?"</li><li>* "Whose actions moved the story forward the most?"</li><li>* "What reason might you give?"</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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."</li><li>• Give students 15 minutes to complete their recording form.</li><li>• 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.</li><li>• As students work, post <b>four sheets of paper</b> with the character names in the corners of the room.</li></ul>	<ul style="list-style-type: none"><li>• The read-aloud portion of the chapter serves to build fluency and hook kids into the chapter.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Four Corners: Which Character Did You Choose as Most Important and Why? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• For struggling learners, consider scribing this last step for them.</li></ul>
<p><b>B. Adding New Thinking to the Recording Form (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>	





Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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?</li><li>• Complete the <b>Chapter 7 Character Vocabulary recording form</b>.</li></ul> <p><i>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.</i></p> <ul style="list-style-type: none"><li>• <i>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.</i></li><li>• <i>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.</i></li><li>• <i>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.</i></li></ul>	



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## Supporting Materials



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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:

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Reasons:

- 

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Chapter 7 Opinion and Reasons Recording Form

After discussing *Peter Pan* with my peers ...

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Possible New Thinking:

- 

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Chapter 7: Character Vocabulary

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?



Chapter 7: Character Vocabulary

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?

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

**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, <b>shrill</b> 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?
<b>Loud, harsh, high</b>	<b>They heard another sound. It was the voice of Tinker Bell. She was pinching Wendy.</b>	<b>The word “shrill” tells me that Tinker Bell is angry and jealous and talks in a mean high voice when she is mad.</b>

2. **excitedly (51)**

Tootles <b>excitedly</b> 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?
<b>With excitement Enthusiastically</b>	<b>He is shouting to Tink. He wants her to get out of the way, so he is probably moving quickly.</b>	<b>It tells me that Tootles wants to shoot his arrow. He has lots of energy and wants to fight.</b>





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?
<b>Encouraging Talking someone into doing something, maybe something bad</b>	<b>She knew she would be in trouble. She laughed at her trick.</b>	<b>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.</b>

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?
<b>Angrily</b>	<b>I know Peter was mad that Wendy was shot. So I think “stern” means mean or firm.</b>	<b>Whoever is talking is mad. I think it’s Peter, and he is mad someone shot Wendy.</b>