



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)**



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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.3.3)  
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**

- 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.

**Ongoing Assessment**

- Chapter 8 homework
- Thoughts, Feelings, and Actions recording form
- Opinion and Reasons recording form
- Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Review Chapter 8 Homework (5 minutes)</li><li>Unpacking the Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes)</li><li>Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes)</li><li>Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Character Vocabulary (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him.</li><li>Complete the Chapter 9 Character Vocabulary recording form.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>In this lesson, students build on their discussion groups from Lesson 10 and have another opportunity to practice developing an opinion and supporting reasons.</li><li>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.</li><li>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.</li><li>Prepare an anchor chart that models students' Thoughts, Feelings and Actions recording form.</li><li>Post: Group Discussion Norms anchor chart from Lesson 10.</li></ul>



Lesson Vocabulary	Materials
figurative, literal, point of view; “offered Hook a hand” (78), pride (73), thundered (74), dazed (78), madly (78)	<ul style="list-style-type: none"><li>• Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use)</li><li>• Thoughts, Feelings, and Actions recording form (one per student)</li><li>• Thoughts, Feelings, and Actions anchor chart (one for display)</li><li>• <i>Peter Pan</i> journal (students' own)</li><li>• Chapter 9 Opinion and Reasons recording form (one per student)</li><li>• Conversation Criteria checklist (for teacher reference)</li><li>• Group Discussion Norms anchor chart (from Lesson 10)</li><li>• 3" x 5" index cards (for students who might need them; see Opening, Part A)</li><li>• Chapter 9 Character Vocabulary recording form (one per student)</li><li>• Chapter 9 Character Vocabulary recording form (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Review Chapter 8 Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students whole group with their homework from Lesson 10. Pair students together to take 2 to 3 minutes to review their homework.<ul style="list-style-type: none"><li>* “Were your definitions of the word <i>graceful</i> similar?”</li></ul></li><li>• Have them take turns sharing their response to the question: “Why does Wendy set up a school for John and Michael?”</li><li>• Listen in as students share. Focus students whole group to address any misconceptions. Then collect their work.</li></ul>	<ul style="list-style-type: none"><li>• During the read-aloud, ask struggling learners to capture on paper Peter's thoughts, feelings, or actions.</li></ul>
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.)</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to sit next to their reading partners. Be sure students have their copies of <i>Peter Pan</i>. Distribute the <b>Thoughts, Feelings, and Actions recording form</b> and display the <b>Thoughts, Feelings, and Actions anchor chart</b>.</li><li>• 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 <i>Peter Pan journal</i> 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.</li><li>• 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:<ul style="list-style-type: none"><li>– THOUGHTS: Wants to help Tiger Lily</li><li>– FEELINGS: Hates unfairness</li><li>– ACTIONS: Calls out in Hook's voice</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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?"</li></ul>	<ul style="list-style-type: none"><li>• For struggling learners, condense the amount of writing they complete: ask students to write their opinion and give one reason to support it.</li><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Preparing for Discussion Groups: Developing Opinion and Reasons (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Celebrate the end of an exciting chapter with the students. Distribute the <b>Chapter 9 Opinion and Reasons recording form</b>. 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?</li><li>• Briefly note the language of <i>offering a hand</i>. Explain that this is a <i>figurative</i> way of saying “helping someone,” but in this case it is also a literal meaning. Explain that <i>literal</i> means that it is actually happening that way: giving someone our hand. <i>Figurative</i> 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.</li><li>• 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 <i>point of view</i>. 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.”</li><li>• Prompt students:<ul style="list-style-type: none"><li>* “Talk to your partner about whether you would have given Hook a hand.”</li></ul></li><li>• Give students time to think and then talk.</li><li>• 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.</li><li>• Explain that students will have 15 minutes to complete their recording form before they discuss it with their group.</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></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Discussion Groups: Would You Have Offered Hook a Hand? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Direct students' attention to the <b>Group Discussion Norms anchor chart</b> and remind them to use the norms to help them be successful today.</li><li>• Give students 10 minutes to have the conversation. As they are discussing in their groups, circulate and gather data on the <b>Conversation Criteria checklist</b>.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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 _____."</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Character Vocabulary (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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:<ul style="list-style-type: none"><li>* “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.”</li></ul></li><li>• 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.</li><li>• 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 <b>index card</b>. Clarify the meaning of the word as needed. Collect two or three words.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing the vocabulary words with their definitions on index cards to aid struggling learners.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him.</li><li>• Complete the <b>Chapter 9 Character Vocabulary recording form</b>.</li></ul> <p><i>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.</i></p>	



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## Supporting Materials



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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)

[illegible]



Chapter 9: Character Vocabulary

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?



Chapter 9: Character Vocabulary

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?



Chapter 9: Character Vocabulary  
(Answers, for Teacher Reference)

**Learning target:** I can use context clues to determine the meaning of words in *Peter Pan*.

1. **pride (73, 76)**

Wendy puffed up with <b>pride</b> , floating now a little higher.  In Peter's <b>pride</b> , 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?
<b>Feeling proud</b>	<b>She puffed up. She was floating and happy.</b>	<b>It tells me that Wendy was proud of herself because she could fly. She liked flying.</b>

2. **thundered (74)**

"What kind of trickery is going on here?" <b>thundered</b> Hook.		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
<b>To yell</b>	<b>I know that Captain Hook was angry. I know that thunder makes a loud noise.</b>	<b>It tells me that Captain Hook gets angry when people tricks him. He doesn't like to be tricked.</b>



Chapter 9: Character Vocabulary  
(Answers, for Teacher Reference)

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?
<b>Surprised</b> <b>Confused</b>	<b>Peter was helpless.</b> <b>The surprise of the unfairness</b> <b>Dazed sounds kind of like dizzy.</b>	<b>It tells me that Peter didn't like things to be unfair.</b>

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?
<b>Really fast</b>	<b>He slid immediately into the water.</b> <b>swimming</b>	<b>It tells me Hook is a fast swimmer and that he was in a hurry to get away.</b>