



EXPEDITIONARY
LEARNING

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

Planning a Sequence of Events: Narrative Writing of a Scene in Neverland



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.



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

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.

Supporting Learning Targets

- I can describe features of a model narrative text to help me plan my own writing.
- I can plan a sequence of events for my own narrative story set in Neverland.

Ongoing Assessment

- Narrative Planning recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: An Invitation from <i>Peter Pan</i> (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Studying a Model Narrative Text and Model Plan (15 minutes)B. Independent Writing: Creating a Plan for Narrative Text (20 minutes)C. Partner Talk: Exchanging Feedback on the Plan (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share: What's Your Plan? (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• In the next series of lessons, students will write their own imagined scene set in Neverland.• Consider creating strategic writing partnerships to make discussion time a scaffold for students in the writing process.• Post: Learning targets.



Lesson Vocabulary	Materials
narrative, model, character, situation, conclusion, sequence	<ul style="list-style-type: none">• Classic Starts edition of <i>Peter Pan</i> (book; one per student)• “The Darlings Come to Neverland” (one per student)• Narrative Planning anchor chart (new; teacher-created; a large chart version of students’ Narrative Planning recording form)• Narrative Planning recording form (one per student)• Narrative Planning recording form (for teacher reference)• Neverland Writing Prompts anchor chart (new; teacher-created; see supporting materials)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: An Invitation from <i>Peter Pan</i> (5 minutes)</p> <ul style="list-style-type: none">• Invite students to the whole group area with their <i>Peter Pan</i> book. Ask them to open to page 5 with you and read along silently as you read aloud, starting with “What is Neverland? you ask ...” and reading to “... a very special guide.”• Invite the class to Think-Pair-Share:<ul style="list-style-type: none">* “What does this quote mean to you?”• Use this quote as a way to invite students into the process of writing. This might sound similar to:<ul style="list-style-type: none">* “Wow! The story says that Neverland is right here, in each of your minds. But unless we share it, it stays right there in your mind, where no one else can see. Writing is one wonderful way to share our own imaginations with other people. So you will now be writers, just like the author of our <i>Peter Pan</i> book, sharing your Neverland with others.”	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read along as you read today’s learning targets:<ul style="list-style-type: none">* “I can describe features of a model narrative text to help me plan my own writing.”* “I can plan a sequence of events for my own narrative story set in Neverland.”• Ask them to share what they think they will be doing today in their own words. Probe:<ul style="list-style-type: none">* “How does describing the features in a model narrative text help us as writers?”• Listen for: “This helps us see what our writing should look like” or “I know what I am supposed to do.”	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Studying a Model Narrative Text and Model Plan (15 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of “The Darlings Come to Neverland” to each student. Tell them that this story is an imagined scene in Neverland that does not appear in the book, and it is exactly the kind of writing they will be doing.• Tell students that before it was possible for a writer to write a scene like this, the writer had to make a plan. Ask:<ul style="list-style-type: none">* “Why is it important to make a plan before beginning to write?”• Consider using cold call or other total participation techniques. Listen for: “So you know how the story is going to go” or “So you’re ready to write without stopping and thinking as much.”• Show students the Narrative Planning anchor chart (which is an enlarged version of their recording form with this same name). Tell them this is one example of a planning tool that an author might use. Review the different components: character, situation, events, and conclusion. Define <i>situation</i> and <i>conclusion</i> for students, as they are new vocabulary.• Ask them to think about what the planning page for the scene they just read may have looked like. Invite them to Think-Pair-Share:<ul style="list-style-type: none">* “What do you think the author had written in this box marked ‘introduce the characters’? How did the author introduce the reader to the characters?”• Continue:<ul style="list-style-type: none">* “Establishing a situation means creating a problem in the story. How did the author establish the situation?”• Continue this process, filling in the components of the Narrative Planning anchor chart, referring to the Narrative Planning recording form (for teacher reference) as a model.	<ul style="list-style-type: none">• Select students may benefit from having a copy of the completed Narrative Planning recording form, both for the lesson and as a resource during independent work time.• Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their plan to an adult to complete their recording form.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Writing: Creating a Plan for Narrative Text (20 minutes)</p> <ul style="list-style-type: none">Distribute a Narrative Planning recording form to each student. Tell them it is their turn to create a plan for a brand-new scene in Neverland. Display the Neverland Writing Prompts anchor chart, and explain that you have helped get them started on this writing journey by imagining a couple of situations that could become great written scenes. Read through their writing choices.Give students these directions:<ul style="list-style-type: none">* Choose one of the imagined scenes from the Neverland Writing Prompts anchor chart.1. Imagine how your scene might unfold. Who is in the scene? What happens first? What happens next? How does it turn out?2. Use the Narrative Planning recording form to write down ideas for the characters and sequence of events for your scene.Circulate and support students in their writing. This may include asking them to verbally plan their story first or reminding them what types of events need to happen in their narrative.	
<p>C. Partner Talk: Exchanging Feedback on the Plan (10 minutes)</p> <ul style="list-style-type: none">Place students in partnerships. Give them directions:<ul style="list-style-type: none">1. Take turns reading your plans. First, one person reads and the partner gives feedback. Then, switch roles.2. As you hear your partner's plan, think: "Does this make sense in this order?" If it doesn't make sense, give suggestions for what your partner might add or change.	



Closing and Assessment	Meeting Students' Needs
A. Share: What's Your Plan? (5 minutes) <ul style="list-style-type: none">• Refocus students whole group. Ask them to share one event in their newly imagined Neverland scene with the whole class.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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.

The Darlings Come to Neverland

Name:

Date:

In Neverland, Wendy, Peter Pan, and the lost boys were sitting near their tree house. Peter Pan was lying on the ground. Some of the lost boys were playing cards, and some were napping. But everyone was listening as Wendy told one of her stories.

Suddenly, Tinker Bell flew in from high above. But she was not alone. Behind her were two adults! “What are adults doing in Neverland?” shouted one of the lost boys. As they got closer, Peter recognized these two adults. It was Mr. and Mrs. Darling!

They landed and immediately rushed over to Wendy. She stopped telling her story. She looked up at them. “Wendy! We have missed you terribly,” cried Mrs. Darling.

“Yes, dear. I promise to be kinder and less jealous if you come home with us,” said Mr. Darling.

“Who are you?” she asked innocently, with a blank expression on her face.

“We are your parents, of course!” Mr. and Mrs. Darling replied at the same time.

“I don’t have parents,” said Wendy. “The boys are my family.”

Mr. Darling looked very sad, but then he realized something. He reached into the pocket of his coat. He pulled out a photograph. “Look,” he said.

Wendy looked at the picture. It was of a city at nighttime. At first she did not recognize anything in the picture. But then, it was like a light went on behind her eyes. “London!” she cried. “Of course! I live there! I am Wendy Darling, and you are my mom and dad!”

Wendy grabbed John and Michael. “Wait, we want to go with you!” The lost boys ran beside them.

“Of course you can come. You can live in our house and grow up with us.” Wendy looked at Peter sadly. “Will you come?”

“I will come and visit you. You can tell me stories,” said Peter.

With that, they all flew off toward the second star on the right.



Narrative Planning Recording Form

Name: _____

Date: _____

Learning target: I can plan a sequence of events for my own narrative scene set in Neverland.

Event 1: Introduce the characters.	
Event 2: Establish a situation.	
Event 3: Add action and dialogue.	
Event 4: Create closure by giving the reader an ending that makes sense.	



Narrative Planning Recording Form
(For Teacher Reference)

Learning target: I can plan a sequence of events for my own narrative scene set in Neverland.

Event 1: Introduce the characters.	Wendy, Peter, and the lost boys are sitting near their tree in Neverland telling stories.
Event 2: Establish a situation.	Tinker Bell flies in, accompanied by Mr. and Mrs. Darling.
Event 3: Add action and dialogue.	The Darlings beg Wendy to come home, but she does not remember who they are.
Event 4: Create closure by giving the reader an ending that makes sense.	They show Wendy a picture of London to remind her of her old life. She decides to return, and some of the lost boys want to come with her.



Neverland Writing Prompts Anchor Chart
(For Teacher Reference)

1. Imagine a scene in which Wendy has to save Tinker Bell. Tinker Bell has been captured by Captain Hook, and Wendy is the only one who can help her. What would Wendy do? Tinker Bell has been naughty to Wendy, but would Wendy save her anyway?
2. Imagine a scene in which Peter discovers a new magical creature on Neverland while flying with Tinker Bell and Wendy. What does he find? What do they do? Describe their discovery and what happens.