



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 5

Drafting an Imagined Narrative: Scenes from Neverland, Part 2



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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 use dialogue and action to draft the events of my Neverland scene.
- I can write a conclusion for the draft of my Neverland scene.
- I can respectfully give feedback on a peer's writing and receive feedback to make my writing better.

Ongoing Assessment

- Students' draft scenes



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Studying a Model: Building a Scene with Action and Dialogue and Writing a Conclusion (10 minutes)B. Drafting: Building a Scene with Action and Dialogue and Writing a Conclusion (20 minutes)C. Peer Discussion: Giving and Receiving Feedback on Scenes (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: How Did Feedback Help You? (5 minutes)4. Homework<ol style="list-style-type: none">A. If you did not have time in class, complete the last parts of your draft: using action and dialogue to write the last event and writing a conclusion. Tomorrow you will begin revising your scene.	<ul style="list-style-type: none">• In advance: Review students' drafts to get a sense of their progress toward the targets; determine writing partners for the peer feedback that takes place during Work Time C.• Post: Learning targets.

Lesson Vocabulary	Materials
dialogue, action, conclusion	<ul style="list-style-type: none">• Narrative Planning recording form (from Lesson 3; one per student)• "The Darlings Come to Neverland" (from Lesson 3; one per student)• Peer Feedback: Neverland Scene recording form (one per student)• Sticky notes (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group with their Narrative Planning recording form, their drafts, and a pencil. Tell them to look over their plan for writing. Give directions:<ol style="list-style-type: none">1. Look at your plan so far. Think about what you have accomplished already.2. Place a check mark next to the parts of the plan that you have already written in your draft.• Students should have completed Establishing a Situation and Introducing the Characters. Congratulate them on what they have accomplished so far. Writing can be very difficult, and they are halfway there.	
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to read the learning targets along with you:<ul style="list-style-type: none">* “I can use dialogue and action to draft the events of my Neverland scene.”* “I can write a conclusion for the draft of my Neverland scene.”• Invite the class to Think-Pair-Share:<ul style="list-style-type: none">* “In your own words, what important writing work do you think we will be doing today?”• Then ask students to read along as you read the last learning target:<ul style="list-style-type: none">* “I can respectfully give feedback on a peer’s writing and receive feedback to make my writing better.”• Think-Pair-Share:<ul style="list-style-type: none">* “What will this part of today’s lesson look like?”	



Work Time	Meeting Students' Needs
<p>A. Studying a Model: Building a Scene with Action and Dialogue and Writing a Conclusion (10 minutes)</p> <ul style="list-style-type: none">• Ask students to review their narrative writing model “The Darlings Come to Neverland.” Tell them that today they are going to revisit that scene, focusing on how the writer builds the story using action and dialogue and then writes a conclusion.• Ask students to read along as you read aloud from “They landed ...” to “You are my mother and father!”• Refer back to the learning targets. Circle the words <i>dialogue</i> and <i>action</i>. Tell students that <i>dialogue</i> is when characters talk with each other and that <i>action</i> is when characters do things. Explain that writers use both action and dialogue to build suspense and keep the reader’s attention. As students to Think-Pair-Share:<ul style="list-style-type: none">* “How do you think dialogue and action helped the writer to build suspense and keep the reader’s attention?”• Listen for answers such as: “It really helped to show what the characters were thinking or feeling during that part.”• Then read aloud, as students read along, from “Wendy grabbed John and Michael ...” to “... second star from the right.” Tell the class that this was the conclusion to the scene, or how the writer “wrapped it up.” As students to Think-Pair-Share:<ul style="list-style-type: none">* “How did the writer give us a sense of closure, or ending, to this scene?”• Listen for responses such as: “We know what happens to each of the characters before it ends.”• Explain that good conclusions offer the reader a sense of ending. The reader knows where each of the characters end up; there is no longer any mystery. In this scene, we know that Wendy, John, and Michael return to London with some of the lost boys. We know that Peter, Tinker Bell, and the other lost boys stay in Neverland.	



I	Meeting Students' Needs
<p>B. Drafting: Building a Scene with Action and Dialogue and Writing a Conclusion (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they now get to try drafting the final two parts of their Neverland scene on their own. Tell them that if they get stuck, they should return to the model to help remind them of what they are supposed to write. Remind students that this is a draft. They should focus on their ideas and the sequence of events. They should not worry yet about spelling or grammar. Give directions:<ol style="list-style-type: none">1. Look back at your Narrative Planning recording form.2. Think about your ideas: "What will happen in the next event and the conclusion of my story?"3. Put it on paper: Write the event and conclusion on your paper.4. Use vocabulary: Try to incorporate vocabulary words in your writing to describe your characters' traits, actions, and motivations.• Give students 20 minutes to write the last event and conclusion of their draft. Remind them to refer back to their recording forms as they work. Tell them it is fine if they do not finish; they can finish for homework. Students who finish writing early should read over their entire draft to make sure it makes sense and catch any initial mistakes.• Circulate and support students as needed.	<ul style="list-style-type: none">• Select students may benefit from talking through their stories with a teacher or writing partner before beginning writing, or dictating their writing to an adult.• The structure of a small writing group with whom you confer and continually check in may be helpful to select students. Perhaps they can be working on the same writing prompt, so the work can be even more guided.



Work Time (continued)	Meeting Students' Needs
<p>C. Peer Discussion: Giving and Receiving Feedback on Scenes (15 minutes)</p> <ul style="list-style-type: none">• Gather the class whole group. Tell students that although many of them may have completed their drafts, some of them may not have finished. If they have not, they should not be worried; they will have time to complete it for homework tonight. Regardless of whether they are finished, they can participate in the next step of their writing process, peer feedback. Tell students that all great writers exchange feedback with other writers to help make their writing better. Often someone else catches mistakes or has ideas for our writing that we would not have seen or thought of ourselves.• Tell students that you will pair them up with a writing partner now. They will read each other's stories, and then complete a Peer Feedback: Neverland Scene recording form.• Distribute the Peer Feedback recording forms. Point out that this recording form contains all those wonderful ideas that the class came up with for the criteria and rubric. It also has a place for warm and cool feedback. Explain that warm feedback is when they tell another writer something they really like about their writing, such as: "Your action words are really exciting—they make me picture the story in my head." Cool feedback is when we tell another writer some way they can improve their work. An example of this could be: "One thing you might do is use more dialogue to show what your character is thinking."• After 10 minutes, ask students to share with their partner what they found while reading. Remind them to be kind and respectful as they share, as feedback is meant to help each other grow as writers, not to criticize or make anyone feel bad about their writing.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: How Did Feedback Help You? (5 minutes)</p> <ul style="list-style-type: none">• Distribute a sticky note to each student. Give directions:<ol style="list-style-type: none">1. Look at the Peer Feedback recording form that your partner filled out.2. Based on this feedback, choose one change you will make to your writing and write it on your sticky note.3. Keep the sticky note with your other planning materials, to refer to in future lessons.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• If you did not have time in class, complete the last parts of your draft: using action and dialogue to write the last event and writing a conclusion. Tomorrow you will begin revising your scene.	



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Supporting Materials



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Peer Feedback
Neverland Scene

Name: _____

Date: _____

Learning target: I can respectfully give feedback on a peer's writing and receive feedback to make my writing better.

Directions: Read your partner's Neverland scene. Go through the writing checklist. Be sure to go back to your partner's writing to look for evidence of the criteria you are checking for.

I read _____'s Neverland scene.

Writing Checklist:

Write a ☺ on the line if the writer does this well.

Write a ? on the line if the writer needs to look closely at this.

- _____ The story introduces the setting and characters to the reader.
- _____ The events of the scene happen in an order that makes sense.
- _____ The writer includes dialogue in the scene.
- _____ The writer describes the action, or what's happening, in the scene.
- _____ The writer uses words that describe characters' emotions, thinking, and actions.
- _____ The writer has a conclusion (ending) to the scene that makes sense to the reader.

Warm feedback: (something the writer did really well):

Cool feedback (thing(s) the writer could make better/improve):

