Lesson 1: Comparing Stories: *Peter Pan* and Chapter 1 of *Peter Pan in Kensington Gardens*

CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Daily Learning Targets

- I can determine the meaning of unfamiliar Vocabulary in *Peter Pan in Kensington Gardens*. (RL.3.4, L.3.4)
- I can identify similarities and differences between *Peter Pan* and Chapter 1 of *Peter Pan in Kensington Gardens*. (RL.3.1, RL.3.9)

Ongoing Assessment

- *Peter Pan in Kensington Gardens*: Chapter 1 Glossary (RL.3.4, L.3.4)
- Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (RL.3.1, RL.3.9)

Agenda

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

   B. Engaging the Reader: *Peter Pan*, Chapter 12 (20 minutes)

2. **Work Time**

   A. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, Chapter 1 (20 minutes)

3. **Closing and Assessment**

   A. Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (15 minutes)

4. **Homework**

   A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson continues the reading routine established in Unit 1 for reading a new chapter of *Peter Pan.*

- In Work Time A, a new routine is introduced in which students read a chapter of *Peter Pan in Kensington Gardens,* another story about *Peter Pan* written by J.M. Barrie. They then compare *Peter Pan* with *Peter Pan in Kensington Gardens* in the Closing. Pay careful attention to the new routine in in order to apply it in subsequent lessons.

- In this unit, students do not continue to make connections between *Peter Pan* and the historical context, since most of the sensitive issues likely to surface come in previous chapters. If students should continue to identify connections and issues, provide time for these sensitive discussions as outlined in Unit 1.

- Recall that the ELL supports within the Meeting Students' Needs column have changed. Each support is labeled and fully explained the first time it is used, then labeled and condensed in subsequent lessons.

- In this lesson, the habits of character focus are working to become ethical people and working to become effective learners. The characteristics that students practice in this lesson are respect, because of the potentially diverse views of classmates in response to the text, and collaboration, as students work in triads to determine the meaning of unfamiliar Vocabulary and to compare the two stories.

- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 12 of *Peter Pan* in Opening B and Chapter 1 of *Peter Pan in Kensington Gardens* in Work Time A.

- The research reading that students complete for homework will help build both their Vocabulary and knowledge pertaining to literary classics. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- This lesson continues the reading routine and analysis on text structure from Unit 1. In this unit, students move from analyzing character to comparing *Peter Pan* to another story by the same author.

- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Students may need additional support to compare the two stories and to identify which Vocabulary strategies to use to determine the meaning of unfamiliar Vocabulary. Consider grouping together students who may need additional teacher-guided support.

Assessment guidance:

- Review students' Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* to determine common issues that could be used as teaching points in the next lesson.

Down the road:

- In the next lesson, students will continue the routines established in this lesson to read Chapter 13 of *Peter Pan* and Chapter 2 of *Peter Pan in Kensington Gardens* and compare the two stories.

In advance:

- Strategically group students into triads for work throughout the lesson, with at least one strong reader per triad.

- Review Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference) to familiarize yourself with the similarities and differences students can be expected to identify.

- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

- Work Time A: Consider showing students a map of Kensington Gardens now: "Map of Kensington Gardens." *Kensington Gardens: A Royal Park*. The Royal Parks, n.d. Web. 11 July 2016. <https://www.royalparks.org.uk/parks/kensington-gardens/map-of-kensington-gardens>.

- Work Time A: Each triad will require a timer that shows the countdown of seconds.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.6, 3.I.B.8, 3.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing with the same reading and text analysis routines from Unit 1 for *Peter Pan*, providing the opportunity to hear and act out another story about *Peter Pan* written by the same author and establishing a routine for comparing the two stories.

- ELLs might find it challenging to listen to and comprehend the large volume of text read aloud in the lesson. Consider introducing and previewing *Peter Pan in Kensington Gardens* before the lesson, giving students time to ask questions and clarify unfamiliar Vocabulary. Encourage them to notice any similarities or differences between what they have read so far in *Peter Pan* and this text. Assure students that they will have many opportunities in this unit to think about and compare these stories.

Levels of support

For lighter support:

■ During Work Time A, encourage students to explore shades of meaning by explaining why each word in the glossary is the most precise word to use to convey the meaning of the story. Invite them to expand their knowledge of each word by comparing the words to synonyms (e.g., strain: stress, burden, difficulty).

For heavier support:

■ During Work Time B, distribute a partially filled-in copy of the Comparing Chapter 1 of *Peter Pan* in Kensington Gardens with *Peter Pan* note-catcher. This provides models of the kind of information they should enter and reduces the volume of writing required. Refer to the Comparing Chapter 1 of *Peter Pan* in Kensington Gardens with Peter Pan note-catcher (example, for teacher reference). Alternatively, consider working with a group to fill out the note-catcher as a shared or interactive writing experience.

Universal Design for Learning

■ **Multiple Means of Representation (MMR):** In this lesson, students again engage with *Peter Pan.* To activate prior knowledge before Chapter 12 is read aloud, consider a brief review of the previous chapters to highlight relevance and scaffold connections for students. Additionally, provide questions visually as well as verbally (e.g., display questions/prompts on chart or board during the discussion of the text in triads).

■ **Multiple Means of Action and Expression (MMAE):** In the Closing, students write similarities and differences as they compare Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan.* Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.

■ **Multiple Means of Engagement (MME):** Throughout this lesson, students share ideas and thinking with classmates. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

■ recount (L)
■ tour, familiar, strain, tremendously, prams, passage, peer (T)

Materials

- ☑ *Peter Pan* (from Unit 1, Lesson 1; one per student)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ Analyzing *Peter Pan* anchor chart (begun in Unit 1, Lesson 1; added to during Opening B; see supporting Materials)
- ☑ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ☑ *Peter Pan in Kensington Gardens*: Chapter 1 (one per student)
- ☑ *Peter Pan in Kensington Gardens*: Chapter 1 Glossary (one per student and one to display)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ *Peter Pan in Kensington Gardens*: Chapter 1 Glossary (example, for teacher reference)
- ☑ Timer (one per triad)
- ☑ Analyzing *Peter Pan in Kensington Gardens* anchor chart (new; co-created with students during Work Time A; see supporting Materials)
- ☑ Analyzing *Peter Pan in Kensington Gardens* anchor chart (example, for teacher reference)
- ☑ Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (one per student and one to display)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- ▪ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

  "I can determine the meaning of unfamiliar Vocabulary in Peter Pan in Kensington Gardens.*"*

  "I can identify similarities and differences between Peter Pan *and Chapter 1 of* Peter Pan in Kensington Gardens.*"*

- ▪ Underline the title of the story *Peter Pan in Kensington Gardens* in the learning targets. Tell students that in this lesson, they will read Chapter 1 of a different *Peter Pan* story that was also written by J.M. Barrie. Tell students that this *Peter Pan* story was written before the story they have been reading so far.

- ▪ Using a total participation technique, invite responses from the group:

  "What do you think you will be doing in this lesson? What makes you think that?" (reading the first chapter of a new Peter Pan *story and comparing it to* Peter Pan; *because that is what the learning targets suggest)*

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: (Check Comprehension of Word Meaning) Check comprehension of the meaning of the words *similarities* and *differences* by presenting two objects that are both similar to and different from each other (e.g., a small pair of red scissors and a large pair of blue scissors). Invite students to turn to an elbow partner and describe one way the objects are similar and one way they are different from each other. Listen in as pairs discuss and provide any necessary clarification or additional comparisons. (MMR)

Opening

B. Engaging the Reader: *Peter Pan*, Chapter 12 (20 minutes)

■ Move students into pre-determined triads and invite them to label themselves A, B, and C.

■ Invite students to retrieve their copies of ***Peter Pan*** and follow the same routine from Unit 1 to guide them through reading and reflecting on this chapter.

■ During the optional sharing out after reflection time, refer students to the **Working to Become Ethical People anchor chart** and remind them of the importance of showing respect.

■ Invite students to help you complete the **Analyzing *Peter Pan* anchor chart**. Refer to the **Analyzing *Peter Pan* anchor chart** (example, for teacher reference) as necessary.

Meeting Students' Needs

■ For ELLs and students who may need additional support with comprehension: (Recount) Before reading, invite students to recount Chapter 11 of *Peter Pan* in 1 minute or less (with feedback) to a partner and then again in 30 seconds or less. (MMR)

■ For students who may need additional support with information processing and engagement: Continue to provide sticky notes with pre-written words or drawings for students to match to the corresponding part of the text. (MMR, MME)

■ For ELLs: (Grouping) During the first several lessons of this unit, students work in triads to read and recount *Peter Pan* and *Peter Pan in Kensington Gardens*. Beginning with this lesson, create triads with varying levels of language proficiency and continue with these groups in subsequent lessons. The students with greater language proficiency can serve as models in the group and provide implicit sentence frames. Alternatively, consider grouping students according to home language groups to begin recounting in a home language before they recount in English.

Work Time

A. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, **Chapter 1 (20 minutes)**

▪ Distribute *Peter Pan in Kensington Gardens*: Chapter 1 and *Peter Pan in Kensington Gardens* **: Chapter 1 Glossary**.

▪ Invite students to follow along, reading silently in their heads as you read Chapter 1 aloud. Consider inviting students to act out the roles as you read.

▪ Think-Triad-Share:

"What do you know after reading this chapter? Who are the characters introduced so far?" (Responses will vary, but may include: They know the different places in Kensington Gardens. Peter Pan *is mentioned at the very beginning, the lady with the balloons, some- one called Cecco who loses a penny, and the baby in the Baby Palace.)*

"What are the different places in Kensington Gardens?" (the Broad Walk, the Baby Walk, the Round Pond, the Serpentine, Bird's Island, Bunting's Thumb, and Picnic Street)

▪ Ensure students understand that these are all places in Kensington Gardens, which is essentially a large park. Tell students that although Kensington Gardens still exists today, this story was written in the early 1900s, like the other Peter Pan story they have been reading. Explain that as with the other Peter Pan story, there may be elements of this story that seem different or old-fashioned because it was written over 100 years ago.

▪ Consider showing students a map and pictures of Kensington Gardens today. See Technology and Multimedia.

▪ Invite students to work in triads to complete the *Peter Pan in Kensington Gardens*: Chapter 1 Glossary. Remind them to refer to the **Close Readers Do These Things anchor chart** for Vocabulary strategies they can use.

▪ After 10 minutes, use total participation techniques to select students to share out. Refer to the *Peter Pan in Kensington Gardens*: **Chapter 1 Glossary (example, for teacher reference)** as necessary.

▪ Remind students that when you recount something, like a chapter or a story, you want to tell the main events/points.

▪ Follow the same process from Unit 1 for students to orally recount the story in triads using a **timer** (C goes first with 45 seconds to recount the chapter, B goes next with 30 seconds, then A will have 15 seconds).

▪ Circulate to listen for good examples, particularly of the 15-second recounting, and select a good model to share with the whole group.

▪ Record in the "What happens?" column of the Analyzing *Peter Pan in Kensington Gardens* **anchor chart**. Refer to the **Analyzing** *Peter Pan in Kensington Gardens* **anchor chart (example, for teacher reference)** as necessary.

▪ If productive, cue students to agree or disagree and explain why the model is/is not good:

"Do you agree or disagree that this model is good? Why? I'll give you time to think and write." (Responses will vary.)

▪ Remind students that since this is the first chapter, it doesn't build on previous chapters.

- Think-Triad-Share:

  "What does this chapter do? What is the purpose of this chapter?" (It introduces us to the places in the story.)

- Record student responses in the final column of the anchor chart. Refer to the Analyzing *Peter Pan in Kensington Gardens* anchor chart (example, for teacher reference) as necessary.

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with comprehension: Offer alternatives to auditory information by visually displaying the questions and writing student responses as they are shared. (MMR)

- For students who may need additional support with expressive skills and managing information: Provide index cards with pre-written definitions and encourage students to match the definitions to the words on the glossary sheet rather than writing their own. (MMAE)

- For ELLs and students who may need additional support with comprehension: (Visual Representation of Kensington Gardens) When reading, consider sketching and labeling on chart paper the people, places, and things described in Chapter 1 of *Peter Pan in Kensington Gardens*. Encourage students to reference the sketch as they work in triads and as they listen to more of the story in upcoming lessons. (MMR)

- For ELLs: (Errors) As students interact, jot down samples of effective communication. Also jot down one or two common language errors (pervasive, stigmatizing, critical). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It's not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.)

Closing and Assessment

A. Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (15 minutes)

- Distribute and display **Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan***.

- Read aloud the directions and the headings of each column on the chart.

- Refer students to the **Working to Become Effective Learners anchor chart** and remind them of the importance of collaboration.

- Invite students to work in triads to begin to add similarities and differences to the chart, based on what they have read in Chapter 1. Emphasize that they should provide evidence from the text to support their claims.

- Circulate to support students. Refer to the **Comparing Chapter 1 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference)** as necessary.

Unit 2: Lesson 1

■ If productive, cue students to provide evidence and to explain others' ideas:

"What evidence, in one or both of the texts, can you find to support that?" (Responses will vary.)

"Who can explain why your classmate came up with that response? I'll give you time to think and write." (Responses will vary.)

■ Refocus students and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.

■ Repeat, inviting students to self-assess how well they showed respect and collaborated in this lesson.

Meeting Students' Needs

■ For students who may need additional support with sustained motivation and effort: Provide mastery-oriented feedback that is frequent, timely, and specific. (MME)

■ For ELLs and students who may need additional support with comprehension: (Key sections) Consider highlighting one or two key sections of *Peter Pan in Kensington Gardens* and asking students how these sections are similar to or different from *Peter Pan*. (MMR)

■ For ELLs: (Model Comparing Stories) Consider modeling and thinking aloud the process of comparing *Peter Pan* to Chapter 1 of *Peter Pan in Kensington Gardens*. (Example: "*Peter Pan* is a character in both stories, so I will write, 'Both stories have *Peter Pan* as a character' in the Similarities column on the note-catcher. In *Peter Pan in Kensington Gardens*, Kensington Gardens is the setting, but it is not a setting in *Peter Pan*, so I will write, 'One way the stories are different is that Kensington Gardens is not a setting in *Peter Pan*' in the Differences column on the note-catcher.")

■ For ELLs and students who may need additional support with verbal expression: (Sentence Frames) To bolster participation, provide sentence frames for students to choose from when discussing similarities and differences in triads.

– "Both stories have_____."

– "One way the stories are similar is _____."

– "One way the stories are different is _____." (MMAE)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

■ For ELLs and students who may need additional support with writing: (Oral Response) Discuss and respond to your prompt orally, either with a partner, family member, or student from Grades 2 or 4, or record an audio response.