

Lesson 6: Recounting the Story and Determining a Message: *Peter Pan*



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.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **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.



Daily Learning Targets

- I can recount the story of *Peter Pan*. (RL.3.2)
- I can identify a central message in *Peter Pan* and how it is conveyed through details in the text. (RL.3.1, RL.3.2)

Ongoing Assessment

- Recounting the Story and Determining the Central Message: *Peter Pan* (RL.3.1, RL.3.2)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 17 (20 minutes)

2. Work Time

- A. Recounting and Determining the Central Message in *Peter Pan* (25 minutes)

3. Closing and Assessment

- A. Reviewing Homework (10 minutes)

4. Homework

- A. Complete Recommending *Peter Pan* in your Unit 2 homework.
- B. 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 follows the same reading routine for reading the next chapter of *Peter Pan*. Since this is the final chapter in the story, after reading students recount the entire story and determine the central message (RL.3.2).
- In the Closing, students begin to consider whether they would recommend the story of *Peter Pan* to a friend. This sets up the homework task in which students identify reasons they would or would not recommend the story to a friend, in preparation for writing an opinion essay in the second half of the unit. Since this is done at home, students are able to discuss their opinions with their families. It also ensures anonymity, as student responses are collected without names and used to construct an anchor chart in Lesson 8 (W.3.1).
- 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 pairs to recount the story and determine a message.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 16 of *Peter Pan* in Opening B.

How it builds on previous work:

- This lesson continues the *Peter Pan* reading routine from previous lessons. In this lesson, students repeat this routine with the final chapter of *Peter Pan*. Students also review skills practiced in Module 1 to recount the entire story, determine its central message, and explain how it is conveyed through key details in the text.

Areas in which students may need additional support:

- Students may need additional support recounting the story and identifying the central message. Consider grouping together students who may need additional teacher-guided support.

Assessment guidance:

- Review students' Recounting *Peter Pan* note-catchers to determine common issues that could be used as teaching points before the assessment in the next lesson.
- Collect Language Dive II: *Peter Pan in Kensington Gardens* Practice from Lesson 4. Refer to the Language Dive II: *Peter Pan in Kensington Gardens* Practice (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students will continue the established routines to read Chapter 6 of *Peter Pan in Kensington Gardens* for the mid-unit assessment.
- Provide feedback on students' End of Unit 1 Assessments in preparation for returning them in the next lesson.

In advance:

- Strategically group students into pairs for work throughout the lesson, with at least one strong reader per pair.
- Prepare Recommending *Peter Pan* (see Unit 2 homework).
- Review Recounting *Peter Pan* (example, for teacher reference) to familiarize yourself with the central message and supporting details.
- 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 and B: Each pair 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, 3.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read the final chapter of *Peter Pan* and review key events of the story by recounting the entire story in pairs, determining the central message, explaining how it is communicated through details in the text, and reflecting on their opinions about *Peter Pan* in preparation for writing book reviews later in the unit.
- ELLs may find it challenging to recount the entire story of *Peter Pan* and complete the Recounting *Peter Pan* sheet in the time allotted. Encourage students to use the resources around the room to help them remember key events from the story. If helpful, provide students with additional time to complete the Recounting *Peter Pan* handout (see levels of support, below, and the Meeting Students' Needs column).

Levels of support

For lighter support:

- Encourage students to think about how well the details of *Peter Pan* support the central message of the story and to give specific examples from the text that support their thinking.

For heavier support:

- During Work Time A, invite students to act out the key events of *Peter Pan* as they recount the story in triads.

- Consider working closely with a group and completing the Recounting *Peter Pan* sheet together. Model and think aloud the process for ordering the events and determining the central message of the story.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During this lesson, students reflect on the Working to Become Ethical People anchor chart, specifically the attributes of respect and collaboration. Consider printing and displaying photographs of students demonstrating each habit of character to connect these terms to concrete shared experiences.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** In this lesson, students recount *Peter Pan* and determine its central message. To sustain engagement, continue to remind students of the learning goals and their value or relevance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- central message, conveyed, recommend (L)

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 (from Unit 1, Lesson 1; added to during Opening B; see supporting Materials)
- ✓ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ✓ Timer (one per pair)
- ✓ Recounting *Peter Pan* (one per student and one to display)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Recounting *Peter Pan* (example, for teacher reference)
- ✓ Recommending *Peter Pan* (one to display; see Unit 2 homework)
- ✓ Language Dive II: *Peter Pan in Kensington Gardens* Practice (one per student; completed for homework in Lesson 4; see Unit 2 homework)
- ✓ Language Dive II: *Peter Pan in Kensington Gardens* Practice (answers, for teacher reference; see supporting Materials)

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 recount the story of Peter Pan.”

“I can identify a central message in Peter Pan and how it is conveyed through details in the text.”

- Focus students on the first learning target and emphasize the difference between this learning target and similar targets in the previous lessons: In this lesson, students recount the whole story instead of a chapter, since they finish the story in this lesson.
- Focus students on the second learning target and underline the words *central message*.
- Remind students that they did a lot of work on finding central messages of texts in Module 1.
- Using a total participation technique, invite responses from the group:

“What is the central message of a story?” (a big idea relevant to the real world outside of the book that the author wants the reader to take away from reading)
- Underline the word *conveyed* and review its meaning (communicated).

Meeting Students' Needs

- For students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in learning targets, such as *recount*, *central message*, *conveyed*, and *details*. (MMR)
- For ELLs: (Check Comprehension of Learning Targets) Check for comprehension by asking students to summarize and then to personalize the second learning target. Ask:

“Can you put the second learning target in your own words?” (I can tell what the author wants me to take away from Peter Pan.)

“How do you feel about that target?” (I have enjoyed doing this with other stories, so I feel excited.)

Opening

B. Engaging the Reader: *Peter Pan*, Chapter 17 (20 minutes)

- Move students into pre-determined pairs and invite them to label themselves A and B.
- 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 17 of *Peter Pan* in 1 minute or less (with feedback) with 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)

Work Time

A. Recounting and Determining the Central Message in *Peter Pan* (25 minutes)

- Tell students that in a moment, they will work in pairs to recount all of *Peter Pan*. Give students a couple of minutes to think through what they want to include in their recounting.
- Post the following guidelines for timing:
 - Partner A: 1 minute
 - Partner B: 45 seconds
 - Partner A: 30 seconds
 - Partner B: 15 seconds
- Invite students to use the *timer* and begin recounting.
- Circulate to support students and to choose a model recounting to share with the group. As the student shares the model, invite the other students to determine why it is a good model (includes all of the major events with enough detail to understand what happened, but not so much detail that it would be too long).
- If productive, cue students to agree or disagree and explain why:

“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think and write.” (Responses will vary.)
- Distribute and display **Recounting *Peter Pan***.
- Use the following guidelines to work through each question, one at a time, as follows:
 - Read the instructions and question aloud.
 - Invite students to work in pairs to answer the question. Refer students to the following resources as needed: **Strategies to Answer Selected Response Questions anchor chart** and **Working to Become Effective Learners anchor chart**.
 - After 3–5 minutes, refocus whole group and use total participation techniques to select students to share out. Refer to **Recounting *Peter Pan* (example, for teacher reference)** as necessary.
 - Invite students to revise their responses as necessary.
 - Repeat this process with the next question.
- 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.
- 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 organizing information and comprehension: Invite students to draw or write their thinking as they recall the entire story of *Peter Pan* in preparation for sharing in triads. (MMR, MMAE)
- For ELLs: (Grouping) Create pairs with varying levels of language proficiency for the recounting.
- For ELLs and students who may need support in sequencing the events in *Peter Pan*: (Physically Order Events) Consider providing each event on a sentence strip or index card for students to physically manipulate and arrange before completing the Recounting *Peter Pan* sheet. (MMR, MMAE)
- For ELLs: (Rephrasing Selected Response) Consider rephrasing selected response questions—and inviting students to answer them—before students read each answer choice. Example: "What is a central message?" (What big idea does the author want us to take away from the story?)

Closing and Assessment

A. Reviewing Homework (10 minutes)

- Display **Recommending *Peter Pan*** and read the directions aloud.
- Underline the word *recommend*.
- Think-Pair-Share:
"Using context clues, what is the meaning of the word *recommend*?" (suggest that something is suitable for a purpose)
- Emphasize that we may all have different opinions of *Peter Pan*, and no one is right or wrong to have the feelings that they have about the story, just like we all have different opinions about food and different likes and dislikes about things like music.
- Focus students on the various columns of the chart, particularly providing an example from the text, including page numbers, to explain the reason for their opinion. Remind students that without evidence, it is difficult for others to trust their ideas and opinions.
- Tell students that they can do this alone or talk to their families about their ideas.
- To ensure that students feel safe expressing their opinions, emphasize that they should not put their names on this homework. You will ensure that everyone has completed it when you collect it, but you don't need to know to whom each response belongs.
- Tell students that you will create an anchor chart based on their responses, and this resource will be available as they write a response to this question in the second half of the unit.
- Answer clarifying questions.
- Tell students that in the next lesson, they will read the final chapter of *Peter Pan in Kensington Gardens* for the mid-unit assessment.
- Collect **Language Dive II: *Peter Pan in Kensington Gardens* Practice** from Lesson 4. Refer to **Language Dive II: *Peter Pan in Kensington Gardens* Practice (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Recall) Encourage students to turn to an elbow partner and recall and describe one time this year when they used evidence to support their opinion or their thinking. Ask:

“Why do you need to give evidence after you share an opinion or an idea?” (MMR)

Homework

A. Complete Recommending *Peter Pan* in your Unit 2 homework.

B. 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. (MMR) (MMAE)