Education Language Arts

Grade 3: Module 3: Unit 1

Homework Resources (for Families)

Unit 1: Analyzing Author's Craft: Character Development in *Peter Pan*

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.6, RL.3.7, L.3.4, L.3.5

Guiding Questions and Big Ideas

How do writers capture a reader's imagination?

- Authors show—not—tell how a character feels through dialogue and description.
- Authors choose words and phrases for effect to help readers imagine they are in the story.

What can we learn from reading literary classics?

- Literary classics are told in different ways over time.
- Literary classics can show how things have changed since the time they were written.

What will your student be doing at school?

In this unit, students begin reading a retold version of the literary classic *Peter Pan*[1] to build their understanding of how the historical context of a literary classic can have an impact on the content and also to analyze how writers develop characters to capture a reader's imagination. In the first half of the unit, students read an informational text to build background knowledge about the author, J.M. Barrie, and some of the relevant aspects of society in Great Britain at the time the novel was written. Students then focus on analyzing how the events in each chapter build on what came before, and they consider how the illustrations in the first four chapters of *Peter Pan* contribute to the meaning of the text. After reading each chapter, students make connections between the historical context and the content of the chapter.

In the second half of the unit, through teacher-guided close reading, independent close reading, and discussion, students analyze the characters by carefully examining the traits, motivations, actions, and points of view of the novel's main characters. They also analyze figurative language, word relationships, and shades of meaning to gain a deeper understanding of the meaning of the text.

The Language standards that students will focus on in this unit (L.3.5a, L.3.5b, L.3.5c) require them to:

- Distinguish the literal and nonliteral meanings of words and phrases, such as determining the meaning of "her heart jumped into her mouth." (L.3.5a)
- Identify real-life connections between words and their use, such as describing people who are *friendly* or *helpful*.

[1]*Peter Pan* contains references to stereotypes common in British society in the early 1900s, including racism and sexism. To provide context, students read an informational text about the time period. The issues presented will be carefully and sensitively discussed to give students context as they read the story. Consider speaking with your student about this at home both before and after reading the book. Raise any concerns with the teacher.

- Distinguish shades of meaning among related words, such as *knew*, *believed*, *suspected*, *heard*, and *wondered*.

Working to become an ethical person is a habit of character that is emphasized in this unit. Students practice respect, empathy, and compassion as they consider the historical context of the novel and the impact these issues may have on peers.

How can you support your student at home?

- Talk to your student about the guiding questions, particularly if any of the topics raised might be sensitive for your student.
- Talk to your student about the texts he or she is reading in the classroom, particularly if any of the topics raised might be sensitive for your student.
- Read narrative texts and talk to your student about how the author has developed the characters by analyzing the traits, actions, and point of view of the characters and comparing the point of view of the characters to the point of view of the reader. Consider asking:

  "What did you think and feel as you were reading?"

  "Do you agree with his point of view? Why/why not?"
- Read narrative chapter texts and talk to your student about how each chapter builds on the events in the previous chapters.
- Read literary classics and stories, including those from home countries. Talk to your student about how things have changed since they were written and what this tells us about how things were then.

Unit 1: Homework

In this unit, homework for Lessons 1–6 focuses on research reading. Homework for Lessons 7–11 focuses on determining the meaning of words and phrases based on the L.3.5 language standard.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.

In the back, students record new **topical vocabulary**: words about a particular topic. For example, the words *character*, *setting*, and *theme* would be found on the topic of literary classics.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students are introduced to the topic and read the first chapter of *Peter Pan*.	1. Read and reflect on the guiding questions and what they mean to you. 2. Bring in literary classics, stories that were written long ago and are still enjoyed today, that are meaningful to you and your family.	1. **Lesson 2**. Students are not required to hand in anything; they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory). 2. **Lesson 2**	
2	Students read an informational text about the author and the historical context of *Peter Pan* before making connections between the historical context and the content of Chapter 1 of the novel. Students also select a research reading book.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students read Chapter 2 of *Peter Pan* and answer questions about what they have just read. They then make connections between the historical context and the content of Chapter 2 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students read Chapter 3 of *Peter Pan* and answer questions about what they have just read. They then make connections between the historical context and the content of Chapter 3 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
5	Students read Chapter 4 of *Peter Pan* and answer questions about what they have just read for the mid-unit assessment. They then make connections between the historical context and the content of Chapter 4 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students read Chapter 5 of *Peter Pan* before being guided through a close read of excerpts of the chapter to analyze traits and points of view of characters. They then make connections between the historical context and the content of Chapter 5 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
7	Students read Chapter 6 of *Peter Pan* and participate in a Language Dive, during which they analyze the meaning of figurative language in the chapter. They then answer questions about what they have just read and make connections between the historical context and the content of Chapter 6 of the novel.	1. Language Dive I Practice 2. Research reading and answering prompt	1. **Lesson 9** 2. Teacher will check independent reading journals strategically.	
8	Students read Chapter 7 of *Peter Pan* before being guided through a close read of excerpts of the chapter to analyze traits, actions, and points of view of characters. They then make connections between the historical context and the content of Chapter 7 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students read Chapter 8 of *Peter Pan* and participate in a Language Dive, during which they make connections between real-life words and their use. They answer questions about what they have just read before making connections between the historical context and the content of Chapter 8 of the novel.	1. Language Dive II Practice 2. Research reading and answering prompt	1. **Lesson 11** 2. Teacher will check independent reading journals strategically.	
10	Students read Chapter 9 of *Peter Pan* before being guided through a close read of excerpts of the chapter to analyze traits, actions, and points of view of characters. They then make connections between the historical context and the content of Chapter 9 of the novel.	1. Shades of Meaning Practice 2. Research reading and answering prompt	1. **Lesson 12** 2. Teacher will check independent reading journals strategically.	
11	Students read Chapter 10 of *Peter Pan* and participate in a Language Dive, during which they discuss the function of adverbs. They answer questions about what they have just read before making connections between the historical context and the content of Chapter 10 of the novel.	1. Language Dive III Practice 2. Research reading and answering prompt	1. **Lesson 12** 2. Teacher will check independent reading journals strategically.	
12	Students read Chapter 11 of *Peter Pan* and answer questions about what they have just read for the end of unit assessment. They then make connections between the historical context and the content of Chapter 11 of the novel.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2015

Book Title and Author: "My Librarian Is a Camel" by Margriet Ruurs

Pages Read: Thailand, pages 28–29

Prompt: What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?

Response: The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	**Synonyms (words that mean the same)**
Words with the same affix or root	**Sketch**
Translation in home language (if appropriate):	

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Language Dive I Practice

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *Peter Pan*. Write it in the correct sequence:

to meet him	**it strained and wiggled**	**at the door.**	**Like a puppy,**

_____

_____

2. Sketch the meaning of the above sentence:

3. Complete the sentence. Use information about yourself.
Like a _____, I _____ and

_____ to _____.

4. Circle all examples of figurative language below:

Wendy jumped up, excited. **Suddenly Peter laughed.**

The island slowed. **It was the stars, spying.**

Homework: Language Dive II Practice

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *Peter Pan*. Write it in the correct sequence:

the mermaids	**as unfriendly as Tinker Bell**	**turned out to be**	**Much to Wendy's disappointment,**

_____

_____

2. In your own words, describe someone who is *unfriendly*. How does he/she behave?

_____

_____

3. In your own words, describe someone who is *friendly*. How does he/she behave?

_____

_____

4. Complete the sentence. Use information about yourself.

I am *as* _____ *as* _____.

5. Complete the sentence to describe a character in *Peter Pan*.

_____ is *as* _____ *as*

_____.

[Character in *Peter Pan*]

Homework: Shades of Meaning

Name: _____ **Date:** _____

Directions: Answer the questions below.

Wendy wasn't sure if it was true, but she was scared anyway.

1. Read the sentence above. How certain was Wendy that the story was true? Underline the correct answer. (L.3.5c)
   A. Wendy was very doubtful that the story was true.
   B. Wendy was fairly certain that the story was true.
   C. Wendy was certain the story was true.
   D. Wendy was uncertain whether or not the story was true.

Peter knew Wendy was right, but didn't want to admit it.

2. Read the sentence above. How certain was Peter that Wendy was right? Underline the correct answer. (L.3.5c)
   A. Peter was very doubtful that Wendy was right.
   B. Peter was fairly certain Wendy was right.
   C. Peter was certain Wendy was right.
   D. Peter was uncertain whether Wendy was right.

John and Michael believed their mother might lock the window.

3. Read the sentence above. How certain were John and Michael their mother might lock the window? Underline the correct answer. (L.3.5c)
   A. John and Michael were very doubtful their mother might lock the window.
   B. John and Michael were fairly certain their mother might lock the window.
   C. John and Michael were certain their mother might lock the window.
   D. John and Michael were uncertain whether their mother might lock the window.

Homework: Language Dive III Practice

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *Peter Pan*. Write it in the correct sequence:

from the rock	**Wendy clung to Peter,**	**but he pushed her**	**refusing to go without him,**	**and away she flew.**

_____

_____

2. Underline the phrase in the sentence above that modifies to add details about the verb *clung*.

3. Circle the phrase in the sentence above that modifies to add details about the verb *pushed*.

4. Write the above sentence as two or more sentences:

_____

_____

_____

_____

5. Expand the sentence below. Underline the phrase that best modifies to add details about the verb *climbed*.

Wendy and Peter *climbed* the rock, _____.

_____

and after a while they fell unconscious. **reaching as high as they could.** **then waited and watched the water rise.**