

Lesson 1: Discovering Our Topic: *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.
- **RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **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 explain how an illustration contributes to the text. (RL.3.7)
- I can recount Chapter 1 of *Peter Pan*. (RL.3.1, RL.3.2)

Ongoing Assessment

- I Notice/I Wonder note-catcher (RL.3.1, W.3.8)
- Oral recountings of *Peter Pan* (RL.3.1, RL.3.2)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Infer the Topic (15 minutes)
- B. Introducing the Performance Task and the Module Guiding Questions (10 minutes)
- C. Engaging the Reader: *Peter Pan*, Chapter 1 (20 minutes)

3. Closing and Assessment

- A. Recounting the Story: *Peter Pan*, Chapter 1 (10 minutes)

4. Homework

- A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? What are some literary classics you and your family are familiar with (this may include literary classics from other countries)? You can sketch or write your reflections.
- B. Bring in literary classics, stories that were written long ago and are still enjoyed today, that are meaningful to you and your family to share with the class.

Teaching Notes

Purpose of lesson and alignment to standards:

- Throughout this module, students revisit the module guiding questions introduced in this lesson: “How do writers capture a reader’s imagination?” and “What can we learn from reading literary classics?”
- In this lesson, students participate in the Infer the Topic protocol to familiarize themselves with the module topic, using resources from the texts they will be reading throughout the module (**RL.3.1**, **W.3.8**, **SL.3.1**).
- In Work Time C, students begin reading *Peter Pan* retold by Tania Zamorsky. The routine of reading aloud as students follow along silently in their heads, and then recounting the chapter will be repeated (with gradual release) in each lesson until students have finished reading the book in Unit 2. Pay careful attention to the routines in this lesson in order to apply them to subsequent lessons.
- In this module, a literary classic is defined as a story that was written a long time ago but is still enjoyed today. It is important students understand that one person’s idea of a literary classic might be different from someone else’s because there are no set rules about what a literary classic is.
- Ensure students understand that they are reading *Peter Pan* as an example of a literary classic and that we can learn things about different time periods in history through reading literary classics. Also ensure that they understand the importance of studying these classics so they can learn from the narrative techniques used.
- It is important to be sensitive to students’ and families’ feelings and experiences with regard to literary classics in the U.S., such as *Peter Pan*—feelings that may range from very positive

to somewhat neutral to very negative. Some people love the adventure, the characters, and the descriptive writing; others find the racism and sexism offensive—for example, the way Mrs. Darling stays at home and looks after duties there while Mr. Darling goes out to work—and also the descriptions of “Indians.” These issues are discussed more in the next lesson through an informational context text, but it is important to be prepared to handle them sensitively should they arise.

- After reading each chapter, students have time to reflect. Monitor your students and determine whether issues are surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently.
- 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 (see the Unit 1 Overview).
- Note that the Mini Language Dive format has changed to reflect a more student-centered approach (see the module overview).
- Beginning in this lesson and throughout much of Units 1–2, students are asked to follow along silently as you read the text aloud or to read chorally as a class or with partners. This builds their fluent reading skills. In this lesson, students follow along, reading silently in their heads as the teacher reads Chapter 1 of *Peter Pan* aloud during Work Time C.
- This lesson is the first in a series of three that include built-out instruction for the use of Goal 4 Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 4 Conversation Cues encourage students to think with other students to expand the conversation. Continue drawing on Goals 1–3 Conversation Cues, introduced in Modules 1–2, and add Goal 4 Conversation Cues throughout Modules 3–4 to more strategically promote productive and equitable conversation. Refer to the Module 1 Appendix for additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper. Examples of the Goal 4 Conversation Cues you will see in the remaining modules are (with expected responses):
 - To encourage students to compare ideas:
 - Teacher: “How is what ____ said the same as/different from what ____ said? I’ll give you time to think and write.”
 - Student: “____ said _____. That’s different from what ____ said because _____.”
 - To encourage students to agree or disagree and explain why:
 - Teacher: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think and write.”
 - Student: “I agree/disagree because _____.”
 - To encourage students to add on to others’ ideas:
 - Teacher: “Who can add on to what your classmate said? I’ll give you time to think and write.”
 - Student: “I think that _____.”

- To encourage students to explain others' ideas:
 - Teacher: “Who can explain why your classmate came up with that response? I’ll give you time to think and write.”
 - Student: “I think what she’s saying is ____.”
- Note that Goal 4 Conversation Cues are not built into the Discussion Norms anchor chart, as these cues are best suited for teachers facilitating student conversations.

How it builds on previous work:

- This module builds on the foundation established in EL Education Modules 1–2 for Grade 3.

Areas in which students may need additional support:

- Students may need additional support recounting Chapter 1 of *Peter Pan*. Consider grouping those who need additional support and showing them a model.

Assessment guidance:

- Listen to students recounting the chapter and use common issues as whole group teaching points.

Down the road:

- In Lesson 2, independent reading is launched.
- In Lesson 2, students will have time to share their reflections (if they choose) on the module guiding questions.
- In Lesson 2, students read a text about the historical context of *Peter Pan*.

In advance:

- Prepare:
 - Performance Task anchor chart (see Performance Task Overview)
 - New Domain-Specific Word Wall for exploring literary classics.
 - Infer the Topic resources and post around the room (see supporting Materials).
- Gather timers (see Technology and Multimedia).
- Strategically group students into triads, with at least one strong reader in each triad.
- Preview “*Peter Pan*: The Author and Historical Context” in Lesson 2 to be prepared to address questions from students about the sexism and/or racism in the story.
- Review the Infer the Topic protocol (see Classroom Protocols).
- 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.
- Closing and Assessment 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.A.1, 3.I.B.5, 3.I.B.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly outlining conversation protocols, allowing time to build background and become familiar with the module topic, and establishing a reading routine.
- ELLs may find the Infer the Topic resources challenging because of the volume of potentially unfamiliar new language. Encourage students to focus on the gist of each quote strip and language that is familiar. Invite them to pat themselves on the back for what they do understand. ELLs may also find it challenging to recount a chapter of *Peter Pan*. Consider grouping ELLs with students of greater language proficiency and assure students that they will have many opportunities to practice recounting in this unit (see levels of support, below, and the Meeting Students' Needs column).

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions.

For heavier support:

- During Work Time A, consider altering the activity by providing quotes and paraphrases. Scramble the quote strips and paraphrase strips and invite students to match them.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson provides opportunities for students to make inferences about the module. Provide varied representations to help students understand the meaning of *infer* (e.g., visuals that can be inferred or doing a think-aloud to demonstrate the cognitive process of making inferences.) Additionally, provide images that correspond to the quotes from this module. This way, students will have multiple resources to draw on to make inferences.

- **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):** Since this is a unit about reading, students who may have needed additional support with reading in the past may lack engagement. Continue to remind students that everyone has reading goals that they are working toward. Emphasize that all students will grow and improve in their reading throughout this unit.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- infer, illustration, contributes, recount, literary classics, fantasy (L)

Materials

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1; added to during Opening A)
- ✓ Domain-Specific Word Wall (new; teacher-created)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Infer the Topic resources (for teacher reference)
- ✓ Directions for Infer the Topic (one to display)
- ✓ I Notice/I Wonder note-catchers (one per student)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ Module Guiding Questions anchor chart (new; teacher created; see supporting Materials)
- ✓ *Peter Pan* (one per student)
- ✓ Dictionary (one for class)
- ✓ Timer (one per triad)
- ✓ Analyzing *Peter Pan* anchor chart (new; co-created with students during Closing and Assessment A)
- ✓ Analyzing *Peter Pan* anchor chart (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 explain how an illustration contributes to the text.”
- “I can recount Chapter 1 of *Peter Pan*.”
- Remind students they have seen similar learning targets in Modules 1–2.
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of these words, adding them to the **Academic Word Wall** and **Domain-Specific Word Wall** and inviting students to add them to their **Vocabulary logs**:
 - *illustration* (drawing or picture)
 - *contributes* (adds to)
 - *recount* (retell)

Meeting Students' Needs

- For ELLs: (Academic Word Wall) Add simpler synonyms of *illustration*, *contributes*, and *recount* to the Academic Word Wall in a lighter color next to the new academic Vocabulary. Invite students to write the translations in a different color on the Academic Word Wall next to the target Vocabulary. If students do not know the translation or how to write it, invite them to ask a family member. Example:
 - illustration (picture)
 - hình minh họa—Vietnamese
- For ELLs: (Collocation) Say: “The word *explain* is often used with the word *how* and can be learned and used together as a phrase (collocation). Examples:
 - “I can explain how ____.”
 - “The text explained how ____.”

Work Time

A. Infer the Topic (15 minutes)

- Focus students on the **Infer the Topic resources** posted around the room.
- Post and read aloud the **Directions for Infer the Topic**.
- Remind students that to *infer* means to make a good guess based on evidence.
- Distribute the **I Notice/I Wonder note-catchers**. Focus students on the question at the top and read it aloud:

“What do you think you will be learning about in this module?”

- Tell students that the purpose of the note-catcher is to take notes to help them remember their thinking. It isn’t something they will hand in for assessment, so they can record in pictures or words. They do not need to write in full sentences.
- Remind students that they used the Infer the Topic protocol in Module 2 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the Directions for Infer the Topic. Allow students to choose what resources to observe, so those who may not be able to read independently have the option to view a photo.

- Refocus whole group.
- Think-Triad-Share:

“Now that you have looked at some resources, what do you think this module might be about?” (Responses will vary.)

“Can you say more about that? I’ll give you some time to think and write or sketch.” (Responses will vary.)

Meeting Students’ Needs

- For ELLs: (Encouragement) Offer a comforting smile and encouragement. Say: “We will see a lot of new English words today. Don’t worry. You don’t need to understand all the words today. It’s okay. Just try to understand more each day. You’re doing great!”
- For ELLs: (Transparency) To ensure that the general purpose of inferring the topic is transparent, cue students to problem-solve: “Can you figure out why we will infer the topic using the resources?” Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: to set context; to invite students to begin processing the content and take ownership of their learning.)
- For students who may need additional support with oral language and processing: Continue to strategically partner students. (MMAE)

Work Time

B. Introducing the Performance Task and the Module Guiding Questions (10 minutes)

- Direct students’ attention to the **Performance Task anchor chart** and read the task aloud.
- Turn and Talk:

“What do you notice?” (We will revise a scene from Peter Pan and then present it to an audience with an explanation about how and why it was revised.)

“What do you wonder?” (Responses will vary, but may include: Why are we revising Peter Pan?)

“Now that you have analyzed the performance task, has your inference of what this module might be about changed?” (Responses will vary.)

- Direct students’ attention to the **Module Guiding Questions anchor chart** and read the questions aloud:
 - “How do writers capture a reader’s imagination?”
 - “What can we learn from reading literary classics?”
- Underline the words *literary classics*. Tell students that a literary classic is a story that was written a long time ago and is still enjoyed today, like *Peter Pan*. Explain that there are no rules about what makes a book a literary classic; for example, how long ago is a long time ago? Tell students that, as a result, sometimes people disagree about whether a book is a literary classic. Emphasize that there is no right or wrong, and it is based on the judgment of the individual.

- Emphasize that many cultures and countries have their own literary classics and invite students to share any stories they think might be literary classics from their countries of origin.
- Add *literary classics* to the Domain-Specific Word Wall.
- Tell students that the module guiding questions will guide their thinking and learning throughout the module.
- Turn and Talk:
 - “What do you notice?” (We will be thinking about how writers capture a reader’s imagination and also considering what we can learn from reading literary classics.)*
 - “What do you wonder?” (Responses will vary, but may include: Why will we be learning about this?)*
 - “Now that you have analyzed the guiding questions and performance task, has your inference of what this module might be about changed?” (Responses will vary.)*
- If productive, use a Goal 4 Conversation Cue to encourage students to compare inferences:
 - “How is what ____ said the same as/different from what ____ said? I’ll give you time to think and write.” (Responses will vary.)*
- Clarify that this module will be about exploring literary classics through the case study of the story of *Peter Pan*.
- Acknowledge that some students may already know something or have opinions about *Peter Pan*. Explain that for homework, they will reflect on the guiding questions and how they feel about them based on their own experiences, and that this will be discussed more at the beginning of the next lesson. Note that some students may know nothing about the text (or the movie)—it will be fun to dig in together!

Meeting Students’ Needs

- For ELLs and students who may need additional support with expectations and motivation: (Performance Task Anchor Chart) As students may be overwhelmed by the Performance Task anchor chart, assure them that you will continue to discuss the meaning of the chart in subsequent lessons and units. Consider displaying a model performance task from a former student. (MME)
- For ELLs: (Translation Dictionary) Invite students to use the online or paper version of a home language translation dictionary if necessary to help explore the meanings of *capture*, *imagination*, *literary*, and *classics*.
- For ELLs and students who may need additional support with comprehension: (Display, Repeat, and Rephrase) Display and repeat the guiding question. Ask:
 - “How do writers capture a reader’s imagination?”*
- Invite a student to rephrase the question. Example:
 - “How do writers help readers imagine a story in their minds?” (MMR)”*

Work Time

C. Engaging the Reader: *Peter Pan*, Chapter 1 (20 minutes)

- Distribute copies of *Peter Pan* and focus students on the author at the bottom of the cover:
 - “Retold from the J.M. Barrie original”
- Tell students that J.M. Barrie was the original author of this book, but it has been retold because the original was written a long time ago and is quite complex and not very easy for students in Grade 3 to understand. Ensure students understand that when a story is retold, it means that the story is the same—same characters, setting, events—but the words used to tell the story and the sentence structures have been revised to make it easier to understand.
- Open to the page showing who has retold the story from the original:
 - Tania Zamorsky
- Invite students to turn to page 1 and follow along, reading silently in their heads as you read aloud Chapter 1. Consider inviting students to act out the roles as you read.
- Turn and Talk:

“What do you know after reading this chapter? Who are the characters introduced so far?” (Responses will vary, but may include: There is a family called the Darling family with a mom, a dad, and three children, Wendy, John and Michael, and they have a dog called Nana who looks after the children.)

- Consider drawing out a family tree on the board to show the characters so far as students give their names.

“What questions do you have about this chapter? Did you notice anything strange?” (Responses will vary, but may include: The dog is a nanny.)

“What do you think is going to happen next? Why?” (Responses will vary, but may include: We are going to meet Peter Pan!)

“What is Neverland?” (the magical island in the middle of every child’s mind)

“John’s Neverland has a lagoon with flamingos flying over it. Wendy’s has a pet wolf and a boat. If someone tidied up your mind, what would they find in your Neverland (the island in the middle of your mind)?” (Responses will vary.)

- Tell students that this is a fantasy story, so there will be many things in the story that are imagined and would not happen in real life, like a dog that is a nanny. Invite a student to look up the meaning of the word fantasy in a dictionary and to share the definition with the class. Add it to the Domain-Specific Word Wall.
- Invite students to turn back to the illustration on page 3.
- Think-Triad-Share:

“What does this illustration show?” (a dog holding an umbrella in its mouth)

“Thinking about the text, who do you think is in the illustration? What in the text makes you think so?” (Nana, the nanny. On page 3 it says, “Their nanny was actually just a giant Newfoundland dog named Nana.”)

“How does this illustration contribute to the text? Does it help us better understand a mood, a character, or a setting?” (character—specifically Nana)

“What about the character does it help us understand?” (Responses will vary, but may include: what a Newfoundland dog looks like, what Nana looks like, and how she would help the children by carrying their things in her mouth.)

- Invite students to spend 3 minutes reflecting silently. Reflection can include thinking or writing/drawing on paper. Students must be silent when they do this, though. Ask:

“What did this chapter make you think about? What did you enjoy/not enjoy? Why?”

“Having read the first chapter, what are you looking forward to?”

- Invite students to begin reflecting. Circulate to quietly view student reflections to determine how they are feeling about events in the chapter and be able to address concerns when students make connections to the historical context in the next lesson. After 3 minutes, refocus whole group.
- Again, remind students of the habit of character respect.
- Tell students they will now have the opportunity to share their reflections, if they would like to, with the whole group. Tell them that they need to be respectful as they listen to other students sharing. Explain that part of being respectful means treating others with care.
- Invite volunteers to share their reflections with the whole group.
- 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 ELLs: Mini Language Dive “But/ in the back of her mind/she recalled/a story of a boy/**who kept children company**/so that they would not be scared.”
 - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
 - who: “who” refers to Peter. The sentence is about Peter. Suggested questions: “Who does ‘who’ refer to in this chunk? How do you know?” (pronoun)
 - kept + company: “What did Peter do?” kept children company is what the boy did. Suggested questions: “What do you think it means that the boy ‘kept children company?’ What, in the sentence, makes you think so?” “What is another way to say this chunk?” (who spent time with children; who took care of children; who hung out with kids.)
 - Practice: ____ kept me company when _____. I like to keep ____ company because ____.
 - Reconstruct: Reread the sentence.
- Ask: “Now what do you think the sentence means?” “How does your understanding of this sentence add to your understanding of the chapter?”*
- Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggested practice: In the back of my mind, I recalled ____.

- For students who may need additional support with comprehension: Provide sticky notes for students to identify each of the characters as they are encountered during reading. Invite them to note the name and something they notice about each character. (MMR)

Closing and Assessment

A. Recounting the Story: *Peter Pan*, Chapter 1 (10 minutes)

- Remind students that recounting is similar to retelling.
- Tell students that when you recount something, like a chapter or a story, you want to tell the main events/points.
- Emphasize that sometimes it can be difficult to determine which are the main events/points.
- Tell students that they are going to have practice with this now as they recount Chapter 1 of *Peter Pan* to their triad:
 - Partner C goes first and has 45 seconds to recount the chapter.
 - Partner B goes second and has 30 seconds to recount.
 - Partner A goes third and has 15 seconds to recount.
- Emphasize that by the time it is partner A's turn, the recounting of the chapter will be short and should include only the most important events.
- Give students 2 minutes to look over the chapter to prepare.
- Ensure that students have their own **timer** to be able to see how they are doing with their time limits, and invite them to begin.
- Circulate to listen for good examples, particularly of the 15-second recounting.
- Select a strong model to share a 15-second recounting with the whole group. As the student shares out, capture his or her response in the “What happens?” column of the **Analyzing *Peter Pan* anchor chart**. Refer to the **Analyzing *Peter Pan* anchor chart (example, for teacher reference)** as necessary.
- Focus students on the final column of the anchor chart and remind them 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 characters and places in the story.)
- As students share out, capture their responses in the final column of the anchor chart. Refer to the Analyzing *Peter Pan* 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 second learning target.

Meeting Students' Needs

- For ELLs: (Grouping) Throughout Units 1–2, students will recount each chapter of *Peter Pan* after they read it. Beginning in this lesson, create groups 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.

- 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.)
- For students who may need additional support with expressive skills and fluency: Consider providing a graphic organizer to scaffold recounting Chapter 1. Invite students to use this as they look over the chapter to prepare. (MMAE)

Homework

A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do the questions make you feel? Why? What do they make you think about? What are some literary classics you and your family are familiar with (this may include literary classics from other countries)? You can sketch or write your reflections.

B. Bring in literary classics, stories that were written long ago and are still enjoyed today, that are meaningful to you and your family to share with the class.