Lesson 2: Reading for Gist: *"Peter Pan*: The Author and Historical Context"

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.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **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.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Daily Learning Targets

- I can determine the gist and the meaning of unfamiliar Vocabulary in "*Peter Pan*: The Author and Historical Context." (RI.3.4, L.3.4)
- I can make connections between Chapter 1 of *Peter Pan* and the historical context. (RI.3.1)

Ongoing Assessment

- Oral recountings of *Peter Pan* (RL.3.1, RL.3.2)
- Gist statements and unfamiliar Vocabulary in "*Peter Pan*: The Author and Historical Context" (RI.3.4, L.3.4)

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Agenda

1. **Opening**

   A. Reflecting on Module Guiding Questions and Sharing Literary Classics (10 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Reading for Gist and Unfamiliar Vocabulary: "*Peter Pan*: The Author and Historical Context" (25 minutes)

   B. Making Connections between Chapter 1 and Historical Context (5 minutes)

3. **Closing and Assessment**

   A. Launching Independent Research Reading (15 minutes)

4. **Homework**

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

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Teaching Notes

Purpose of lesson and alignment to standards:

■ The lesson opens with time for students to share their reflections about the module guiding questions if they choose. Continue to be sensitive to students and families' feelings about literary classics like *Peter Pan* and to acknowledge that these feelings and experiences may differ. Some students may have little schema about this concept of a classic, which is also fine.

■ In Work Time A, students read an informational text about the author and the historical context of the story to help them understand many of the issues they may encounter (e.g., the stereotypes result from the time period in which the text was written).

■ After reading each chapter, students make connections between what they have read in *Peter Pan* and the informational text "*Peter Pan*: The Author and Historical Context" to ground their understanding of the issues that *Peter Pan* presents in a common text. This routine is introduced in Work Time B of this lesson and will be continued in later lessons. Pay careful attention to the routine in this lesson in order to apply it to subsequent lessons. Monitor your students and determine whether there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently.

■ In this lesson and throughout Modules 3–4, ELL supports and the Mini Language Dives within the Meeting Students' Needs column will continue to be labeled and condensed (see Teaching Notes in Unit 1 Overview).

■ In this lesson, the habit of character focus is on working to become ethical people. The characteristic that students practice in this lesson is respect, because of the potentially diverse views of students in response to the guiding questions.

■ Students practice their fluency in this lesson by following along and reading silently as the teacher reads "*Peter Pan*: The Author and Historical Context" in Work Time A.

■ In this lesson, students choose independent research reading books (RL.3.10, RI.3.10). Consider using the Independent Reading: Sample Plans if you do not have your own independent reading review routines (see Module 1 Appendix).

■ 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:

■ In the previous lesson, students were introduced to the module topic by looking at excerpts of *Peter Pan* in the Infer the Topic protocol and by reading Chapter 1 of *Peter Pan*. In this lesson, students read a historical context text about the author of *Peter Pan* and the time period it was written in.

■ This lesson is the second in a series of three that include built-out instruction for the use of Goal 4 Conversation Cues 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).

Areas in which students may need additional support:

■ Students may need additional support reading "*Peter Pan*: The Author and Historical Context" for gist.

Assessment guidance:

■ Review student gist statements to ensure that they understand the informational text and clarify common misconceptions whole group.

■ Listen to student book discussions to identify common issues that can be used as whole group teaching points against the criteria recorded on the Discussion Norms anchor chart.

■ Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist or the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist to gather reading fluency and word recognition data from students during the launch of independent reading in Closing and Assessment A.

Down the road:

■ In the next lesson, students will read Chapter 2 of *Peter Pan* using the reading routines established in Lessons 1–2.

■ Over the course of the unit, consider reading aloud for the group stories or excerpts of the stories students have brought in from home.

In advance:

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

■ Prepare:

– Approximately five literary classics, two copies of each if possible. Consider using the K–5 Recommended Text List to guide your selections.

– Your favorite literary classic to share with the group with an explanation of what the book is about and why you like it so much.

- A small label with the book title and author to attach to a pin and place on the world map used in Module 1. This needs to be large enough to see, but not so large that it covers up too much of the map.
- Compass points (from Module 1)

■ Review the Independent Reading: Sample Plans in preparation for launching independent reading in this lesson (see Module 1 Appendix).

■ Preview "*Peter Pan*: The Author and Historical Context" to familiarize yourself with what students will be reading about.

■ 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.

Supporting English Language Learners

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

Important points in the lesson itself

■ The basic design of this lesson supports ELLs by allowing time for students to reflect on the guiding questions and to share literary classics or other stories that are meaningful to them. Students also read about and discuss the author and historical context of *Peter Pan*, providing them with important background and context to understand certain references in the story and to discuss concerns that may arise.

■ ELLs may find reading the informational text "*Peter Pan*: Author and Historical Context" challenging because of the volume of potentially unfamiliar language. Remind students of the strategies they previously learned for approaching unfamiliar texts and consider allowing them to discuss the meaning of the text in home language groups. Assure students that they will have many opportunities in this unit to reread this text (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. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."

For heavier support:

▪ During Work Time A, prepare sticky notes with pre-written words or drawings based on the gist of each paragraph of the text. As students reread the text, they can match the gist on the sticky notes with each paragraph of the text.

Universal Design for Learning

▪ **Multiple Means of Representation (MMR):** In this lesson, *"Peter Pan*: The Author and Historical Context" provides a textual base for students to make connections between Chapter 1 of *Peter Pan* and the historical context of the period. Understanding the historical context of *Peter Pan* supports comprehension of the text by scaffolding background knowledge. Some students may need additional support with organization of this information for maximum understanding. Consider copying the text so that there is only one section on each page, with an organized space for recording the gist and meanings of the unfamiliar words on that page.

▪ **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 are invited to share the literary classics that are meaningful to their families. Foster a positive learning environment and promote a safe learning space by varying the social demands for sharing. Offer students the option of sharing in a more comfortable setting with a supportive partner of their choice.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

▪ literary classics, gist, historical, context, connections (L)
▪ novels, published, inspired, fantasy, entertain, original, classic, literature, advantage, society (T)

Materials

☑ Module Guiding Questions anchor chart (begun in Lesson 1)

☑ Literary classics (five to display)

☑ Favorite literary classic (one to display)

☑ Working to Become Ethical People anchor chart (begun in Module 1)

☑ Close Readers Do These Things anchor chart (begun in Module 1)

☑ Academic Word Wall (begun in Module 1)

☑ Domain-Specific Word Wall (begun in Lesson 1)

☑ Vocabulary logs (from Module 1; one per student)

☑ Analyzing *Peter Pan* anchor chart (begun in Lesson 1)

☑ *"Peter Pan*: The Author and Historical Context" (one per student and one to display)

☑ World map (from Module 1; one to display)

☑ Labeled pin (one to display)

☑ Compass points (from Module 1; one to display)

☑ Independent Reading: Sample Plans (for teacher reference; see Module 1 Appendix)

Opening

A. Reflecting on Module Guiding Questions and Sharing Literary Classics (10 minutes)

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

▪ Remind students that in the previous lesson they were introduced to the guiding questions for the module. Invite them to reread the **Module Guiding Questions anchor chart**.

▪ Remind students what *literary classics* are. Focus students on the **literary classics** posted around the room and explain that students will have a chance to browse these in just a few moments.

▪ Share your favorite literary classic with a short explanation of what the text is about and why you like it so much.

▪ Remind students that for homework they were asked to reflect on what those guiding questions mean to them and how they feel about them, and also to bring in any literary classics that are meaningful to them or their family.

▪ Direct students' attention to the **Working to Become Ethical People anchor chart**, and focus them on the criteria of respect. Remind students that they should be respectful of each other and the potentially diverse opinions about literary classics, and to be respectful of the books students may have bought in that are meaningful to them. Remind students of what respect looks and sounds like.

▪ Invite students to share their reflections with the whole group if they wish. This must be voluntary; if no one wants to share, that is okay.

▪ For the remaining time invite students to share the literary classics brought in from home with their triad and to browse those around the classroom if none of the students have brought any in. Remind students that there are no rules about what makes a book a literary classic and that there is no right or wrong, but is based on the judgment of the individual. Invite students to tell their triad what the book is about and why it is meaningful to them.

Meeting Students' Needs

▪ For ELLs and students who may need additional support with comprehension: (Display, Repeat, and Rephrase) Display, repeat, and invite students to rephrase the guiding questions. (MMR)

▪ For ELLs: (Share) Consider the books ELLs brought in. If the books are from their home cultures and/or are written in their home languages, invite any students who are comfortable (and clearly love their book) to share it with the whole class, perhaps by reading it or part of it aloud, and perhaps summarizing it in English.

This will give the entire class an opportunity to learn from the rich background of ELLs and will reinforce the message that home languages and cultures are valued and considered assets in the classroom. If you have many ELLs who would like to share, consider having them do so over the course of this unit.

Opening

B. 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 gist and the meaning of unfamiliar Vocabulary in "*Peter Pan*: The Author and Historical Context."*

"I can make connections between Chapter 1 of Peter Pan *and the historical context."*

■ Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the words, adding words to the **academic and domain-specific word walls** and invite students to add to **Vocabulary logs**:

– *gist* (what the text is mostly about)

– *historical* (about history – past events)

– *context* (the situation/circumstances that set-up the setting)

– *connections* (links)

■ Think-Triad-Share:

*"What do you think you are going to be doing in this lesson? Why do you think that? Use evidence from the learning targets to support your answer." (determine gist and meaning of unfamiliar vocabulary in "*Peter Pan*: The Author and Historical Context"; make connections between the chapter and the historical context, and choose a research reading book)*

Meeting Students' Needs

■ For ELLs: (Transparency) Ensure that the purpose of making connections is transparent.

■ For ELLs: (Academic Word Wall) Invite students to add simpler synonyms and translations next to the target Vocabulary: *gist*, *historical*, *context*, *connections*.

■ For ELLs: (Collocation) *make connections between*

– "It's hard to make a connection between where he used to live and _____."

– "In class, we are making _____."

■ For students who may need additional support: Offer alternatives to auditory information by visually displaying the questions for the Think-Triad-Share. (MMR)

Work Time

A. Reading for Gist and Unfamiliar Vocabulary: "*Peter Pan*: The Author and Historical Context" (25 minutes)

- Focus students on the **Analyzing *Peter Pan* anchor chart** and select a volunteer to read aloud what happened in Chapter 1.

- Think-Triad-Share:

  "This book was written a long time ago and is set in different country. What differences do you notice between how things are in this country now and how things were in that country then." (student responses may vary, but could include that even though they are poor, Mrs. Darling doesn't work)

- Remind students of the module guiding question:

  – "What can we learn from reading literary classics?"

- Tell students that in this lesson they are going to read more about the author and the time when the story was written.

- Distribute **"*Peter Pan:* The Author and Historical Context."** Invite students to follow along, reading silently in their heads as you read it aloud.

- Focus students on the **world map**.

- Invite students to help you locate and then place the **labeled pin** on Great Britain. Explain that Great Britain is an island on the continent of Europe and that the countries of England, Wales, and Scotland, are part of the island. Tell students that it is part of the United Kingdom of Great Britain and Northern Island (UK).

- Invite students to share any experiences they may have had with Great Britain.

- Display the **compass points** and Think-Triad-Share:

  "Describe our location in relation to Great Britain." (Responses will vary.)

- Refer students to the Close Readers Do These Things anchor chart and remind them that when they read a new complex text there are some things that will help them. Focus students specifically on the criteria about finding the gist and strategies to determine the meaning of unfamiliar Vocabulary.

- Remind students that the *gist* is what the text is mostly about and that finding the gist can help them understand the structure of the text so that they know where to look when trying to find specific information later on.

- Post and review the following directions:

  1. With your triad, reread the text.

  2. Stop at the end of each paragraph and determine the gist and the meaning of unfamiliar Vocabulary.

- Circulate to support students in determining the gist and the meaning of unfamiliar Vocabulary.

- When 3 minutes remain, refocus whole group.

■ Think-Triad-Share:

*"Having read about the time **Peter Pan** was written in, what do you think we might learn from reading this literary classic?" (Responses will vary, but may include: We will learn about the stereotypes of different groups of people at that time.)*

■ If productive, use a Goal 4 Conversation Cue to encourage students to explain others' ideas:

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

■ 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 and students who may need additional support with comprehension: (Check Comprehension) Throughout the reading for gist, stop often to check for comprehension. Ask students to summarize the ideas in the text. When necessary, invite a more proficient student to paraphrase the ideas in more comprehensible language. (MMAE)

■ For ELLs: Mini Language Dive "Their only understanding/**came from the stories of explorers and travelers**/who often did not understand/the people or places they encountered."

  – 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

    ■ *came from*: "What is the meaning of 'came from'?" came from means where something originates or starts from. Suggested questions: "What is this verb referring to? How do you know?" (phrasal verb)

    ■ *the stories*: "Where did their understanding come from?" People's understanding of other cultures and people came from stories. Suggested questions: "Where did the people's understanding of other cultures and places come from?" (noun)

    ■ *of the explorers and travelers:* "Whose stories?" The *explorers and travelers* told the stories about people and places they visited. (noun)

  – Practice: My idea came from _____.

  – 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 text?"

  – Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: My only understanding came from _____, who_____.

■ For students who may need additional support determining the gist: Consider highlighting or underlining key phrases in their individual copy of "*Peter Pan*: The Author and Historical Context" in advance. (MMR, MMAE)

Work Time

B. Making Connections between Chapter 1 and Historical Context (5 minutes)

- Think-Triad-Share:

  "What connections can you make between the first chapter of Peter Pan *and what you read about the context in the previous lesson? Use evidence from both texts to support your ideas." (Mrs. Darling stays at home and does lots of motherly things for the children while Mr. Darling goes out to work.)*

- If productive, use a Goal 4 Conversation Cue to encourage students to add on:

  "Who can add on to what your classmate said? I'll give you time to think and write." (Responses will vary.)

- Acknowledge that these connections come as a result of the time period J.M. Barrie lived in, and they help us to understand society at that time.

- 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 in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with making connections: (Recount) Invite students to recount Chapter 1 of *Peter Pan* in 1 minute or less with a partner. Have them share out and give them feedback on their language use and summarizing skill. Then, invite them to recount in 30 seconds or less with a partner. Repeat the feedback process. (MMR, MMAE)

- For ELLs: (Key Sections) Consider marking key sections of the chapter and asking students how these sections connect to what they learned about the author and historical context of the book.

Closing and Assessment

A. Launching Independent Research Reading (15 minutes)

- Refer to the **Independent Reading: Sample Plans** to launch independent reading.

Meeting Students' Needs

- For students who may need additional support with reading stamina: Continue to provide opportunities to take breaks at pre-determined points. (MME)

Homework

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

Meeting Students' Needs

- For ELLs: (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. Read the prompts aloud and brainstorm possible responses with your teacher. If you have trouble writing sentences, write words in your responses or make sketches, or your teacher can give you sentence starters.