

Lesson 3: Close Reading: Chapter 2 of *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.3.10:** 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.
- **L.3.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.3.5a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).



Daily Learning Targets

- I can recount Chapter 2 of *Peter Pan*. (RL.3.2)
- I can explain how Chapter 2 of *Peter Pan* builds on Chapter 1. (RL.3.5)

Ongoing Assessment

- *Peter Pan*: Text-Dependent Questions – Chapter 2 (RL.3.1, RL.3.2, RL.3.4, RL.3.5, L.3.4, L.3.5a)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 2 (20 minutes)

2. Work Time

- A. Text-Dependent Questions and Recounting the Story: *Peter Pan*, Chapter 2 (30 minutes)

3. Closing and Assessment

- A. Making Connections between Chapter 2 and Historical Context (5 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:

- Opening B, Work Time A, and the Closing all contain repeated routines from Lessons 1–2. Refer to those lessons for more detail, as necessary.
- 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 Lesson 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 are respect, because of the potentially diverse views of classmates in response to the text, and collaboration, as students work in triads to answer text-dependent questions.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 2 of *Peter Pan* in Opening B.
- Recall that the research reading students complete for homework helps build both their Vocabulary and knowledge pertaining to literary classics. This kind of reading continues over the course of the module.

How it builds on previous work:

- In Lessons 1–2, students started to read *Peter Pan* and were introduced to the historical context through the informational text “*Peter Pan: The Author and Historical Context*.” In this lesson, they continue to read the text and consider how each chapter builds on the previous and connects to the historical context.
- This lesson is the third 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 rereading the chapter to answer the text-dependent questions. Consider grouping together students who may need additional teacher support or working through the questions as a whole group. If done as a whole group, ensure that students have the opportunity to discuss the answers with the triad before writing anything and use total participation techniques to select students to share their responses with the whole group.

Assessment guidance:

- Review students' *Peter Pan*: Text-Dependent Questions – Chapter 2 to determine common issues that could be used as teaching points in the next lesson.
- 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 as they reread *Peter Pan* in Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will read Chapter 3 of *Peter Pan* and will continue the routines from this lesson, but this time in pairs to gradually release them. The next lesson is the final lesson before the mid-unit assessment.

In advance:

- Strategically group students into triads for work throughout the lesson, with at least one strong reader per triad. These triads should be different than the triads in Lesson 2.
- Gather timers (see Technology and Multimedia).
- Preview *Peter Pan*: Text-Dependent Questions – Chapter 2 (example, for teacher reference) to familiarize yourself with the questions (see supporting Materials).
- 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 B: 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, 3.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing the reading routines begun in previous lessons, digging deeper into a text to understand it better, and providing space for diverse perspectives as students make connections between the chapter and the historical context of the book.
- ELLs may find it challenging to answer text-dependent questions in the time allotted. Allow students additional time as needed and remind them to use strategies for approaching unfamiliar texts learned in previous units.

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 B, consider working with a group of students who need heavier support to complete *Peter Pan*: Text-Dependent Questions – Chapter 2 together.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to reinforce expectations that students read along silently in their heads as text is read aloud during the lesson.
- **Multiple Means of Action and Expression (MMAE):** During Work Time B, students analyze Chapter 2 and answer text-dependent questions independently. Some may need support organizing their ideas in writing as they recall what happened in Chapter 2 and how it builds on Chapter 1. Consider adding sentence frames to *Peter Pan*: Text-Dependent Questions – Chapter 2 as scaffolds for student expression and communication.
- **Multiple Means of Engagement (MME):** In this lesson, students interact with Chapter 2 of *Peter Pan*. 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

- recount, connections, historical, context, fantasy (L)

Materials

- ☒ *Peter Pan* (from Lesson 1; one per student)
- ☒ Working to Become Ethical People anchor chart (begun in Module 1)
- ☒ *Peter Pan*: Text-Dependent Questions – Chapter 2 (one per student and one to display)
- ☒ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time A)
- ☒ Timer (one per triad)
- ☒ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☒ Close Readers Do These Things anchor chart (begun in Module 1)
- ☒ Affix lists (from Module 1; one per student)
- ☒ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ☒ *Peter Pan*: Text-Dependent Questions – Chapter 2 (example, for teacher reference)
- ☒ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ☒ “*Peter Pan*: The Author and Historical Context” (from Lesson 2; one per student)

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 Chapter 2 of *Peter Pan*.”

“I can explain how Chapter 2 of *Peter Pan* builds on Chapter 1.”

- Remind students that they saw the first and final learning targets in the previous lessons for Chapter 1 and review Vocabulary as needed: recount.
- Tell students that in this lesson, they will begin to consider how the chapters of the story build on what has happened previously.

Meeting Students’ Needs

- For ELLs: (Collocation) *builds on*
 - “We can build on our classmates’ ideas by _____.”
 - “When I add to my writing, I _____.”

Opening**B. Engaging the Reader: *Peter Pan*, Chapter 2 (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 established in Work Time C of Lesson 1 to guide students through reading this chapter:
 - Invite students to follow along, reading silently in their heads as you read it aloud. Invite some students to act out the roles as you read. Note: There are no illustrations in this chapter.
 - Think-Triad-Share:

“What do you know from reading the chapter, what do you think will happen next and why, and what fantasy elements do you notice?” (Responses will vary.)
 - 3 minutes of silent reflection time:

“What did this chapter make you think about? What did you enjoy/not enjoy? Why?”
 - Remind students of “respect” on the **Working to Become Ethical People anchor chart**.
 - Invite volunteers to share their reflections.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Recount) Before reading, invite students to recount Chapter 1 of *Peter Pan* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs: Mini Language Dive “Nana/**had nipped it with her teeth**/right before Peter jumped,/and the shadow had snapped off.”
 - Deconstruct: Deconstruct the sentence and each chunk. Language goals for focus structure:
 - *had nipped*: “What did Nana do?” *nipped* means to bite or pinch. (past perfect verb)
 - *it*: “What had Nana nipped? How do you know?” *it* refers to Peter’s shadow. (pronoun)
 - *with her teeth*: “How did Nana nip it?” *with her teeth* describes how Nana had nipped the shadow. Students can act out what Nana might have looked like when she nipped the shadow with her teeth. Suggested questions: “Do you think it is possible to nip a shadow with your teeth? Why?”
 - Practice: I had nipped the _____ with my _____.
 - Reconstruct: Read the sentence. Ask:

“Now what do you think this 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 work or lives. Suggestion: I had nipped the _____ with my _____ and _____.
- For students who may need additional support with information processing and engagement: Before reading, prepare sticky notes with pre-written words or drawings based on the most important parts of the text. As students listen to the story, they can match the sticky notes with the corresponding part of the text. (MMR, MME)

Work Time

A. Text-Dependent Questions and Recounting the Story: *Peter Pan*, Chapter 2 (30 minutes)

- Tell students they are now going to dig deeper into the text to help them better understand it.
- Distribute and display ***Peter Pan: Text-Dependent Questions – Chapter 2***.
- Read through the headings on the chart where students will put their answers. Tell students that after they recount the chapter with their triad, they will complete this chart. Point out that this chart is identical to the **Analyzing *Peter Pan* anchor chart**.
- Follow the routine established in Closing and Assessment A of Lesson 1 to guide students through recounting Chapter 2 with their triad:
 - Distribute **timers**.
 - Students independently reread and review the chapter for 2 minutes.
 - Partner B goes first and has 45 seconds to recount the chapter.
 - Partner A goes second and has 30 seconds to recount.
 - Partner C goes third and has 15 seconds to recount.
 - Circulate to listen for good examples, particularly of the 15-second recounting.
 - Select a good model to share a 15-second recounting with the whole group.
- Give students 5 minutes to record their brief recounting in the middle column of the *Peter Pan: Text-Dependent Questions – Chapter 2* worksheet under “What happens?”
- Focus students on the final column, “How does the chapter build on the previous chapter?”
- Think-Triad-Share:
 - **“What happened in the last chapter?” (see Analyzing *Peter Pan* anchor chart)**
 - **“How does this next chapter build on it?” (see Analyzing *Peter Pan* anchor chart)**
- Invite students to complete the final column of their chart.
- Tell students they will work in their triads to answer the rest of the questions. Remind them that they are to refer back to the text to answer the questions.
- Direct students’ attention to the following resources and review as necessary:
 - **Working to Become Effective Learners anchor chart**, specifically the criteria for “collaboration”
 - **Close Readers Do These Things anchor chart**
 - **Affix list**
 - **Strategies to Answer Selected Response Questions anchor chart**
- Circulate to support students in answering the questions. Consider prompting them:
 - **“Which Vocabulary strategy did you use here? Why?”**
 - **“What in the text makes you think that?”**
- Use a total participation technique to select students to share their answers to each question with the whole group. Invite other students to respond when they don’t agree with the answers given. Refer to the ***Peter Pan: Text-Dependent Questions – Chapter 2 (example, for teacher reference)*** as necessary.
- Use student responses 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: (Errors) During the recounting, jot down and share with the class samples of effective communication and one or two common language errors (pervasive, stigmatizing, critical).
- For ELLs and students who may need additional support with reading strategies: (Reading Unfamiliar Texts) In preparation for the Mid-Unit 1 Assessment, help students identify strategies for reading unfamiliar texts. Invite them to practice these strategies when rereading and answering text-dependent questions. Examples:
 - Chunk the text into manageable amounts (e.g., sentences or paragraphs).
 - Circle unfamiliar words.
 - Use context or a dictionary to define unfamiliar words.
 - Annotate unfamiliar words with synonyms.
 - Underline important people, places, and things.
 - Read aloud.
 - Read repeatedly.
 - Become familiar with and use the Analyzing *Peter Pan* anchor chart, which will be provided on the assessment.
 - Silently paraphrase the chunks.
 - Summarize what you read for someone else, perhaps first in your home language. (MMAE, MMR)
- For ELLs: (Sentence Frames) For heavier support, provide sentence frames for students to use to describe how the chapter builds on the previous chapter. Examples:
 - "In the previous chapter, _____."
 - "In this chapter, _____."
- For students who may need additional support with expressive skills and fluency: Consider providing a graphic organizer to scaffold recounting Chapter 2. Invite students to use this as they look over the chapter to prepare. (MMAE)

Closing and Assessment

A. Making Connections between Chapter 2 and Historical Context (5 minutes)

- Follow the same routine established in Work Time B of Lesson 2 to guide students through making connections to the historical context in triads. Students will need the text “**Peter Pan: The Author and Historical Context.**” (Mr. Darling wanting to be master of the house and not listening to Mrs. Darling’s concerns connects with society’s view of women being intellectually weaker.)
- If productive, use a Goal 4 Conversation Cue to encourage 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.)

- Acknowledge that these connections may make some feel uncomfortable and that the historical context helps us to understand why these issues are present in literary classics.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.
- 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 effort and motivation: Invite students to turn to an elbow partner and share how they made connections between Chapter 1 of *Peter Pan* and the historical context during the previous lesson. (MME)
- For ELLs: (Key Sections) Consider marking key sections of the chapter (see Work Time C in Lesson 2).
- For students who may need additional support with organizing information for understanding: Consider offering copies of "*Peter Pan: The Author and Historical Context*" with one section on each page and an organized space for recording the gist and meanings of unfamiliar words. (MMR, 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) Read aloud, 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.