

Lesson 4: Close Reading: Chapter 3 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.3.7:** 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).
- **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.
- **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 explain how Chapter 3 of *Peter Pan* builds on Chapters 1 and 2. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

Ongoing Assessment

- *Peter Pan*: Text-Dependent Questions – Chapter 3 (RL.3.1, RL.3.2, RL.3.4, RL.3.5, L.3.4)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 3 (20 minutes)

2. Work Time

- A. Text-Dependent Questions and Recounting the Story: *Peter Pan*, Chapter 3 (30 minutes)

3. Closing and Assessment

- A. Making Connections between Chapter 3 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, 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 answer text-dependent questions.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 3 of *Peter Pan* in Opening B.

How it builds on previous work:

- In Lessons 1–3, students started to read *Peter Pan* and were introduced to the historical context through the informational text “*Peter Pan*: The Author and Historical Context.” They continue to record how each chapter builds on the story so far on the Analyzing *Peter Pan* anchor chart and to make connections to the historical context.
- Lessons 1–3 featured built-out instruction for Goal 4 Conversation Cues. Moving forward, this will appear only as reminders after select questions. Continue using Goals 1–4 Conversation Cues to promote productive and equitable conversation. Refer to the Module 1 Appendix for additional information on Conversation Cues.

Areas in which students may need additional support:

- Students may need additional support rereading the chapter to answer the questions. Consider grouping students who may need additional teacher-guided support together.

Assessment guidance:

- Review students’ *Peter Pan*: Text-Dependent Questions – Chapter 3 to determine any 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 4 of *Peter Pan* and continue the routines from this lesson but will work independently for the mid-unit assessment.

In advance:

- Strategically group students into pairs for work throughout the lesson, with at least one strong reader per pair.
- Preview the *Peter Pan*: Text-Dependent Questions – Chapter 3 (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 A: Pairs may 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 within the lesson itself

- The basic design of this lesson supports ELLs by continuing reading routines begun in previous lessons, nurturing a classroom culture of respect for diverse perspectives, and providing time to recount a chapter and 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 reading unfamiliar texts learned in previous units.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations

only after they have grappled with the task. Observe the areas in which they struggle to target appropriate support.

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

For heavier support:

- Consider working with a group of students who need heavier support during Work Time B.

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):** Before students begin writing in Work Time A, support a range of fine motor abilities and writing need by offering students options for writing utensils. Some students may forget their sentence ideas once they begin directing their efforts toward writing. Support strategy development by modeling how to draw lines for words you intend to write. This helps students to recall their original ideas throughout the writing process.
- **Multiple Means of Engagement (MME):** This lesson offers several opportunities for students to engage in discussion with classmates. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- illustration, contributes, 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 3 (one per student and one to display)
- ✓ Timer (optional; one per pair)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ *Peter Pan*: Text-Dependent Questions – Chapter 3 (example, for teacher reference)
- ✓ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time A)
- ✓ 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 explain how Chapter 3 of *Peter Pan* builds on Chapters 1 and 2."

"I can explain how an illustration contributes to the text."

- Remind students that they have seen all of these learning targets in the previous lessons for earlier chapters of *Peter Pan* and review Vocabulary as needed: *illustration*, *contributes*.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working on Same Learning Target) Invite students to share one way they worked toward similar learning targets in Lessons 1–3. (MMR, MME)

Opening

B. Engaging the Reader: *Peter Pan*, Chapter 3 (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 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 the chapter aloud. Invite some students to act out the roles as you read. Note: There is an illustration in this chapter; students will answer questions about it during Work Time A.

- Think-Pair-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? Having read this chapter, what are you looking forward to?"

- 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 the key events from *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 “Grabbing it,/he tried to slip it back on/like a pair of pants,/but it would not fit.”
 - Deconstruct: Deconstruct the sentence and each chunk. Language goals for focus structure:
 - *it* : “What does it refer to? How do you know?” *it* is Peter’s shadow. (pronoun)
 - *he*: “Who does *he* refer to? How do you know?” *he* is Peter. (pronoun)
 - *tried to slip*: “What did Peter do?” *tried* means made an effort, or attempted to do something. *Slip* means to slide on. (past tense verb)
 - *back on*: “What did Peter try to slip it back onto?”/Meaning: *back on* means on the place it was previously. (adverb)
 - Practice: I tried to _____.
 - 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?”
- Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: I tried to _____ my _____back on.
- 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 3 (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 3**.
- Point out that this handout should look familiar. It follows the same structure as the one from Lesson 3 on Chapter 2. Review the headings on the chart as necessary.
- Follow the routine established in Closing and Assessment A of Lesson 1 to guide students through recounting Chapter 2 in their pairs:
 - Distribute **timers**.
 - Students independently reread and review the chapter for 2 minutes.
 - Partner A goes first and has 30 seconds to recount the chapter.
 - Partner B goes second and has 15 seconds to recount.
 - Circulate to listen for good examples, particularly of the 15-second recounting, and share as desired.
- Give students 5 minutes to record their brief recounting in the middle column of the *Peter Pan*: Text-Dependent Questions – Chapter 3 sheet under “What happens?”

- Refocus whole group and follow the routine established in Work Time A of Lesson 3 to guide students through completing the rest of the text-dependent questions with their partner.
 - Review what “collaboration” looks and sounds like on the **Working to Become Effective Learners** anchor chart.
 - Refer them to classroom resources:
- **Close Readers Do These Things anchor chart**
- **Strategies to Answer Selected Response Questions anchor chart**
 - Circulate to support pairs and consider prompting them with questions:
 - “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 3 (example, for teacher reference)** as necessary.
 - As students share out, capture their responses on 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 reading strategies: (Reading Unfamiliar Texts) Remind students to continue to use strategies for reading unfamiliar texts and to practice these strategies when rereading and answering text-dependent questions. (MMAE, MMR)
- 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: (Sentence Frames) For heavier support, provide sentence frames for students to use when describing how the chapter builds on the previous chapter.
- For students who may need additional support in organizing their ideas in writing: Write sentence frames in advance on the *Peter Pan: Text Dependent Questions – Chapter 3* sheet as scaffolding for student expression and communication. (MMAE)

Closing and Assessment

A. Making Connections between Chapter 3 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. Students will need the text “**Peter Pan: The Author and Historical Context.**” (Responses will vary, but may include: Peter explains that girls don’t fall out of their strollers because they are too smart, which is the opposite of what it says in the context text.)

- If productive, cue students to listen carefully and to seek to understand and explain others' ideas:
"Who can tell us what your classmate said in your own words?" (Responses will vary.)
"Who can explain why your classmate came up with that response? 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 appear 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 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 oral language and processing: Allow ample wait time as students share their classmates' responses in their own words. (MMAE, 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.