## Lesson 6: Close Reading: Chapter 5 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.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **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.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.
- **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.3.5:** 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 compare my own point of view to the point of view of characters in the text. (RL.3.6)
- I can identify character traits of characters in *Peter Pan*. (RL.3.3)

### Ongoing Assessment

- Close Reading Note-catcher: *Peter Pan* – Chapter 5 (RL.3.1, RL.3.3, RL.3.6, L.3.5a)

### Agenda

1. **Opening**

    A. Reviewing Learning Targets (10 minutes)

    B. Engaging the Reader: *Peter Pan*, Chapter 5 (15 minutes)

2. **Work Time**

    A. Close Reading: *Peter Pan*, Chapter 5 (30 minutes)

3. **Closing and Assessment**

    A. Making Connections between Chapter 5 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:**

- In Work Time A, students participate in a close read of Chapter 5 in *Peter Pan*, focused on character traits and the point of view. Beginning in this lesson, the Close Reading Guide lists only the text excerpts, key questions to ask students, and instructional moves required. Continue to use discussion protocols (e.g., Think-Pair-Share, Conversation Cues, and total participation techniques) to engage all students in collaborative discussion about the text.

- Beginning in this lesson and continuing through the end of this unit, all lessons will consider point of view according to the requirements of the standard, synonymous with perspective.

- 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 triads to answer questions about the text.

**How it builds on previous work:**

- In the first half of the unit, students read Chapters 1–4 of *Peter Pan*. In this lesson, they continue many of the same reading routines introduced in those lessons.

**Areas in which students may need additional support:**

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

**Assessment guidance:**

- Review students' Close Reading Note-catcher: *Peter Pan* – Chapter 5 to determine common issues that could be used as teaching points in the next lesson.

**Down the road:**

- Over the course of the second half of the unit, students will build toward analyzing character traits, motivation, action, and how the action moves the story forward. They will also begin to compare their own point of view with the point of view of the characters.

**In advance:**

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

- Preview the Close Reading Guide: *Peter Pan* – Chapter 5 to familiarize yourself with the parts of the text students will focus on and the questions they will answer (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

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by continuing the reading routines established in previous lessons, providing time to dig deeper into the chapter via a close read, supporting students with thinking about the character traits and points of view of characters as well as their own, and creating space for diverse perspectives and responses to the text.
- ELLs may find it challenging to describe characters' points of view in the close read interview and independently answer the close read questions. Think about the language needs of your students and consider grouping them with students of greater language proficiency (see levels of support, below, and the Meeting Students' Needs column).

### Levels of support

*For lighter support:*

- During Work Time A: Before providing sentence frames or additional modeling, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.
- Invite more proficient students to model the close read interview process and consider using this modeling as a basis for sentence frames for students who may need heavier support.

*For heavier support:*

- During the close read interviews, provide a word bank that will help students describe their point of view and the point of view of their character.
- During Work Time A, consider working closely with a group of students to fill in the Close Reading Note-catcher: *Peter Pan* – Chapter 5 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):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.

- **Multiple Means of Engagement (MME):** In this lesson, students interact with Chapter 5 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

- character traits, point of view, fantasy (L)

## Materials

- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Domain-Specific Word Wall (begun in Lesson 1; added to during the Opening)
- ☑ Vocabulary logs (from Module 1; one per student)
- ☑ Character Traits anchor chart (new; co-created with students during Opening A; see supporting Materials)
- ☑ Character Traits anchor chart (example, for teacher reference)
- ☑ *Peter Pan* (from Lesson 1; one per student)
- ☑ Working to Become Ethical People anchor chart (begun in Module 1)
- ☑ Close Reading Note-catcher: *Peter Pan* – Chapter 5 (one per student)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Close Reading Guide: *Peter Pan* – Chapter 5 (for teacher reference)
- ☑ Close Reading Note-catcher: *Peter Pan* – Chapter 5 (example, for teacher reference)
- ☑ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time A; see supporting Materials)
- ☑ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ☑ Timer (optional; one per pair)
- ☑ "*Peter Pan*: The Author and Historical Context" (from Lesson 2; one per student)

# Opening

**A. Reviewing Learning Targets (10 minutes)**

■ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

*"I can compare my own point of view to the point of view of characters in the text."*

*"I can identify character traits of characters in* **Peter Pan.***"*

■ Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of these phrases, adding them to the **Domain-Specific Word Wall** and inviting students to add them to **Vocabulary logs:**

– *character traits* (distinguishing qualities or characteristics of someone's character, such as anxious, confident, lazy)

– *point of view* (a way of thinking about or looking at something)

■ Share some of your own character traits, both positive and negative. (Example: "I am helpful and loyal, but I can also be stubborn.")

■ Ensure students understand that character traits describe something that you are or do most of the time. For example, everyone can be helpful at times, but not everyone is helpful most of the time. Everyone can be stubborn at times, but not everyone is stubborn most of the time.

■ Think-Pair-Share:

*"What are some of your own character traits, both positive and negative?"*

■ Provide a sentence frame as necessary:

– "I am _____, but I can also be _____."

■ As students share out, capture their responses in the Examples of Character Traits box on the **Character Traits anchor chart**. Refer to the **Character Traits anchor chart (example, for teacher reference)** as necessary.

■ If productive, cue students to expand the conversation by giving an example:

*"Can you give an example?" (Responses will vary.)*

## Meeting Students' Needs

■ For ELLs: (Reinforce Concept) To reinforce the concept of point of view, encourage students to think about what they know so far about Mrs. Darling's way of thinking about Peter and Wendy's way of thinking about Peter. Ask: "How are they the same? How are they different? What makes you think that?"

■ For ELLs: (Home Language) Consider inviting students to share their personal character traits in home language groups before sharing with a partner in English.

■ For students who may need additional support with monitoring their own progress: Invite students to recall and share one way that they worked toward each learning target in previous lessons. (MMR, MME)

## Opening

**B. Engaging the Reader: *Peter Pan*, Chapter 5 (15 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 from Work Time C of Lesson 1 to guide students through reading this chapter.

- During the optional sharing out after reflection time, refer students to the **Working to Become Ethical People anchor chart** and remind them of the importance of showing respect.

### Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Recount) Before reading, invite students to recount key events from *Peter Pan* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR, MME)

- For students who may need additional support with comprehension and engagement: Continue to provide sticky notes with pre-written words or drawings for students to match to the corresponding part of the text. (MMR, MME)

## Work Time

**A. Close Reading: *Peter Pan*, Chapter 5 (30 minutes)**

- Distribute and display the **Close Reading Note-catcher: *Peter Pan* – Chapter 5.**

- Remind students that digging into the text deeper can help them understand it better, so they are going to dig deeper into this text in this lesson.

- Remind them of what collaboration looks and sounds like on the **Working to Become Effective Learners** anchor chart, as they will work in triads.

- Guide students through the **Close Reading Guide: *Peter Pan* – Chapter 5 (for teacher reference)**. Refer to the **Close Reading Note-catcher: *Peter Pan* – Chapter 5 (example, for teacher reference)** as necessary.

- Refer to the guide for the use of:
  - Character Traits anchor chart
  - Character Traits anchor chart (example, for teacher reference)

- After the close read, invite students to help you fill in the **Analyzing *Peter Pan* anchor chart** for Chapter 5. Refer to the **Analyzing *Peter Pan* anchor chart (example, for teacher reference)** as necessary. If students require oral practice before recounting what happened, use the same strategy from Lessons 1–4 in which students in triads use a **timer**, starting at 45 seconds and then reducing it to 15 seconds.

- 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.

**Meeting Students' Needs**

- For ELLs: (Sentence Frames) During the close read interview, provide sentence frames for students to use when describing their character's point of view, their own point of view, and how they are the same/different. (Example: "From my point of view, the trip to Neverland is _____. I was feeling _____ because _____. I was thinking _____ because _____. My point of view is [the same as/different from] my character's because _____.")

- For ELLs and students who may need additional support with comprehension: (Meaning/Example) Consider discussing the meaning of the character traits as you update the Character Traits anchor chart and encourage students to share an example of or act out how someone might demonstrate that trait. (Example: *Responsible* means that someone can be trusted to do what is expected or right. When someone is responsible, he or she does what he or she says.) Add student examples next to the corresponding trait on the Character Traits anchor chart. (MMR)

- For students who may be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of the Close Reading note-catcher with one question per page. (MMR, MME)

## Closing and Assessment

**A. Making Connections between Chapter 5 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."** (The historical context text says that the stories J.M. Barrie told the children about *Peter Pan* were fantasy stories, and in this chapter, we definitely see evidence of fantasy with the flying to Neverland and the things they see in Neverland.)

- If productive, cue students to compare ideas:

  *"How is what ____ said the same as/different from what ____ said? 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 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).

## 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.