

## Lesson 7: Close Reading: Chapter 6 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.
- **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 determine the meaning of figurative language. (L.3.5a)
- I can identify character traits of characters in *Peter Pan*. (RL.3.3)

### Ongoing Assessment

- *Peter Pan*: Text-Dependent Questions – Chapter 6 (RL.3.1, RL.3.3, L.3.5a)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (10 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 6 (15 minutes)

#### 2. Work Time

- A. Language Dive: *Peter Pan*, Chapter 6 (15 minutes)
- B. Text-Dependent Questions: *Peter Pan*, Chapter 6 (15 minutes)

#### 3. Closing and Assessment

- A. Making Connections between Chapter 6 and Historical Context (5 minutes)

#### 4. Homework

- A. Complete Language Dive 1 Practice in your Unit 1 homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In Work Time A, students participate in a Language Dive that guides them through the meaning of a sentence from *Peter Pan*. The focus of this Language Dive is determining the meaning of figurative language (L.3.5a). Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time B, students work in triads to closely read the chapter and answer text-dependent questions focused on determining the meaning of figurative language and identifying traits of characters in the chapter by referring back to the text (RL.3.3, L.3.5a).
- Be aware that some students may be sensitive to the references to war and violence in Chapter 6—particularly those students who have fled their country of origin due to war or violence. Remind students that this book is a fantasy and that it describes events that happen in an imaginary world. Support students as needed and consider checking in with them before and after the lesson.
- The Closing and Assessment of this lesson is longer than the previous lesson to allow time to discuss the use of the term “Indians” and also the term “lost boys,” which could be confused with the “lost boys” of Sudan. Students may be sensitive to this term as a result. Be prepared to refer students to the Working to Become Ethical People anchor chart should this discussion arise. Consider speaking to the families of students of Native American or Sudanese descent to discuss any additional support students may need or any additional discussion that may be required as a class to ensure all needs and concerns are addressed when reading this chapter.
- 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 text-dependent questions.

### How it builds on previous work:

- Students continue the familiar reading routines to read a new chapter of *Peter Pan*.

### 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-guided support.

### Assessment guidance:

- Review students’ Close Reading Note-catcher: *Peter Pan* – Chapter 6 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 B (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will continue reading *Peter Pan* using the familiar reading routines and will compare characters’ points of view with their own.

**In advance:**

- Strategically group students into triads for work throughout the lesson, with at least one strong reader per triad.
- Preview:
  - *Peter Pan*: Text-Dependent Questions – Chapter 6 to familiarize yourself with the questions (see supporting Materials).
  - Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- Post: Learning targets and applicable anchor charts (see Materials list).

## Technology &amp; 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, 3.II.A.1

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by continuing the reading routines begun early in the unit, providing the opportunity to analyze the meaning of figurative language in the text via a whole-class Language Dive, nurturing a classroom culture of respect for diverse perspectives, and making 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:*

- During Work Time B, encourage students to identify additional examples of figurative language in Chapter 6. Consider listing these examples and their meanings on a chart and inviting students to add to the list whenever they encounter figurative language in *Peter Pan*.

*For heavier support:*

- During Work Time B, consider working with a group of students to complete *Peter Pan*: Text-Dependent Questions – Chapter 6 together.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In Opening B, students again engage with *Peter Pan*. Before reading the text aloud, support comprehension by activating prior knowledge. Consider a brief review of the previous chapters to highlight relevance and scaffold connections for students. Additionally, provide questions visually as well as verbally. (Example: Display questions on a chart or board during the discussion of the text in triads.)
- **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 6 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, figurative language, fantasy, racist (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)
- ✓ *Peter Pan* (from Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Language Dive Guide: *Peter Pan*, Chapter 6 (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (new; co-created with students during Work Time A)
  - Questions We Can Ask during a Language Dive anchor chart (example, for teacher reference)
  - Language Dive Chunk Chart: *Peter Pan*, Chapter 6 (for teacher reference)
  - Language Dive Note-catcher: *Peter Pan*, Chapter 6 (one per student and one to display)
  - Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 6 (one to display)

- ✓ *Peter Pan*: Text-Dependent Questions – Chapter 6 (one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ *Peter Pan*: Text-Dependent Questions – Chapter 6 (example, for teacher reference)
- ✓ Character Traits anchor chart (begun in Lesson 6; added to during Work Time B; see supporting Materials)
- ✓ Character Traits anchor chart (example, for teacher reference)
- ✓ Analyzing *Peter Pan* anchor chart (begun in Lesson 1)
- ✓ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ✓ “*Peter Pan*: The Author and Historical Context” (from Lesson 2; one per student)

## Opening

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### A. 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 meaning of figurative language.**”
  - “**I can identify character traits of characters in *Peter Pan*.**”
- Remind students that they saw the second learning target in the previous lesson. Review the meaning of *character traits* (distinguishing qualities or characteristics of someone’s character—something they are or do often).
- Focus students on the first learning target. Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the phrase *figurative language* (language that means something different from what it means literally and is used for effect). Add the phrase to the **Domain-Specific Word Wall** and invite students to add it to their **Vocabulary logs**.
- Provide the following examples of figurative language to help students understand:
  - “I’ve told you a thousand times to clean your room!”
  - “His head was spinning from learning so much new information.”
  - “The trees danced in the wind.”
- As time permits, invite students to discuss the meaning of each example, along with the effect that the figurative language has on their understanding of the sentence. (Example: “The trees danced in the wind” means that the trees moved in the wind. Saying that the trees “danced” suggests *the way* the trees moved and helps me picture them in my mind.)

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working on Same Learning Target) Invite students to discuss how they previously worked toward the second learning target. (MMR, MME)
- For students who may need additional support with language: As students discuss meaning, invite them to share additional examples of figurative language that they have heard or used. (MMR)

## Opening

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### B. Engaging the Reader: *Peter Pan*, Chapter 6 (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 comprehension: (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 their triad. (MMR)
- 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

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### A. Language Dive: *Peter Pan*, Chapter 6 (15 minutes)

- Tell students they will now participate in a Language Dive with a change in format.
- Turn and Talk:  
*“What do you remember about the most recent Language Dive (from Module 2)?” (It was teacher-led, with the teacher asking questions about the sentence strip chunks and the students responding.)*
- Let students know that going forward, they will be given more independence to think and discuss the chunks in their groupings. Reassure students that the teacher will continue to monitor and guide their conversations.

- Share that they will now develop the **Questions We Can Ask during a Language Dive anchor chart**. Using a total participation technique, invite responses from the group:  
*“Think about our work with Language Dives. What questions do we ask about the sentences? What questions do we ask about the chunks? What questions do we ask about the words?” Tell students you will give them time to think and discuss with their triad. (Responses will vary.)*
- As students share out, capture their responses on the Questions We Can Ask during a Language Dive anchor chart. Refer to the **Questions We Can Ask during a Language Dive anchor chart (example, for teacher reference)** as necessary. Ensure that students understand how to use these questions, pointing out that the questions underlined on the anchor chart are questions that students should always ask when they dive into a sentence.
- Ask:  
*“How will thinking of our own questions for a Language Dive help us during a Language Dive?” Tell students you will give them time to think and discuss with their triad. (The questions will help jog our thinking about important language features in the sentence.)*
- Reread the first paragraph of Chapter 6 on page 41.
- Focus students on the sentence “Like a puppy, it strained and wiggled to meet him at the door.”
- Use the **Language Dive Guide: Peter Pan , Chapter 6** and **Language Dive Chunk Chart: Peter Pan, Chapter 6** to guide students through a Language Dive conversation about the sentence. Distribute and display the **Language Dive Note-catcher: Peter Pan , Chapter 6** and **Language Dive Sentence Strip Chunks: Peter Pan, Chapter 6**.
- Ask:  
*“Now that we have completed our first new Language Dive, what additional questions should we add to our Questions We Can Ask during a Language Dive anchor chart?” (Responses will vary.)*
- Consider adding to the Questions We Can Ask during a Language Dive anchor chart as students ask questions during this and future Language Dives.

### Meeting Students' Needs

- For ELLs and students who may need additional support with perception and working memory: (Visual Representation/Annotation) Consider adding visual representations or annotations next to some questions on the Questions We Can Ask during a Language Dive anchor chart. This allows students to quickly reference the chart during Language Dives and helps jog their memory about the meaning of the questions. (MMR, MMAE)
- For students who may need additional support with oral language and processing: Allow ample wait time after asking questions during the Language Dive. (MME, MMAE)

## Work Time

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### B. Text-Dependent Questions: *Peter Pan*, Chapter 6 (15 minutes)

- Distribute and display ***Peter Pan: Text-Dependent Questions – Chapter 6***.
- Invite students to work in triads to complete the questions. Remind students of:
  - The habit of character collaboration on the **Working to Become Effective Learners** anchor chart
  - Close Readers Do These Things anchor chart
  - **Strategies to Answer Selected Response Questions anchor chart**
- After 10 minutes, refocus whole group.
- Use a total participation technique to select students to share their answers to each question with the whole group. Refer to the ***Peter Pan: Text-Dependent Questions – Chapter 6 (example, for teacher reference)*** as necessary.
- If productive, cue students to agree, 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.)***
- As students share out responses to Q2, capture their responses on the **Character Traits anchor chart**. Refer to the **Character Traits anchor chart (example, for teacher reference)** as necessary.
- Invite students to help you fill in the **Analyzing *Peter Pan* anchor chart** for Chapter 6. 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 each of the learning targets.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: (Meaning/Example) Discuss the meaning of the traits on the Character Traits anchor chart and invite students to share an example of or act out the trait. Include student examples next to each corresponding trait (see Work Time A in Lesson 6). (MMR, MMAE)
- 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 6* sheet as scaffolding for student expression and communication. (MMAE)

## Closing and Assessment

### A. Making Connections between Chapter 6 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 context text explains that there were negative stereotypes of people in other places at that time. Chapter 6 mentions “Indians” fighting and carrying tomahawks and knives, which is a stereotype.)
- If productive, cue 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.)**
- Focus students on the Working to Become Ethical People anchor chart, specifically respect, compassion, and empathy, before ensuring students understand that this depiction of “Indians” is a stereotype of Native Americans and is inaccurate. Emphasize that although this kind of stereotyping was common in British society back when J.M. Barrie wrote this story, it is definitely not appropriate or acceptable today and can cause upset and distress.
- Using the context text, help students recognize that through these references in *Peter Pan*, we learn that people in British society in the 1900s seriously misunderstood different people and cultures around the world and portrayed them unfairly in ways that we would now describe as *racist*.
- Invite students to use Vocabulary strategies recorded on the Close Readers Do These Things anchor chart to determine the meaning of the word *racist* (showing the belief that one race is superior to another).
- Give students a couple of minutes to silently reflect and then to share any personal experiences about this issue if they choose.
- If relevant to your student population, this would be a place to discuss the lost boys of Sudan.
- Acknowledge that these connections may make some feel uncomfortable and that the historical context helps us 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 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 expressive language: Facilitate communication by providing sentence frames to help them organize their thoughts. (MMAE)
- For students who may need additional support with personal coping and self-regulation skills: Model socially appropriate ways to express feelings about the racist stereotypes expressed in the text. (MME)

## Homework

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**A. Complete Language Dive I Practice in your Unit 1 homework.**

**B. 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.