

Lesson 8: Close Reading: Chapter 7 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.3.5b:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).



Daily Learning Targets

- I can identify character traits of characters in *Peter Pan*. (RL.3.3)
- I can compare my point of view to the point of view of the narrator or characters. (RL.3.6)

Ongoing Assessment

- Close Reading Note-catcher: *Peter Pan* – Chapter 7 (RL.3.1, RL.3.3, RL.3.6, L.3.5b)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 7 (15 minutes)

2. Work Time

- A. Close Reading: *Peter Pan*, Chapter 7 (35 minutes)

3. Closing and Assessment

- A. Making Connections between Chapter 7 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 7 in *Peter Pan*, focused on analyzing Tinker Bell's character traits, her point of view and motivation, and her actions. Students then compare their own point of view with Tinker Bell's. 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.
- 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 pairs to answer questions about the text.

How it builds on previous work:

- In Lesson 6, students began comparing their own point of view to that of characters'. In this lesson, they add the new layer of considering how the character's point of view led to an action.

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 7 to determine common issues that could be used as teaching points in the next lesson.

Down the road:

- In the next lesson, students will read Chapter 8 of *Peter Pan* and will continue to analyze character traits, point of view, and actions.

In advance:

- Strategically group students into pairs for work throughout the lesson, with at least one strong reader per pair.
- Preview the Close Reading Guide: *Peter Pan* – Chapter 7 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).

- 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 established in previous lessons, providing time to reread and dig deeper into the chapter via a close read, supporting students to think about the 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 Tinker Bell's point of view during the close read interview and independently answer the close read questions. Think about the language needs of your students and consider pairing them with a student of greater language proficiency (see levels of support, below, and the Meeting Students' Needs column).

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time A, 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 7 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):** 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

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

Materials

- ✓ Character Traits anchor chart (begun in Lesson 6; added to during Work Time A)
- ✓ *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 7 (one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Reading Guide: *Peter Pan* – Chapter 7 (for teacher reference)
- ✓ Close Reading Note-catcher: *Peter Pan* – Chapter 7 (example, for teacher reference)
- ✓ Character Traits anchor chart (example, for teacher reference)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Affix list (from Module 1; one per student)
- ✓ 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 identify character traits of characters in *Peter Pan*."

"I can compare my point of view to the point of view of the narrator or characters."

- Remind students that they have seen these learning targets in previous lessons.
- Review the following phrases as necessary and refer students to the **Character Traits anchor chart**:
 - *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)

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working on the Same Learning Target) Invite students to discuss how they previously worked toward the learning targets. (MMR, MME)

Opening

B. Engaging the Reader: *Peter Pan*, Chapter 7 (15 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.
- 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 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)

Work Time

A. Close Reading: *Peter Pan*, Chapter 7 (35 minutes)

- Distribute and display the **Close Reading Note-catcher: *Peter Pan* – Chapter 7**.
- Remind students:
 - Digging deeper into the text can help them understand it better, so they are going to dig deeper into this text in this lesson.
 - What collaboration looks and sounds like on the **Working to Become Effective Learners** anchor chart, as they will work in pairs.
- Guide students through the **Close Reading Guide: *Peter Pan* – Chapter 7 (for teacher reference)**. Refer to the **Close Reading Note-catcher: *Peter Pan* – Chapter 7 (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)**
 - **Close Readers Do These Things anchor chart**
 - **Affix list**
- After the close read, invite students to help you fill in the **Analyzing *Peter Pan* anchor chart** for Chapter 7. 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 the learning targets.

Meeting Students' Needs

- For ELLs and students who may need additional support with oral expression: (Sentence Frames) During the close read interview, provide sentence frames for students to use when describing their point of view and their character's point of view, and how they are the same/different. (See Lesson 6, Work Time A.) (MMAE)
- 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 Lesson 6, Work Time A.) (MMR, MMAE, MME)
- 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 7 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 pairs. Students will need the text “**Peter Pan: The Author and Historical Context.**” (The 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 a lost boy pretending to be a doctor to treat Wendy.)
- 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.
- For students who may need additional support with expressive language: Facilitate communication by providing sentence frames to help them organize their thoughts. (MMAE)

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.