

## Lesson 9: Close Reading: Chapter 8 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.
- **RL.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).
- **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

- *Peter Pan*: Text-Dependent Questions – Chapter 8 (RL.3.1, RL.3.3, RL.3.6, L.3.5a)

## Agenda

### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 8 (15 minutes)

### 2. Work Time

- A. Language Dive: *Peter Pan*, Chapter 8 (15 minutes)
- B. Text-Dependent Questions: *Peter Pan*, Chapter 8 (20 minutes)

### 3. Closing and Assessment

- A. Making Connections between Chapter 8 and Historical Context (5 minutes)

### 4. Homework

- A. Complete Language Dive II 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

### 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* using the same format as Lesson 7. The focus of this Language Dive is identifying real-life connections between words and their use (**L.3.5b**). Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In Work Time B, students closely read Chapter 8 and answer text-dependent questions focused on character traits, point of view, and character actions (**RL.3.1, RL.3.3, RL.3.6**).
- 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 questions about the text.

### 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 questions. Consider grouping together students who may need additional teacher-guided support.

### Assessment guidance:

- Review students' *Peter Pan*: Text-Dependent Questions – Chapter 8 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).

- Collect the Language Dive Practice I homework from Lesson 7. See Language Dive Practice I Homework (answers, for teacher reference) in the supporting Materials.

#### Down the road:

- In the next lesson, students will continue reading *Peter Pan* using the familiar reading routines to analyze character traits, point of view, and actions. Students will also begin to distinguish shades of meaning among related words and consider how characters' actions move the story forward (**RL.3.3, L.3.5c**).

#### In advance:

- Strategically group students in pairs for work throughout the lesson, with at least one strong reader per pair.
- Review the Questions We Can Ask during a Language Dive anchor chart from Lesson 7.
- Preview:
  - Language Dive Guide: *Peter Pan*, Chapter 8 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.
  - *Peter Pan*: Text-Dependent Questions – Chapter 8 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.

### 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 language 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 describe Wendy’s point of view in 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.

*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 Language Dive Note-catcher: *Peter Pan*, Chapter 8 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):** In Work Time A, students provide written responses to Chapter 8 in *Peter Pan*. 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):** Continue to remind students of the goal for the work they are doing with *Peter Pan*. Returning to the learning goals lifts up their value and relevance to students.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

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

### Materials

- ✓ Character Traits anchor chart (begun in Lesson 6; added to during Work Time B)
- ✓ *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 8 (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Lesson 7; added to during Work Time A)
  - Language Dive Chunk Chart: *Peter Pan*, Chapter 8 (for teacher reference)
  - Language Dive Note-catcher: *Peter Pan*, Chapter 8 (one per student and one to display)
  - Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 8 (one to display)
- ☑ *Peter Pan*: Text-Dependent Questions – Chapter 8 (one per student)
- ☑ 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 8 (example, for teacher reference)
- ☑ 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)
- ☑ Language Dive Practice I homework (from Lesson 7; one per student)
- ☑ Language Dive Practice I homework (answers, for teacher reference)

## 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

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### B. Engaging the Reader: *Peter Pan*, Chapter 8 (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

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### A. Language Dive: *Peter Pan*, Chapter 8 (15 minutes)

- Tell students they will now participate in a Language Dive using the same format from Lesson 7.
- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Invite students to Think-Pair-Share:  
**"What is one question you can ask during a Language Dive?" (Responses will vary.)**
- Reread the third paragraph of Chapter 8 on page 67, from "If you are lucky ..." to the end of the page.
- Focus students on the sentence: "Much to Wendy's disappointment, the mermaids turned out to be as unfriendly as Tinker Bell."
- Use the **Language Dive Guide: *Peter Pan*, Chapter 8** and **Language Dive Chunk Chart: *Peter Pan*, Chapter 8** to guide students through a Language Dive about the sentence. Distribute and display the **Language Dive Note-catcher: *Peter Pan*, Chapter 8** and **Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 8**.
- Ask:  
**"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 students who may need additional support with perception and working memory: Consider adding visual representations or annotations next to some questions on the Questions We Can Ask during a Language Dive anchor chart to provide quick reference points. (MMR, MMAE)

## Work Time

### B. Text-Dependent Questions: *Peter Pan*, Chapter 8 (20 minutes)

- Distribute and display the ***Peter Pan*: Text-Dependent Questions – Chapter 8**.
- Invite students to work in pairs 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 15 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 ***Peter Pan*: Text-Dependent Questions – Chapter 8 (example, for teacher reference)** as necessary.
- If productive, cue 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.)***
- Use student responses to update 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 8. 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: (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 Work Time A in Lesson 6).
- 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, MME)
- 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 8 sheet as scaffolding for student expression and communication. (MMAE)

## Closing and Assessment

### A. Making Connections between Chapter 8 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 explains that stories unfairly portrayed people who lived in other places, as well as their customs and cultures. In this chapter, the Indians attack the underground cave, which portrays Native Americans as dangerous and people to be afraid of. The context text also says that many thought that women should not work outside the home, so they are depicted in literature doing jobs like sewing socks while their husbands are out working all day. This chapter describes how the boys kept Wendy busy cooking, cleaning, and sewing, and that she didn’t leave the cave for weeks.)
- 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.)*
- Direct students’ attention to the Working to Become Ethical People anchor chart and focus them on the traits of respect, compassion, and empathy.
  - Emphasize that the depiction of “Indians” in this chapter is a stereotype of Native Americans and is inaccurate. Point out 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. Repeat this with the stereotyping of women and their place in society.
  - Help students recognize that looking at the references in *Peter Pan* through the use of the historical context text, we learn that people in British society in the 1900s had seriously misunderstood gender roles and different people and cultures around the world and had portrayed them unfairly in ways that we would now describe as *racist* and *sexist*.
  - Review the meaning of the word *racist* (showing the belief that one race is superior to another). Invite students to use Vocabulary strategies recorded on the Close Readers Do These Things anchor chart to determine the meaning of the word *sexist* (showing the belief that one sex, usually male, is superior to the other).
- Give students a couple of minutes to reflect silently before sharing any personal experiences with these issues if they choose.
- 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.
- Collect in the **Language Dive Practice I** homework from Lesson 7. See Language Dive Practice I Homework (answers, for teacher reference).



### 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)
- For students who may need additional support with personal coping and self-regulation skills: Model socially appropriate ways to express feelings about the racist and sexist stereotypes expressed in the text. (MME)

### Homework

**A. Complete Language Dive III 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.