Lesson 11: Close Reading: Chapter 10 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.3.5:** 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).
- **L.3.5b:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.3.5c:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

⊿ 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 10 (RL.3.1, RL.3.3, RL.3.6)

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

   B. Engaging the Reader: *Peter Pan*, Chapter 10 (15 minutes)

2. **Work Time**

   A. Language Dive: *Peter Pan*, Chapter 10 (15 minutes)

   B. Text-Dependent Questions: *Peter Pan*, Chapter 10 (20 minutes)

3. **Closing and Assessment**

   A. Making Connections between Chapter 10 and Historical Context (5 minutes)

4. **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.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from *Peter Pan* using the same format as Lessons 7 and 9. The focus of this Language Dive is explaining the function of adverbs in general and their function in particular sentences (**L.3.1a**). Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

- In Work Time B of this lesson, students closely read Chapter 10 of *Peter Pan* to answer text-dependent questions about character traits, point of view, and actions. This move away from a teacher-guided close read provides gradual release and practice in preparation for the end of unit assessment in the next lesson.

- 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* with a partner.

Areas in which students may need additional support:

- Students may need additional support rereading the text 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 10 to determine common issues that could be used as teaching points before the assessment 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 II Practice from Lesson 9. See Language Dive II Practice (answers, for teacher reference) in the supporting Materials.

Down the road:

- In the next lesson, students will complete the end of unit assessment, which tasks them with answering questions and completing the same character analysis chart as in Lessons 10–11.

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 10 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 10 to familiarize yourself with the questions (see supporting Materials).

- Provide feedback on students' Mid-Unit 1 Assessments in preparation for returning them in the next lesson.

- 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, 3.II.B.5

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 function of adverbials in sentences 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 Peter's point of view and independently fill in the note-catcher. 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:

- Consider inviting an enthusiastic, high-achieving ELL to lead part of the Language Dive, for example by identifying each of the subjects and its actions in the sentence.

For heavier support:

- During Work Time B, consider working with a group of students who need heavier support to complete *Peter Pan*: Text-Dependent Questions – Chapter 10 together.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In Opening B, students again engage with *Peter Pan*. Before students follow along as Chapter 10 is read 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 pairs.)
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students again respond to *Peter Pan* by answering text-dependent questions from Chapter 10. Continue to consider offering pre-written sentence frames in advance on the *Peter Pan*: Text-Dependent Questions – Chapter 10 sheet as scaffolding for student expression and communication. (MMAE)
- **Multiple Means of Engagement (MME):** Foster community and support students as they share with a partner. Before students share, discuss strategies for how to give a compliment or ask questions about their partner's ideas to further understanding.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- character traits, point of view, fantasy (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 10 (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 10 (for teacher reference)

 – Language Dive Note-catcher: *Peter Pan*, Chapter 10 (one per student and one to display)

 – Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 10 (one to display)

☑ *Peter Pan*: Text-Dependent Questions – Chapter 10 (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)

☑ *Peter Pan*: Text-Dependent Questions – Chapter 10 (example, for teacher reference)

☑ Character Traits anchor chart (example, for teacher reference)

☑ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time B)

☑ Analyzing *Peter Pan* anchor chart (example, for teacher reference)

☑ "*Peter Pan*: The Author and Historical Context" (from Lesson 2; one per student)

☑ Language Dive II Practice (one per student; completed for homework in Lesson 9; see Unit 1 homework)

☑ Language Dive II Practice (answers, for teacher reference; see supporting Materials)

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 and on the **Character Traits anchor chart**.

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 10 (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. Language Dive: *Peter Pan*, Chapter 10 (15 minutes)

■ Tell students they will now participate in a Language Dive using the same format as Lessons 7 and 9.

■ 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.

■ Reread the second paragraph of Chapter 10 on page 81, from "What luck! It was ..." to "... all alone in the lagoon."

■ Focus on the sentence: "Wendy clung to Peter, refusing to go without him, but he pushed her from the rock and away she flew."

■ Use the **Language Dive Guide: *Peter Pan* , Chapter 10** and **Language Dive Chunk Chart: *Peter Pan* , Chapter 10** to guide students through a Language Dive about the sentence. Distribute and display the **Language Dive Note-catcher: *Peter Pan* , Chapter 10** and **Language Dive Sentence Strip Chunks *Peter Pan* , Chapter 10.**

■ 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 10 (20 minutes)**

▪ Distribute and display the *Peter Pan*: **Text-Dependent Questions – Chapter 10.**

▪ 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**

▪ 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 10 (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 10. 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) 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)

Closing and Assessment

A. Making Connections between Chapter 10 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 see evidence of the fantasy element as mermaids try to pull Wendy into the water and a bird speaks to

and saves Peter. At the end of the chapter, students may also notice that once again Wendy is playing the maternal figure to the lost boys by sending them to bed.)

▪ 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.)

▪ 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 how well they showed respect and collaborated in this lesson.

▪ Collect the **Language Dive II Practice homework** from Lesson 9. See **Language Dive II Practice Homework (answers, for teacher reference)** in the supporting Materials.

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. Complete the 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.