

## Lesson 2: Comparing Stories: *Peter Pan* and Chapter 2 of *Peter Pan in Kensington Gardens*



### 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.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **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.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **L.3.1f:** Ensure subject-verb and pronoun-antecedent agreement.



### Daily Learning Targets

- I can recount Chapter 2 of *Peter Pan in Kensington Gardens*. (RL.3.2)
- I can identify similarities and differences between *Peter Pan* and Chapter 2 of *Peter Pan in Kensington Gardens*. (RL.3.1, RL.3.9)

### Ongoing Assessment

- Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (RL.3.1, RL.3.9)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: *Peter Pan*, Chapter 13 (20 minutes)

#### 2. Work Time

- A. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, Chapter 2 (25 minutes)

#### 3. Closing and Assessment

- A. Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (10 minutes)

#### 4. Homework

- A. Complete Language Dive I: *Peter Pan in Kensington Gardens* Practice in your Unit 2 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:

- This lesson continues many of the same reading routines from the previous lesson and Unit 1 for reading a new chapter of *Peter Pan* and *Peter Pan in Kensington Gardens* and comparing the two texts (**RL.3.1, RL.3.9**).
- 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 in Kensington Gardens*. The focus of this Language Dive is ensuring subject-verb agreement (**L.3.1f**).
- 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 compare the two stories.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 13 of *Peter Pan* in Opening B and Chapter 2 of *Peter Pan in Kensington Gardens* in Work Time A.
- The research reading that students complete for homework will help build both their Vocabulary and knowledge pertaining to literary classics. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

### How it builds on previous work:

- This lesson continues the reading and text analysis routines from the previous lesson, with a new chapter in both *Peter Pan* and *Peter Pan in Kensington Gardens*.
- Continue to use Goals 1–4 Conversation Cues to promote productive and equitable conversation.

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

- Students may need additional support comparing the two stories. Consider grouping together students who may need additional teacher-guided support.

### Assessment guidance:

- Review students' Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* to determine common issues that could be used as teaching points in the next lesson.

### Down the road:

- In the next lesson, students will continue the established routines to read Chapter 14 of *Peter Pan* and Chapter 3 of *Peter Pan in Kensington Gardens* and compare the two stories.

### In advance:

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

- Review Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7).
- Review Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference) to familiarize yourself with the similarities and differences students can be expected to identify.
- 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: Each triad will 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, 3.II.A.2, 3.II.B.3

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the opportunity to hear and act out another chapter of *Peter Pan* and *Peter Pan in Kensington Gardens* and by continuing with the reading, text analysis, and comparison routines established in previous lessons. Students also have the opportunity to participate in a whole-class Language Dive focused on subject-verb agreement.
- ELLs might find it challenging to listen to and comprehend the large volume of text read aloud in the lesson. Consider previewing Chapter 2 of *Peter Pan in Kensington Gardens* before the lesson, giving students time to ask questions and clarify unfamiliar Vocabulary. Encourage students to notice and discuss any similarities or differences between this text and what they have read so far in *Peter Pan* in home language groups.

#### Levels of support

*For lighter support*

- During Work Time B, encourage students to think of alternative sentence frames to use when comparing the two stories. Chart the suggested sentence frames from Lesson 1 and the alternative frames. Encourage students who need heavier support to use the frames during lessons and in the mid-unit assessment.

For heavier support:

- During Work Time B, distribute a partially filled-in copy of the Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* note-catcher. Refer to the Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* note-catcher (example, for teacher reference). Alternatively, consider working closely with a group to fill out the note-catcher as a shared or interactive writing experience.

### 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):** During Work Time A, students analyze Chapter 2 of *Peter Pan in Kensington Gardens*. Some students may need support organizing their ideas as they recall what happened in Chapter 2 and how it builds on Chapter 1. Consider offering sentence frames on index cards as scaffolding for student expression and communication.
- **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

- tour, familiar, strain, tremendously, prams, passage, peer (T)

### Materials

- ✓ *Peter Pan* (from Unit 1, Lesson 1; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Analyzing *Peter Pan* anchor chart (begun in Unit 1, Lesson 1; added to during Opening B; see supporting Materials)
- ✓ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 2 (one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Timer (optional; one per triad)
- ✓ Language Dive Guide I: *Peter Pan in Kensington Gardens*, Chapter 2 (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7)
  - Language Dive Chunk Chart I: *Peter Pan in Kensington Gardens*, Chapter 2 (for teacher reference)

- Language Dive Sentence Strip Chunks I: *Peter Pan in Kensington Gardens*, Chapter 2 (one to display)
- Language Dive Note-catcher I: *Peter Pan in Kensington Gardens*, Chapter 2 (one per student and one to display)
- Blue and red markers (one set per student)
- ✓ Analyzing *Peter Pan in Kensington Gardens* anchor chart (begun in Lesson 1; added to during Work Time A; see supporting Materials)
- ✓ Analyzing *Peter Pan in Kensington Gardens* anchor chart (example, for teacher reference)
- ✓ Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, 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 recount Chapter 2 of *Peter Pan in Kensington Gardens*."***

***"I can identify similarities and differences between *Peter Pan* and Chapter 2 of *Peter Pan in Kensington Gardens*."***

- Remind students that they saw these learning targets in the previous lesson, so this lesson will be very similar, but this time they will read a new chapter of *Peter Pan* and a new chapter of *Peter Pan in Kensington Gardens*.

#### 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 one way that they worked toward similar learning targets in the previous lesson. (MMR, MME)

### Opening

#### B. Engaging the Reader: *Peter Pan*, Chapter 13 (20 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 Unit 1 to guide them through reading and reflecting on 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.

- Invite students to help you complete the **Analyzing *Peter Pan* anchor chart**. Refer to the **Analyzing *Peter Pan* anchor chart (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Recount) Before reading, invite students to recount Chapter 12 of *Peter Pan* in 1 minute or less (with feedback) with a partner and then again in 30 seconds or less. (MMR)
- For students who may need additional support with information processing 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. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, Chapter 2 (25 minutes)

- Distribute ***Peter Pan in Kensington Gardens : Chapter 2***.
- Invite students to follow along, reading silently in their heads as you read Chapter 2 aloud. Consider inviting students to act out the roles as you read.
- Think-Triad-Share:  

***“Based on what you know from reading the chapter, what do you think will happen next and why?”***
- Tell students they will now participate in a Language Dive using the same format introduced in Unit 1.
  - 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 third paragraph of Chapter 2 of *Peter Pan in Kensington Gardens*.
  - Focus students on the sentence:
- “He sneeringly pointed out Peter’s nightgown, toes, and lack of feathers to show Peter he wasn’t really a bird at all.”
  - Use the **Language Dive Guide I: *Peter Pan in Kensington Gardens* , Chapter 2** and the **Language Dive Chunk Chart I: *Peter Pan in Kensington Gardens* , Chapter 2** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Sentence Strip Chunks I: *Peter Pan in Kensington Gardens* , Chapter 2** and **Language Dive Note-catcher I: *Peter Pan in Kensington Gardens* , Chapter 2**.
  - If productive, cue students to think about their thinking and to add on:  

***“What strategies helped you succeed in the Language Dive? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***

***“Who can add on to what your classmate said? I’ll give you time to think and write.” (Responses will vary.)***



- Refocus whole group and use the same process from Unit 1 for students to orally recount the story in triads using a **timer**.
- Use student responses to complete the “What happens?” column of the **Analyzing *Peter Pan in Kensington Gardens* anchor chart**. Refer to the **Analyzing *Peter Pan in Kensington Gardens* anchor chart (example, for teacher reference)** as necessary.
- Focus students on the “How does the chapter build on the previous chapters?” column of the *Analyzing Peter Pan in Kensington Gardens* chart and invite students to Think-Triad-Share.
- As students share out, capture their responses on the *Analyzing Peter Pan in Kensington Gardens* anchor chart. Refer to the *Analyzing Peter Pan in Kensington Gardens* 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 first learning target.

### Meeting Students' Needs

- For students who may be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of Chapter 2 with one paragraph per page. (MMR, MME)
- For ELLs and students who may need additional support with comprehension: (Visual Representation of Kensington Gardens) When reading, point out and add any relevant information to the sketch of Kensington Gardens begun in Lesson 1. (Example: Point out where Peter landed when he flew out of the window as well as his route to Bird’s Island and add Solomon Caw and the ducks.) (MMR)
- For ELLs: (Errors) During the recounting, jot down and share with the class samples of effective communication and one or two common language errors (pervasive, stigmatizing, critical).

## Closing and Assessment

### A. Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (10 minutes)

- Distribute and display **Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan***.
- Guide students through the same routine from the Closing of Lesson 1 to complete this chart. Note that in today’s lesson, students need to add only one similarity and difference due to the limited time:
  - Refer students to the **Working to Become Effective Learners anchor chart** and remind them of the importance of collaboration.
  - Invite triads to add at least one similarity and one difference to the chart.
  - Circulate to support students and focus them on plot and setting when they consider differences. Refer to the **Comparing Chapter 2 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference)** as necessary.

- Refocus students and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target.
- Repeat, inviting students to self-assess how well they showed respect and collaborated in this lesson.

### Meeting Students' Needs

- For students who may need additional support with expressive skills and managing information: Before students begin working in triads, consider providing index cards with pre-written similarities and differences from which students can select. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Key Sections) Consider highlighting one or two key sections of *Peter Pan in Kensington Gardens* and asking students to describe how these sections are similar to or different from *Peter Pan*. (MMR)
- For ELLs: (Model Comparing Stories) Consider modeling and thinking aloud the process for comparing *Peter Pan* to Chapter 2 of *Peter Pan in Kensington Gardens* and add your thinking to the note-catcher.
- For ELLs and students who may need additional support with verbal expression: (Sentence Frames) Provide sentence frames for students to choose from when discussing similarities and differences in triads. (MMAE)

## Homework

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**A. Complete Language Dive I: *Peter Pan in Kensington Gardens* Practice in your Unit 2 homework.**

**B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (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.