

## Lesson 3: Comparing Stories: *Peter Pan* and Chapter 3 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.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **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.3.4:** 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.



### Daily Learning Targets

- I can determine the meaning of unfamiliar Vocabulary in *Peter Pan in Kensington Gardens*. (RL.3.4, L.3.4)
- I can identify similarities and differences between *Peter Pan* and Chapter 3 of *Peter Pan in Kensington Gardens*. (RL.3.1, RL.3.9)

### Ongoing Assessment

- *Peter Pan in Kensington Gardens*: Chapter 3 Glossary (RL.3.4, L.3.4)
- Comparing Chapter 3 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 14 (20 minutes)

#### 2. Work Time

- A. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, Chapter 3 (20 minutes)

#### 3. Closing and Assessment

- A. Comparing Chapter 3 of *Peter Pan in Kensington Gardens* with *Peter Pan* (15 minutes)

#### 4. Homework

- A. 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 follows the same structure as Lesson 1. Refer to the routines outlined in that lesson before teaching this 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 triads to determine the meaning of unfamiliar Vocabulary and compare the two stories.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 14 of *Peter Pan* in Opening B and Chapter 3 of *Peter Pan in Kensington Gardens* in Work Time A.
- Recall that the research reading students complete for homework helps build both their Vocabulary and knowledge pertaining to literary classics. This kind of reading continues over the course of the module.

### How it builds on previous work:

- This lesson continues the reading and text analysis routines from the previous lessons of this unit. In this lesson, students repeat these routines with a new chapter of *Peter Pan* and a new chapter of *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 and identifying which Vocabulary strategies to use to determine the meaning of unfamiliar Vocabulary. Consider grouping together students who may need additional teacher-guided support.

### Assessment guidance:

- Review students' Comparing Chapter 3 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 follow the established routines to read Chapter 15 of *Peter Pan* and Chapter 4 of *Peter Pan in Kensington Gardens* and will continue to compare the two stories.

### In advance:

- Strategically group students into triads for work throughout the lesson, with at least one strong reader per triad.
- Review Comparing Chapter 3 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).

- 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 may need 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

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by building on their understanding of *Peter Pan* and *Peter Pan in Kensington Gardens* through the use of established routines for reading, text analysis, and comparison.
- ELLs might find it challenging to listen to and comprehend the large volume of text read aloud in the lesson. Similar to Lessons 1–2, consider previewing Chapter 3 of *Peter Pan in Kensington Gardens* with students, answering questions and clarifying Vocabulary.

#### Levels of support

*For lighter support*

- During Work Time A, encourage students to explore shades of meaning. Invite them to also expand their knowledge by comparing the words to synonyms.
- During the Mini Language Dive in Work Time B, challenge students to generate questions about the sentence before asking the prepared questions.

*For heavier support:*

- During Work Time B, consider working with a group of students to fill in Comparing Chapter 3 of *Peter Pan in Kensington Gardens* with *Peter Pan* as a shared or interactive writing experience.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students interact with Chapter 3 of *Peter Pan in Kensington Gardens* before comparing it with *Peter Pan*. Comparing similarities and differences of these texts supports students' comprehension. Some may need additional support with organization of this information for maximum understanding. Consider copying the text so that there is only one paragraph or section on each page, with an organized space for recording the gist and meanings of the unfamiliar words on that page.

- **Multiple Means of Action and Expression:** In this lesson, students share ideas within triads and the whole group. As students share out, provide options for expression and communication by using sentence frames.
- **Multiple Means of Engagement:** As students engage with the text, some may need additional support in linking the information presented back to the learning targets. Invite students to make this connection by explicitly highlighting the utility and relevance of the text to the learning target. (Example: Provide an index card with the unpacked learning targets for students to reference during the lesson.) Include opportunities to refocus students' attention to the learning target and invite students to respond to how the texts are supporting their instructional goal.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- impressed, mood, grumbled, immediately, politely, though (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 3 (one per student)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 3 Glossary (one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 3 Glossary (example, for teacher reference)
- ✓ 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 3 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 3 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference)

## 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 unfamiliar Vocabulary in Peter Pan in Kensington Gardens."*

*"I can identify similarities and differences between Peter Pan and Chapter 3 of Peter Pan in Kensington Gardens."*

- Remind students that they saw these learning targets in Lesson 1, 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 previous lessons. (MMR, MME)

## Opening

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### B. Engaging the Reader: *Peter Pan*, Chapter 14 (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 13 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 3 (20 minutes)

- Distribute *Peter Pan in Kensington Gardens : Chapter 3* and *Peter Pan in Kensington Gardens : Chapter 3 Glossary*.
- Guide students through the same routine as Work Time A in Lesson 1 to read and recount the new chapter:
  - Read aloud the chapter while students read along silently in their heads and act out the roles.
  - Think-Triad-Share:
 

**“Based on what you know from reading the chapter, what do you think will happen next and why?”**
  - Invite triads to complete the *Peter Pan in Kensington Gardens: Chapter 3 Glossary*. Remind them to refer to the **Close Readers Do These Things anchor chart** for Vocabulary strategies they can use.
  - After 10 minutes, use total participation techniques to select students to share out. Refer to the *Peter Pan in Kensington Gardens : Chapter 3 Glossary (example, for teacher reference)* as necessary.
  - Invite students to help you complete 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 need additional support in expressive skills and managing information: Before students begin working in triads, consider scaffolds to support expression and comprehension. (Example: Provide a visual display of questions for discussion.)
- Offer index cards with pre-written definitions for matching to words listed on the glossary sheet. (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: (Visual Representation of Kensington Gardens) As you read, point out and add any relevant information to the sketch of Kensington Gardens begun in Lesson 1. (Example: Point to Bird's Island, to the part of the Serpentine that Peter travels on, and to where Peter might have arrived in Kensington Gardens when the storm carried him to land there.) (MMR)

- For ELLs: Mini Language Dive "Then,/he was caught/in a storm,/which carried him to land/in a small bay."
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *which*: "What does *which* refer to?" *which* refers to the storm. (relative pronoun)
    - *carried*: "What did the storm do?" The storm is what *carried* Peter to land. (past tense verb)
    - *him*: "Who did the storm carry?" *him* refers to Peter. (subject pronoun)
    - *to land*: "Where did the storm carry Peter?" *to land* describes where the storm carried Peter. In this sentence, *land* is Kensington Gardens. (prepositional phrase to talk about location)
  - Practice: I sat in \_\_\_\_\_, which carried me to \_\_\_\_\_.
  - Reconstruct: Read the sentence. Ask:
    - "Now what do you think this sentence means?"**
    - "How does your understanding of this sentence add to your understanding of the chapter?"**
  - Practice:
    - "Can you say this sentence in your own words? How?"**
- 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 3 of *Peter Pan in Kensington Gardens* with *Peter Pan* (15 minutes)

- Distribute and display **Comparing Chapter 3 of *Peter Pan in Kensington Gardens* with *Peter Pan*.**
- Guide students through the same routine as the Closing in Lesson 1 to complete this chart:
  - Refer students to the **Working to Become Effective Learners anchor chart** and remind them of the importance of collaboration.
  - Invite triads to add similarities and differences to the chart.
  - Circulate to support students and focus them on plot and setting when they consider differences. Refer to **Comparing Chapter 3 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 sustained motivation and effort: Provide mastery-oriented feedback that is frequent, timely, and specific. (MME)
- 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 how these sections are similar to or different from *Peter Pan*. (MMR)
- For ELLs and students who may need additional support with planning and strategy development: (Modeling Comparing Stories) Consider modeling and thinking aloud the process for comparing *Peter Pan* to Chapter 3 of *Peter Pan in Kensington Gardens* and adding your thinking to the chart. (MMAE)

## Homework

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**A. 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) 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. (MMR)