

Lesson 4: Comparing Stories: *Peter Pan* and Chapter 4 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 4 of *Peter Pan in Kensington Gardens*. (RL.3.2)
- I can identify similarities and differences between *Peter Pan* and Chapter 4 of *Peter Pan in Kensington Gardens*. (RL.3.1, RL.3.9)

Ongoing Assessment

- Comparing Chapter 4 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 15 (20 minutes)

2. Work Time

- A. Reading and Recounting the Story: *Peter Pan in Kensington Gardens*, Chapter 4 (25 minutes)

3. Closing and Assessment

- A. Comparing Chapter 4 of *Peter Pan in Kensington Gardens* with *Peter Pan* (10 minutes)

4. Homework

- A. Complete Language Dive II: *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

Purpose of lesson and alignment to standards:

- This lesson follows the same structure as Lesson 2. Refer to the routines outlined in that lesson before teaching this lesson.
- 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 object pronoun-antecedent 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 pairs to compare the two stories.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 15 of *Peter Pan* in Opening B and Chapter 4 of *Peter Pan in Kensington Gardens* in Work Time A.

How it builds on previous work:

- This lesson continues the reading and text analysis routines from Lesson 2, but with new chapters.
- 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 so far. Consider grouping together students who may need additional teacher-guided support.

Assessment guidance:

- Review students' Comparing Chapter 4 of *Peter Pan in Kensington Gardens* with *Peter Pan* to determine common issues that could be used as teaching points in the next lesson.
- Collect Language Dive I: *Peter Pan in Kensington Gardens* Practice from Lesson 2. Refer to Language Dive I: *Peter Pan in Kensington Gardens* Practice (answers, for teacher reference) as necessary (see supporting Materials).

Down the road:

- In the next lesson, students continue following the reading routines from Lessons 1–2 to compare the two stories.

In advance:

- Strategically group students into pairs for work throughout the lesson, with at least one strong reader per pair.
- 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 (from Unit 1, Lesson 7) as necessary.
- Comparing Chapter 4 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 pair may 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

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. Students also participate in a whole-class Language Dive focused on pronoun-antecedent agreement.
- 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 4 of *Peter Pan in Kensington Gardens* with students, answering questions and clarifying Vocabulary.

Levels of support

For lighter support:

- Challenge students to identify some examples of accurate pronoun-antecedent agreement in *Peter Pan in Kensington Gardens* and describe how they know they are accurate examples to students who need heavier support.

For heavier support:

- During Work Time B, encourage students to use sentence frames provided in previous lessons when comparing Chapter 4 of *Peter Pan in Kensington Gardens* with *Peter Pan*. Alternatively, consider working closely with a group to fill out the chart 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 4 of *Peter Pan in Kensington Gardens*. Some students may need support organizing their ideas as they recall what happened in Chapter 4 and how it builds on previous chapters. 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 4 (one per student)
- ☑ Language Dive Guide: *Peter Pan in Kensington Gardens*, Chapter 4 (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7)
 - Language Dive Chunk Chart: *Peter Pan in Kensington Gardens*, Chapter 4 (for teacher reference)
 - Language Dive Sentence Strip Chunks: *Peter Pan in Kensington Gardens*, Chapter 4 (one to display)
 - Language Dive Note-catcher: *Peter Pan in Kensington Gardens*, Chapter 4 (one per student and one to display)
 - Purple marker (one 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 4 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 4 of *Peter Pan in Kensington Gardens* with *Peter Pan* (example, for teacher reference)
- ✓ Language Dive I: *Peter Pan in Kensington Gardens* Practice (one per student; completed for homework in Lesson 2; see Unit 2 homework)
- ✓ Language Dive I: *Peter Pan in Kensington Gardens* 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 recount Chapter 4 of Peter Pan in Kensington Gardens."

"I can identify similarities and differences between Peter Pan and Chapter 4 of Peter Pan in Kensington Gardens."

- Remind students that they saw these learning targets in the previous lessons, 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

B. Engaging the Reader: *Peter Pan*, Chapter 15 (20 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 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 turn to an elbow partner and recount Chapter 14 of *Peter Pan* in 1 minute or less (with feedback) 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 4 (25 minutes)

- Distribute *Peter Pan in Kensington Gardens : Chapter 4*.
- Invite students to follow along, reading silently in their heads as you read Chapter 4 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 fifth paragraph of Chapter 4 of *Peter Pan in Kensington Gardens*.
 - Focus students on the sentence:
 - “He flew straight to the window, but the window was closed and there were iron bars on it.”
 - Use the **Language Dive Guide: Peter Pan in Kensington Gardens , Chapter 4** and **Language Dive Chunk Chart: Peter Pan in Kensington Gardens , Chapter 4** to guide students through a **Language Dive of the sentence. Distribute and display Language Dive Sentence Strip Chunks: Peter Pan in Kensington Gardens , Chapter 4** and **Language Dive Note-catcher: Peter Pan in Kensington Gardens , Chapter 4**.
 - 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 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 be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of Chapter 4 with one paragraph per page. (MMR, MME)
- 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: Add the fairy Queen, and when Peter flies to his mother's house, emphasize that the house is outside of Kensington Gardens.) (MMR)

Closing and Assessment

A. Comparing Chapter 4 of *Peter Pan in Kensington Gardens* with *Peter Pan* (10 minutes)

- Distribute and display **Comparing Chapter 4 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 **Comparing Chapter 4 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.
- Collect **Language Dive I: *Peter Pan in Kensington Gardens* Practice** from Lesson 2. Refer to **Language Dive I: *Peter Pan in Kensington Gardens* Practice (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support with expressive skills and managing information: Before students begin working in pairs, 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 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 4 of *Peter Pan in Kensington Gardens* and adding your thinking to the chart. (MMAE)

Homework

A. Complete Language Dive II: *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.