

Lesson 2: Writing Narrative Texts: Planning a Revised Scene



CCS Standards

- **W3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Daily Learning Targets

- I can plan a revised scene of *Peter Pan*. (W.3.3, W.3.4, W.3.5)
- I can critique my partner's narrative plan and provide kind, helpful, and specific feedback. (W.3.5)

Ongoing Assessment

- Narrative Planning graphic organizer (W.3.3, W.3.4, W.3.5)
- Stars and steps on sticky notes (W.3.5)

Agenda

1. Opening

- A. Engaging the Reader: Recounting the Revised Model Narrative (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Independent Writing: Mapping Out an Original Scene (15 minutes)
- B. Independent Writing: Planning a Revised Scene (20 minutes)
- C. Peer Critique: Narrative Plan (10 minutes)

3. Closing and Assessment

- A. Revising Narrative Plan (5 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students plan their revised scene of *Peter Pan*. They begin by mapping out the original scene to determine which parts must stay the same for the revised scene to work

with the rest of the story. They then determine which parts they can/are going to change, and how they are going to change them (**W.3.3, W.3.4, W.3.5**).

- In this lesson, students focus on working to become ethical people, to contribute to a better world, and to become effective learners. They use their own strengths to help others grow as they work in pairs to complete their Narrative Planning graphic organizers; show respect as they provide kind, specific, and helpful narrative planning feedback; and show initiative and responsibility as they revise their own work after the peer critique.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads Chapter 2 of *Peter Pan in Kensington Gardens*: “Peter Pan” in Work Time A and the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* in Work Time B.
- The research reading students complete for homework helps to 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:

- In the previous lesson, students read a model revised scene and analyzed it to generate criteria. They also selected the scene that they would like to revise from *Peter Pan* and provided their reason for selecting that scene. In this lesson, they plan how they will revise the scene.

Areas in which students may need additional support:

- Students may need support rereading their excerpt of *Peter Pan*. As students are working in strategic pairs, remind them to support each other in reading excerpts.
- Students may need additional support to determine how to revise the scene. It is important that they focus on changing only one thing about the scene—for example, a character description, a character reaction, or perhaps even the setting—in a way that doesn’t change the outcome of the scene for the rest of the story. Consider pairing students who are struggling with a student who has a clear vision for the revisions to discuss the reasons for his or her choices.

Assessment guidance:

- Ensure that all students have completed their narrative plan by the end of the lesson. Review narrative plans to ensure that students have chosen to revise the scene in a way that won’t change the outcome of the story.
- Consider using the Writing Informal Assessment: Writing Process Checklist during students’ writing in Work Times A and B (see Module 1 Appendix).

Down the road:

- In the next lesson, students will begin drafting their narratives.

In advance:

- Strategically pair students to have at least one strong reader in each pair. Students will remain in these pairs until the mid-unit assessment in Lesson 7. When possible, pair students who are working to revise the same scene from *Peter Pan*.

- Preview the Narrative Planning Graphic Organizer: Part II (example, for teacher reference) to familiarize yourself with how the original excerpt from Chapter 2 of *Peter Pan in Kensington Gardens* has been analyzed in preparation to do it with the class.
- 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.A.4, 3.I.C.10, 3.I.C.11, 3.I.C.12

Important points in the lesson itself

- The basic design of this lesson supports ELLs by highly scaffolding the process of analyzing a revised scene, as well as providing a highly scaffolded graphic organizer for students to complete as they map out their own revised scenes. The ample opportunity to work both as a class and with a partner is particularly supportive of ELLs, as is the kinesthetic movement in Work Time B.
- ELLs may find it challenging to determine which part of their scene to revise, and how to do so, in the amount of time allotted. Consider allowing them to orally process with a partner before the silent reflection in Work Time B, generating ideas with a partner first, before reflecting on them.

Levels of support

For lighter support:

- In Work Time B, provide students with a word bank of descriptive words and phrases that they can use to revise their scene (e.g., sweet, scary, happily, thoughtfully). Consider sorting the words in the word bank so that a word is next to its opposite (e.g., kind/cruel, happily/angrily), providing ideas for how students might revise a character’s reaction or description within a scene.

For heavier support:

- During Work Time A, review the meanings and uses of question words (e.g., who=person, where=place, when=time, season, day) and write/sketch their meaning in a prominent place for students to refer to.

- Create a Descriptive Language Construction Board to support the development of adjective and adverb meaning and structure during Work Time B and throughout the module. On a trifold display board, use a removable fastener to attach adjective cards with images to one side of the board. (e.g., cruel, kind). On the other side, attach adverbs with images (e.g., thoughtfully). Attach sentence frames in the middle. (Example: “The character was very ____ [adjective]. She did everything very ____ [adverb].” Model choosing an adjective and adverb and placing each word card in the correct place in the frames.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During this lesson, students reflect on the Working to Become Effective Learners anchor chart, specifically on the characteristics of respect, initiative, and responsibility. Consider printing and displaying photographs of students demonstrating each habit of character to connect these terms to concrete shared experiences.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with classmates. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** In this lesson, students review one another’s narrative plan, provide feedback through a peer critique, and then revise based on this feedback. Emphasize the benefits of peer review and feedback for all students by emphasizing effort and growth over relative performance. Make this activity relevant by reminding students that real authors have editors who provide feedback for their writing through each step in the writing process. Writers welcome this feedback because it improves their writing.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- recount, critique (L)

Materials

- ✓ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; one per student and one to display)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Narrative Planning graphic organizer (from Lesson 1; one per student)
- ✓ *Peter Pan* (from Unit 1, Lesson 1; one per student)
- ✓ Narrative Planning Graphic Organizer: Part I (begun in Lesson 1; added to during Work Time A; one to display)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 2 (from Unit 2, Lesson 2; one per student)
- ✓ Narrative Planning Graphic Organizer: Part II (example, for teacher reference)

- ✓ Working to Contribute to a Better World anchor chart (begun in Module 2)
- ✓ Colored pencil (purple; one per student)
- ✓ Sticky notes (two different colors; one of each per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Peer Critique Protocol anchor chart (from Module 1)
- ✓ Directions for Peer Critique (one to display)

Opening

A. Engaging the Reader: Recounting the Revised Model Narrative (5 minutes)

- Move students into pre-determined pairs and ask them to label themselves A and B.
- Invite students to retrieve their **Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*** and whisper-read it with their partner.
- Following the same routine from Unit 2, invite students to recount the model narrative in 20 seconds or less. Review what it means to *recount* as needed (to give a brief account of what happened, including only the key events).
- Select two volunteers to share their recountings with the group.

Meeting Students' Needs

- For students who may need additional support with fluency: Pair these students with a highly fluent reader and have them chorally read together. (MMR, MMAE)
- For ELLs: (Recounting Gist Using Notes) Invite students to use their notes for gist and the notes on the enlarged model narrative from Lesson 1 as they recount. Encourage them to act out or create gestures during the recounting, reinforcing the connections made between language and meaning.

Opening

B. Reviewing Learning Targets (5 minutes)

- Draw students' attention to the **Performance Task anchor chart** and read the prompt aloud. Remind them that they are working toward presenting a revised scene from *Peter Pan* with an explanation about how and why they revised it.
- Direct students' attention to the learning targets and read them aloud:
 - "I can plan a revised scene of Peter Pan."***
 - "I can critique my partner's narrative plan and provide kind, helpful, and specific feedback."***
- Remind students that they have participated in many peer critiques in the first two modules and review the definition of *critique* (analyze and assess work against criteria).

- Turn and Talk:
“What is the purpose of a peer critique?” (to get someone else’s eyes on your work to recognize any gaps and offer new ideas to help make the work better)
- Ensure students understand that people often peer-critique others’ work in the workplace, such as when sending important reports out to staff or clients.

Meeting Students’ Needs

- For students who may need additional support with comprehension and engagement: Ask students to share one way that they worked toward similar learning targets in previous lessons. (MMR, MME)
- For ELLs: (Stopping between Learning Targets) Consider stopping after reading each learning target to ask students what they think they will be doing in this lesson. Invite students to rephrase the learning target in their own words to ensure comprehension.
- For ELLs: (Simple Definition) Include a simpler definition of *critique* (e.g., to evaluate; to say the things that are good, as well as the things that can be improved) to ensure comprehension of the learning target.

Work Time

A. Independent Writing: Mapping Out an Original Scene (15 minutes)

- Invite students to retrieve their **Narrative Planning graphic organizer** and their copy of *Peter Pan*.
- Tell students that before they can begin to revise the scene, they need to carefully analyze the original scene to ensure that when they revise, they don’t change something that is important for the rest of the story.
- Model how to do this:
 - Display the **Narrative Planning Graphic Organizer: Part I**.
 - Invite students to retrieve *Peter Pan in Kensington Gardens : Chapter 2*.
 - Read aloud the excerpt the author chose to revise.
 - Turn and Talk:
“What is happening? Where? When?”
 - As students share out, capture their responses on the Narrative Planning graphic organizer. Refer to the **Narrative Planning Graphic Organizer: Part II (example, for teacher reference)** as necessary. Note: At this stage, do not add the highlighted sections of this organizer.
 - Repeat for the remaining sections on the graphic organizer.
- Invite students to reread the excerpt from *Peter Pan* they have chosen to revise. Remind them that this is recorded at the top of their Narrative Planning graphic organizers.

- Invite students to work through each section of the planner with their partner. Point out that even though they are each reading different excerpts, it is still valuable for them to orally process their ideas with their partner and for their partner to help them check their thinking when they aren't sure.
- Focus students on the **Working to Contribute to a Better World anchor chart** and remind them specifically of the “I use my strengths to help others grow” criteria. Remind students to support one another in rereading and analyzing excerpts of *Peter Pan*.
- Circulate to support students as they work, asking the questions on the graphic organizer to guide students.

Meeting Students' Needs

- For ELLs and students who may need additional support recording their ideas in writing: (Partially Filled-in Graphic Organizer) Provide a partially filled-in Narrative Planning graphic organizer to help students know what to record in each section. (MMAE, MME)
- For ELLs: (Modeling and Thinking Aloud) Model and think aloud identifying and marking relevant information in the text and adding it to a section of the Narrative Planning graphic organizer. Invite students to also mark the information in their text before adding it to the remaining sections of the class graphic organizer and to continue to follow this process as they map out their own chosen scenes.

Work Time

B. Independent Writing: Planning a Revised Scene (20 minutes)

- Invite students to retrieve Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* and follow along as you read it aloud.
- Invite students to refer to each of the sections on the completed Narrative Planning Graphic Organizer: Part I and Think-Pair-Share:
 - “Which sections are the same?” (beginning and middle)
 - “What sections are different?” (end)
- Read through each question on the organizer and invite students to stand up if they think it is different, or stay seated if they think it is the same. Where something is different, underline it. Refer to the underlined parts of the Narrative Planning Graphic Organizer: Part II (example, for teacher reference) as necessary. When some students are unsure, ask those who are sure to explain why.
- Think-Pair-Share:
 - “Have the revisions changed the outcome of this part of the story? Does the revised version fit into the rest of the story?” (They haven't changed the final outcome, and the revised version fits into the rest of the story. Peter still understands he is a human, not a bird, just in a nicer way.)

- Emphasize that only one part of the story has been revised, rather than the whole thing, and that although the revised story reads very differently, it fits seamlessly into the original because only one section was revised.
- Invite students to help you revise the underlined areas on the displayed graphic organizer to reflect the revised scene. Refer to the highlighted areas on Narrative Planning Graphic Organizer: Part II (example, for teacher reference) as necessary.
- Tell students that they are now going to identify which part of their chosen scene from *Peter Pan* they want to revise and to underline it on their Narrative Planning graphic organizer. Remind students that the more they revise, the more likely they are to change the outcome of the scene, which will affect the rest of the story, so they need to be very thoughtful and careful about the places they revise.
- Give students 3 minutes to silently think and underline before inviting them to share their ideas with their partner. Invite partner B to go first, and then partner A.
- Use a total participation technique to select students to share with the whole group.
- Give students 2 minutes to silently think about how they are going to revise the section(s) they have underlined, and then invite them to share their ideas with their partner. Invite partner A to go first, then partner B.
- Use a total participation technique to select students to share with the whole group.
- Give students 5 minutes to write their ideas for revision on their graphic organizers in **colored pencil** underneath the areas they have underlined.
- Refocus the whole group and use a checking for understanding protocol (for example 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 with self-regulation: Anticipate and manage frustration by modeling what to do if there is disagreement during partner discussions. (MME)
- For ELLs: (Display Enlarged Scenes) Encourage students to refer to the enlarged and annotated original and revised scenes created in Lesson 1 (see "For heavier support") to share the similarities and differences between them.
- For ELLs: (Choosing from the Revising a Scene T-chart) Revisit the Revising a Scene T-chart created in Lesson 1, pointing out the parts of a narrative that cannot be revised (the plot, the outcome) and the part that was revised (character's reaction). List additional parts of a narrative that can be revised on the "Can Be Revised" side of the T-chart, such as description of a character and setting. Model thinking aloud an example of how each could be revised. Invite students to choose one of the parts on the "Can Be Revised" side to use for their revision and to avoid revising anything on the "Cannot Be Revised" side (the plot, the outcome).
- For ELLs: (Sentence Frames) Provide sentence frames to support students in sharing what and how they will revise. (Example: "I will revise _____. I will revise this by changing _____ [the character's reaction/the description of a character/the setting].")

- For ELLs: (Descriptive Language Construction Board) Introduce students to the Descriptive Language Construction Board (See "For heavier support") and model using it. Remind students that adjectives describe nouns, and adverbs describe verbs. Invite students to identify and record descriptive language from the model narrative (*thoughtfully, fine, gently*) on the corresponding section of the construction board. Explain that the author uses this descriptive language to portray Solomon as *kind* and model thinking aloud how that is different from the *harsh* way Solomon treated Peter in the original scene. Invite students to identify descriptive language in their own original scenes to determine how the author portrayed their character and to vary this description in the revision of their scene.

Work Time

C. Peer Critique: Narrative Plan (10 minutes)

- Invite students to pair up with a new partner and distribute **sticky notes**.
- Tell students they are now going to use the Peer Critique protocol to provide their partner with kind, helpful, and specific feedback about his or her narrative plan.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criteria. Remind students that when providing peer feedback, they need to be respectful.
- Use the **Peer Critique anchor chart** and **Directions for Peer Critique** to guide students through a peer critique.
- Refocus the whole group 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.

Meeting Students' Needs

- For students who may need additional support with comprehension: To activate prior knowledge, invite students to retell how they used the Peer Critique protocol in previous lessons. (MMR)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. Examples:
 - "One thing you did well was ____."
 - "Have you thought about ____?"

Closing and Assessment

A. Revising Narrative Plan (5 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them of initiative and responsibility as they revise their work.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:
“How are those two habits of character going to be useful as you revise your work?” (They need to take initiative on making revisions to their work without teacher guidance, and they need to take ownership of their own work, so if they don’t agree with some of the peer feedback they receive, it is their responsibility to choose not to follow it.)
- If productive, cue students to explain others’ ideas:
“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)
- Invite students to revise their graphic organizer using the peer feedback.
- Circulate to support students as they revise their work.
- Tell students that in the next lesson, they will begin drafting their revised scenes.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they used their strengths, and showed respect, initiative, and responsibility in this lesson.

Meeting Students’ Needs

- For students who may need additional support with self-regulation: When giving students a warning before the transition, provide a clear routine for what to do with unfinished work and use a visual-time timer. (MME)
- For ELLs (Modeling and Thinking Aloud) Model and think aloud about how to revise the class Narrative Planning graphic organizer using peer feedback.

Homework

A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students’ Needs

- For students who may need additional support with written expression: Read the prompts aloud. Verbally brainstorm possible responses. Encourage them to write words in their responses if they can’t write sentences, or provide them with sentence starters. (MMAE)