

Lesson 3: Writing Narrative Texts: Drafting a Revised Scene of *Peter Pan* – Part I



CCS Standards

- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3d:** Provide a sense of closure.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.2a:** Capitalize appropriate words in titles.



Daily Learning Targets

- I can draft a revised scene of *Peter Pan*. (W.3.3, W.3.4, W.3.5, W.3.6, L.3.2a)
- I can capitalize the appropriate words in a title. (L.3.2a)

Ongoing Assessment

- Draft *Peter Pan* scenes (W.3.3, W.3.4, W.3.5, W.3.6, L.3.2a)

Agenda

1. **Opening**
 - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
 - A. Independent Writing: Drafting a Revised Scene of *Peter Pan* (35 minutes)
 - B. Mini Lesson: Capitalizing Appropriate Words in Titles (15 minutes)
3. **Closing and Assessment**
 - A. Partner Share: Revised Scene of *Peter Pan* (5 minutes)
4. **Homework**
 - A. Complete the Capitalizing Appropriate Words in Titles Practice in your Unit 3 homework.
 - B. 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 use their Narrative Planning graphic organizers to begin to draft their revised scene of *Peter Pan* (**W.3.3, W.3.4, W.3.5**). They draft their revised narratives using technology when possible (**W.3.6**); however, if this technology is not available, students can draft on paper. After a mini lesson, they add titles to their drafts, capitalizing the appropriate words (**L.3.2a**). APA guidelines have informed the content of this mini lesson.
- In this lesson, students focus on working to become effective learners, persevering as they begin to draft their revised scene of *Peter Pan*.
- 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* and the Model Narrative: Revised Scene from *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:

- In the previous lesson, students planned the narrative they will draft in this lesson on their Narrative Planning graphic organizer.

Areas in which students may need additional support:

- Students may need support drafting their narratives. Students have been paired strategically to support one another, but consider grouping students who require additional support in writing together with an adult for guidance.

Assessment guidance:

- Continue to ensure that students' revised scenes still have the same outcomes as the original, so that they could fit seamlessly into the book.
- Consider using the Writing Informal Assessment: Writing Process Checklist during students' writing in Work Time A (see Module 1 Appendix).

Down the road:

- In the next lesson, students will finish drafting their narratives and will participate in a whole group Language Dive about forming and using possessives (**L.3.2d**).

In advance:

- Prepare technology necessary for students to word-process their revised *Peter Pan* scenes on their own device, if possible. If students share devices, more time will need to be allocated for drafting.
- Consider working with a technology teacher to guide students in using the devices available to word-process their revised scenes.
- 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: Prepare devices, one per student, for students to type up their draft revised scene using word processing software such as Google Docs.

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 building on work begun in previous lessons and allowing time for students to review and discuss their revision plans.
- ELLs may find it challenging to transfer their narrative plans from the graphic organizer to a written draft, as well as to keep pace with the class in drafting their revised scenes. Consider providing additional time for students to orally process their revisions with a partner before writing. Additionally, consider further scaffolding the writing (see “For heavier support,” below) and working with a small group of students as they draft their revisions in Work Time A.

Levels of support

For lighter support:

- In Work Time B, challenge students to brainstorm and record their own words on the Parts of Speech anchor chart, explaining how they know each word falls under the corresponding category. (Example: “I know *angrily* is an adverb because it describes how an action is done.”) Encourage students to focus on descriptive language and to use this language as they revise their narratives.

For heavier support:

- During Work Time A, distribute a partially filled-in copy of a revised scene. This provides students with models for the kind of information they should enter while reducing the volume of writing required.
- During Work Time A, consider providing index cards with various options for how the original scene might be revised. (Example: Wendy no longer does the lost boys’ homework but cheers them on as they complete it themselves, or Wendy chooses one of the lost boys to be responsible for ensuring that they all complete their homework.) Allow students to choose from these options as a framework, adding their own details and descriptive language from there.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students silently read Chapter 2 of *Peter Pan in Kensington Gardens* and the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* as they are read aloud. 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):** In this lesson, students begin writing their revised scene of *Peter Pan*. Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Similar to Lesson 2, students have opportunities to share ideas and thinking with classmates in this lesson. Continue to support students' engagement and self-regulatory skills during these activities by modeling and providing sentence frames as necessary.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- capitalize (L)

Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Narrative Writing Checklist (one per student and one to display)
- ✓ *Peter Pan in Kensington Gardens*: Chapter 2 (from Unit 2, Lesson 2; one per student)
- ✓ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; one per student and one to display)
- ✓ Narrative Writing Checklist (example, for teacher reference)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Device (one per student; see Technology and Multimedia)
- ✓ Narrative Planning graphic organizer (from Lesson 1; one per student)
- ✓ Revising a Scene anchor chart (begun in Lesson 1)
- ✓ Capitalizing Appropriate Words in Titles handout (one per student and one to display)
- ✓ Parts of Speech anchor chart (begun in Module 1; added to during Work Time B; see supporting Materials)
- ✓ Parts of Speech anchor chart (example, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Invite students to pair up with the same partner they planned their narratives with in the previous lesson and to label themselves A and B.
- 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 draft a revised scene of Peter Pan.**”
 - “**I can capitalize the appropriate words in a title.**”
- Focus students on the second learning target and underline the word *capitalize*.
- Turn and Talk:
 - “**What does it mean to capitalize a word?**” (to put a capital letter at the beginning)
- Ensure students understand that there are rules about which words should be capitalized in a title, and today they will learn those rules.

Meeting Students' Needs

- For students who may need additional support with sustained effort and motivation: After reviewing learning targets, explicitly highlight the connection to the learning target from the previous lesson in which students planned their revised scene. (MME)
- For ELLs: (Noticing Parts of Speech) Ask:
 - “**What is the difference between the words revise and revised?**” (Revise is a verb or an action word that means to make revisions or changes. Revised is an adjective. It describes something that has been changed.)

Work Time

A. Independent Writing: Drafting a Revised Scene of *Peter Pan* (35 minutes)

- Tell students that in this lesson, they will begin writing their revised scene of *Peter Pan* and will finish writing it in the next lesson.
- Distribute and display the **Narrative Writing Checklist** and share that students will use this checklist as they write to ensure that their writing meets the criteria of a strong narrative. Invite students to skim through the characteristics. Reassure them that they might not understand all of the characteristics on the checklist now, and that they will be working with it throughout the unit.
- Invite students to retrieve *Peter Pan in Kensington Gardens: Chapter 2* and **Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens***. Invite them to follow along, reading silently in their heads as you reread the texts aloud.

- Focus students on this criterion and invite them to add an asterisk to show that they will be focusing on it today:
 - RL.3.1, RI.3.1: I use some information from what I have read to create the characters, setting, or events in my story.
- Think-Pair-Share:
 - “How did the author use the original scene to create the characters, setting, or events?” (same characters, same setting, different events)*
 - “So what do we need to do in our revised scenes to meet this criterion?” (use the same characters, setting, or events from the original scene)*
- Fill in the responses for this criterion on the displayed checklist and invite students to do so on their own checklist. Refer to the **Narrative Writing Checklist (example, for teacher reference)** as necessary.
- Focus students on the criterion and invite them to mark it, as they will also focus on this criterion today:
 - W.3.3c: The events in my narrative make sense and are easy to understand.
- If productive, cue students to think about their thinking:
 - “How does mapping out the story on the Narrative Planning graphic organizer add to your understanding of how to write a good revision of a scene? I’ll give you time to think and discuss with a partner.” (The purpose of mapping out the story on the Narrative Planning graphic organizer is to ensure that events make sense and are easy to understand, so students should use their organizers as they plan.)*
- Complete the displayed checklist and invite students to complete their own checklists in the same way. Refer to the Narrative Writing Checklist (example, for teacher reference) as necessary.
- Read aloud Chapter 2 of *Peter Pan in Kensington Gardens*, replacing the revised excerpt with the Model Narrative: Revised Scene and flowing straight back into the rest of the original story.
- Tell students that this is a good way to check whether their revised scene fits seamlessly.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the quality of perseverance. Remind students that writing independently for periods of time can be challenging, so they will need to practice perseverance as they write.
- Distribute or move students so they are sitting in front of their **device**.
- Invite students to take out their **Narrative Planning graphic organizer** and to spend a couple of minutes silently reviewing them.
- As needed, remind students of the criteria on the **Revising a Scene anchor chart**.
- Invite students to turn to their partner and orally say aloud the beginnings of their revised scenes. Encourage them to read the paragraph before the revised scene in *Peter Pan* and then to say aloud what their first sentence will be to see if it sounds right before they write it down.
- Invite students to begin writing.
- Circulate to support students as they write.

- When 5 minutes remain, refocus whole group.
- 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.
- Direct students' attention to the Working to Become Effective Learners anchor chart and focus them on the perseverance criteria.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the criteria.
- Turn and Talk

“What is one challenge you faced and had to persevere through?” (Responses will vary.)

- Select volunteers to share their challenge with the whole group and invite other students to make suggestions for how to overcome that challenge in the next lesson, when they will finish their drafts. As needed, provide an example: If a student is easily distracted by something going on outside the window, suggest that he or she avoid sitting near the window in the next lesson.

Meeting Students' Needs

- For students who may need additional support during Think-Pair-Share: Provide differentiated mentors by purposefully pre-selecting student partnerships and meeting with mentors in advance. (MMAE, MME)
- For ELLs: (Visual Representation) Consider adding visuals to the Narrative Writing Checklist to represent each criterion.
- For ELLs: (Displaying Enlarged Scenes) Display the enlarged and annotated original and revised scenes side by side (see “For heavier support” in Lesson 1). Encourage students to refer to them as they discuss each criterion focused on from the Narrative Writing Checklist.
- For ELLs: (Modeling and Thinking Aloud) Consider modeling and thinking aloud the process of using the Narrative Writing Checklist as it is introduced. (Example: “I noticed the author used the original scene to create the same characters and setting, but the events were different. That means I need to use the same characters and setting, or events from the original scene.”)
- For ELLs: (Revising a Scene T-chart) Invite students to refer to the Revising a Scene anchor chart, focusing only on the parts of a scene they can revise.
- For ELLs: (Descriptive Language Construction Board) Encourage students to name how Solomon’s reaction changed from the original scene in Chapter 2 of *Peter Pan in Kensington Gardens* to the model narrative (example: from being *harsh* to being *kind*) and list these adjectives on the Descriptive Language Construction Board. Invite students to record the descriptive language they identified in their own original scenes in Lesson 2 and to vary this description in the revision of their scene.

Work Time

B. Mini Lesson: Capitalizing Appropriate Words in Titles (15 minutes)

- Focus students on the title of the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*.
- Turn and Talk:
“What do you notice?” (Most words are capitalized. In is not capitalized.)
- Tell students that when capitalizing a title, there are a few simple rules to follow.
- Display and distribute the **Capitalizing Appropriate Words in Titles handout** and read through the criteria.
- Focus students on the **Parts of Speech anchor chart** and review nouns, verbs, adjectives, adverbs, and pronouns.
 - Invite students to identify examples of each in the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*.
 - As students share out, capture their responses in the Examples column on the Parts of Speech anchor chart. Refer to the **Parts of Speech anchor chart (example, for teacher reference)** as necessary.
 - Invite students to either add titles to their scenes or revise the titles they already have using the rules provided on the handout. Invite students who aren’t sure to write their names on the board, so that you can visit each one in this lesson or the next. Those students who finish quickly can continue drafting their revised scene.
- Refocus 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 and how well they persevered in this lesson.

Meeting Students’ Needs

- For ELLs: (Concrete, Corresponding Examples) Include an example for each criterion on the Capitalizing Appropriate Words in Titles handout, providing students with concrete, corresponding examples to refer to as they determine what needs to be capitalized.
- For ELLs: (Explaining Parts of Speech) As students identify examples of each part of speech, challenge them to explain how they can “prove” which part of speech each word falls under. (Examples: “I know *admiringly* is an adverb because it describes the verb *said*.” “I know *sharp* is an adjective because it describes the noun *claws*.”) Continue to add to the Parts of Speech anchor chart as words come up throughout the unit, each time encouraging students to explain how they know the part of speech each falls under.

Closing and Assessment

A. Partner Share: Revised Scene of *Peter Pan* (5 minutes)

- *Guide students through sharing their revised scene with a partner:*
 - Invite students to pair up with a different partner and to label themselves A and B.
 - Invite partner B to read aloud his or her revised scene to partner A.
 - Invite partner A to refer to the criteria on the Revising a Scene anchor chart as he or she listens and to provide a star based on the criteria. As needed, provide an example star: “It is clear that the revisions you have made to the scene will not affect the outcome.”
 - Switch roles and repeat this process.

Meeting Students’ Needs

- For students who may need additional support with verbal expression: Provide sentence frames on index cards for students to use as they provide star feedback to their partner. (MMAE)
- For ELLs: (Errors) As students interact, jot down samples of effective communication. Also jot down one or two common language errors (pervasive, stigmatizing, critical). Share each of these with the class, allowing students to take pride in the effective communication and correct the errors. (It’s not necessary to identify who communicated well or who made errors. However, consider pulling the student aside to make it clear.)

Homework

A. Complete the Capitalizing Appropriate Words in Titles Practice in your Unit 3 homework.

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