

## Lesson 4: Writing Narrative Texts: Drafting a Revised Scene of *Peter Pan* – Part II



### CCSS

- **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.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1d:** Form and use regular and irregular verbs.
- **L.3.1e:** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.2d:** Form and use possessives.



### Daily Learning Targets

- I can draft a revised scene of *Peter Pan*. (W.3.3, W.3.4, W.3.6, L.3.1e, L.3.1f, L.3.2d)
- I can form and use possessives correctly in my revised scene. (L.3.d)

### Ongoing Assessment

- Draft *Peter Pan* scenes (W.3.3, W.3.4, W.3.6, L.3.1e, L.3.1f, L.3.2d)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Independent Writing: Drafting a Revised Scene of *Peter Pan* (25 minutes)
- B. Language Dive: Possessives (25 minutes)

#### 3. Closing and Assessment

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

#### 4. Homework

- A. Complete Language Dive I: Model Narrative: Possessives 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

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### Purpose of lesson and alignment to standards:

- In Work Time A of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from Paragraph 2 of the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*. The focus of this Language Dive is forming and using possessives to show belonging (**L.3.2d**). Students then apply their understanding of the meaning and structure of this sentence when revising their scene of *Peter Pan* in this lesson, as well as over the next few lessons. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In this lesson, students finish drafting their revised scene of *Peter Pan* (**W.3.3, W.3.4, W.3.5**). They draft their revised narratives using technology if possible (**W.3.6**); however, if technology is not available, students can draft on paper. Before writing, students review how to form and use regular and irregular verbs (**L.3.1d, L.3.1e**), which they studied closely in Module 2. After a Language Dive focused on the use of possessives, students revise their work (**L.3.2d**).
- In this lesson, students focus on working to become effective learners by persevering as they finish drafting their revised scene of *Peter Pan*.

### How it builds on previous work:

- In the previous lesson, students began writing the revised scene of *Peter Pan* that they finish in this lesson.
- 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 support drafting their narratives. Students have been paired strategically to support one another, but consider grouping those 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 and could fit seamlessly into the book.
- Consider using the Writing Process Checklist (informal assessment) to assess student work through the writing process (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will revise their narratives with a specific focus on dialogue (**W.3.3b**).

### In advance:

- Review Questions We Can Ask during a Language Dive anchor chart (from Unit 1, Lesson 7) as necessary.
- 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.

- 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).

### 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: Prepare devices, one per student, for students to work on their 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.3, 3.I.C.10, 3.I.C.11, 3.I.C.12, 3.II.A.2, 3.II.B.3

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by explicitly focusing on parts of speech, past tense verbs, and possessives, each of which is supportive of language development. The time allowed for students to review their revision plans with a partner before continuing to write is also particularly supportive of ELLs.
- ELLs may continue to find it challenging to determine what to revise, 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. Also consider working with a small group of students as they draft their revisions in Work Time A or further scaffolding the writing in Work Time A (see “For heavier support,” below).

### Levels of support

*For lighter support:*

- In Work Time A, consider creating a Past Tense T-chart with Regular Verbs on one side and Irregular Verbs on the other. List past tense verbs on the corresponding side for students to reference as they draft their revisions. Continue adding to this T-chart throughout the unit, supporting students’ language development of irregular past tense verbs.

*For heavier support:*

- During Work Time A, invite students to use the index card they chose in Lesson 3 as a framework for how to revise their original scene and to add on their own details and descriptive language.
- Consider providing reading phones, a reading and speech practice tool, to students as they draft their revisions. Reading phones allow students to hear themselves as they say their revisions aloud, without others hearing them, lowering anxiety that might come with attempting this new skill.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, verb tense is reviewed as students draft their revised scenes. Activate prior knowledge and incorporate opportunities for students to review the irregular verb tense during instruction. (Examples: Provide a partially filled-in template with both regular and irregular verbs in present tense. Invite students to recall and complete the past tense of each verb. Offer a matching game in which students match the present and past tense of regular and irregular verbs.)
- **Multiple Means of Action & Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils.
- **Multiple Means of Engagement (MME):** Students may need examples of how to problem-solve when they want to write a word with tricky spelling. Emphasize process and effort by modeling how to sound out a word with tricky spelling and demonstrate how to use environmental print to support spelling accuracy.

### Vocabulary

**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- possessives, verbs, verb tense, regular verbs, irregular verbs (L)

### Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Narrative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Parts of Speech anchor chart (begun in Module 2)
- ✓ Irregular Verbs handout (from Module 2; one per student and one to display)
- ✓ Regular Verbs handout (from Module 2; one per student and one to display)
- ✓ Narrative Writing Checklist (from Lesson 3; example, for teacher reference)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

- ✓ Device (one per student; see Technology and Multimedia)
- ✓ Draft *Peter Pan* scenes (begun in Lesson 3; added to during Work Time A; one per student)
- ✓ Narrative Planning graphic organizer (from Lesson 1; one per student)
- ✓ Revising a Scene anchor chart (begun in Lesson 1)
- ✓ Language Dive Guide: Model Narrative (Possessives) (for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 7)
  - Language Dive Chunk Chart: Model Narrative (Possessives) (for teacher reference)
  - Language Dive Sentence Strip Chunks: Model Narrative (Possessives) (one to display)
  - Language Dive Note-catcher: Model Narrative (Possessives) (one per student and one to display)

## Opening

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### A. Reviewing Learning Targets (5 minutes)

- Invite students to pair up with the same student they worked with in the previous lessons and to label themselves A and B.
- Draw students' attention to the **Performance Task anchor chart** and briefly review it
- Direct students' attention to the learning targets and read them aloud:
  - "I can draft a revised scene of *Peter Pan*."*
  - "I can form and use possessives correctly in my revised scene."*
- Focus students on the second learning target and underline the word *possessives*.
- Tell students they might not know what possessives are at the moment, but they will participate in a Language Dive later in the lesson and learn more about how to form and use possessives.

### Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Ask students to share one way that they worked toward the first learning target in the previous lesson. (MMR, MME)
- For ELLs: (Stopping between Learning Targets) Consider stopping after each learning target has been read 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.

## Work Time

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### A. Independent Writing: Drafting a Revised Scene of *Peter Pan* (25 minutes)

- Tell students that in this lesson, they will finish writing their revised scene of *Peter Pan*.
- Display and invite students to retrieve their **Narrative Writing Checklist**.

- Focus students on this criterion and invite them to add an asterisk to show they will be focusing on it today:
  - L.3.1: My words and sentences follow the rules of writing.
- Tell students that as they continue to write their drafts in this lesson, they will review a rule of writing that they focused on closely in Module 2: forming and using regular and irregular verbs.
- Direct students' attention to the **Parts of Speech anchor chart** and ask:
 

***“What is a verb?” (a word that describes an action or state of being)***
- Invite students to retrieve their **Irregular Verbs** and **Regular Verbs handouts** and ask:
 

***“What is verb tense?” (the different forms of a verb to show when an action happened)***
- Invite students to reread the past, present, and future column headings and descriptions on their handouts.
- If productive, use a Goal 3 Conversation Cue to challenge students:
 

***“What if we did not use verb tenses in English? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***
- Remind students that there are different types of *regular verbs* and that they are called regular verbs because they follow rules. Focus students on the rules recorded on their Regular Verbs handout.
- Remind students that *irregular verbs* do not follow these rules and invite them to review the examples of irregular verbs *have* and *be* on their Irregular Verbs handout.
- Update the displayed checklist and invite students to update their own checklists to reflect that students will form and use regular and irregular verbs correctly in their revised scenes. Refer to the **Narrative Writing Checklist (example, for teacher reference)** as necessary.
- Follow the same routine from Lesson 3 to guide students through reviewing their work thus far and adding to it:
  - Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the perseverance criterion and challenges they may face today.
  - Distribute **devices**.
  - Invite students to retrieve their **draft Peter Pan scenes** and **Narrative Planning graphic organizers** and to spend 2 minutes silently reviewing them.
  - As needed, remind students of the criteria on the Revising a Scene anchor chart.
  - Invite students to orally share the next part of their revised scenes with their partner.
  - Invite students to begin writing and circulate to support them.
  - 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 criterion.
  - Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the criterion.
  - Turn and Talk:
 

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



- Select volunteers to share their challenges 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 an object, place it out of reach.

### Meeting Students' Needs

- For students who may need additional support with self-regulation: When providing a warning before the transition, provide a clear routine for what to do with unfinished work and use a visual timer. (MME)
- For ELLs: (Acting Out Verbs) Invite students to act out the verbs on the Parts of Speech anchor chart to ground them in the meaning of each. As they act out the verbs, invite them to say each verb in the present and past tense form. (Example: Act out *drink*, saying, "Today I *drink* milk, but yesterday I *drank* milk.")
- For ELLs: (Past Tense T-chart) As students say and act out verbs from the Parts of Speech anchor chart (see Acting Out Verbs support), add regular past tense verbs to the Regular Verbs side of the past tense T-chart (see "For lighter support") and irregular past tense verbs to the Irregular Verbs side, providing concrete examples of each verb tense.
- For ELLs: (Descriptive Language Construction Board) Invite students to use adjectives and adverbs from the Descriptive Language Construction Board to help them determine how to revise their scene and to orally practice this language with a partner before writing. Encourage students to continue to brainstorm and record new descriptive language.

## Work Time

### B. Language Dive: Possessives (25 minutes)

- Direct students back to their Narrative Writing Checklist.
- Focus students on this criterion and invite them to add an asterisk to show they will be focusing on it today:
  - L.3.2: My spelling, capitalization, and punctuation are correct.
- Tell students that in this lesson, they are specifically going to focus on possessives.
- Tell students they will now participate in a Language Dive using the same format as 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 second paragraph of the Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens*.
  - Focus on the sentence:
- "Then, with a wrinkled brow, he studied Solomon's feathers thoughtfully, before looking back down at his nightgown again."
- Use the **Language Dive Guide: Model Narrative (Possessives)** and the **Language Dive Chunk Chart: Model Narrative (Possessives) (for teacher reference)** to

guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: Model Narrative (Possessives)** and **Language Dive Sentence Strip Chunks: Model Narrative (Possessives)**.

- Give students 5 minutes to review possessives in their revised scene and to ensure they have used them correctly.
- 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.

## Closing and Assessment

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

- Guide students through the routine from Lesson 3 to share 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.
  - Switch roles and repeat this process.

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading fluency: (Grouping) Pair these students with a highly fluent reader and have them chorally read the paragraphs from *Peter Pan* (before and after the revised scene) together. (MMR, MMAE)
- 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).

## Homework

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**A. Complete Language Dive I: Model Narrative: Possessives Practice in your Unit 3 homework.**

**B. 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)