**Grade 3: Module 3: Peter Pan Crosswalk**

The version of *Peter Pan (Classic Starts)* that EL Education referenced when writing Grade 3: Module 3: Exploring Literary Classics has been updated by the publisher. This crosswalk shows the changes needed to update curriculum materials aligned to the 2009 edition of *Peter Pan (Classic Starts)* (978-1402754210) to the new 2023 edition (978-1454948018).

| [Teacher Guide](#bookmark=id.30j0zll) | [Teacher Supporting Materials](#bookmark=id.1fob9te) | [Student Workbook](#bookmark=id.3znysh7) | [ALL Block](#bookmark=id.2et92p0) |
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**Teacher Guide**

**Unit 1: Lessons**

The outlines below provide lesson-by-lesson mark-up of the pagination and content changes based on the new edition of this text. Updates are highlighted in gray.

| **Lesson #** | **Lesson/Materials Updates** |
| --- | --- |
| **M3:U1:L1** | Work Time C: Think-Triad-Share: "What does this illustration show?" ~~(a dog holding an umbrella in its mouth)~~ (a dog walking with three children)  Work Time C: Think-Triad-Share: “Thinking about the text, who do you think is in the illustration? What in the text makes you think so?” ~~(Nana, the nanny. On page 3 it says, “Their nanny was actually just a giant Newfoundland dog named Nana.”)~~ (Nana, the nanny, with Wendy, John, and Michael. On pages 2-4 it says, “if the children wandered or dillydallied on their way to school, she would bump them with her big head to get them back on track.”)  Work Time C: Think-Triad-Share: “How does this illustration contribute to the text? Does it help us to better understand a mood, a character, or a setting?” ~~(character - specifically Nana)~~(characters - Nana and the children)  Work Time C: “What about the character does it help us understand?” ~~(Responses will vary but may include: what a Newfoundland dog looks like, what Nana looks like, and how she would help the children by carrying their things in her mouth.)~~ (Responses will vary, but may include what a Newfoundland dog looks like, what Nana looks like, what the children look like.)  Meeting Students’ Needs  For ELLs: Mini Language Dive “But/in the back of her mind/she recalled/a story ~~of~~ about a boy/who kept children company/so that they would not be scared.” |
| **M3:U1:L5** | Meeting Students’ Needs: A. Read Chapter 4 of *Peter Pan.* 4. Complete selected response (Parts I–III) for illustration on page ~~31~~. 32  Meeting Students’ Needs: A. Read Chapter 4 of *Peter Pan.* 5. Complete selected response for meaning of quote on page ~~28~~. 29  Meeting Students’ Needs: A. Read Chapter 4 of *Peter Pan*. 9. Explain the meaning of the sentence on page ~~32~~.34 |
| **M3:U1:L7** | Work Time A: Reread the first paragraph of Chapter 6 on page ~~41~~ 44. Focus students on the sentence “Like a puppy, it strained and wiggled to meet him at the door.” |
| **M3:U1:L9** | Work Time A: Reread the three paragraphs in Chapter 8 on pages ~~67~~ 69-70, from “If you are lucky …” ~~to the end of the page.~~ to “Sitting on their tails when they got particularly cheeky” on page 70. |
| **M3:U1:L11** | Reread the four paragraphs in Chapter 10 on page ~~81~~ 83, from “What luck! It was ...” to “… all alone in the lagoon.” |
| **M3:U1:L12** | Work Time A: For ELLs:  A. Read Chapter 11 of *Peter Pan.*  1. Complete the selected response about the meaning of the quote from page ~~89~~. 91  2. Complete the selected response about the quote from page ~~92~~. 95  3. Complete the selected response about the quote from page ~~94~~. 96 |

**Teacher Supporting Materials**

**Unit 1: Supporting Materials**

The outline on the following pages provides a list of teacher supporting materials that have been updated to address the changes to the new edition of this text. Updates to material titles are highlighted in gray.

| **Lesson #** | **Materials Updates** |
| --- | --- |
| **U1:L3: Text-Dependent Questions (Answers for Teacher Reference)** | 3. Part I: On page ~~13~~ 14, the author describes how Mrs. Darling stuffed Peter’s shadow in a drawer, “hidden away like one of her children’s unpleasant thoughts.”  5. ~~At the bottom of~~ On page 14, Mr. Darling tells Mrs. Darling that Nana “… can’t go around snapping off people’s shadows left and right. Why, we’ll be sued!” |
| **U1:L3: Text-Dependent Questions** | 3. Part I: On page ~~13~~ 14, the author describes how Mrs. Darling stuffed Peter’s shadow in a drawer, “hidden away like one of her children’s unpleasant thoughts.”  5. ~~At the bottom of~~ On page 14, Mr. Darling tells Mrs. Darling that Nana “… can’t go around snapping off people’s shadows left and right. Why, we’ll be sued!” |
| **U1:L4: Text-Dependent Questions (Answers for Teacher Reference)** | 2. On page ~~17~~ 18, it says, “It yawned and, yawns being contagious, the other two lights promptly yawned as well.”  3. On page ~~18~~ 19, Tinker Bell is described as “emerging.” What does emerging mean? And what is she emerging from?  4. ~~Reread to the end of page 21~~. Reread to the top of page 23. Then look back at the illustration on page ~~19~~ 22.  Part I: What does the illustration show? (RL.3.7)   1. Peter looking for his shadow 2. ~~Peter twirling with his shadow sewn back on~~ Wendy sewing Peter’s shadow back on 3. Peter upset that he can’t put his shadow back on 4. Peter talking to ~~Wendy~~ Tinker Bell   Part II: How does this illustration contribute to the text? Does it help us understand a mood, a character, or a setting? Underline all correct answers. (Rl.3.7)  A. mood  B. character  C. ~~setting~~ setting  Part III: What does it help you understand about the mood, character, and/or setting? (RL.3.7)  *Sample response: It shows us what Peter looks like and the clothes he wears; ~~it shows Peter as happy his shadow was sewn back on because it looks like he is smiling~~ Wendy wants to help Peter by sewing his shadow back on; it shows that Peter is upset he lost his shadow and couldn’t get it back on himself; it shows us what Wendy’s bedroom looks like.*  6. Part I: On page ~~25~~ 26, the author describes how “Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.” Use your affix list and the chart below to break up the word misbehave into the root word and affixes. |
| **U1:L4: Text-Dependent Questions** | 2. On page ~~17~~ 18, it says, “It yawned and, yawns being contagious, the other two lights promptly yawned as well.”  3. On page ~~18~~ 19, Tinker Bell is described as “emerging.” What does emerging mean? And what is she emerging from?  4. ~~Reread to the end of page 21~~. Reread to the top of page 23. Then look back at the illustration on page ~~19~~ 22.  Part I: What does the illustration show? (RL.3.7)   1. Peter looking for his shadow 2. ~~Peter twirling with his shadow sewn back on~~ Wendy sewing Peter’s shadow back on 3. Peter upset that he can’t put his shadow back on 4. Peter talking to ~~Wendy~~ Tinker Bell   6. Part I: On page ~~25~~ 26, the author describes how “Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.” Use your affix list and the chart below to break up the word misbehave into the root word and affixes. |
| **U1:L6: Close Reading Note-Catcher (Answers for Teacher Reference)** | Wendy thought Peter might let them fall just because it would be interesting to watch (page ~~35~~ 37)  "What would we do if he left us?" (page ~~35~~ 37)  "Worse comes to worst, we could always keep going" (page ~~35~~ 37)  "Easily bored and distracted, he would fly up high and talk to the stars..."(page ~~36~~ 38)  "Sometimes he seemed to barely remember them" (page ~~36~~ 38)  4. On pages ~~36-37~~ 39, it says, "He gestured in the direction the sun was shining, like a hundred golden arrows pointing to the island" what does this mean? |
| **U1:L6: Close Reading Note-Catcher** | 4. On pages ~~36-37~~ 39, it says, "He gestured in the direction the sun was shining, like a hundred golden arrows pointing to the island" what does this mean? |
| **U1:L6: Close Reading Guide (For Teacher Reference)** | First and second paragraphs on page ~~33~~ 35 from “Second to the right …” to “… trust him completely.”  Third paragraph on page ~~33~~ 35, from “He led them around …” and ending on page ~~34~~ 36 at “… seemed a possibility.”  Pages ~~34–35~~ 36-37, from “She was relieved at least …” to “… water a few times.”  Pages ~~35–36~~ 37-38, from “One of these days, Wendy thought …” to “… as if he had already moved on to his next adventure.”  Pages ~~36–37~~ 38-39, from “I’m Wendy” to “… a hundred golden arrows pointing to the island.” |
| **U1:L7: Language Dive Guide** | Sentence: Like a puppy, it strained and wiggled to meet him at the door. (from page ~~41~~ 44 of Peter Pan by Tania Zamorsky) |
| **U1:L7: Text Dependent Questions (Answers for Teacher Reference)** | 1. On page ~~41~~ 44, the text says, “With his return, however, the whole place started to rumble as if a train were coming.” What does this mean? Underline the best answer.  2. A character trait is a distinguishing quality or characteristic of someone’s character. Use the text to identify the traits of four of the characters described on pages ~~43–46~~ 46-48. Complete the table below. There is an example in the first row for you to follow. |
| **U1:L7: Text-Dependent Questions** | 1. On page ~~41~~ 44, the text says, “With his return, however, the whole place started to rumble as if a train were coming.” What does this mean? Underline the best answer.  2. A character trait is a distinguishing quality or characteristic of someone’s character. Use the text to identify the traits of four of the characters described on pages ~~43–46~~ 46-48. Complete the table below. There is an example in the first row for you to follow. |
| **U1:L7: Close Reading Note-Catcher (Answers for Teacher Reference)** | *Tinker Bell is jealous of Wendy because she wants Peter all to herself. The text says, "It was the voice of Tinker Bell, shrill and jealous" (page ~~50~~ 53)*  *Tinker Bell pinches Wendy to try to make her fall and then tells the lost boys to shoot her down with a bow and arrow. The text says, “She was no longer pretending to be nice to Wendy, but was pinching her and trying to make her fall.” (page 5~~0–51~~ 54)* |
| **U1:L7: Close Reading Guide (For Teacher Reference)** | Pages ~~50–51~~ 53-54, from “Unaware that the pirates …” to “… poor Tootles to shoot Wendy.”  Pages ~~51–54~~ 54-57, from “Slightly frowned as he looked …” to “… she rolled onto her side and fell asleep.” |
| **U1:L9: Language Dive Guide** | Much to Wendy’s disappointment, the mermaids turned out to be as unfriendly as Tinker Bell. (from page ~~67~~ 69 of Peter Pan by Tania Zamorsky) |
| **U1:L9: Text-Dependent Questions (For Teacher Reference)** | 1. On page ~~61~~ 63, the text says, “Each different-size boy had a door that fit him as perfectly as a tailored suit.” What does this mean? Underline the best answer.  2. On page ~~62~~ 64, the text says, “There was one big bed, on which all the boys (except Michael) slept, packed in like sardines in a tin.” What does this mean? Underline the best answer.  Character POV/motivation: She misses her parents and worries about them. She is worried that her brothers are beginning to forget their parents. The text says, “What did disturb Wendy, however, was the fact that John was starting to forget their parents— and Michael had already forgotten them entirely.” (page ~~64~~ 66)  Action: She sets up a school with quizzes to remind John and Michael of their parents. The text says, “To fix this, Wendy set up a little school, with their old life as the subject instead of spelling or math.” (page ~~64~~ 67) |
| **U1:L9: Text-Dependent Questions** | 1. On page ~~61~~ 63, the text says, “Each different-size boy had a door that fit him as perfectly as a tailored suit.” What does this mean? Underline the best answer.  2. On page ~~62~~ 64, the text says, “There was one big bed, on which all the boys (except Michael) slept, packed in like sardines in a tin.” What does this mean? Underline the best answer.  Reread pages ~~64-65~~ 66-67, from “As for her parents…” to “Describe Father’s laugh.” |
| **U1:L10: Close Reading Note-Catcher (Answers for Teacher Reference)** | Character point of view/ motivation: Peter thinks the situation is funny and a game. The text says, “Peter could never resist a game.” (page ~~76~~ 78)  Action: He pretends to be a spirit haunting the lagoon to try to scare or confuse Hook. The text says, “‘I hear you,’ Peter replied in Hook’s own voice.” (page ~~74~~ 77)  Character point of view/motivation: Hook is afraid at first. The text says, “He looked around and shivered.” (page ~~74~~ 76) He then seems to become suspicious. He is not amused or happy about the situation.  Action: He asks questions to try to find out more about the mystery voice. He asks, “Are you an animal, vegetable, or mineral?” (page ~~76~~ 78)  Character POV: Wendy seems to be amused by Peter’s game with Hook. The text says she was “giggling” as she joined in the game. (page ~~76~~ 78) |
| **U1:L10: Close Reading Guide (For Teacher Reference)** | *First paragraph on page ~~69~~ 71*  Pages ~~69–71~~ 71-73, from “Peter, however …” to “… such cruelty—or bravery.”  Pages ~~74–77~~ 76-79, from “Smee and Starkey cheered …” to “Peter yelled out, laughing.” |
| **U1:L10: Language Dive Guide** | Wendy clung to Peter, refusing to go without him, but he pushed her from the rock and away she flew. (from page ~~81~~ 83 of Peter Pan by Tania Zamorsky) |
| **U1:L11: Text-Dependent Questions (Answers for Teacher Reference)** | POV: He thinks it is more important to save Wendy than himself. He is scared at first, but then he is excited. The text says, “Like any boy, Peter was scared to die. But soon his fear changed to excitement.” (page ~~81~~ 83) In the end, he is also grateful to the Never bird for saving him. |

**Assessment Resources**

| **Lesson #** | **Materials Updates** |
| --- | --- |
| **U1: Mid-Unit Assessment**  **(Answers for Teacher Reference)** | **Directions:** Read pages ~~26–32~~ 27-34, “The Birds Leave the Nest,”  carefully and then answer the questions below.  “This was too much for Wendy to resist. She did have very strong maternal feelings.”  *Peter Pan*, page ~~28~~ 29  1. Part A: Find the quote above on the top of page ~~28~~ 29. Read the paragraphs before and after it. From context, what do you think maternal means?  2. Part A: On page ~~30~~ 31, Tinker Bell is described as being uncooperative. Use your affix list and the chart on the next page to break up the word uncooperative into the root word and affixes.  4. Look at the illustration on page ~~31~~ 32.  5. “Nana, sensing his presence, had been barking since Peter had entered the nursery.” Peter Pan, page ~~28~~ 29  9. Reread the last sentence on page ~~32~~ 34. Explain what this sentence  means on the lines below. |
| **U1: Mid-Unit Assessment** | Directions: Read pages ~~26–32~~ 27-34, “The Birds Leave the Nest,”  carefully and then answer the questions below.  “This was too much for Wendy to resist. She did have very strong maternal feelings.”  *Peter Pan,* page ~~28~~ 29  1. Part A: Find the quote above on the top of page ~~28~~ 29. Read the paragraphs before and after it. From context, what do you think maternal means?  2. Part A: On page ~~30~~ 31, Tinker Bell is described as being uncooperative. Use your affix list and the chart on the next page to break up the word uncooperative into the root word and affixes.  4. Look at the illustration on page ~~31~~ 32.  5. “Nana, sensing his presence, had been barking since Peter had entered the nursery.” Peter Pan, page ~~28~~ 29  9. Reread the last sentence on page ~~32~~ 34. Explain what this sentence  means on the lines below. |
| **U1: End of Unit Assessment (For Teacher Reference)** | **Directions:** Read pages ~~86–95~~ 88-97, “The Happy Family,” carefully and then answer the questions below.  1. On page ~~86~~ 88, it says that Wendy was hungry and grumpy. In your  own words, describe someone who is grumpy. How does she/he  behave? Use the description of Wendy’s behavior in the text to help  you.  2. On page ~~89~~ 91, Wendy says to Peter, “I think Curly has your nose.”  3. On page ~~92~~ 95, it says, “Peter wasn’t sure, but it scared the children all the same.” How certain is Peter that the story was true?  4. On page ~~94~~ 96, Wendy said, “I am sure my parents would adopt you.” How certain is Wendy that her parents will adopt the lost boys? |
| **U1: End of Unit Assessment** | **Directions:** Read pages ~~86–95~~ 88-97, “The Happy Family,” carefully and then answer the questions below.  1. On page ~~86~~ 88, it says that Wendy was hungry and grumpy. In your  own words, describe someone who is grumpy. How does she/he  behave? Use the description of Wendy’s behavior in the text to help  you.  2. On page ~~89~~ 91, Wendy says to Peter, “I think Curly has your nose.”  3. On page ~~92~~ 95, it says, “Peter wasn’t sure, but it scared the children all the same.” How certain is Peter that the story was true?  4. On page ~~94~~ 96, Wendy said, “I am sure my parents would adopt you.” How certain is Wendy that her parents will adopt the lost boys? |
| **U3: Mid-Unit Assessment** | **Part II:**  Listen as your teacher rereads the section from *Peter Pan*:  Chapter 9 - “The Mermaid Lagoon.” From page ~~74~~ 76 “What kind of trickery…” to page ~~77~~ 79, “Peter yelled out, laughing.”  **Scene Choice:** Chapter 9 - “The Mermaids Lagoon”  **Pages:** ~~74-77~~ 76-79 |

**Student Workbook**

**Unit 1: Student Workbook Materials**

The outline below provides a list of materials in the Student Workbook that have been updated to address the changes in the new edition of this text. Updates to material titles are highlighted in gray.

| **Lesson #** | **Materials Updates** |
| --- | --- |
| **U1:L3 Text-Dependent Questions** | Part I: On page ~~13~~ 14, the author describes how Mrs. Darling stuffed Peter’s shadow in a drawer, “hidden away like one of her children’s unpleasant thoughts.”  5. ~~At the bottom of~~  On page 14, Mr. Darling tells Mrs. Darling that Nana “… can’t go around snapping off people’s shadows left and right. Why, we’ll be sued!” |
| **U1:L4 Text-dependent Questions** | 2. On page ~~17~~ 18, it says, “It yawned and, yawns being contagious, the  other two lights promptly yawned as well.”  On page ~~18~~ 19, Tinker Bell is described as “emerging.” What does emerging mean? And what is she emerging from? Draw a picture to show Tinker Bell emerging. Use a dictionary if you need to. (L.3.4d)  4. ~~Reread to the end of page 21~~. Reread to the top of page 23. Then look back at the illustration on page ~~19~~ 22.  Part I: What does the illustration show? (RL.3.7)   1. Peter looking for his shadow 2. ~~Peter twirling with his shadow sewn back on~~ Wendy sewing Peter’s shadow back on 3. Peter upset that he can’t put his shadow back on 4. Peter talking to ~~Wendy~~ Tinker Bell   6. Part I: On page ~~25~~ 26, the author describes how “Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy.” |
| **U1:L6: Text-Dependent Questions** | On pages ~~36–37~~ 39, it says, “He gestured in the direction the sun was shining, like a hundred golden arrows pointing to the island.” |
| **U1:L7: Text-Dependent Questions** | 1. On page ~~41~~ 44, the text says, “With his return, however, the whole  place started to rumble as if a train were coming.”  2. A character’s trait is a distinguishing quality or characteristic of someone’s character. Use the text to identify the traits of four of the characters described on pages ~~43–46~~ 46-48. |
| **U1:L8: Text-Dependent Questions** | 1. On page ~~61~~ 63, the text says, “Each different-size boy had a door  that fit him as perfectly as a tailored suit.”  2. On page ~~62~~ 64, the text says, “There was one big bed, on which all the  boys (except Michael) slept, packed in like sardines in a tin.”  Reread pages ~~64–65~~ 66-67, from “As for her parents …” to “Describe  Father’s laugh.” |

**ALL Block**

**Lessons and Supporting Materials**

The outline below provides a lesson-by-lesson mark-up of the pagination and content changes in ALL Block based on the new edition of this text. Updates are highlighted in gray.

| **Lesson #** | **Lesson/Materials Updates** |
| --- | --- |
| **U1:W1:D4**  **Additional Work with Complex Text** | Sentence: Tinker Bell told Peter that she would continue to misbehave so long as Peter kept being nice to Wendy. (from page ~~25~~ 26 of *Peter Pan* by J.M. Barrie and Tania Zamorsky) |
| **U1:W2:D1** | **Instruction for Day 1:** Instruct students to retrieve their copies of Peter Pan and preview the passage for today’s activity (starting at the top of page ~~22~~ 24: “‘Fairies?’ Wendy breathed, wide-eyed ...” and reading to the end of the chapter). While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.  **Instruction for Day 3:** Diamond: After discussing three of the quotes, invite students to look on page ~~25~~ 26 in *Peter Pan* to identify their own piece of evidence. |
| **U1:W2: Teacher Guided Student Activity Card** | **Part I:** 1. Follow along as your teacher reads the excerpt from pages ~~22–25~~ 23-26 of *Peter Pan.* |
| **U1:W2: Student Task Card** | **More Challenge:** Find your own quote from page ~~25~~ 26 in Peter Pan that shows a character trait of Tinker Bell. |
| **U1:W2: D2: Tinker Bell Character Analysis Quotes** | Oh, how she screamed when he let her out. (page ~~23~~ 25)  Tinker Bell clinked something angry in reply. (page ~~24~~ 25)  Suddenly Wendy screamed. It felt as if someone had pulled her hair! (page ~~25~~ 26)  Suddenly Peter laughed. He realized he had locked Tinker Bell in the drawer. (page ~~23~~ 24-25)  “She says you are a huge ugly girl, and she can’t be your fairy because she is my fairy.” (page ~~24~~ 25)  “Tink,” he said, watching her fly around the room in fury, “such language!” (page ~~24~~ 25) |
| **U2: W1: Student Task Card** | **Day 4:** 2. With a partner, read the sentence in italics below. Peter wants to stop the children from returning to their home. He thinks about locking the window shut:  *That way, when Wendy and the boys arrived, they would think their parents had forgotten about them, and they would have to come back to Neverland (Peter Pan*, page ~~133~~ 136) |