



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 10

Sharing Opinions and Reasons: *Peter Pan*

Discussion Groups (Chapters 7 and 8)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3a)
I can explain how a character's actions contribute to the events in the story. (RL.3.3b)
I can use literary terms to describe parts of a story or poem (e.g., *chapter*, *scene*, *stanza*). (RL.3.5)
I can describe how parts of a story build on one another. (RL.3.5)
I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1)

Supporting Learning Targets

- I can support my opinion with reasons based on what I read in *Peter Pan*.
- I can share my own opinion and discuss other's opinions about *Peter Pan*.
- I can follow our discussion norms.

Ongoing Assessment

- Chapter 7 Opinion and Reasons recording form (from homework)
- Now I'm Thinking recording form
- Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)Discussion Groups: Which Character's Actions Moved the Story Forward the Most? (Chapter 7) (10 minutes)Writing and Reflection: Now I'm Thinking ... (15 minutes)Closing and Assessment<ol style="list-style-type: none">Read-aloud: Chapter 8 (5 minutes)Chapter 8: Who/Where/What anchor chart (5 minutes)Homework<ol style="list-style-type: none">Reread Chapter 8 to yourself and answer the questions on your Chapter 8 homework.	<ul style="list-style-type: none">In this lesson, students use their reading and writing from Lesson 9 as preparation and support for their discussion.In the Closing of this lesson, 5 minutes are allocated to read Chapter 8 aloud. This is a shorter chapter, but it may be necessary to take more time. Extend or adjust the time if needed.Lessons 9 and 10 are designed to scaffold students' ability to develop an opinion through reading, writing, and discussing their opinions with a group. In Lesson 11, students will practice this same skill with a new chapter and a new focus question.This lesson involves a Fishbowl activity. Review Fishbowl (see Appendix). Also review Module 1, Lesson 4 to remind students how they used this structure several months ago.In advance: Think about which students to invite to sit in the inner circle during the Fishbowl. See options described in detail in Work Time A.Create a Discussion Group Norms anchor chart. Build off the norms that have guided students to this point, so expectations are clear and consistent.Plan groups of four students, based on which character students chose to write about in Lesson 9. Ideally, each group of four would have one student who wrote about each of the four characters: Wendy, Tinker Bell, Peter, and the Lost Boys. (Adjust as needed: groups of five are acceptable.) The purpose is for students to hear different opinions. (In Lesson 9, they shared their thinking only with peers who had the same opinion.)Review: Vocabulary Strategies charades (Appendix).



Lesson Vocabulary	Materials
norms; shrill (50), excitedly (51), sternly (52), frantically (54)	<ul style="list-style-type: none"> • Character Vocabulary charade cards (one set per partnership; four words per pair) • Discussion Group Norms anchor chart (new; teacher created; for display) • Conversation Criteria checklist (for teacher reference) • Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use) • Now I'm Thinking ... recording form (one per student and one for display) • Document camera • <i>Peter Pan</i> journals (students' own) • Where/Who/What anchor chart (from Lessons 2–9; add a new row for Chapter 8) • Chapter 8 homework (one per student) • Chapter 8 homework (answers, for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)</p> <ul style="list-style-type: none"> • Gather the class in the whole group area. Pair students; they can work with anyone (not necessarily their reading partner) for this activity. Have the partners sit facing each other. • Explain to students that they are going to play charades with some of their vocabulary words. Remind students that they have played vocabulary charades when they practiced vivid and precise words about their freaky frogs. Invite a few students to share what they remember about vocabulary charades. If students didn't name the basic process, remind them of it: <ol style="list-style-type: none"> 1. Each person in the partnership will get a card with a word. 2. One person will act out their word, conveying the meaning. 3. The other will try to guess. 4. Together they will read the word, the sentence, and the definition. • Distribute one set of Character Vocabulary charade cards to each partnership, with each person getting two words. • Give students time to share and act out their words. 	<ul style="list-style-type: none"> • Pair ELL learners together and have them practice the charades. Choose words that are very different from one another, e.g., <i>sternly</i> and <i>excitedly</i>. Provide them with two words. Put a visual icon on their cards to support their understanding of the words.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the learning targets with students. Point out that the first two targets are the same as those from previous lessons, and that they will build on those targets today by discussing their opinions with a new group. Explain that they will use their Opinion and Reasons recording form to help them talk to their peers about the character they selected and why.• Unlike in Lesson 9 (when they talked with peers who had chosen the same character), in this lesson they get to hear from peers who chose a different character from theirs. Ask students to think, then talk with a partner:<ul style="list-style-type: none">* “How will it be different to discuss your opinion with someone who has a different opinion from yours?”• Then cold call a few students to share their thinking. Listen for students to say that they will hear new thinking about the chapter because of the different opinions. Guide students that when they speak with others who have a different opinion from their own, it helps them think more deeply about both the book and their own opinion.• Remind students that they have had text-based discussions before. Ask students to think then share with a partner:<ul style="list-style-type: none">* “What does it mean when it says ‘follow discussion group norms’?”• Cold call students to share what it means to follow norms. Listen for them to identify that norms help keep a discussion focused. For example, when they are sharing opinions it will be important to look at and listen to the speaker so that they really understand the opinion that person is sharing.	<ul style="list-style-type: none">• Consider providing sentence starters on index cards for struggling learners. On the front of the index card, write: “I think _____ is the most important character.” Write “My reason is _____.” on the other side.



Work Time	Meeting Students' Needs
<p>A. Reviewing Discussion Group Norms and Modeling through Fishbowl Discussion (15 minutes)</p> <ul style="list-style-type: none"> • Explain that in order to be successful with following norms, it is important to know what they look and sound like. Remind students of their work in the beginning of the year discussing their power books in small groups. Remind students that they also had many conversations about their freaky frog books when they were researching their frogs. Ask: “What helped us have good conversations?” • Give students time to think and discuss. • Cold call two or three students to share. Capture their thinking on the Discussion Group Norms anchor chart. • Share that a few people will model a discussion using a “Fishbowl” technique. Tell them that their job is to listen and look for what they have already listed on the chart and be ready to add any new thinking: “We will be watching from the outside, and seeing and listening to what people in the Fishbowl are doing and saying.” • Choose from these options for the Fishbowl: <ol style="list-style-type: none"> 1. Choose three to five students who can serve as strong models of speaking and listening. 2. Invite several teachers or adult volunteers to share their thoughts about Chapter 7 of <i>Peter Pan</i>. Note: The teachers or adults should review the question and Chapter 7 before the discussion. • As in Module 1 (Lesson 4), the Fishbowl participants sit together in a circle in the middle of the group and discuss their opinion of the question: <ul style="list-style-type: none"> * “Which character’s actions affected the events in the chapter the most?” • Observers in the outside circle should evaluate how the conversation is going. • After the discussion, invite the observers to share both the positive and negative aspects of the discussion. Add to the Group Discussion Norms anchor chart. If necessary, lead students toward some previously developed key norms (such as everyone having a chance to speak and participants asking questions of one another to extend conversation). Tell them you will be listening to how well they work with each other in their groups. (See the Conversation Criteria checklist and adapt to suit personal preferences. Build off created previously checklists.) 	<ul style="list-style-type: none"> • When struggling learners are on the outside of the Fishbowl, consider giving them a notecard with a focus question related to generating norms. For example: “Do you see people looking at the speaker?” or “Do you see people taking turns?” This focus question can support their understanding of the process and give them ideas that can contribute to the conversation. • Consider using visual representations next to each norm to support and cue struggling learners.



Work Time (continued)	Meeting Students' Needs
<p>B. Discussion Groups: Which Character's Actions Moved the Story Forward the Most? (Chapter 7) (10 minutes)</p> <ul style="list-style-type: none"> Be sure students have their Classic Starts edition of <i>Peter Pan</i> and their Chapter 7 Opinion and Reasons recording forms (from Lesson 9). Explain to students that they will: <ul style="list-style-type: none"> Use their recording form to discuss their opinion Use their text to support the conversation and refer back to the parts that support their opinion Arrange students into their groups. Remind students that they are going to put into action the norms they just discussed. As students discuss this topic, collect data on their mastery of discussion skills on the ongoing Conversation Criteria checklist. 	<ul style="list-style-type: none"> Provide struggling students with a highlighter to highlight their opinion and one of their reasons on their recording form. The sentence frame: "I think _____ because _____." will help them prepare for the conversation.
<p>C. Writing and Reflection: Now I'm Thinking ... (15 minutes)</p> <ul style="list-style-type: none"> Stop the discussion after 10 minutes. Distribute the Now I'm Thinking ... recording form and display a copy on a document camera. Point out to students that they will be thinking about both the book and their discussion groups. Point out that the reflection question about their discussion groups <i>also</i> requires them to form an opinion and support it with reasons and evidence. Using the Conversation Criteria checklist as a reference, model for students by writing a sentence about how successful the discussion groups were. You might write: "I think the discussion groups were very successful. My reason is that I heard people taking turns to listen to each other." Release students to work with someone in their group or independently. After 15 minutes, have students put this recording form in their <i>Peter Pan</i> journal and bring it to the whole group area. 	<ul style="list-style-type: none"> Provide struggling learners with sentence frames for the Now I'm Thinking recording form. For example, a sentence frame that says: "I heard _____. That made me think about _____. " will support their thinking. A sentence frame for the second question could be: "I think our group was successful/not successful [circle one] because _____. "



Closing and Assessment	Meeting Students' Needs
<p>A. Read-aloud: Chapter 8 (5 minutes)</p> <ul style="list-style-type: none">Ask the class to turn to Chapter 8, page 61. Explain that since they didn't do any new reading today, they are going to listen to the whole chapter. This will help them get back into the story. Their job is to follow along and be prepared to contribute to the Where/Who/What anchor chart. Read aloud Chapter 8 slowly and fluently.	<ul style="list-style-type: none">Provide struggling learners with the focus question (on a sticky note for them to put on their recording form) for the read-aloud: "What does Wendy do in this chapter?"
<p>B. Chapter 8: Who/What/Where Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">After the read-aloud, ask students to think about what they heard in this chapter. Invite them to share with the class their ideas for the important characters, events, and settings from Chapter 8. Remind them to record these ideas in their <i>Peter Pan</i> journals as you record it on the Where/Who/What anchor chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Reread Chapter 8 to yourself and answer the questions on your Chapter 8 homework. <p><i>Note: Collect students' Peter Pan journals and review their Now I'm Thinking ... recording forms. When reviewing the forms, note students who reflected that their group was not successful and review their reasons. Use this information to support student discussion groups in Lesson 11. It is important to build on successes to help students engage in effective conversations. If students identified an area that was a problem, look for a student comment that identified this same area as a success. In Lesson 11, ask that student to share what made their group successful when reviewing norms.</i></p> <p><i>Help students envision a successful group discussion by naming successful actions, ideally coming directly from their recording forms.</i></p>	



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Supporting Materials



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Character Vocabulary Charade Cards

shrill	high-pitched voice, showing strong emotion
excitedly	showing excitement, stirred-up emotions
sternly	firm, strict, harsh
frantically	desperate, wild with excitement



Conversation Criteria Checklist

(Repeated from Module 1 for Teacher Use; Adapt to Suit Personal Preferences)

Learning target:

- I can follow our class norms when I participate in conversations.

(Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses based on the setting in which the criteria is observed. For example: P= Partner, G= Small Group, C= Whole Class)

[illegible]



Now I'm Thinking ... Recording Form

1. What is one new thing you heard from your discussion group today?

2. Why didn't the arrow hurt Wendy?

3. How would you describe Wendy's home? Use words from the text to support your answer.



Now I'm Thinking ... Recording Form

4. How successful was your group conversation?

Opinion:

Reason:



Chapter 8 Homework

Directions:

1. Reread Chapter 8 on your own or out loud to someone at home.
 2. Answer the questions below.
 3. Be ready to share your answers with a partner in class.
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1. After a few days of practice, the Darling children became very quick and **graceful** at using their trees. What do you think the word *graceful* means?

2. What words in the text helped you figure out the meaning of the word *graceful*?

3. Why does Wendy set up a school for John and Michael?



Chapter 8 Homework
(Answers, for Teacher Reference)

1. After a few days of practice, the Darling children became very quick and **graceful** at using their trees. What do you think the word *graceful* means?

Making it look easy and beautiful

2. What words in the text helped you figure out the meaning of the word *graceful*?

Quick, exactly at the right speed

3. Why does Wendy set up a school for John and Michael?

Wendy doesn't want John and Michael to forget their home, so she sets up the school to help them remember it.