Grade 3: Module 3A: Unit 1: Lesson 8

On Demand Mid-Unit Assessment: Character Analysis of Peter Pan (Chapter 6)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)

Supporting Learning Targets	Ongoing Assessment
• I can describe a character from *Peter Pan* by creating a character analysis.	• Mid-Unit Assessment: Character Analysis of Peter Pan (Chapter 6) • Tracking My Progress, Mid-Unit 1 recording form

Agenda	Teaching Notes

1. Opening
 	
   A. Engage the Reader: Where/Who/What Anchor Chart for Chapter 6 (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. On-Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan (35 minutes)
 	
   B. Tracking My Progress (10 minutes)
 	
3. Closing and Assessment
 	
   A. Share: Analysis of Peter Pan (5 minutes)
 	
4. Homework
 	
   A. Continue reading in your independent reading book for this unit at home.
	• Note that students need to have read Chapter 6 on their own in advance of this lesson.
	
	• This lesson assesses the character analysis skills students have been practicing in Lessons 4–7.

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Lesson Vocabulary	Materials
describe, character, analysis	• Where/Who/What anchor chart (from Lesson 2)
	• Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6) (one per student)
	• Mid-Unit 1 Assessment: Character Analysis of Peter Pan (answers, for teacher reference)
	• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)
	• *Peter Pan* journals (students' own)
	• Tracking My Progress, Mid-Unit 1 recording form (one per student)

Opening	Meeting Students' Needs
A. Engage the Reader: Where/Who/What Anchor Chart for Chapter 6 (5 minutes) • Invite the class to the whole group area. Direct their attention to the **Where/Who/What anchor chart**. Ask students to share with the whole class their ideas for the important characters, events, and settings in Chapter 6. • Invite students to share any words they would like to add to the Character Wall.	

B. Unpacking the Learning Targets (5 minutes)
• Congratulate students on all of their hard work thinking deeply about the characters in the *Peter Pan* text. Review the words *describe, character*, and *analysis* if needed:
  — *describe*: explain specific details about someone or something
  — *character*: someone in a book (could be a human or animal or a even a magical creature)
  — *analysis*: a close study of a something; figuring out its most important qualities
• Tell students that they will continue work on analyzing a character, but today everyone will think deeply about the main character, Peter Pan. Peter Pan will be such a fun character to analyze because he has unique traits and motivations that lead him to take important actions in the story!	

Work Time	Meeting Students' Needs
A. On Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan (35 minutes) • Ask students to Think-Pair-Share the three aspects of character they have studied so far. Listen for students to use the words *traits, motivations*, and *actions*. After a minute of discussion, cold call a few students to share these aspects. • Tell them that today they will again be character detectives: investigating one character closely to find his traits, motivations, and important actions and collecting evidence to support their thinking. • Tell students that just like yesterday, they will complete an analysis of a character from the text. Remind them that they will all analyze Peter Pan. Unlike other days where they worked in groups, they will work independently today. This is their chance to show how well they can analyze a character on their own. • Distribute the **Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)** and the *Peter Pan* text. Answer any lingering questions and invite students to begin their assessment once they understand the task. • If students finish their assessment early, they should continue their independent reading for the unit. • Do not collect students' recording forms yet; they will need them during the lesson debrief.	• Provide extra time for ELLs and other students to complete this assessment.
B. Tracking My Progress (10 minutes) • Gather the class whole group. Ask them to bring their *Peter Pan* **journals**. • Distribute the **Tracking My Progress, Mid-Unit 1 recording form**. Explain to students that they are going to have the opportunity to reflect on their progress on the learning target: "I can describe the characters in a story (traits, motivations, feelings)." Ask students to think, then talk with a partner: "We've done this kind of reflection before. What is one thing you notice about this reflection sheet? What is it asking you to do?" • Then cold call one or two students to identify what they noticed about the reflection sheet. • Give students time to complete their Tracking My Progress recording form. (Have students use their *Peter Pan* journals as a hard surface for writing.) Collect students' recording forms to review along with their paragraph writing to see how accurate their self-assessments are.	• Use thoughtful pairings for the vocabulary activity. • Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.

Closing and Assessment	Meeting Students' Needs

A. Share: Analysis of Peter Pan (5 minutes)
• Invite students back together and ask them to bring their Mid-Unit 1 Assessment. Ask them to stand up and form a triad with two other students.
• Once students are in their small groups, explain the sharing process:
   – Select one section (trait, motivation, action) from your recording form to share with your group.
   – Take turns sharing that part of your recording form.
   – Once everyone has shared, discuss the last question on your recording form. Make sure everyone in your group has the chance to say why they think Peter Pan is an important character.
• If time permits, ask a few students to share their responses to the final synthesis question.	

Homework	**Meeting Students' Needs**
• Continue reading in your independent reading book for this unit at home.	

Grade 3: Module 3A: Unit 1: Lesson 8
Supporting Materials

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)

Name:

Date:

Learning target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

Character Name: Peter Pan

Character Traits:
What is a character trait that best describes Peter Pan?
What evidence from the text supports your thinking?

Character Trait	Evidence from the Text

Character Motivations:
What motivates Peter Pan so far in the story?
What evidence from the text supports your thinking?

Character Motivation	Evidence from the Text

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)

Character Actions:

What is an important action that Peter Pan has taken so far in the story?

How did the action move the story forward in some way?

Character Action	Evidence from the Text

Now that you have looked closely at the traits, motivations, and actions of Peter Pan, how do you think he is important to the story *Peter Pan*? Use evidence to support your thinking.

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Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)
(Answers, for Teacher Reference)

Learning target: I can describe the characters in a story (traits, motivations, feelings). RL.3.3

Character Name: Peter Pan

Character Traits:
What is a character trait that best describes Peter Pan?
What evidence from the text supports your thinking?

Character Trait	Evidence from the Text
A. persuasive/convincing B. selfish C. adventurous/daring	A. On page 27, Peter tries very hard to convince Wendy to join him on his journey to Neverland. For example, he says, "I'll teach you" how to fly and "Think about how much the lost boys will love you." B. Peter acts selfish in the story sometimes. An example of this is on page 21. Wendy fixes Peter's shadow and he doesn't even say thank you. Instead he jumps up and says, "Look at me and my handsome shadow." C. Peter is an adventurous character. An example of this is on page 39 when he describes his battle with Captain Hook: " During our last battle I chopped off his right hand with my sword."

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)
(Answers, for Teacher Reference)

Character Motivations:

What motivates Peter Pan so far in the story?

What evidence from the text supports your thinking?

Character Motivation	Evidence from the Text
A. Peter doesn't want to grow up.	A. Peter describes this on page 22. He says, "I didn't want to grow up. Now I live with the lost boys and the fairies."

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)
(Answers, for Teacher Reference)

Character Actions:

What is an important action that Peter Pan has taken so far in the story?

How did the action move the story forward in some way?

Character Action	Evidence from the Text
A. Peter goes to the Darling family house. B. Peter successfully convinces the Darling children to join him on his trip to Neverland.	A. This moved the story forward because if he had never visited the Darlings, Wendy and the boys would have never joined him in Neverland. B. This moved the story forward because their trip to Neverland is creating the major action of the story.

Name:

Date:

Learning Target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)
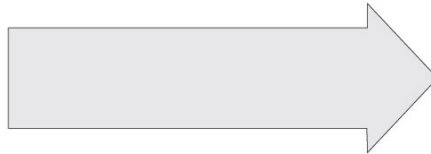
1.   The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.	**I understand some of this.**	**I am on my way!**

3. The evidence to support my self-assessment is: