Grade 3: Module 3A: Unit 1: Lesson 3
Reading for Details that Capture a Reader's Imagination and Answering Questions (Chapter 2)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the meaning of words using clues from the story. (RL.3.4) I can identify the main message or lesson of a story using key details from the text. (RL.3.1) I can answer questions using specific details from literary text. (RL.3.1)	
Supporting Learning Targets	**Ongoing Assessment**
• I can use context clues to determine the meaning of words in *Peter Pan*. • I can answer questions about Chapter 2 using specific details from the text. • I can identify key details in Chapter 2 that capture my imagination.	• Chapter 2: Character Vocabulary recording form • Chapter 2 Key Details recording form • Chapter 2 Text-Dependent Questions

Agenda	Teaching Notes

1. Opening
 	
   A. Engaging the Reader: Favorite Excerpts from Chapter 2 (5 minutes)
 	
   B. Unpacking the Learning Targets (5 minutes)
 	
2. Work Time
 	
   A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)
 	
   B. Rereading for Key Details That Capture My Imagination (20 minutes)
 	
   C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)
 	
3. Closing and Assessment
 	
   A. Sharing Details from Chapter 2 (5 minutes)
 	
4. Homework
 	
   A. Choose a couple of your favorite details to read aloud to someone at home. Explain how those details captured your imagination as a reader.
	• As stated in the Teaching Notes for Lesson 2, some students may need more support than their reading partner can provide. Consider the following:
	
	   1. Pull several partnerships together for guided support during their reading.
	
	   2. Devote an instructional aide or another adult's time to supporting students as they read the chapters aloud. This gives students guidance with both decoding and comprehension.
	
	   3. After students have made their first attempt on their own, find another time in the day to review sticking points they had to support their comprehension.
	
	• This is the second day of the reading cycle of Chapter 2. During this lesson, students reread the chapter for key details and answer text-dependent questions.
	
	• In this lesson, students focus on character vocabulary; however, they will not go into depth about character traits. They will do that in Lesson 4.

Lesson Vocabulary	Materials
capture my imagination, tidy (10), jealous (14), soothingly (15)	• Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)
	• Chapter 2 Character Vocabulary recording form (one per student)
	• Chapter 2 Character Vocabulary recording form (answers, for teacher reference)
	• Chapter 2 Key Details from Chapter 2 recording form (one per student)
	• Chapter 2 Text-Dependent Questions (one per student)
	• Chapter 2 Text-Dependent Questions (answers, for teacher reference)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Favorite Excerpts from Chapter 2 (5 minutes) • Gather students and ensure that they have their copy of **Peter Pan**. Ask students to locate the excerpt they selected to read for homework. Once students have found the excerpt, invite them to share with a partner what they read and why they chose it. • Ask a few students to share a bit of their excerpt and why they selected it. • Tell students that they will continue to think about their favorite parts of the text both in today's lesson and throughout the module.	• Consider offering a sentence frame or starter to assist students with language production and provide the structure required. For example, "I chose to read _____, because_____."
B. Unpacking the Learning Targets (5 minutes) • Read each of the learning targets aloud. After each one, ask the class to identify the key ideas in the target. For the first target, students should pull out the idea that they will be learning new words. This is not a new target for students, so the general idea should be familiar. • The second target is also familiar. Just as they have done in the first two modules, they will answer questions about Chapter 2 using specific details from the text. • Students may need more support with the third target. Pull out the phrase "capture my imagination" if students do not identify this phrase on their own. Direct students to the module guiding question from Lesson 1: "How do writers capture a reader's imagination?" and make the connection between the target and the guiding question. • Ask students to take a minute to pair share what they think "capture my imagination" means. Focus students whole group and cold call a few responses. If necessary, guide students toward understanding that writers make specific choices to fill a reader's mind with questions, pictures, or interesting ideas. The author of *Peter Pan* worked hard to make the text interesting to the reader. They will learn about many strategies that writers use to capture the reader's imagination. For example, writers often use vivid and precise words to help the readers make pictures in their minds. That is one way that a writer captures a reader's imagination.	• Using total participation techniques, such as cold calling or equity sticks, encourages a wider range of voices in whole-class shares.

Work Time	Meeting Students' Needs

A. Introducing Character Vocabulary: Chapter 2 Words (10 minutes)
• Distribute the **Chapter 2 Character Vocabulary recording form** to students. Tell students that each word helps us to better understand a little about the characters in the chapter. Ask students to insert these as the next page of vocabulary section in their *Peter Pan* binders, folders, or notebooks.
• Remind students that they can determine the meaning of these words by looking at clues in the story around the word.
• Read the first sentence aloud: "'He really is quite messy,' said Wendy, who was a very tidy child." Ask students to Think-Pair-Share what the word *tidy* means and cold call a few students to share their thinking.
• If necessary, briefly think aloud with the word tidy: "When I read this sentence, I know that it's saying that Peter Pan is messy. It also says that Wendy is not like Peter because she is tidy. The opposite of *messy* is *clean*, so *tidy* must be a word that means 'clean or neat.' Wendy likes things clean and tidy, unlike Peter."
• Ask students to take 5 minutes to work on the term *tidy* and the two words below from the chapter with their reading partner.
• Allow students to share whole class to check understanding for all. Listen for definitions such as:
  – *jealous*: wanting something someone else has, envious; Mr. Darling was jealous because other people made more money than he did and he thought the kids loved Nana more than him.
  – *soothingly*: in a calming way; Mrs. Darling replied soothingly to Michael by agreeing with him that the nightlights would protect the children.
	• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs and other students.

Work Time (continued)	Meeting Students' Needs
B. Rereading for Key Details That Capture My Imagination (20 minutes) • Remind students of today's second target. They will have the job of looking for details in the text that capture their imagination. Remind students that details are the specific parts of the text that help a reader really imagine what's happening. They are more than just the basic *where*, *who*, and *what* facts that they wrote yesterday. Details bring the story to life because they often contain vivid and precise language that helps readers feel like they are in the story. • Ask students to watch you closely as you think about details that capture your imagination. A think-aloud might sound like: "When I think about details in text that capture my imagination, I try to find parts of the text where the words painted a vivid, or clear, picture in my mind. One part of Chapter 1 that really caught my attention is the last paragraph on page 5." • "I love this detail: 'Every child's Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach. Others have hunchbacked little old ladies, turtles laying eggs, or gnomes who like to sew.' I can just picture all of these amazing and unusual details in each child's Neverland. This detail pulls me into the story and makes me want to read more to find out about Neverland. When a writer captures a reader's imagination, he or she gets swept up into the story." 1. "I am going to write that on my recording form." Project the **Key Details from Chapter 2 recording form** and model for students how to write just a few words from the text excerpt with the page number to remember the detail: 2. In the first column, write "Page 5." 3. In the second column, write "Neverland, boats, caves, beach, turtles, and gnomes." 4. In the third column, write "This helped me better understand that all Neverlands are different. Each child's Neverland has special characteristics that make it unique." • Tell students that they will now work with their reading partner to reread Chapter 2 and find a couple of details that capture their imagination as readers. Distribute the Key Details from Chapter 2 recording form. Encourage partnerships to read a couple of pages silently and then stop to talk with their partner about any details that captured their imagination. They may then continue reading, thinking, talking, and writing until they have completed the chapter. • As students read and talk, circulate around the room and support students as needed. Ask questions such as: * "Why does that excerpt capture your imagination?" * "How does that detail help you understand the events of the story?"	• Consider pre-selecting a couple of pages with compelling details to help narrow the search for struggling readers. Students may refer to the page and then choose from a shorter amount of text.

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Work Time (continued)	Meeting Students' Needs

C. Answering Text-Dependent Questions about Chapter 2 (15 minutes)
• Gather students together and congratulate them on their hard work gathering details. Tell them that they will now work independently to answer questions about the text just like they have done so well with other texts.
• Ask students to Think-Pair-Share:
  * "How do readers successfully answer questions about a text?"
• After a minute of conversation, invite a few students to share their responses with the whole class. Guide students toward the following steps for answering text-dependent questions. A list of steps may contain the following:
  1. Read the question carefully.
  2. Read the text to find the answer.
  3. Write the answer in a complete sentence and use specific evidence from the text to support your thinking.
• Answer any clarifying questions and distribute the **Chapter 2 Text-Dependent Questions**. Remind students that they will read and answer their questions independently because this is their chance to show how well they can read and answer questions on their own.	

Closing and Assessment	Meeting Students' Needs
A. Sharing Details from Chapter 2 (5 minutes) • Invite students to bring their Key Details from Chapter 2 recording form and gather together. Ask them to choose one detail that really captured their imagination. After the students have selected their detail, ask them to stand up and find a classmate to share with. After a minute or so, ask students to find another partner and repeat the sharing process. • Briefly revisit the vocabulary words from Work Time A. Ask students to use to think about the words *jealous* and *soothingly* in new contexts. Invite students to Think-Pair-Share: * "Based on what you know about the meanings of the words *jealous* and *soothingly*, describe a person in a book or someone you know in real life who seems *jealous* or has acted *soothingly*." • Listen in to informally assess students' use of vocabulary in different contexts. If time permits, cold call a few students to share their ideas with the whole class.	

Homework	Meeting Students' Needs
• Choose a couple of your favorite details to read aloud to someone at home. Explain how those details captured your imagination as a reader.	

EXPEDITIONARY LEARNING

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

Chapter 2 Character Vocabulary

Name:

Date:

Learning target: I can use context clues to determine the meaning of words in *Peter Pan.*

1. **tidy (10)**

"He really is quite messy," said Wendy, who was a very **tidy** child.		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

2. **jealous (14)**

"And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving nana so very much—possibly more than him."		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

3. soothingly (15)

"This was something Mrs. Darling had told the children in the past, so she couldn't very well take it back now." That's right, she said **soothingly**. "Night lights are the eyes a mother leaves behind at night to watch over her babies."		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **tidy (10)**

"He really is quite messy," said Wendy, who was a very **tidy** child.		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
Clean, neat	**Wendy sounds like she is not like Peter, so maybe she is the opposite.**	**It tells me that Wendy really likes to have everything organized and clean.**

2. **jealous (14)**

"And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving nana so very much—possibly more than him."		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
Wanting what other people have	**Poor Mr. Darling—I know "jealous" must be something bad.** **He thinks other people are doing better than he is.**	**It tells me that Mr. Darling doesn't feel very good about himself. He wants what other people have.**

3. **soothingly (15)**

"This was something Mrs. Darling had told the children in the past, so she couldn't very well take it back now." That's right, she said **soothingly**. "Night lights are the eyes a mother leaves behind at night to watch over her babies."		
What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
In a soothing or kind way	**She is telling the children about night lights.** **She wants to watch over her babies.**	**It tells me that Mrs. Darling loves her children and wants to take care of them. She tells them stories to help them feel safe.**

Key Details from Chapter 2

Name:

Date:

Learning target: I can identify key details in Chapter 2 that capture my imagination.

Page number	Key words/phrases from the detail	This helps me understand ...

Chapter 2 Text-Dependent Questions

Name:
Date:

Learning target: I can answer questions about Chapter 2 using specific details from the text.

1. How did Peter get inside the Darling children's room? Use evidence from the text to support your thinking.

_____

_____

_____

_____

2. On page 10, the text says, "While Wendy went out for a snack, Mrs. Darling stayed behind, still frowning about the leaves." Why was Mrs. Darling scared about the leaves she discovered in her children's room? Use evidence from the text to support your thinking.

_____

_____

_____

_____

3. How did the stars help Peter at the end of the chapter? Use evidence from the text to support your thinking.

_____

_____

_____

_____

Chapter 2 Text-Dependent Questions
(Answers, for Teacher Reference)

1. How did Peter get inside the Darling children's room? Use evidence from the text to support your thinking.

   Peter gets into the Darling children's room through the window. The text says, "He comes in through the window," Wendy insisted.

2. On page 10, the text says, "While Wendy went out for a snack, Mrs. Darling stayed behind, still frowning about the leaves." Why was Mrs. Darling scared about the leaves she discovered in her children's room? Use evidence from the text to support your thinking.

   Mrs. Darling was scared because the leaves looked different from leaves found in England, so someone from another place must be bringing them in. The text says, "She was fairly certain that they were from a tree that did not even grow in England."

3. How did the stars help Peter at the end of the chapter? Use evidence from the text to support your thinking.

   The stars helped Peter by telling him when it was safe to go inside the house once the Darlings had left. The text says, "stars in the Milky Way cried out, 'Now, Peter! Now!'"