



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 6

Character Actions: Looking Closely at How Characters' Actions Move the Story Forward (Chapter 5)



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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 determine the meaning of words using clues from the story. (RL.3.4)
- I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)

Supporting Learning Targets

- I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5.
- I can use literary terms to describe the characters, setting, and events in the chapter.
- I can use context clues to determine the meaning of words in *Peter Pan*.

Ongoing Assessment

- What/So What recording form
- Where/Who/What recording form (in journal)
- Chapter 5 Character Vocabulary recording form



| Agenda | Teaching Notes |
|--|--|
| <p>1. Opening</p> <p>A. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes)</p> <p>B. Read-aloud: Introducing Chapter 5 (5 minutes)</p> <p>C. Independent Reading: Focus on Character Actions and How They Move the Story Forward in Chapter 5 (15 minutes)</p> <p>D. Small Group Discussion and Chapter 5 Character Vocabulary Words (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Where/Who/What Anchor Chart (10 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit at home.</p> | <ul style="list-style-type: none">• This lesson follows a similar pattern to that of Lessons 4 and 5, with a new emphasis on characters' actions.• In advance: Prepare the What/So What anchor chart (a large version of the What/So What recording form).• Review: Think-Pair-Share (Appendix). |



| Lesson Vocabulary | Materials |
|--|---|
| character, action, sequence, events; distracted (36), annoyed (37), compromised (39) | <ul style="list-style-type: none"> • Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use) • What/So What anchor chart (new; teacher-created; a large version of students' What/So What recording form; one for display) • What/So What recording form (one per student) • Where/Who/What anchor chart (from Lesson 2) • Chapter 5 Character Vocabulary recording form (one per student) • Chapter 5 Character Vocabulary recording form (answers, for teacher reference) • <i>Peter Pan</i> journals (students' own) |

| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to today's learning targets and invite them to read all three targets aloud with you. • Focus the class on the first target: "I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5." • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What words do you think are most important for today's learning target? What will we be focusing on as we read, think, write, and talk?" • Listen for students to mention <i>actions</i> and <i>sequence</i>. Clarify that sequence means the order in which things happen or are arranged. • Set purpose, probing about the word <i>contribute</i>: <ul style="list-style-type: none"> * "What does it mean for a character's actions to <i>contribute</i> to the sequence of events?" • Do not linger on this question here; simply tell students that they should think about this throughout the lesson. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Mini Lesson: Studying Character Actions and How They Move the Story Forward: Revisiting Chapter 4 (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to Think-Pair-Share the following question: “What are three actions you took in order to get to school today?” • Listen to student conversations and invite a couple of students to share their examples whole class. • Tell students that, just like real people, characters in stories are constantly taking action. Some of these actions are important because they help move the character, and the story, forward. • Just as you did in Lessons 4 and 5, make an explicit connection between this character study and the Somebody Wanted But So work students did in Module 1. The “So” referred to the actions characters took as a result of their wants and needs. “Just like in our picture books, the characters in <i>Peter Pan</i> take actions based on their wants and needs. These actions keep the story moving forward. So today we are going to look closely at those actions to get to know our characters more deeply.” • Ask students to open their <i>Peter Pan</i> books to page 28. Tell students that their job is to follow along and look for actions that characters take, and how those actions move the story forward. • Post the What/So What anchor chart. Read aloud from the start of the last paragraph at bottom of page 28 (beginning with “There can be only one explanation ...”) until the end of the fifth paragraph on page 29 (“... barking for help”). After reading, ask students to Think-Pair-Share: • “What were some actions characters took in this passage?” As students share examples whole group, add their examples to the “What” column of the What/So What anchor chart. Remind students that this column represents what the character did. Listen for examples such as: “The children pretended to be sleeping.” • Choose one rich example from what students shared. Ask students to Think-Pair-Share a second time: <ul style="list-style-type: none"> * “Think about this action with your partner. How did this action by this character move the story forward?” • Shares might sound like: “The kids pretending to be asleep made Liza think everything was okay, and drag Nana away.” • Record examples of how character’s actions affected the story in the “So What” column of the What/So What anchor chart. Connect this to the learning students did in Module 1 by saying something such as: “When we looked at our picture books, we thought, talked, and wrote about the actions a character took. Today we’re taking the next step and really thinking about how characters’ actions affect the story. This is impressive and meaningful reading!” | <ul style="list-style-type: none"> • Providing students with a simple sentence frame can support them in their thinking as they connect actions with motivations: “Once I _____ [action] because I wanted _____ [motivation].” |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Read-aloud: Introducing Chapter 5 (5 minutes)</p> <ul style="list-style-type: none"> Ask students to open their <i>Peter Pan</i> book to Chapter 5, page 33. Invite them to read along as you read aloud pages 33 and 34. The purpose of this read-aloud is to engage students and model fluency, and therefore there should be no pauses for discussion, explanation, or questioning. | |
| <p>C. Independent Reading: Focus on Character Actions and How They Move the Story Forward in Chapter 5 (15 minutes)</p> <ul style="list-style-type: none"> Distribute the What/So What recording form to students. Give directions: <ol style="list-style-type: none"> Sit next to your reading partner. Complete Chapter 5 from <i>Peter Pan</i> on your own. Ask your partner for help if you are confused or stuck. Focus your attention on the actions characters take in this chapter and the way in which those actions move the story forward. Complete the What/So What recording form for Chapter 5. | <ul style="list-style-type: none"> Consider providing a partially completed graphic organizer to select students, in which they are responsible for completing only the So What column. |
| <p>D. Small Group Discussion and Chapter 5 Character Vocabulary (15 minutes)</p> <ul style="list-style-type: none"> As in Lesson 4, combine partnerships so students are in groups of four to share their recording form for this chapter. Distribute Chapter 5 Character Vocabulary recording form. Tell students that each of these words will continue to add to our understanding of characters in the story. Remind students that the meaning of these words can be determined by looking at clues around the word they don't know. Ask students to work on these three words from the chapter with their reading partner. After about 5 minutes of work time, allow student to share as a whole class in order to check understanding for all. Their responses should be placed with their vocabulary work in their <i>Peter Pan</i> journals. | |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Where/Who/What Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Invite students back 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 for this chapter.• In order to help students connect the <i>who</i> and the <i>what</i>, revisit the first learning target. Ask again: "What does it mean for a character's actions to <i>contribute</i> to the sequence of events?"• Invite students to share any words they would like to add to the Character Wall.• Tell students that in the next lesson, they will get to choose one character (except Peter) they want to focus on in more detail. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. | |



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Supporting Materials



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What/So What Recording Form

Learning target: I can describe how Peter and Wendy’s actions contribute to the sequence of events in Chapter 5.

How do characters’ actions move the story forward?
Use evidence from the text to support your thinking.

| What? <i>What action did the character take?</i> | So what? <i>How did the action move the story forward?</i> |
|--|--|
| | |
| | |
| | |

Chapter 5 Character Vocabulary

Name: _____

Date: _____

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

1. **distracted (36)**

“Peter was nowhere to be found. It wasn’t uncommon for him to leave them occasionally. Easily bored and **distracted**, he would fly up high to talk to the stars, or down low to talk with a mermaid. He always came back, but sometimes seemed to barely remember them, as if he had already moved on to his next adventure.”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---------------------------|---|--|
| | | |

Use this word in a sentence of your own:



Chapter 5 Character Vocabulary

2. **annoyed (37)**

“Peter was a little **annoyed** with the children for knowing so much about the island. He wanted to be the one who knew everything.”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---------------------------|---|--|
| | | |

Use this word in a sentence of your own:



Chapter 5 Character Vocabulary

3. **compromised (39)**

“Tell her to go away at once, Peter,’ the children cried, but he refused.
‘She gets scared and lonely, too,’ he said.
They **compromised**. John would carry Tink in his hat, which he would hold in his hand.”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---------------------------|---|--|
| | | |

Use this word in a sentence of your own:



Chapter 5 Character Vocabulary
(Answers, for Teacher Reference)

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

1. **distracted (36)**

“Peter was nowhere to be found. It wasn’t uncommon for him to leave them occasionally. Easily bored and **distracted**, he would fly up high to talk to the stars, or down low to talk with a mermaid. He always came back, but sometimes seemed to barely remember them, as if he had already moved on to his next adventure. ”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|--|
| <p>It means not being able to pay attention for very long, or have your attention easily caught by other things.</p> | <p>It says he was “up high” and “down low” which shows he quickly moves between things. It also says he is “bored and distracted” and a lot of times when you’re bored, your attention goes to something else.</p> | <p>It shows that he is not focused on things or people.</p> |

Use this word in a sentence of your own:



Chapter 5 Character Vocabulary
(Answers, for Teacher Reference)

2. **annoyed (37)**

“Peter was a little **annoyed** with the children for knowing so much about the island. He wanted to be the one who knew everything.”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|---|---|--|
| It means to be upset or to be irritated. | I know this, because it says he wanted to be the only one who knew things, and he wasn't. So he must be upset. | It shows he is a little selfish. |

Use this word in a sentence of your own:



Chapter 5 Character Vocabulary
(Answers, for Teacher Reference)

3. **compromised (39)**

“Tell her to go away at once, Peter,’ the children cried, but he refused.
‘She gets scared and lonely, too,’ he said.
They **compromised**. John would carry Tink in his hat, which he would hold in his hand.”

| What does this word mean? | What clues helped to determine the meaning? | What does this tell you about the character? |
|--|--|--|
| It means to come to an agreement. | The children wanted one thing, but Peter wanted another. So they compromised. | It shows they can be responsible. |

Use this word in a sentence of your own:
