



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 2

Writing a First-Draft *Peter Pan* Summary



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

I can write an informative/explanatory text. (W.3.2)

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)

I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can write a first draft of my *Peter Pan* summary.

Ongoing Assessment

- Students' first draft writing



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Moving from Plan to First Draft (10 minutes)Writing a First Draft (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Success and Challenge Exit Ticket (5 minutes)Introducing Recommended Texts for the Unit (5 minutes)Homework<ol style="list-style-type: none">Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your homework recording form.	<ul style="list-style-type: none">In Work Time A, the teacher does a short think-aloud and begins to create a first draft paragraph. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process of a writer as he or she begins a first draft. At the end of the think-aloud, students also should be able to name the steps the teacher took so they can apply those steps to their own writing.In advance, create a smaller version of the Summary Writing rubric (proficient column only) from the anchor chart generated in Lesson 1) so each student has a copy of the rubric during the writing time.See Lesson 1 teaching note about independent reading homework.



Lesson Vocabulary	Materials
criteria, success	<ul style="list-style-type: none">• Chapter books from the Unit 3 Recommended Texts list (one per pair of students)• Summary Writing rubric anchor chart (proficient column only) (from Lesson 1)• Equity sticks• Drafting paper• Accordion Paragraph graphic organizer (from Lesson 1)• Summary Writing rubric (proficient column only) (one per student)• Exit Ticket: Success and Challenge (one per student)• Homework recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Revisiting the Summary Writing Rubric (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Remind them that they have been thinking about how readers write summary paragraphs about texts they have read to show their understanding. Tell students that today they will look at another paragraph on the back of a chapter book to be sure they understand how to meet the criteria on the rubric.• Pair students up and distribute chapter books. Invite students to read the paragraphs and respond to this prompt:<ul style="list-style-type: none">* “Turn to a partner and tell how this paragraph meets the criteria for a quality summary. Remember, criteria are the reasons why a piece of work is strong. Look at the Summary Writing rubric anchor chart (proficient column only) if you need reminders about the criteria.”• Give students time to share and then cold call a few responses. If students are confused by specific criteria, linger for a moment and clarify any misunderstandings. For example, they may not yet be clear about using examples from the text. Explain that they do not have to quote from the text, but they should tell the reader specific events that happened in the story. Emphasize that one cannot always capture all events but should select the most important examples.• Tell students that today they are going to write the first draft of their summary paragraph. Remind them of the planning work they did in Lesson 1. Tell students that they are now going to use their planning work and the rubric to help them write the draft.	<ul style="list-style-type: none">• Consider providing a sentence frame, sentence starter, or cloze sentence to assist with language production and the structure required.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning target aloud.• Ask students: “Why is it important for writers to create a first draft?”• Give students a minute to think and then talk with a partner.• Use equity sticks to cold call a few students for responses. Listen for: “A first draft helps writers get all their ideas down on paper.”	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Moving from Plan to First Draft (15 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the good planning they have already done for their paragraph.• Refer to the Summary Writing Rubric anchor chart and focus on the Ideas section. Explain that as they begin their first draft, they should think about how they are going to use their plan to help create the whole paragraph. Tell them that what they want to think about today is making sure they include the important characters and events.• Read aloud the second criterion in the Organization section as students read along silently in their heads: "I can use a topic and concluding sentence in my summary." Remind students that when they write their draft today, it's important for them to think about their introduction and conclusion.• Tell students they will have time to edit their paragraphs later for conventions, but they should try their best to pay attention to spelling, capitalization, and punctuation. This will make their editing easier later.• Remind students that you are going to model with the text <i>Rain School</i>. Explain that before students get started on their own first draft, you are going to begin to write your first draft and model your thinking as a writer. Explain that their job is to listen closely and watch the decisions you make as a writer.• A think-aloud might sound like: "When I look at the criteria, I know I have to make my writing clear. That means I need to introduce my topic to my reader, use my details to tell the reader information about the book, and then wrap it up for my reader."• Model beginning to write the first draft on the drafting paper. (Do not write a full paragraph). Write as you think aloud.• Continue to think aloud: "I know that my first sentence needs to tell my reader what the book is. When I look at my planning sheet, I remember that I also wanted to tell the reader that it is a powerful story, so I am going to write, '<i>Rain School</i> is a powerful story about Thomas, a boy who lives in the country of Chad.' That introduces the reader to my summary."• Continue with the think-aloud: "Now I have to tell my reader about an important character and event. I am going to write, 'Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building.'"• Remind students about the book summaries on the back of the chapter books that they read in Lesson 1. Point out that when writing a summary of a chapter book, writers cannot always capture all events but must select what to highlight. It comes down to choosing the most relevant examples.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist and provide the structure required.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • End the think-aloud. The purpose is not to write your entire paragraph, but to model how a writer gets started and uses various tools to be successful. • Pause and ask students: <ul style="list-style-type: none"> * “Now that you have watched me begin to write my first draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer.” • Give students a minute or two to talk to their partner. Then cold call a few. Listen for: “You thought about the criteria on the rubric. You used your planning sheet to think about the most important events in the story. You wrote complete sentences that made sense.” • Explain to students that their job today will be to use their plan for their writing and their rubric to write a first draft summary paragraph. Tell students that they will need to work very hard to write the summary in their own words. 	<ul style="list-style-type: none"> • Consider pulling a small group of students who might need targeted support with their drafting.
<p>B. Writing a First Draft (30 minutes)</p> <ul style="list-style-type: none"> • Be sure that students have their materials: Accordion Paragraph graphic organizer (from Lesson 1), the Summary Writing rubric (proficient column only) (which you created based on students' input on the anchor chart in Lesson 1), and drafting paper. • Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things: <ol style="list-style-type: none"> 1. Make sure the paragraph has a strong introduction and conclusion. 2. Use important details from the book to help the reader understand the key characters and events. • Address any clarifying questions. • Give students about 25 minutes to draft. Circulate to answer clarifying questions, although students need to write independently. Remind them to use their planning tools to help them with their first draft. If a student is struggling with a topic sentence, consider asking: “What is it that you want the reader to know right away?” If a student is struggling with pulling out key events, consider asking: “What is an important event that changed the direction of the story?” 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice.• Distribute and display the Exit Ticket: Success and Challenge.• Tell students that when they write, they will often experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. Other things may have been harder. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers.• On the displayed copy of the exit ticket, briefly model something that was successful for your first draft and something that was a challenge. This could look like: "A success for me was my introduction. I think my sentence made my reader want to read on to find out why the story is adventurous. A challenge for me was including only the important parts of the whole book. It was hard to narrow down my list."• Ask students to think for a minute and reread their paragraphs if they need to. Then have them complete their exit ticket.• If time permits, invite students to share with the whole group what they identified as their success and challenge.	
<p>B. Introducing Recommended Texts for the Unit (5 minutes)</p> <ul style="list-style-type: none">• Tell students that just as with the other modules, there are many books that they can read on their own throughout this unit.• Distribute books to pairs of students so they may have an idea of the types of books that are on the recommended list. After a minute, ask students to switch with another partnership so they may look at another book. Repeat as time permits.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue with your independent reading book or begin a new book from the Unit 3 Recommended Texts list. Be sure to complete your homework recording form. <p><i>Note: In Lesson 3, students will need their first drafts to begin revising. Be sure to review students' first draft writing from today's lesson and give clear feedback. This will support students' revisions in Lesson 3 and their success on the assessment in Lesson 4.</i></p> <p><i>The next few lessons are centered on students' writing summaries and opinions of Peter Pan. Review Lesson 10 in advance to begin planning for the publication of these two pieces.</i></p> <p><i>Determine the format for publishing these two pieces of writing now and make the necessary arrangements for technology use (if applicable). Time is not devoted in these lessons for recopying in best handwriting or for typing; time is devoted instead to the instructional aspects of the writing process. If you select the optional extension of using their writing to create book jackets, it is important to coordinate now with the art teacher or arrange time for the artistic component.</i></p> <p><i>In Lesson 10, students share their writing with their peers. During that lesson or at some other time, ideally students would also present their writing to an outside audience. Arrange an audience (e.g., other students in the school or families).</i></p>	



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Supporting Materials



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Exit Ticket: Success and Challenge

Learning Target: I can write a first draft of my *Peter Pan* summary.

1. Success: One success that I had writing my paragraph was:

2. Challenge: One challenge that I had writing my paragraph was:



Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

3. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____



Homework

4. Write down any word or words that you found that you are unsure about.
