



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 5

Identifying Character Motivations: Why Do Characters Do What They Do? (Chapter 4)



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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 identify characters' motivations using evidence from the text.
- 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

- Collecting Words to Describe Character Traits (from homework)
- Character Motivations recording form
- Chapter 4 Character Vocabulary recording form
- Where/Who/What recording form (in journal)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Character Trait Words (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mini Lesson: Identifying Character Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes)Read-aloud: Introducing Chapter 4 (5 minutes)Independent Reading: Focus on Characters' Motivations in Chapter 4 (15 minutes)Small Group Discussion and Chapter 4 Character Vocabulary Words (15 minutes)Closing and Assessment<ol style="list-style-type: none">Where/Who/What Anchor Chart (5 minutes)Homework<ol style="list-style-type: none">Reread your favorite page from Chapter 4, either by yourself, or aloud to someone at home. Focus on an action that a character took on that page and discuss the motivation the character had. Why did he or she do what he or she did?	<ul style="list-style-type: none">This lesson follows a similar pattern to that of Lesson 4, with a new emphasis on characters' motivations.In advance: Prepare the Character Motivations anchor chart (see example in supporting materials).Review: Think-Pair-Share (Appendix).



Lesson Vocabulary	Materials
character, motivation, evidence; flattered (27), maternal (28), sly (31)	<ul style="list-style-type: none"> • Character Motivations anchor chart (new; teacher-created; one for display) • Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use) • Character Motivations recording form (one per student) • Character Motivations recording form (answers, for teacher reference) • Chapter 4 Character Vocabulary recording form (one per student) • Chapter 4 Character Vocabulary recording form (answers, for teacher reference) • <i>Peter Pan</i> journals (students' own) • Where/Who/What anchor chart (from Lesson 2) • 3" x 5" index cards (for the Character Wall) (3-4 per student)

Opening	Meeting Students' Needs
<p>A. Sharing Character Trait Words (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to bring their Collecting Words to Describe Character Traits homework and sit next to their reading partner in the whole group area. Allow students a couple of minutes to share with their reading partners, encouraging them to write down words their partners found if they do not already have it. 	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to today's learning targets. Invite them to read the learning target along with you: "I can identify character motivations using evidence from the text." • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What words do you think are most important in today's learning target? What will we be focusing on as we read, think, write, and talk?" Listen for students to identify the words <i>character</i>, <i>motivation</i>, and <i>evidence</i>. 	<ul style="list-style-type: none"> • Confusion about the word <i>motivation</i> can serve as a bridge into the mini lesson: "I heard some of us wonder what the word <i>motivation</i> means. That's an excellent question, let's look more closely at this word."



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Identifying Motivations: Revisiting Peter and Tinker Bell in Chapter 3 (10 minutes)</p> <ul style="list-style-type: none"> Like in Lesson 4, make an explicit connection between the learning students did in Module 1 and the deep character study they are in now. This might sound like: “When we thought about our picture books, we thought about Somebody Wanted. What were we thinking about when we said ‘wanted’?” Look for shares such as: “We were figuring out the goal of the character, what it is they wanted in that story.” Direct students’ attention to the Character Motivations anchor chart. Circle the word <i>motivation</i>. Invite students to share as a whole class what they already know about this word. Guide students toward a definition: “Motivation is what a person, or a character, wants. It is the reason he or she acts a certain way.” Point out the root <i>motive</i>, which students may have heard in terms of the <i>motive</i> related to anything from why someone does charity work or commits a crime. Tell students that all people have motivations, or reasons they take certain actions. For example, perhaps there was a time that they really wanted to do something special, like go to the movies, and this motivated them to do their homework quickly and without complaint. The <i>motivation</i> in this example is the desire to go to the movies. Invite students to think about the idea of motivation as it applies to themselves: <ul style="list-style-type: none"> * “When was there a time when you really wanted something and that motivated you to take action? What was the action you took, and what was the <i>motivation</i>, or reason, you took that action?” Give students a few seconds of think time, asking them to give a thumbs-up when they have thought of a time when they wanted something and it made them take a specific action. Invite students to Think-Pair-Share their ideas. Remind students of the character trait work they did in Lesson 4, specifically the connection they made to real people in their lives. Connect that to today’s learning. This may sound like: “Remember that really important work you did with character traits and how we talk about characters in a book in the same way that we talk about real people in our lives? Thinking about characters’ motivations in a story is just like thinking about real people. When characters, like people we know, take specific actions or say specific things, we wonder, ‘What reason did the character have for doing, or saying, that? What was their motivation?’” Tell students they will be practicing this as they learn more about the characters in <i>Peter Pan</i>. Ask students to open their <i>Peter Pan</i> books to page 17. Tell students that they will follow along as you read, and they should listen for Peter’s motivation to go back to the Darlings’ house. What was his reason? 	<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
<ul style="list-style-type: none">• Read aloud page from the bottom of page 17, beginning with “The children’s room ...” and ending at the bottom of page 18 (“... and she sat up in bed”). After reading, ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What was Peter’s motivation for returning to the Darlings’ house?”• Share out whole group. Add Peter’s motivation to the Character Motivations anchor chart.• Ask students to Think-Pair-Share a second time:<ul style="list-style-type: none">* “What specific evidence on pages 17 and 18 makes you believe that this was his motivation?” Add evidence to the Character Motivations anchor chart. Listen for shares such as: “On page 18, it says ‘Tink?’ he called softly. ‘Is my shadow in that jug?’” or “On page 18 it says, ‘Peter threw open the drawers, piling the clothes in a heap on the floor, and found his shadow.’” Both of these examples show that Peter came back to find his shadow.	
<p>B. Read-aloud: Introducing Chapter 4 (5 minutes)</p> <ul style="list-style-type: none">• Ask students to open their <i>Peter Pan</i> books to Chapter 4, page 26. Invite them to read along as you read aloud pages 26 and 27. The purpose of this read-aloud is to engage students and to model fluent reading. Therefore there should be no pauses for discussion, explanation, or questioning.	<ul style="list-style-type: none">• The read-aloud portion of the chapter serves to build fluency and hook kids into the chapter.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Reading: Focus on Characters' Motivations in Chapter 4 (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Character Motivations recording form to students.• Tell students that today they will read Chapter 4 of their <i>Peter Pan</i> books, starting back at the beginning of the chapter. While reading, they should focus their attention on the actions characters take and the reasons or motivations for why they take these actions. Tell them they will focus on a few actions, listed in the “Character Action” column of their recording form.• Give directions:<ol style="list-style-type: none">1. Sit next to your reading partner.2. Read Chapter 4 of your <i>Peter Pan</i> book on your own.3. Ask your partner for help if you are confused or stuck.4. Focus your attention on the actions the characters take, and why they took those actions. What was their motivation? Remember to use evidence from the text to support your ideas.5. Complete the Character Motivation recording form for Chapter 4.	<ul style="list-style-type: none">• When circulating and supporting students, invite them to read aloud an excerpt from wherever they are at in the text. This will allow you to assess and coach their fluency.
<p>D. Small Group Discussion and Chapter 4 Character Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Combine two partnerships to form groups of four. Remind students of the classroom expectations for discussion before they begin. Ask students to share the character motivations they identified as well as the evidence they used to support their thinking. Circulate and support students in their discussion.• Distribute the Chapter 4 Character Vocabulary recording form to students.• Remind students that the meaning of these words can be determined by looking at clues in the story around the word.• Ask students to work on these three words from the chapter with their reading partner.• After about 5 minutes of work time, allow students to share as a whole class in order to check understanding for all.• Tell students that each of these words will continue to add to our understanding of characters in the story. It should be placed with their vocabulary work in their <i>Peter Pan</i> journals.	<ul style="list-style-type: none">• Although reading partnerships are homogeneous, consider forming groups of four across skill levels in order to scaffold some students in their reading, thinking, writing, and talking.



Closing and Assessment	Meeting Students' Needs
<p>A. Where/Who/What Anchor Chart (5 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.• As students share ideas for the “What” column of this anchor chart, think aloud to make a clear connection between what a character does and his or her motivation for doing it. This will help students to understand the deep thinking they are doing about characters and their actions. “As I write that Wendy [Who] decided to go to Neverland [What], I am also thinking about Wendy’s motivation, or why she took that action. She wants to see all the fantastical creatures who live in this place. I think that would motivate me too! This helps me to better understand Wendy as a character when I think about it this way.”• Invite students to share any words they would like to add to the Character Wall. As students share these words, write each word on an index card and post them on the wall next to the corresponding character.	<ul style="list-style-type: none">• Consider adding visual representations next to the words on the Character Wall.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread your favorite page from Chapter 4, either by yourself, or aloud to someone at home. Focus on an action that a character took on that page and discuss the motivation the character had. Why did he or she do what he or she did?	



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Supporting Materials



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Character Motivations Anchor Chart
(For Teacher Reference)

Character Action	Character Motivation	Evidence from the Text
(real world example) I finished my homework quickly and without complaining.	I wanted to go to the movies.	I said, "If I finish all my homework, can I go to the movies?"
Peter returns to the Darlings' house.		



Character Motivations Recording Form

Name: _____

Date: _____

Learning target: I can identify characters' motivations using evidence from the text.

What were the characters' motivations for taking specific actions in this chapter?
What evidence supports your thinking?

Character Action	Character Motivation	Evidence from the Text
Peter Pan returns to the nursery.		
Wendy first decides to stay at home, not following Peter to Neverland.		
The boys jump up out of their beds.		
Wendy changes her mind, and she decides to go to Neverland.		



Character Motivations Recording Form
(Answers, for Teacher Reference)

Learning target: I can identify characters' motivations using evidence from the text.

What were the characters' motivations for taking specific actions in this chapter?

What evidence supports your thinking?

Character Action	Character Motivation	Evidence from the Text
Peter Pan returns to the nursery.	Peter returned to the nursery in order to hear the ending to <i>Cinderella</i>.	"Peter," Wendy said, "why did you come to the nursery?" "To hear the story your mother was telling," Peter replied. Wendy was a bit disappointed to learn that he had not come for her, but she asked, "Which story was it?" "It was the story about the lady who lost her glass slipper. But I had to leave, and I missed the ending." (p. 26)
Wendy first decides to stay at home, not following Peter to Neverland.	She decides to stay because she feels she cannot leave her mother. Also, she cannot fly.	"Let go of me!" Wendy cried. She was very flattered to be asked, of course, but she couldn't leave her poor mother. Besides, she couldn't fly. (p. 27)



Character Motivations Recording Form
(Answers, for Teacher Reference)

Character Action	Character Motivation	Evidence from the Text
The boys jump up out of their beds.	The boys jump out of bed because they were excited by the idea of learning how to fly.	At this, the boys jumped out of bed. They had been listening quietly the entire time, not letting on that they were really awake. But at the thought of flying, they could not longer stay still. (p. 28)
Wendy changes her mind, and she decides to go to Neverland.	Wendy changes her mind, and is convinced to go to Neverland, when Peter tells her about the mermaids.	But the sly Peter knew how to make her come along. “Did I tell you about the mermaids?” he said. “Mermaids?” Wendy breathed. Mermaids were even more exciting than fairies.



Chapter 4 Character Vocabulary

Name: _____

Date: _____

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

1. **flattered (27)**

“Let go of me!” Wendy cried. She was very **flattered** to be asked, of course, but she couldn’t leave her poor mother.”

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 4 Character Vocabulary

2. **maternal (28)**

“You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before.’

This was too much for Wendy to resist. She did have very strong **maternal** feelings.”

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 4 Character Vocabulary

3. **sly (31)**

“Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. ‘Did I tell you about the mermaids?’ he said.

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 4 Character Vocabulary
(Answers, for Teacher Reference)

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

1. **flattered (27)**

“Let go of me!” Wendy cried. She was very **flattered** to be asked, of course, but she couldn’t leave her poor mother.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
To feel pleased or gratified by something or someone	Because it says “but she couldn’t leave her poor mother,” I knew it must be a good feeling, because it makes her want to go with him.	This tells me that she likes Peter’s attention.

Use this word in a sentence of your own:



Chapter 4 Character Vocabulary
(Answers, for Teacher Reference)

2. **maternal (28)**

“You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before.”

This was too much for Wendy to resist. She did have very strong **maternal** feelings.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
Having to do with motherhood or being a mother	Peter says that she could be “mother to them” and could “tuck them in.”	It shows that Wendy is a very caring person.

Use this word in a sentence of your own:



Chapter 4 Character Vocabulary
(Answers, for Teacher Reference)

3. **sly (31)**

“Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. ‘Did I tell you about the mermaids?’ he said.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?
Clever, smart, or tricky	I knew this because Peter is trickily convincing her by bringing up something he knows she will like.	It shows that Peter is smart, but also tricky and likes to get his way.

Use this word in a sentence of your own:
