EXPEDITIONARY LEARNING

Grade 3: Module 3A: Unit 2:
Overview

Unit 2: Reading Like a Writer: Crafting Imagined Scenes of *Peter Pan*

In Unit 2, students will look at *Peter Pan* through the lens of a writer. They will examine the author's craft, specifically the use of dialogue and how the author uses vivid language to describe action. Students will then write their own imagined scene about *Peter Pan*, using their choice of two prompts. In the mid-unit assessment, students will write an on-demand imagined scene from a new prompt, applying their writing skills to a new scene. This assessment mirrors the writing instruction in this unit and asks students to apply those skills independently. The mid-unit assessment addresses their ability to craft a narrative scene. The prompt for the assessment requires students to connect to their reading and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene. This is a writing assessment and is not intended to assess their <u>reading</u> of *Peter Pan*. Rather, they draw on their experiences reading and writing about *Peter Pan* to support their on-demand writing. This narrative writing task centers on NYSP12 ELA Standard W.3.3

In the second half of Unit 2, students continue to consider how authors capture readers' imaginations by reading and performing Readers Theater. They turn their attention to specific scenes of a script based on J.M. Barrie's original 1904 play—*Peter Pan*; or *The Boy Who Wouldn't Grow Up*—and compare those to scenes from their edition of *Peter Pan*. Students also will build fluency through Readers Theater, reading aloud and re-enacting excerpts from the *Peter Pan* script. (As an extension, students may perform their Readers Theater scenes for a real audience.) The End of Unit 2 Assessment has two parts. In Part 1, students read a script, analyzing it to plan for how they will deliver their lines. In Part 2, students perform their lines of a dialogue as a fluency assessment (while the teacher reads the other part and stage directions). The end of unit assessment centers on NYSP12 ELA Standards RL.3.3 and RF.3.4.

Guiding Questions and Big Ideas
• **How do writers capture a reader's imagination?**
• *Authors develop characters using vivid description to help the reader imagine the character and to bring the character to life.*
• *Authors make intentional choices to capture their reader's imagination.*
• *Classic stories are told in different ways over time.*
• *Readers have differing opinions about the texts they read and support their opinions with evidence from the text.*

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Mid-Unit 2 Assessment	**Writing: New Imagined Scene from *Peter Pan*** Students will write a newly imagined scene from *Peter Pan*, responding to this prompt: "Imagine a scene in which Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook." Note that this is a writing assessment. Students must draw on their experience reading *Peter Pan* and apply their knowledge of the character's motivations, feelings, and actions to help them imagine and write their scene; the prompt is not designed to formally assess students' reading of *Peter Pan*. This assessment centers on NYSP12 ELA Standards W.3.3 and W.3.4.
End of Unit 2 Assessment	**Reading Fluency: Reading a Scene from Peter Pan** The End of Unit 2 Assessment comprises two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater in Lessons 11–14. In Part 1, students read the script and prepare for their read-aloud. They circle or underline words that describe the character's feelings, and then consider how they will bring their character's feelings to life when they read the text aloud. In Part 2, students read aloud a portion of the "Come to Neverland!" script. They read the lines for one character as a fluency assessment. (The teacher will read aloud the lines for the other character.) This assessment centers on NYSP12 ELA Standards RL.3.3 and RF.3.4.

Text
1. J.M. Barrie, *Peter Pan*, retold from the original by Tania Zamorsky, illustrated by Dan Andreasen, Classic Starts series (New York: Sterling Publishers, 2009), ISBN: 978-1-4027-5421-0.

This unit is approximately 3 weeks or 16 sessions of instruction.

In Unit 2 (as in Unit 1), students need to read a chapter on their own for homework or at another period of the school day. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the ELA lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these chapters for homework, encourage them to read the chapter out loud to a family member if possible.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	A Close Look at Setting: Getting Lost in Neverland	• I can answer questions using specific details from literary text. (RL.3.1) • I can craft narrative texts about real or imagined experiences or events. (W.3.3) • I can document what I learn about a topic by taking notes. (W.3.8)	• I can take notes into categories while studying images of Neverland. • I can answer questions using details from quotes from *Peter Pan*.	• Taking Notes: Getting Lost in Neverland recording form • Quotes from *Peter Pan*: Picturing Neverland recording form Exit ticket: My Neverland	
Lesson 2	Figurative Language: Looking Closely at Author's Craft in *Peter Pan*	• I can analyze the meaning of figurative language and complex words/word relationships. (L.3.5) • I can describe the difference between literal and nonliteral meaning of words and phrases in context. (L.3.5)	• I can analyze the meaning of figurative language in *Peter Pan*.		• Figurative Language anchor chart • Carousel Brainstorm protocol

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols

Lesson 3	Planning a Sequence of Events: Narrative Writing of a Scene in Neverland	• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		   a. I can establish a situation.
		   a. I can introduce the narrator and/or characters of my narrative.
		   a. I can organize events in an order that makes sense in my narrative.
			• I can describe features of a model narrative text to help me plan my own writing.
			• I can plan a sequence of events for my own narrative story set in Neverland.
				• Narrative Plan recording form	• Narrative Planning anchor chart
					• Neverland Writing Prompts anchor chart

Lesson 4	Drafting an Imagined Narrative: Scenes from Neverland, Part 1	• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		   a. I can establish a situation.
		   a. I can introduce the narrator and/or characters of my narrative.
		   a. I can organize events in an order that makes sense in my narrative.
			• I can describe features of a model narrative text to help me plan my own writing.
			• I can write a draft of my Neverland scene in which I introduce my characters and establish a situation.
				• Students' draft scenes
				• Exit ticket
					• Criteria for Narrative Writing anchor chart

Lesson 5	Drafting an Imagined Narrative: Scenes from Neverland, Part 2	• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		   b. I can use dialogue to show the actions, thoughts, and feelings of my characters.
		   b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
		   d. I can write a conclusion to my narrative.
			• I can use dialogue and action to draft the events of my Neverland scene.
			• I can write a conclusion for the draft of my Neverland scene.
			• I can respectfully give feedback on a peer's writing and receive feedback to make my writing better.
				• Students' draft scenes	

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Lesson 6	Reading Like a Writer: Looking for Words and Phrases That Show a Character's Thoughts, Feelings, and Actions	• I can explain how a character's actions contribute to the events in the story. (RL.3.3)
		• I can determine the meaning of words using clues from the story. (RL.3.4)
		• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
		• I can document what I learn about a topic by taking notes. (W.3.8)
		  a. I can sort evidence into provided categories.
			• I can identify words and phrases the author uses to show the character's thoughts and feelings.
			• I can explain the Where, Who, What of Chapters 11 and 12.
				• Character Thoughts and Feelings recording form
				• Where/Who/What recording form
					• Where/ Who/What anchor chart

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols

Lesson 7	Revising for Dialogue: Examining How an Author Develops a Character's Feelings	• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		
		  a. I can establish a situation.
		
		  a. I can introduce the narrator and/or characters of my narrative.
		
		  a. I can organize events in an order that makes sense in my narrative.
		
		  b. I can use dialogue to show the actions, thoughts, and feelings of my characters.
		
		  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
		
		  c. I can use transitional words and expressions to show passage of time in a narrative text.
		
		  d. I can write a conclusion to my narrative.
		
		• I can use conventions to send a clear message to my reader. (L.3.2)
		
		  a. I can use commas and quotation marks in dialogue.
		
		• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W3.5)
			• I can revise my scene to include dialogue.
			
			• I can use a variety of words instead of the word *said* to show my character's feelings.
			
			• I can use quotation marks in the dialogue of my scene.
				• Lesson 6 homework
				
				• Students' draft scenes with dialogue revisions
				
				• Exit ticket	

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Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols

Lesson 8	Reading Like a Writer: Looking for Vivid and Precise Verbs in Chapter 14	• I can explain how a character's actions contribute to the events in the story. (RL.3.3)
		• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		   b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
		• I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
		   a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs.
			• I can identify vivid and precise verbs in Chapter 14 of *Peter Pan*.
			• I can explain the Where/Who/What of Chapters 13 and 14.
				• Vivid and Precise Verbs recording form
				• Where/Who/What recording form
				• Exit ticket
					• Words That Work: Vivid and Precise Verbs anchor chart

Lesson 9	Revising Scenes: Using Words That Work—Vivid and Precise Verbs	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can revise one part of my scene to include vivid and precise verbs.	• Students' draft scenes	• Where/Who/What anchor chart

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Lesson 10	Looking Carefully at Conventions: Reviewing Quotation Marks and Editing Our Scenes	• I can craft narrative texts about real or imagined experiences or events. (W.3.3) a. I can establish a situation. a. I can introduce the narrator and/or characters of my narrative. a. I can organize events in an order that makes sense in my narrative. a. I can use dialogue to show the actions, thoughts, and feelings of my characters. b. I can use descriptive words to show the actions, thoughts, and feelings of my characters. b. I can use transitional words and expressions to show passage of time in a narrative text. c. I can write a conclusion to my narrative. • I can use conventions to send a clear message to my reader. (L.3.2) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	• I can accurately use quotation marks in my dialogue. • I can use beginning and ending punctuation marks. • I can use the Character Word Wall and my vocabulary recording forms as a resource to spell character action and feeling words accurately.	• Students' edited draft scenes	• Concentric Circles protocol • Where/Who/What anchor chart (with new line for Chapter 16)

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols

Lesson 11	Mid-Unit Assessment: On-Demand Writing: Crafting a New Scene	• I can craft narrative texts about real or imagined experiences or events. (W.3.3)
		  a. I can establish a situation.
		  a. I can introduce the narrator and/or characters of my narrative.
		  a. I can organize events in an order that makes sense in my narrative.
		  a. I can use dialogue to show the actions, thoughts, and feelings of my characters.
		  b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
		  c. I can use transitional words and expressions to show passage of time in a narrative text.
		  d. I can write a conclusion to my narrative.
		• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)
			• I can write a new imagined scene in *Peter Pan*.
			• I can use dialogue in my scene.
			• I can describe my character's feelings and actions with vivid and precise words.
				• Mid-Unit 2Assessment: Part A: Planning Page
				• Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook
				• Tracking My Progress, Mid-Unit 2	

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 12	Learning from a New Type of Literature: An Introduction to Readers Theater Scripts	• 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) • I can read third-grade level texts with fluency. (RF.3.4b)	• I can identify characteristics of Readers Theater by reading *The Birds Leave the Nest* script. • I can describe how to bring the characters in Chapter 4 of *Peter Pan* to life based on their feelings and actions.	• Bringing Characters to Life recording form • Venn diagram (whole class)	• Readers Theater anchor chart • Comparing and Contrasting Readers Theater and Chapter Books anchor chart
Lesson 13	Staging a Readers Theater: *The Birds Leave the Nest*, Based on Chapter 4 of *Peter Pan*	• I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4b)	• I can identify the meaning of words in *The Birds Leave the Nest* script. • I can read the script *The Birds Leave the Nest* with fluency.	• Fluent Reading Criteria checklist	
Lesson 14	Characters' Feelings and Reading Fluency: *The Mermaid Lagoon*, Based on Chapter 9 of *Peter Pan*	• 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) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)	• I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions. • I can read the script *The Mermaid Lagoon* with fluency.	• Bringing Characters to Life recording form • Fluent Reading Criteria checklist	• Readers Theater anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 15	Staging a Readers Theater: *The Mermaid Lagoon*, Based on Chapter 9 of *Peter Pan*	• I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)	• I can identify the meaning of words in *The Mermaid Lagoon* script. • I can read the script *The Mermaid Lagoon* with fluency.	• Fluent Reading Criteria checklist	• Concentric Circles protocol
Lesson 16	Planning and Performing: Beginning the End of Unit 2 Assessment	• I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) • I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)	• I can describe how to bring the characters in the *Come to Neverland!* Readers Theater script to life based on their feelings and actions. • I can read the *Come to Neverland!* Readers Theater script with fluency.	• End of Unit 2 Assessment, Part 1: Planning for Fluent Reading • End of Unit 2 Assessment, Part 2: Fluent Reading of the *Come to Neverland!* script • Tracking My Progress, End of Unit 2	

Optional: Experts, Fieldwork, and Service

Experts:
• Bring in a drama teacher for students to work with for their Readers Theater scripts.

Fieldwork:
• Take the class to see a live production of a children's play.

Service:
• N/A

Optional: Extensions

• Provide an audience for students to perform their Readers Theater scripts. Collaborate with a drama teacher for students to create short skits of their scripts.