**ELA CC 3rd Grade Lesson Plan**

**Teacher:** Click here to enter text. **Lesson Name: Peter Pan Date**: Click here to enter text.

**CC Lesson:** Module: 3A **Unit**: 1 **Lesson**: 10

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| **NYS ELA Common Core Learning Standards:** |
| **Reading: Literature**  Ask & answer questions to demonstrate understanding of a text, referring explicitly to text as basis for the answers.  **Reading: Informational Text**  Choose an item.  **Reading: Foundational Skills**  Read with sufficient accuracy & fluency to support comprehension. a. w/purpose and understanding b. prose and poetry c. context to self correct  **Writing**  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **Speaking and Listening:**  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 38 for specific expectations.)  **Language:**  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **Miscellaneous:**  Click here to enter text. |
| **ELA Shifts:**  **Shift 6: Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.** |
| **Materials**:  • Character Vocabulary charade cards (one set per partnership; four words per pair)  • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)  • Now I’m Thinking … recording form (one per student and one for display) |

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| 1. **Opening** |
| **Learning Target(s):**   |  |  | | --- | --- | | • I can support my opinion with reasons based on what I read in *Peter Pan*.  • I can share my own opinion and discuss other’s opinions about *Peter Pan*.  • I can follow our discussion norms. |  | |
| **Engaging…/Practice:**  **Engaging the Reader:**  **Engaging the Reader: Bringing Words to Life: Character Vocabulary Charades (5 minutes)**  • Gather the class in the whole group area. Pair students; they can work with anyone (not necessarily their reading partner) for this activity. Have the partners sit facing each other.  • Explain to students that they are going to play charades with some of their vocabulary words. Remind students that they have played vocabulary charades when they practiced vivid and precise words about their freaky frogs. Invite a few students to share what they remember about vocabulary charades. If students didn’t name the basic process, remind them of it:  1. Each person in the partnership will get a card with a word.  2. One person will act out their word, conveying the meaning.  3. The other will try to guess.  4. Together they will read the word, the sentence, and the definition.  • Distribute one set of **Character Vocabulary charade cards** to each partnership, with each person getting two words.  • Give students time to share and act out their words. |
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| 1. **Work Time** |
| **Instruction:**  **Discussion Groups: Which Character’s Actions Moved the Story Forward the Most? (Chapter 7)**  • Be sure students have their **Classic Starts edition of *Peter Pan*** and their Chapter 7 Opinion and Reasons recording forms (from Lesson 9). Explain to students that they will:  \* Use their recording form to discuss their opinion  \* Use their text to support the conversation and refer back to the parts that support their opinion  **Writing and Reflection: Now I’m Thinking …**  Distribute the **Now I’m Thinking … recording form** and display a copy on a **document camera**. Point out to students that they will be thinking about both the book and their discussion groups.  • Point out that the reflection question about their discussion groups *also* requires them to form an opinion and support it with reasons and evidence. Using the Conversation Criteria checklist as a reference, model for students by writing a sentence about how successful the discussion groups were. You might write: “I think the discussion groups were very successful. My reason is that I heard people taking turns to listen to each other.”  • Release students to work with someone in their group or independently.  • After 15 minutes, have students put this recording form in their ***Peter Pan* journal** and bring it to the whole group area. |
| **Differentiation:**  Click here to enter text. |

**Groups:**

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| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  **Closing:**  **Read-aloud: Chapter 8 (5 minutes)**  • Ask the class to turn to Chapter 8, page 61. Explain that since they didn’t do any new reading today, they are going to listen to the whole chapter. This will help them get back into the story. Their job is to follow along and be prepared to contribute to the **Where/Who/What anchor chart**. Read aloud Chapter 8 slowly and fluently.  **Chapter 8: Who/What/Where Anchor Chart (5 minutes)**  • After the read-aloud, ask students to think about what they heard in this chapter. Invite them to share with the class their ideas for the important characters, events, and settings from Chapter 8. Remind them to record these ideas in their *Peter Pan* journals as you record it on the Where/Who/What anchor chart.   |  |  | | --- | --- | |  | | | **Homework** |  |   Reread Chapter 8 to yourself and answer the questions on your **Chapter 8 homework**. |