**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**: 11

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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**:  • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)  • Thoughts, Feelings, and Actions recording form (one per student)  • Thoughts, Feelings, and Actions anchor chart (one for display)  • *Peter Pan* journal (students’ own)  • Chapter 9 Opinion and Reasons recording form (one per student)  • Conversation Criteria checklist (for teacher reference)  • Group Discussion Norms anchor chart (from Lesson 10)  • 3" x 5" index cards (for students who might need them; see Opening, Part A)  • Chapter 9 Character Vocabulary recording form (one per student) |

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| 1. **Opening** |
| **Learning Target(s):**   |  |  | | --- | --- | | • I can identify Peter’s thoughts, feelings, and actions.  • I can explain whether I would make the same choice as Peter Pan.  • I can state an opinion and support it with reasons.  • I can follow our discussion norms. |  | |
| **Engaging…/Practice:**  **Engaging the Reader:**  **Engaging the Reader: Aurthors Purpose: Authors Purpose is all about Pie- Introduce athors purpose with an activity. Students will be making author purpose pie identifying the different types of writing of an author.**  **Students will also watch different clips of commercial and need identify the commerecials purpose.** |
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| 1. **Work Time** |
| **Instruction:**  **A. Read-aloud and Guided Character Analysis: Chapter 9 (20 minutes)**  • Ask students to sit next to their reading partners. Be sure students have their copies of ***Peter Pan***. Distribute the **Thoughts, Feelings, and Actions recording form**and display the **Thoughts, Feelings, and Actions anchor chart**.  • Direct the class to turn to page 69 in their books. Explain to students that while they are following along with the story, their job is to listen carefully to what Peter is thinking, feeling, and doing. Tell them that you are going to pause at certain points in the chapter to give them time to talk to their reading partner and write some notes about Peter. (Students can use their ***Peter Pan* journal** as a surface to write on during this read-aloud.) Explain that as they are listening to the story, they also should write down anything about the character’s thoughts, feelings, or actions that they hear.  • Begin reading aloud. Read until the bottom of page 73 and pause. Give students a minute to capture or review their thinking on the recording form. Then, cold call one or two students to share what they wrote. If students haven’t yet taken notes, provide a model for them. A model could be:  – THOUGHTS: Wants to help Tiger Lily  – FEELINGS: Hates unfairness  – ACTIONS: Calls out in Hook’s voice  • Give students a few minutes to capture their thinking with a partner. Circulate and listen in as they discuss. Add something to the anchor chart that you heard from a partnership. Make the connection to the work they have done in previous lessons about a character’s motivations: what a character is thinking and feeling motivates a character to take an action.  • After a few minutes, direct students to page 74 and continue reading. Remind students to continue to capture notes as they listen to the story. Stop at the bottom of page 75 and repeat the process above.  • Then continue reading until the end of the chapter. Repeat the process one more time with students, adding what you hear partnerships say to the anchor chart. “How will you use the novel and informational texts?” |
| **Differentiation:**  Click here to enter text. |

**Groups:**

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| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  **A. Character Vocabulary (5 minutes)**  • Gather students back in the whole group with their recording forms and books. Tell students that this chapter gave us good descriptions of character today. Ask students:  \* “Are there any words we should add to our character vocabulary? Take a minute to look in your book for any word you would like to add to our wall.”  • Give students time to think and look for a word. Students can also refer to their recording forms if there are words they captured on them.  • After a few minutes, invite students to share a word and what they think the meaning of the word is and write it on an **index card**. Clarify the meaning of the word as needed. Collect two or three words.  Homework:  • Reread Chapter 9 to yourself or aloud to someone in your family. Pay attention to Peter and what motivated him.  • Complete the **Chapter 9 Character Vocabulary recording form**. |