**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**: 4

|  |
| --- |
| **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**:  • Chart paper for new Character Traits anchor chart (teacher-created, one for display)  • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use)  • Character Traits recording form (one per student) |

|  |
| --- |
| 1. **Opening** |
| **Learning Target(s):**  • I can identify character traits 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*. |
| **Engaging…/Practice:**  **Engaging the Reader: Describe character traits of Scooby-Doo. Watch a clip of Scooby –Doo. Think-Pair Share character traits of Scooby-Doo. Diecuss what a trait/character trait is.** |
|  |
| 1. **Work Time** |
| **Instruction:**  Students will reread page 14 in Peter Pan in partners and come up with at least three character traits of Mrs. Darling. They will fill out the Character Traits graphic organizer as they read. After about ten min we will resume as a group and share their answers. Peter Pan chapter three-I will read pages 17 and 18 as students follow allow as I read to promote fluency. Students will finish reading chapter three with a partner focusing on Tinker Bells character traits. As they read they will fill out a character trait graphic organizer showing the traits of Tinker Bell and evidence from the text that support the trait. |
| **Differentiation:**  Click here to enter text. |

**Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | Click here to enter text. |

|  |
| --- |
| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  Students will finish whatever work they did not get done for homework. |