**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**: 7

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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 Analysis recording form (one per student) • Classic Starts edition of *Peter Pan* (one per student and one for teacher use) • Exit Ticket: Opinion Writing (one per student)  |

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| 1. **Opening**
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| **Learning Target(s):**

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| 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 write an opinion piece that supports a point of view with reasons. (W.3.1)  |   |

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| **Engaging…/Practice:****Engaging the Reader: Students have been working on characters actions, motivation, and dialogue. Today students will** discuss the word *analysis* as the close study of a something, figuring out its most important qualities. Connect this to the root word *analyze*. To analyze something means to examine something carefully. Invite students to share what they will be doing today in their own words.  |
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| 1. **Work Time**
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|  **Instruction:** **Creating a Character Analysis: Looking Closely at Wendy or Tinker Bell (20 minutes)** • Distribute the **Character Analysis recording form**. Tell students that they will now become character detectives with their reading partner, looking closely at either Wendy or Tinker Bell. Remind students that, like all good detectives, they should be searching in their books for the best evidence to support their thinking. • Ideally, there will be an even number of partnerships studying Wendy and Tinker Bell, so partnerships can form small groups to share their thinking about these two characters. • Circulate and support students as they complete the Character Analysis recording forms. **Small Group Discussion: Character Analysis for Wendy and Tinker Bell (10 minutes)** • Combine one pair of students who focused on Wendy with one group who focused on Tinker Bell. Ask students to share their Character Analysis recording form with the other group, going step-by-step through traits, motivations, and actions, as well as the evidence they chose from the text to support their thinking. • Tell students that it is important that they look closely at one another’s work, giving feedback about the ideas they had and the evidence they chose. Tell students that they need to know about both characters, since they will write about them in their exit ticket. • Give students time to discuss their character analysis.  |
| **Differentiation:**Click here to enter text. |

 **Groups:**

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| 1. **Closing, Assessment, Homework**
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| **Closing/Exit Ticket/Homework**:**Closing:**

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| • Distribute the **Exit Ticket: Opinion Writing** to each student. Briefly frame this writing, reading the prompt aloud if necessary. • Give students ten minutes to write. Collect their writing as formative assessment. • Tell students that in the next lesson they will be completing a character analysis, identical to the one from this lesson, as a mid-unit assessment.  |
| **Homework**  |  |
| Reread your favorite section of Chapter 6, either in front of a mirror, or to a family member. How is your fluency? Practice reading a single paragraph out loud a few times until it sounds smooth and shows expression. Share who you believe the most important character in this story is so far, and why you think this.  |

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