**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**: 8

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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**:  • Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6) (one per student)  • Classic Starts edition of *Peter Pan* (book; one per student and one for teacher use) |

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| 1. **Opening** |
| **Learning Target(s):**   |  |  | | --- | --- | | • I can describe a character from *Peter Pan* by creating a character analysis. |  | |
| **Engaging…/Practice:**  **Engaging the Reader:**Ask students to share with the whole class their ideas for the important characters, events, and settings in Chapter 6.  • Invite students to share any words they would like to add to the Character Wall.  Review the words *describe, character*, and *analysis* if needed:  – *describe*: explain specific details about someone or something  – *character*: someone in a book (could be a human or animal or a even a magical creature)  – *analysis*: a close study of a something; figuring out its most important qualities  • Tell students that they will continue work on analyzing a character, but today everyone will think deeply about the main character, Peter Pan. Peter Pan will be such a fun character to analyze because he has unique traits and motivations that lead him to take important actions in the story! |
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| 1. **Work Time** |
| **Instruction:**  **On Demand Mid-Unit Assessment: Creating a Character Analysis of the Character of Peter Pan** |
| **Differentiation:**  Click here to enter text. |

**Groups:**

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| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  **Closing:**   |  |  | | --- | --- | | **Share: Analysis of Peter Pan (5 minutes)**  • Invite students back together and ask them to bring their Mid-Unit 1 Assessment. Ask them to stand up and form a triad with two other students.  • Once students are in their small groups, explain the sharing process:  – Select one section (trait, motivation, action) from your recording form to share with your group.  – Take turns sharing that part of your recording form.  – Once everyone has shared, discuss the last question on your recording form. Make sure everyone in your group has the chance to say why they think Peter Pan is an important character. | | | **Homework** |  |   Continue reading in your independent reading book for this unit at home.   |  | | --- | |  | |