



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 2

Reading for Main Idea in a Chapter Book (Chapter 2)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can retell a story using key details from the text. (RL.3.2)

I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)

Supporting Learning Targets

- I can describe the setting, characters, and events of Chapters 1 and 2 of *Peter Pan*.
- I can identify the meaning of literary vocabulary.

Ongoing Assessment

- Where/Who/What recording form
- Literary Vocabulary recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Revisiting Chapter 1 in <i>Peter Pan</i> and Introducing the Where/Who/What Anchor Chart (10 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Literary Vocabulary and Read-aloud of Chapter 2 (15 minutes)</p> <p>B. Independent Reading: Where, Who, and What of Chapter 2 (15 minutes)</p> <p>C. Partner Discussion: Chapter 2 (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Where/Who/What Anchor Chart (5 minutes)</p> <p>B. Debrief: Reading Chapter Books (5 minutes)</p> <p>4. Homework</p> <p>A. Read aloud your favorite page from Chapter 2 to someone at home or on your own in front of a mirror. Be prepared to share why you chose the excerpt you selected. Also, practice your fluency as you are reading aloud. Pay attention to the following: phrasing, rate, punctuation, and expression.</p>	<ul style="list-style-type: none"> • As students begin reading the Classic Starts edition of <i>Peter Pan</i>, there are a few considerations for supporting struggling readers. Throughout the module, students work in reading partnerships. For students who need even more support, consider the following: <ul style="list-style-type: none"> – Pull several partnerships together for guided support during their reading. – Devote an instructional aide or another adult’s time to supporting students while they read the chapters aloud. This gives students guidance with both decoding and comprehension. – After students have done a first attempt on their own, find another time in the day to review sticking points they had and support their comprehension. • Lessons 2 and 3 follow a reading cycle of Chapter 2 in <i>Peter Pan</i>. In Lesson 2, students hear the story, read for gist, and determine the main aspects of this chapter. In Lesson 3, students will find key details and answer text-dependent questions. • The Where/Who/What anchor chart is introduced in this lesson. This key anchor chart will be used throughout the module to help students collect ideas about the setting, important characters, and key events of each chapter. Students will complete smaller versions of this same chart (to collect in their <i>Peter Pan</i> notebooks, binders, or folders). The purpose of this form is simply for students to track key aspects of each chapter: encourage students to write just short phrases. • Both recording forms used in this lesson should be placed in students’ <i>Peter Pan</i> journal, notebook, or folder (see materials note in Unit Overview). • In advance: Prepare the Where/Who/What anchor chart (a large version of the recording form, in supporting materials). • Prepare the Literary Vocabulary anchor chart (a large version of the Literary Vocabulary recording form, in supporting materials).



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • This unit includes a structure of partner reading. Students sit side-by-side with a partner, and each reads the text silently and independently. They then discuss what they read with their partner. They do not read the text aloud to each other; rather, they have someone next to them to support their reading. Partner students strategically: Pair students with similar reading skills who can work well together. This will allow you to support the struggling readers in partnerships during independent reading time. It also will allow students who read at similar rates to discuss the text in similar points of the story. Plan these partnerships ahead of time. • Students will finish their independent reading at different times, so make sure students have selected an independent reading book from the Recommended Texts lists to read if they finish early.

Lesson Vocabulary	Materials
setting, characters, events, literary, chapter, dialogue, characters, setting	<ul style="list-style-type: none"> • Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use) • Where/Who/What recording form (one per student) • Where/Who/What anchor chart (new; teacher-created; a large version of students' Where/Who/What recording form; one to display) • Literary Vocabulary recording form (one per student) • Literary Vocabulary anchor chart (new; teacher-created; a large version of students' Literary Vocabulary recording form; ne for display) • Sticky notes (4-5 per student) • Chart paper for new Things Readers Do When Reading Chapter Books anchor chart



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Chapter 1 in <i>Peter Pan</i> and Introducing the Where/Who/What Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Invite the class to gather around. Distribute students' texts: <i>Peter Pan</i>. Ask them to share with a partner the excerpt they chose to read aloud for homework and why they made that choice. Ask a couple of students to share what their partner said.• Tell students that they will briefly revisit Chapter 1 of <i>Peter Pan</i> before they read Chapter 2.• Briefly review the definitions of the literary vocabulary words <i>character</i>, <i>setting</i>, and <i>events</i> to ensure that students remember. Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What do you remember about the setting, characters, and events of Chapter 1?"• After 2 minutes of conversation, focus the class again whole group. Distribute the Where/Who/What recording forms and display the Where/Who/What anchor chart. Explain to students that they will use this recording form and anchor chart as they read <i>Peter Pan</i>. Because readers can find it challenging to keep track of all of the settings, characters, and important events in a chapter book, this recording form will be an important tool for them to follow the story.• Invite students to help complete the Where/Who/What anchor chart for Chapter 1. Ask students to record this on their individual recording form as you record it on the anchor chart.• Students should identify the setting as the Darling family house. They may need help understanding that the house is in England, so be sure to clarify this and show them England on a map. A handful of characters are introduced in the chapter: Mr. and Mrs. Darling, Wendy, Nana, Michael, and Peter Pan.• Students may identify a few events that happen in this chapter:<ol style="list-style-type: none">1. The reader met some of the important characters of the book.2. Mrs. Darling discovered Peter Pan when she was cleaning up her children's minds as they were sleeping. (This may warrant a bit of teacher explanation. For example, we could never actually clean up peoples' minds, but the author gives Mrs. Darling a special superpower that allows her to tidy up her children's minds.3. The reader is introduced to Neverland, a special place in children's minds.	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., a person for <i>character</i>) to assist ELLs and other struggling readers in making connections with the headings on the Where/Who/What anchor chart.• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows all students to participate in a meaningful way.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to read the first learning target and talk with a partner about their work as readers today. Ask students to discuss what they think they might do to reach the first target. Help students identify that they will read Chapter 2 of <i>Peter Pan</i> so they can think about the setting, characters, and events of this chapter.• Discuss the second learning target. Tell students that they will continue to build their word power during this study of <i>Peter Pan</i> and today they will think about special <i>literary</i> words. Literary words are not actual words from the text, but words that readers use to talk about stories. An example of a literary word is <i>character</i>. Ask students to discuss with a partner why they think this is an important target.	



Work Time	Meeting Students' Needs
<p>A. Literary Vocabulary and Read-aloud of Chapter 2 (15 minutes)</p> <ul style="list-style-type: none"> • Distribute the Literary Vocabulary recording form and display the Literary Vocabulary anchor chart. Explain to students that the vocabulary recording form is very similar to the one they used throughout Module 2. For each word, they will write the definition and draw a quick sketch of the meaning of the word if that is helpful. • In the first box, write the word <i>chapter</i>. Ask students to take a minute to Think-Pair-Share: <ul style="list-style-type: none"> * “What is a chapter in a book?” • Ask a couple of students to share their ideas. Write a short definition on the anchor chart: <ul style="list-style-type: none"> – <i>A small part of a book that is its own complete “mini” story and is connected to the other parts of the book</i> • Ask the members of the class to write the word and definition on their own recording form. If students would like to draw an image to help them remember, they may do so in the third column of the recording form. • Repeat this process with the word <i>dialogue</i>. Guide students toward understanding that dialogue is when people talk or have a conversation in a book. Point out to students that dialogue is punctuated with quotation marks. Again, invite students to write the word, a short definition, and draw an image on their Literary Vocabulary recording form. • Students have experience with the words <i>character</i> and <i>setting</i> from Module 1, but these are important literary vocabulary words that warrant review. Encourage students work with a partner to complete the sections for these two words on the Literary Vocabulary recording form. • Transition to the read-aloud of Chapter 2. Tell students they will have the chance to reread this chapter on their own in a little while, so for now they should just follow along in the text as it is read aloud to them. Read the chapter aloud fluently and with expression and do not stop to engage in conversation with students until the end. • After reading the text aloud, ask students to Think-Pair-Share the following question: <ul style="list-style-type: none"> * What is the gist of this chapter? In other words, what is it mostly about? 	<ul style="list-style-type: none"> • Reading aloud to students as they read along helps to build their fluency. ELLs and struggling ELA students benefit from hearing a text read aloud before they read it on their own. • All students developing academic language will benefit from direct instruction of academic vocabulary.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Reading: Where, Who and What of Chapter 2 (15 minutes)</p> <ul style="list-style-type: none">• Tell students that as they read the chapters of the <i>Peter Pan</i> text, they will be paired up with a reading partner. Explain how the structure of reading partners will work:<ul style="list-style-type: none">– Their reading partner will be someone next to them to support their reading.– They will not read the text aloud with their partner, but their partner is available to help them if they get stuck on a word or if a part is confusing to them.– Their partner will also be their discussion buddy at the end of the reading time.• Point out to students that as they study this chapter book each day, they will hear the text read aloud, will read some on their own, and will discuss some sections with their reading partner. Remind them that one of their goals for this year is to be able to read increasingly challenging text independently. Tell them you will support them and that they will almost always reread and discuss the text with others.• Provide students with a focus for their reading of Chapter 2:<ul style="list-style-type: none">* “As you read Chapter 2 today, you are reading to think about the following aspects of the chapter:<ul style="list-style-type: none">• Where: What is the setting?• Who: Who are the main characters?• What: What is the important event of the chapter?Keep this in mind as you read today because after you read, you will discuss these questions with your partner.”• Remind students that these three questions are essentially the same questions on the Where/Who/What recording form. Tell students they may use sticky notes if they would like to keep track of the setting, characters, or events as they read. (This is a familiar process to students from their reading of shorter narrative texts in Module 1.) Clarify any misconceptions about the task and direct students to begin reading. Remind students that as with the other texts they have read, they will read portions of the chapters multiple times. Right now their goal is just to figure out the setting, the main characters, and the important events. In the next lesson, they will reread for details and answer text-dependent questions.• As students read, circulate and provide guidance and support as needed. Students may need reminders about partner reading norms (e.g., not reading aloud to each other), and struggling readers may need you to read portions of the text aloud to them. Encourage students who might struggle to follow events in a longer text to use sticky notes to track the gist as they read.	<ul style="list-style-type: none">• While students read Chapter 2, there are two possible ways to support them:<ol style="list-style-type: none">a. Invite students to read aloud an excerpt from wherever they are in the text. This will allow you to assess and coach them in their fluency.b. Ask students: “What is happening in the chapter so far? Where is this taking place? Who are the main characters, and what are they doing?” This will allow you to see how students are progressing with the learning target.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If students finish early, they may continue reading in their independent reading for this unit.	
<p>C. Partner Discussion: Chapter 2 (5 minutes)</p> <ul style="list-style-type: none">• After 15 minutes of independent reading, invite students to pair up with their reading partner and discuss their ideas about the where, who, and what of Chapter 2. Students do not complete their recording forms here. Tell them they should be prepared to fill in the anchor chart and their recording forms after their partner conversation.	
Closing and Assessment	Meeting Students' Needs
<p>A. Where/Who/What Anchor Chart (5 minutes)</p> <ul style="list-style-type: none">• Gather students together. Ask them to locate their Where/Who/What recording forms and fill in it as the class completes the Where/Who/What anchor chart. Invite students to share with the whole class their ideas for the important characters, events, and settings for this chapter. Remind students to complete their own recording form simultaneously.	



Closing and Assessment (continued)	Meeting Students' Needs
<p>B. Debrief: Reading Chapter Books (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on reading their chapter book independently! Ask them to Think-Pair-Share the following questions: <ul style="list-style-type: none"> * What do thoughtful readers need to do when reading chapter books? • Provide sentence frames to support students' conversation: "Readers need to _____ when they read chapter books." • Cold call a few students to share their ideas and track them on the new Things Readers Do When Reading Chapter Books anchor chart. Students may mention behaviors such as: <ul style="list-style-type: none"> – When listening to the chapter book read aloud, think about the gist, or what the chapter is mostly about. – When reading a chapter on your own, think about the main components: the setting, character(s), and important events. – When starting a new chapter, you may want to reread the last page of the previous chapter to refresh your memory. 	<ul style="list-style-type: none"> • For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the required structure.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read aloud your favorite page from Chapter 2 to someone at home or on your own in front of a mirror. Be prepared to share why you chose the excerpt you selected. Also, practice your fluency as you are reading aloud. Pay attention to the following: phrasing, rate, punctuation, and expression. 	



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Supporting Materials



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Where/Who/What Recording Form

Learning target: I can describe the setting, characters, and events of Chapters 1 and 2 in *Peter Pan*.

Chapter: _____

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Chapter: _____

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?



Literary Vocabulary

Learning target: I can identify the meaning of literary vocabulary.

Literary Term	Definition	Image to Help Me Remember the Word
chapter		
dialogue		
characters		
setting		