



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 6

Reading Like a Writer: Looking for Words and Phrases That Show a Character's Thoughts, Feelings, and Actions



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

- I can explain how a character's actions contribute to the events in the story. (RL.3.3)
- I can determine the meaning of words using clues from the story. (RL.3.4)
- I can craft narrative texts about real or imagined experiences or events. (W.3.3)
 - b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
- I can document what I learn about a topic by taking notes. (W.3.8)
 - a. I can sort evidence into provided categories.

Supporting Learning Targets

- I can identify words and phrases the author uses to show the characters' thoughts and feelings.
- I can explain the Where/Who/What of Chapters 11 and 12.

Ongoing Assessment

- Character Thoughts and Feelings recording form
- Where/Who/What recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and the Reader: Reflecting on Our Learning and Reconnecting to the Events of Chapter 10 (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Read-aloud of Chapter 11: Listening for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)B. Independent Reading of Chapter 12: Reading for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)C. Where/Who/What Anchor Chart for Chapters 11 and 12 (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Words and Phrases from <i>Peter Pan</i> to Use in My Own Writing (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete Lesson 6 homework, responding to questions about Chapters 10, 11 and 12.	<ul style="list-style-type: none">• Lessons 6–9 function as two two-day cycles. Students alternate between “reading like a writer” and “writing like a reader.”• Here, in Lesson 6, students read two chapters of the Classic Starts edition of <i>Peter Pan</i>, focusing on author’s craft. They examine closely an aspect of how the writer shows the reader the characters’ thoughts and feelings. Then, in Lesson 7, they will revise their scenes, applying their new learning about the writer’s craft and using specific language they pulled from <i>Peter Pan</i> to show their own characters’ thoughts and feelings. Students write with their reader in mind.• This cycle repeats itself again in Lessons 8 and 9. In Lesson 8, students again read <i>Peter Pan</i> and watch for specific verbs the author uses to show action. In Lesson 9, they apply that learning as they make final revisions to their own work.• After these two cycles, students turn their attention to editing their narrative for their final publication.



Lesson Vocabulary	Materials
craft; moped (87), obtained (88), cockiness (97), arrogant (101)	<ul style="list-style-type: none">• Classic Starts edition of <i>Peter Pan</i> (book; one per student)• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank copy per student)• Equity sticks• Character Thoughts and Feelings recording form (two per student)• Document camera• Sticky notes (six per student)• Where/Who/What anchor chart (begun in Unit 1, Lesson 2)• Lesson 6 Homework (one per student)• Lesson 6 Homework (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and the Reader: Reflecting on Our Learning and Reconnecting to the Events of Chapter 10 (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in the whole group area. Be sure students have their Classic Starts edition of <i>Peter Pan</i>. Distribute a Where/Who/What recording form. • Tell students that today they will turn their attention back to the book <i>Peter Pan</i>. Explain that for the next few lessons, they will alternate between reading more of the story and writing more of their own stories. Explain that as they are reading the story, they are going to be looking closely at the author's <i>craft</i>, or how the author tells the story, to help them as writers with their own scenes. Say: <ul style="list-style-type: none"> * "First, let's look at where we are and think about the incredible learning we have done so far. Think about your own first draft of your scene. Tell a partner one thing in your scene that makes you feel really proud so far." • Give students a moment to share with each other. Then, using equity sticks, invite one or two students to share their thinking. • Say: <ul style="list-style-type: none"> * "All that writing you have done so far was inspired by models. It was inspired by the model imagined scene, and it was inspired by <i>Peter Pan</i>. We are going to do some thinking today about how <i>Peter Pan</i> can inspire our writing. We haven't read from <i>Peter Pan</i> in a few days. Let's go back to review what we have read. Go back into your Where/Who/What recording form. Look specifically at Chapter 10, where we last left off. Talk to your partner about what you remember about the story." • Give students a moment or two to look at their recording form and talk about where they left off in the story. Use equity sticks to invite one or two people to share something important about Chapter 10. Listen for students to identify that the chapter was about the Neverbird. Peter saved Wendy and then used the Neverbird's nest to float away from the shrinking rock. They then returned to the cave and the lost boys. 	<ul style="list-style-type: none"> • When triads are working to complete the recording form, confer first with struggling learners. Consider providing them with sticky notes that capture what they said in their conversation to support their writing. • As you confer with struggling learners, ask specific questions to support their comprehension. Examples of questions could include: "Who was in this chapter?" or "What happened to that character?" Consider asking them to focus their writing only on the What of the recording form as they talk in their groups.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite two students to read aloud the targets for today.<ul style="list-style-type: none">* “I can identify words and phrases the author uses to show the characters’ thoughts and feelings.”* “I can explain the Where/Who/What of Chapters 11 and 12.”• Ask:<ul style="list-style-type: none">* “Is there anything familiar to you about these targets today?”• Give students a minute to think, then talk together. Then, using equity sticks, have a few students share whole group. Listen for them to say that they have looked at the characters’ thoughts and feelings before and that the Where/Who/What recording form is something they have done throughout the book.• Tell students that now that they have a basic draft of their scene done, they are going to read from <i>Peter Pan</i> and think about how the author shows the characters’ thoughts and feelings. Tell them that they are going to build a bank of words that they can then use for their own writing.	



Work Time	Meeting Students' Needs
<p>A. Read-aloud of Chapter 11: Listening for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit with their reading partner. Tell them that you are now going to read Chapter 11 aloud. Tell them that today they are going to “read like writers,” looking to see how Tania Zamorsky helped her readers know what her characters were thinking and feeling. Remind students that this is not something new. They have done this before. They have thought carefully about the characters’ thoughts and feelings and taken notes about them (see Unit 1, Lesson 11). • Display the Character Thoughts and Feelings recording form using a document camera. Distribute the recording form and sticky notes to each student. Tell students that as you read aloud, they are going to listen carefully for words or phrases that describe the characters’ thoughts and feelings. When they hear a word or phrase that shows a character’s thoughts and feelings, they should flag it with a sticky note. Explain that you will pause at certain moments in the story for them to work with their partner to take notes on their recording form. Tell them that they should have one sticky note for each time that you pause. • Open to page 86. As in previous lessons when reading aloud, read slowly and fluently. Pause reading at the bottom of page 89. Explain that students are now going to go back through the story with their reading partner to find a word or a phrase that shows a character’s thoughts and feelings. Tell them that it can be any of the characters they have heard about so far in the story. Because students have done this kind of work before, give them the opportunity to try it first on their own. • If you notice that they are struggling, provide a model for them. A model could be: <ul style="list-style-type: none"> * “I marked a place right here at the beginning. It’s about Tootles, so I am going to write Tootles here in the character box. The word or phrase is: ‘Tootles moped.’ I’ll put that in the next box. I wasn’t sure about that word, but it seems like Tootles is pouting or frustrated because he wants to do something. So in this box I am going to put: ‘It shows he’s pouting.’” • Give students a few moments to complete a row of their recording form. Support those who might be struggling with the model and example above. After a few minutes, tell them to come back together so that you can continue reading. • Continue reading pages 90–93. Again, pause at the bottom of page 93 and repeat the process with students. • Read pages 94 and 95 aloud and repeat the process. • After students have completed the last row, use equity sticks to hear from several students the words or phrases they collected on their paper. Reinforce the concept that these words and phrases help the reader connect with the characters in the story. 	<ul style="list-style-type: none"> • When students read with their reading partner, consider these supports: <ol style="list-style-type: none"> 1. To promote fluency, ask students to read aloud. Coach as needed: “Does that sound right?” “Look at that word again.” 2. To promote comprehension, remind students of the focus question: “What action words do you hear in this chapter so far?” 3. Consider jotting down students’ thinking and a word that they identified on a sticky note for them; give them the sticky note to support their further reading and writing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Then ask:<ul style="list-style-type: none">* “Think about your own scene. Circle one or two words that you think might be useful to use in your story. Remember, the words describe a character’s feeling or thinking. Those words don’t have to be specifically about the character you are writing about, but they can be words you think might help your own writing.”• Give students a moment or two to look at their recording forms.	<ul style="list-style-type: none">• Consider providing struggling learners with the first box of the recording form. Pre-identify and write a word or phrase in their form with the corresponding page number. Then ask students to think about what that word shows the reader about the character’s thoughts and feelings. Some examples of words to supply: Tootles: “moped” (87); Wendy: “felt content” (87); Peter: “repeated bitterly” (94).



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Reading of Chapter 12: Reading for Words and Phrases the Writer Uses to Show a Character's Thoughts and Feelings (20 minutes)</p> <ul style="list-style-type: none">• Distribute the second copy of the Character Thoughts and Feelings recording form. Tell students that they are now going to continue reading Chapter 12 on their own.• Remind them to sit with their reading partner. Tell them that their reading partner is there to help them with words and to help answer any questions that come up. Remind them that they are reading the chapter on their own but sitting with their partner for support.• Explain that just as they did with Chapter 11, students should:<ol style="list-style-type: none">1. Flag words or phrases about the characters' thoughts and feelings with sticky notes as they find them.2. Read a few pages at a time and then pause to write the words they've flagged onto their recording form.3. Repeat until they finish the chapter.• As in previous reading lessons, circulate as students read. Ask individual students strategic questions to help them. For example:<ul style="list-style-type: none">* "Why do you think Tania Zamorsky chose to use that word instead of another word?"* "How does she show you, as the reader, the thoughts and feelings of the characters?"• Give students 15 minutes to read Chapter 12 and complete their recording form.• As students are reading, circulate around the room. Look at the words students are flagging with sticky notes.• Confer with them and ask questions such as:<ul style="list-style-type: none">* "I see you flagged this word; let's read that sentence aloud together. Why do you think that's a good word or phrase?"• Then respond to their answer with an explicit connection to how a writer would use that word to show their character. This might sound like:<ul style="list-style-type: none">* "Yes, that was a good choice. I can see that the word _____ shows the reader how the character was feeling. You could use that in your scene well because your character has similar feelings."	<ul style="list-style-type: none">• Use this time to have a small group of partnerships sit in a quiet area of the room where you can monitor and support them more easily. Consider reading the first page or two aloud for them to give them a start with their reading.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> If students are struggling to identify words, sit with them and ask them to read aloud with you from wherever they are reading. After reading a few sentences, pause and model for them how you identified a word or phrase. Another way to support students when conferring with them is to direct them to a particular passage and word that another student identified. Read that passage aloud and talk to students about how that word shows the character's thoughts or feelings. 	
<p>C. Where/Who/What Anchor Chart for Chapters 11 and 12 (5 minutes)</p> <ul style="list-style-type: none"> Gather students back in the whole group area with their recording forms. Note and praise students for specific reading behaviors you saw in the independent reading time. For example: <ul style="list-style-type: none"> * "I noticed _____ working with his/her partner to figure out a word as they read. That was a nice way to support each other." * "I noticed that everyone was reading very intently today. I saw strong stamina from readers because you didn't lose your focus." Place students in triads and ask them to sit facing one another. Remind them that this recording form helps them keep track of the events and characters in the story. Tell students that their job is to talk within their triads about what happened in Chapters 11 and 12 and work together to complete their own Where/Who/What recording form. Give students a few minutes to talk. As students work in their triads, circulate, taking notes about what students identify for each column. Then capture their thinking on the Where/Who/What anchor chart. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Words and Phrases from <i>Peter Pan</i> to Use in My Own Writing (5 minutes)</p> <ul style="list-style-type: none">• Remind students again that readers often read to be inspired as writers and that today they were reading <i>Peter Pan</i> with a specific focus on words and phrases that showed a character's thoughts and feelings. Ask them to look at their recording forms for Chapter 12 and circle any words they think might be helpful to their own writing.• Tell them to talk to their partner about the words they are selecting. Listen for students to identify words and phrases such as: "moped," "moaned," "enraged," etc. Students may identify many words or only a few. The intent is for them to consider words and how they are used to describe characters.	<ul style="list-style-type: none">• When struggling learners are writing on their own copy of the Where/Who/What recording form, consider asking them to focus on the What of the recording form and use letters only to symbolize the Who and Where. For example, have students just write P for Peter, W for Wendy, N for Neverland, etc. This allows students to focus their writing efforts on capturing what happened. Encourage them to capture this in bullet form.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete Lesson 6 homework, responding to questions about Chapters 10, 11 and 12. <p><i>Note: After the next lesson (Lesson 7), students will be asked to read Chapter 13 for homework, on their own. Decide whether to ask students to do their reading as homework or whether to find another time of day for them to read Chapter 13. As noted in the module overview: "In Units 1 and 2, students need to read a chapter on their own during another period of the day or for homework. The chapters chosen for this are shorter and without pivotal events. Reading selected chapters independent of the literacy lesson promotes reading independence. If students read the selected chapters during another part of the school day, encourage them to read with their reading partners. If they are reading these select chapters for homework, encourage students to read the chapter out loud to a family member if possible."</i></p> <p><i>Students' draft scenes were collected in Lesson 5. Have those scenes at your side. Review students' recording forms. As you review their recording forms, record the words each student circled on a sticky note to attach to their draft. This will serve as a reminder for them which words they thought would be useful in their own writing. It also provides them with a small word bank of correctly spelled words they can use.</i></p> <p><i>In the next lesson, students shift their focus to writing and revising their scenes, with a specific focus on how dialogue can convey feelings (e.g., words such as: "demanded," "cried," "replied," "whispered").</i></p> <p><i>As stated in the Unit 2 Overview, there will not be time dedicated within the lessons to publish students' scenes. Plan accordingly, making arrangements for technology time if they will type their scenes. If they are handwriting the scenes, plan to have them complete this after Lesson 9.</i></p>	



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Supporting Materials



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Character Thoughts and Feelings Recording Form

Character	Word or phrase from the book:	What does this show about the character's thoughts and feelings?

Lesson 6 Homework
Chapter 11

Name: _____

Date: _____

1. Reread this sentence from page 90: “When they had finished dancing, the boys got into bed for Wendy’s good-night story—the story that they loved best, and which Peter hated.” Why do you think the boys loved the story and Peter hated it? Support your answer with evidence from the book.

2. Why didn’t Wendy and the boys get to go back home? Support your answer with evidence from the book.



3. Reread the passage (from page 87):

Tootles wanted in, too. “Can I be the father?” he asked.

“No,” Wendy said.

“What about the baby?” he asked.

“I’m the baby,” Michael said. He was already settled in his comfortable basket.

Tootles **moped**.

In your own words, explain what the word *moped* means. Explain how you figured it out.



Lesson 6 Homework

Chapter 12

1. Why does Hook have such a “big hatred” for Peter? Use evidence from the text to support your answer.

2. Two-part question: Use evidence to support your answer.

- a. What did Hook put in Peter’s glass of water?
b. What did Hook think would happen to Peter?

3. “But there was something about him that enraged Hook.” In your own words, explain what the word *enraged* means. Explain how you figured it out.

Lesson 6 Homework
(Answers, for Teacher Reference)

1. Reread this sentence from page 90: “When they had finished dancing, the boys got into bed for Wendy’s good-night story—the story that they loved best, and which Peter hated.” Why do you think the boys loved the story and Peter hated it? Support your answer with evidence from the book.

I think it’s because Peter doesn’t like talking about home. When Peter flew away, his mother closed the window and found a new boy.

2. Why didn’t Wendy and the boys get to go back home? Support your answer with evidence from the book.

The pirates attacked the Indians. That meant the trip home was off.

3. Reread the passage (from page 87):

Tootles wanted in, too. “Can I be the father?” he asked.

“No,” Wendy said.

“What about the baby?” he asked.

“I’m the baby,” Michael said. He was already settled in his comfortable basket.

Tootles **moped**.

In your own words, explain what the word *moped* means. Explain how you figured it out.

I think it means that Tootles was frustrated because he wanted to be able to do something. He said he wanted to be the baby and he couldn’t.

Lesson 6 Homework
(Answers, for Teacher Reference)

Chapter 12

1. Why does Hook have such a “big hatred” for Peter? Use evidence from the text to support your answer.

Peter is confident and has courage.

2. Two-part question: Use evidence to support your answer.
 - a. What did Hook put in Peter’s glass of water?
 - b. What did Hook think would happen to Peter?

Hook put poison in Peter’s glass. He thought that Peter would drink it and fall to the ground dead.

3. “But there was something about him that enraged Hook.” In your own words, explain what the word *enraged* means. Explain how you figured it out.

I think it means that it made him really angry. I figured it out because it says that Hook hates Peter.