Grade 3: Module 3A: Unit 2: Lesson 14
Characters' Feelings and Reading Fluency:
The Mermaid Lagoon, based on Chapter 9 of *Peter Pan*

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
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 read third-grade level texts accurately and fluently to make meaning. (RF.3.4)

Supporting Learning Targets	Ongoing Assessment
• I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions. • I can read the script *The Mermaid Lagoon* with fluency.	• Bringing Characters to Life recording form • Fluent Reading Criteria checklist

Agenda	Teaching Notes

1. Opening
    A. Engaging the Reader: Introducing *The Mermaid Lagoon* (5 minutes)
    B. Unpacking Learning Targets (5 minutes)
2. Work Time
    A. Revisiting the Feelings of the Characters in Chapter 9 (15 minutes)
    B. First Read of *The Mermaid Lagoon* (20 minutes)
    C. Partner Practice and Fluency Feedback (10 minutes)
3. Closing and Assessment
    A. Debrief: Fluency Stars and Steps (5 minutes)
4. Homework
    A. Read aloud your part of *The Mermaid Lagoon* script to someone at home. Invite someone at home to play the other role and read along with you.
	• Lessons 14 and 15 follow a similar pattern as Lessons 12 and 13. In this lesson, students revisit the characters in Chapter 9 of *Peter Pan* and examine a Readers Theater script based on that chapter. They do a first read of the script to continue to practice reading the text structure of drama and to help them begin to read this text fluently.
	• In Lesson 15, students will look closely at the vocabulary and stage directions of the script and practice and perform *The Mermaid Lagoon*. The purpose of these lessons is threefold: to expose students to different narrative structure, to help them analyze the characters in *Peter Pan* more deeply, and to practice building their reading fluency.
	• For more information on Readers Theater, visit www.aaronshep.com/rt/.
	• In advance: Form groups of four for Work Time B. Also consider pre-assigning parts of the script to students based on their reading strengths and challenges; for Work Time C, form partnerships of those with like roles (e.g., two students who are both reading the Captain Hook part) working together.
	• Post: Learning targets.

Lesson Vocabulary	Materials
bring to life, script, players, dialogue, stage directions	• *Peter Pan* script: *The Mermaid Lagoon* (one per student and one to display) • Equity sticks • Classic Starts edition of *Peter Pan* (book; one per student) • Bringing Characters to Life recording form (from Lesson 12; one per student and one to display) • Document camera • Bringing Characters to Life recording form (answers, for teacher reference) • Readers Theater anchor chart (begun in Lesson 12) • Highlighters (one per student) • Fluent Reading Criteria checklist (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Introducing *The Mermaid Lagoon* (5 minutes) • Gather students and congratulate them on their recent work with Readers Theater. Tell them that they will have the chance to read a new script today, but do not tell them the title yet. Ask them to listen closely as you read the first stage directions and lines from the new script. • Begin reading the ***Peter Pan* script: *The Mermaid Lagoon*** aloud, starting with the stage directions "Wendy, the boys, and Peter are all sleeping on the lagoon" and reading to Peter's line "Ahoy there, you rascals!" • Invite students to Think-Pair-Share: * "Which chapter do you think this script is based on? What is your evidence?" • Use **equity sticks** to cold call a few students to share their thinking. If necessary, tell them that today's Readers Theater script is based on Chapter 9, "The Mermaid Lagoon." Tell students that they will have the opportunity to read more of the script later in the lesson.	

B. Unpacking Learning Targets (5 minutes)
• Read the first learning target aloud:
  * "I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions."
• Ask students to partner share what they think they will do based on the target.
• Review the phrase "bring to life." Ask students to Think-Pair-Share:
  * "What does it mean to bring a character to life?"
• Cold call a few students to share what they heard their partner say.
• Listen for students to identify ideas such as: "make a character come alive" or "make it feel as though the character in the book is a real person."
• Tell them that just as they have done before, they will reread parts of Chapter 9 to think about how to bring the characters' feelings and actions to life for their Readers Theater performance.	

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Work Time	Meeting Students' Needs

A. Revisiting the Feelings of the Characters in Chapter 9 (15 minutes)
• Tell students that just like before, they will again look back at the chapter this script is based on to think deeply about the characters and how they might bring them to life for the audience. Remind students that rereading a text is something thoughtful readers do all the time, and with each read they should notice more details about the characters. Be sure students have their texts, **Classic Starts edition of *Peter Pan*.**
• Display the **Bringing Characters to Life recording form** on the **document camera**. Ask students to partner share how they used this recording form with Chapter 4.
• Tell them that the class will practice together before they work with a partner. Point to the Text Excerpt box on the recording form and remind students that this box tells them what to read.
• Ask students to follow along as you read aloud the excerpt, beginning with the first sentence of the second paragraph on page 69 ("Peter, however—who was snoozing ...) and ending with the sentence "Just that one, awful word" on page 70. Remind students that as they are reading, they should think about two things:
  – The characters' feelings
  – Ways to bring those feelings to life when reading the Readers Theater script
• Read aloud the text as students follow along. After reading, ask them to Think-Pair-Share:
  * "How does Peter feel?"
  * "How might we bring him to life when we are reading the Readers Theater script?"
• Use equity sticks to cold call pairs to share their ideas. Listen for students to suggest ideas such as:
  – "Peter is frightened. The text says he 'jumped to his feet,' and it also says, 'Pirates,' he whispered. Just that one awful word.' The word 'pirates' is awful because Peter is scared of them."
  – "We could bring him to life by showing a scared look on our face or by making our voice shake a little bit."
	• Use Thoughtful Grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language
	
	• Select a few words, phrases, or a sentence from each text excerpt to help struggling readers hone in on parts of the text about the characters' feelings (e.g., on page 69, the phrase, "could smell danger even in his sleep.")

Work Time (continued)	Meeting Students' Needs

• Track students' comments on the recording form. Ask students if they have any clarifying questions about the process. Reiterate and chart the steps if needed:
 	
  1. Read the text excerpt.
 	
  2. Think and talk with your partner about the feelings of the character(s) in this section.
 	
  3. Discuss how to bring those characters to life when reading the Readers Theater script.
 	
  4. Write down your ideas on the recording form.
 	
• Distribute the Bringing Characters to Life recording form. Pair students with their reading partner. Confer with students as they work and push them to think deeply about the characters as they reread the sections. Refer to the **Bringing Characters to Life recording form (answers, for teacher reference)** as needed for guidance.
 	
• Students may need support in thinking about how to bring a certain feeling to life. Probe them with the question: "What do you say or do when you feel _____?"	

Work Time (continued)	Meeting Students' Needs

B. First Read of *The Mermaid Lagoon* (20 minutes)
• Gather students whole group. Tell them that they should remember their ideas about how to bring the characters to life as they practice reading the script in a moment.
• Display the **Readers Theater anchor chart** from Lesson 12. Ask students to partner share which parts of a Readers Theater script are read aloud to the audience. Students should identify that the player reads only the dialogue, not the stage directions. Briefly review the definitions of these words on the Readers Theater anchor chart.
• Distribute a copy of *Peter Pan* script: *The Mermaid Lagoon* to each student and display a copy using the document camera. Ask them to turn to a partner and point out which portions of the text should be read aloud and which should not. Have groups share out. As they do, highlight the portions of the displayed text that are read aloud.
• Tell students they now will practice reading the script. Explain that their reading might not be very strong this first time, but not to worry. They will practice more later.
• Place them in groups of four and tell them which player they will be for this Readers Theater. Once students are grouped, give directions:
  1. Identify your player's line(s). Highlight them to help you find them easily.
  2. Individually, practice reading your lines.
  3. As a group, take turns reading your lines aloud.
• Distribute **highlighters**. Give students 15 minutes to do the three steps above. As they practice, circulate and support them.	

C. Partner Practice and Fluency Feedback (10 minutes) • Pair students with another player who has the same role. Tell them that they will now practice reading their parts to their new partner, working on their fluency. • Distribute the **Fluent Reading Criteria checklist** and tell them that they will use this familiar tool to give feedback to their partner. Ask students to give verbal feedback to their partners using the star and step framework. Use sentence frames such as: "I like how you_____" and "I think you would be more fluent if you_____." • As students rehearse in partnerships, circulate and provide reminders and feedback as needed.	

Closing and Assessment	Meeting Students' Needs
A. Debrief: Fluency Stars and Steps (5 minutes) • Invite students to reflect silently on their partner reading experience: * "What is one star (area of strength) you showed as a fluent reader? What is one step (area of growth) to improve your fluency?" • Ask students to Pair-Share, using sentence frames such as: "I like how I_____" and "I would be more fluent as a reader if I _____." • Tell students that they will stage this Readers Theater in the next lesson, performing it just like they did with *The Birds Leave the Nest.*	

Homework	Meeting Students' Needs
• Read aloud your part of *The Mermaid Lagoon* script to someone at home. Invite someone at home to play the other role and read along with you. *Note: Lesson 16 introduces the End of Unit 2 Assessment. For this assessment, students read the "Peter Pan Monologue" aloud to the teacher. This assessment must be done individually with students. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside the ELA period, you may omit Lesson 16.*	

EXPEDITIONARY LEARNING

Grade 3: Module 3A: Unit 2: Lesson 14
Supporting Materials

(WENDY, her brothers, and PETER are all sleeping by the lagoon.)

(OFFSTAGE: There is a sound of water splashing—boat oars dipping into the water.)

(Peter wakes up, sensing danger.)

PETER: Dive! Now!

(The boys all hide as the pirate boat pulls up to the rock. In the boat are SMEE and STARKEY, with their captive Indian princess TIGER LILY. Tiger Lily has her hands tied behind her back, but she sits straight up proudly.)

Peter (*in his best Captain Hook voice*): Ahoy there, you rascals!

STARKEY (*startled*): What was that? Captain?

STARKEY: It is the captain; he must be swimming out to us.

SMEE (*calling*): We have put the Tiger Lily on the rock, Captain.

PETER (*sternly*): Set her free immediately, or I'll plunge my hook into you both!

SMEE: But, Captain—

PETER (*angrily*): Cut her bonds, or I'll plunge my hook into you.

SMEE: This is strange.

STARKEY: Let us follow the captain's orders.

(They undo the ropes and Tiger Lily slides into the water, swimming away gracefully.)

HOOK: Boat ahoy!

SMEE (*relieved*): It is the captain.

The Mermaid Lagoon
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

(HOOK swims up, and they help him to scale the rock.)

STARKEY (*puzzled*): Captain, what's wrong?

(Hook has his head in his hands, then waves his arms in extreme frustration.)

HOOK (*with a sigh*): Ohhhhhhhhh!

SMEE: He sighs.

(Hook sighs again.)

STARKEY: He sighs again.

(Hook sighs yet again.)

SMEE (*proudly counting*): And yet a third time he sighs. What's up, Captain?

HOOK (*sadly*): The game is up. Those boys have found a mother!

SMEE: Captain, I propose we kidnap the boys' mother and make her our own.

HOOK (*excitedly*): Yes, we will capture the boys and make them walk the plank! Then we will keep their mother.

(Smee and Starkey cheer.)

HOOK: But I had forgot; where is Tiger Lily?

SMEE: Captain; we let her go.

HOOK (*thunders*): Let her go? Why?

SMEE (*confused*): Why, you told us to, Captain.

The Mermaid Lagoon
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

STARKEY (*with a whimper*): You called over the water to us to let her go.

HOOK (*suspiciously*): What kind of trickery is this? Lads, I gave no such order.

HOOK (*addressing the water*): Spirit that haunts this dark lagoon tonight, do you hear me?

PETER (*in Hook's voice*): I hear you.

(Hook grips his stave for support, in shock to get an answer.)

HOOK (*fearfully*): Who are you?

PETER (*boastfully*): I am James Hook, Captain of the Jolly Roger.

HOOK: If you are Hook, come tell me, who am I?

PETER: A codfish.

HOOK (*horrified*): A codfish?

(Smee moves away from him, cringing.)

SMEE (*disgusted*): Have we been taking orders all this time from a codfish?

(Hook looks at his crewmen, feeling panicked.)

HOOK (*with a deflated ego*): Don't desert me, bullies.

HOOK (*to the spirit*): Do you have another name?

PETER (*confidently*): Yes.

HOOK: Vegetable?

PETER: No.

The Mermaid Lagoon
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

HOOK: Mineral?

PETER: No.

HOOK: Animal?

PETER: Yes.

HOOK: Man?

PETER (*practically spitting*): No.

HOOK: Boy?

PETER: Yes.

HOOK: Ordinary boy?

PETER (*scornfully*): No! (*cheerfully*) Give up?

HOOK: Yes.

(Peter laughs.)

PETER (*braggingly*): Well, then, I am Peter Pan!

HOOK (*angrily*): Pan! Into the water, Smee. Starkey, take care of the boat. Take him dead or alive!

(Peter whistles for his crew.)

PETER: Boys!

OFFSTAGE, the LOST BOYS cry: We're coming, Peter!

The Mermaid Lagoon
Based on Chapter 9 of the Classic Starts edition of *Peter Pan*

BACKSTAGE: The lost boys and the pirates battle. Swords fly. Yelling is heard, but it is unclear who is doing it. Wheezes and whoops fill the air. The fight is short and sharp.

CENTER STAGE: Hook and Peter each climb the lagoon's single rock from different sides, both unaware that the other is there. They don't spot each other until they are almost in the middle of the rock. They are nose to nose.

Peter grabs a knife from Hook's belt. Suddenly he notices that he is higher up on the rock. Peter knows this won't be a fair fight, so he offers Hook a hand.

Hook leans over and bites Peter. Peter looks surprised and dazed. Peter can't believe that Hook didn't fight fair. Peter stands on the rock. Hook claws at Peter with his hook twice.

OFFSTAGE: There is a ticking sound.

Hook hears the ticking. Suddenly he stops. He slides into the water and swims madly for his ship.

(L540)

Bringing Characters to Life Recording Form

Learning target: I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions.

Text Excerpt: pages 69–70. Begin with the sentence "Peter, however—who was snoozing on the rock …" and end with "The others huddled close around him."	
What does the author want us to know about the feelings of **Peter** here?	How would we bring Peter to life as a player in a Readers Theater?

Text Excerpt: page 74: Begin with the sentence "'We let her go,' Smee replied" and end with the sentence "'What kind of trickery is going on here?' thundered Hook."	
What does the author want us to know about the feelings of **Smee and Starkey** here?	How would we bring Smee and Starkey to life as a player in a Readers Theater?

Bringing Characters to Life Recording Form

Text Excerpt: page 75: Begin with the sentence "Hook barely heard them" and end with '"Don't desert me,' he whispered to it, hoarsely."	
What does the author want us to know about the feelings of **Hook** here?	How would we bring Hook to life as a player in a Readers Theater?

Bringing Characters to Life Recording Form
(Answers, for Teacher Reference)

Learning target: I can describe how to bring the characters in Chapter 9 of *Peter Pan* to life based on their feelings and actions.

Text Excerpt: pages 69–70. Begin with the sentence "Peter, however—who was snoozing on the rock …" and end with "The others huddled close around him."	
What does the author want us to know about the feelings of **Peter** here?	How would we bring Peter to life as a player in a Readers Theater?
Peter feels frightened/scared/nervous.	**When we are reading this part of the script, we might have a scared look on our faces. We could also make our voices quiver or shake as if we are scared.**

Text Excerpt: page 74: Begin with the sentence '"We let her go,' Smee replied" and end with the sentence '"What kind of trickery is going on here?' thundered Hook."	
What does the author want us to know about the feelings of **Smee and Starkey** here?	How would we bring Smee and Starkey to life as a player in a Readers Theater?
Smee and Starkey feel a bit scared and nervous here.	**We could show we are scared by making our voices quiver and shake as we read. We might also have frightened looks on our faces.**

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Bringing Characters to Life Recording Form
(Answers, for Teacher Reference)

Text Excerpt: page 75: Begin with the sentence "Hook barely heard them" and end with "'Don't desert me,' he whispered to it, hoarsely."	
What does the author want us to know about the feelings of **Hook** here?	How would we bring Hook to life as a player in a Readers Theater?
Hook is feeling defeated and sad in this part of the story. He feels ashamed.	**We could hang our heads as we read and use a sad voice when we speak.**

Fluent Reading Criteria Checklist

Target	Not Yet	Almost There	Excellent!	Comments
Phrasing *(I can group many words together as I read.)*				
Rate *(I can read like I talk, and I only stop when it makes sense in the text.)*				
Punctuation *(I can pay attention to the punctuation, and I use it to help me know how to read the text.)*				
Expression *(I can use expression to read, and it helps me understand the story.)*				