

Unit 2: Writing Grounded in Evidence: An Opinion of *Peter Pan*

Common Core State Standards addressed: RL.3.1, RL.3.2c, RL.3.4, RL.3.9, W.3.1c, W.3.5, SL.3.1, L.3.1f, L.3.2e, L.3.2f, L.3.2g, L.3.4.



Guiding Questions and Big Ideas

What can we learn from reading literary classics?

- Literary classics are told in different ways over time.
- Literary classics can show how things have changed since the time they were written.

Readers have differing opinions about the texts they read and support their opinions with evidence from the text.

What will your student be doing at school?

In this unit, students continue the reading routines from Unit 1 to finish reading *Peter Pan*. At the same time, they read chapters of *Peter Pan in Kensington Gardens*, another story about *Peter Pan* written by J.M. Barrie, to compare and contrast the stories. Once they have finished *Peter Pan*, students recount the story and analyze it for the central message. A central message is a key idea the author wants the reader to take away from reading the story. For the mid-unit assessment, students closely read the final chapter of *Peter Pan in Kensington Gardens* to compare it to *Peter Pan* and also to analyze it for the central message.

In the second half of the unit, students write a book review of *Peter Pan* in which they state an opinion with reasons about whether they would recommend *Peter Pan* to a friend. For the end of unit assessment, students revise their book reviews for linking words and phrases and to correct spelling errors. They also participate in a text-based discussion in which they share their opinion of *Peter Pan* and listen to the opinions of others.

The Language standards that students will focus on in this unit (L.3.2e, L.3.2f, L.3.2g) require them to:

- Ensure subject-verb and pronoun-antecedent agreement (L.3.1f)
- Use conventional spelling for high-frequency words (L.3.2e)
- Use spelling patterns and generalizations in writing words (L.3.2f)
- Consult reference materials to check and correct spellings (L.3.2g)

Working to become an ethical person is a habit of character that is emphasized in this unit. Students practice respect, empathy, and compassion as they discuss their opinions of *Peter Pan*.

Subject-verb and Pronoun-antecedent Agreement (L.3.1f)

In Unit 2, students are introduced to English subject-verb and pronoun-antecedent agreement through Language Dive sentences in Lessons 2 and 4. They have the opportunity to practice this learning in their speaking and writing and in the ALL Block.

Rules for English subject-verb agreement:

1. Subject and verb must agree in number. When a subject is singular, the verb needs to be singular. When a subject is plural, the verb needs to be plural. To make a singular present tense verb in third person, you add -s. To be is irregular, taking different forms in the present and past tenses. Examples:

The *girls* **jump** in the air. *They* **jump** in the air.

The *girl* **jumps** in the air. *She* **jumps** in the air.

The *bird* **is** in the air. *It* **is** in the air.

The *birds* **were** in the air. *They* **were** in the air.

2. When using existential *there* (e.g., *there is*, *there are*, *there was*, *there were*), the verb needs to agree with the subject, which comes after the verb. Examples:

There **are** *frogs* in the pond.

There **is** a *frog* in the pond.

Rules for English pronoun-antecedent agreement:

The English language uses pronouns to refer back to an antecedent. The antecedent is the noun (person, place, or thing) the pronoun is referring back to. The pronoun must agree with the antecedent in number. When an antecedent is singular, the pronoun needs to be singular. When an antecedent is plural, the pronoun needs to be plural.

1. Use subject pronouns when the pronoun refers back to the subject of a sentence and is doing the action. Examples:

Lorena said **she** didn't want to go.

(*Lorena* = antecedent; *she* = subject pronoun)

Our friends went to the park, and **they** invited us.

(*Our friends* = antecedent; *they* = subject pronoun)

Oscar tripped when **he** went downstairs.

(*Oscar* = antecedent; *he* = subject pronoun)

2. Use object pronouns when the action is being done to the antecedent. Examples:

The grandmother saw *the kids* playing outside and told **them** to come into the house for dinner.

(*the kids* = antecedent; *them* = object pronoun)

Arnon picked up *Larissa* from **her** house and took her to the airport.

(*Larissa* = antecedent; *her* = object pronoun)

3. Use possessive determiners and pronouns to show when something belongs to the antecedent. Examples:

Arnon picked up *Larissa* from **her** house and took her to the airport.

(*Larissa* = antecedent; *her* = object pronoun)

Our friends take **their** dog to the park; we take **ours** to the beach.

(*Our friends* = antecedent; *their* = possessive determiner; *ours* = possessive pronoun)

Subject pronouns	Object pronouns	Possessive determiners and pronouns
I	me	my, mine
you	you	your, yours
he	him	his, his
she	her	her, hers
it	it	its, its
we	us	our, ours
they	them	their, theirs

How can you support your student at home?

- Talk to your student about his/her opinion of the texts read in the classroom. Encourage him/her to cite evidence from the text to support his/her opinion.
- Read narrative texts and talk to your student about whether he/she would recommend the story to a friend, using evidence from the text to support the opinion. Consider inviting your student to write the opinion in a book review.
- Read online book reviews with students and analyze them for reasons and evidence to determine whether they are effective book reviews.
- Read narrative texts by the same author with your student and compare the stories.
- Read literary classics and stories, including those from home countries. Talk to your student about how things have changed since the stories were written and what this tells us about how things were then.

Unit 2: Homework

In this unit, homework focuses on research reading and practicing the skills introduced during Language Dives.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**, or words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **topical vocabulary**, or words about a particular topic. For example, the words *character*, *setting*, and *theme* would be found on the topic of literary classics.

Exploring Literary Classics

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students read Chapter 12 of <i>Peter Pan</i> and Chapter 1 of <i>Peter Pan in Kensington Gardens</i> . They then compare the two stories so far.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students read Chapter 13 of <i>Peter Pan</i> and Chapter 2 of <i>Peter Pan in Kensington Gardens</i> . They then compare the two stories so far.	1. Language Dive I: <i>Peter Pan in Kensington Gardens</i> Practice 2. Research reading and answering prompt	1. Lesson 4. 2. Teacher will check independent reading journals strategically.	
3	Students read Chapter 14 of <i>Peter Pan</i> and Chapter 3 of <i>Peter Pan in Kensington Gardens</i> . They then compare the two stories so far.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students read Chapter 15 of <i>Peter Pan</i> and Chapter 4 of <i>Peter Pan in Kensington Gardens</i> . They then compare the two stories so far.	1. Language Dive II: <i>Peter Pan in Kensington Gardens</i> Practice 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
5	Students read Chapter 16 of <i>Peter Pan</i> and Chapter 5 of <i>Peter Pan in Kensington Gardens</i> . They then compare the two stories so far.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students read Chapter 17 of <i>Peter Pan</i> , recount the story, and identify a central message.	1. Recommending <i>Peter Pan</i> 2. Research reading and answering prompt	1. Lesson 8 2. Teacher will check independent reading journals strategically.	
7	Students read Chapter 6 of <i>Peter Pan in Kensington Gardens</i> and compare it to <i>Peter Pan</i> for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students analyze a model book review about <i>Peter Pan in Kensington Gardens</i> in preparation for writing their own book reviews about <i>Peter Pan</i> in the following lessons.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students form an opinion about <i>Peter Pan</i> and write the introduction of their book review.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students write Body Paragraph 1 of their book review about <i>Peter Pan</i> .	1. Language Dive I: Model Book Review Practice 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
11	Students write Body Paragraph 2 of their book review about <i>Peter Pan</i> .	1. Language Dive II: Model Book Review Practice 2. Research reading and answering prompt	1. Lesson 12 2. Teacher will check independent reading journals strategically.	
12	Students write the conclusion of their book review and prepare for a text-based discussion about their opinion of <i>Peter Pan in Kensington Gardens</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
13	Students participate in a text-based discussion about their opinion of <i>Peter Pan in Kensington Gardens</i> and prepare for the discussion in the next lesson about their opinion of <i>Peter Pan</i> .	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
14	Students participate in a text-based discussion about their opinion of <i>Peter Pan</i> and revise their book reviews for linking words and phrases and to correct spelling errors for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

Independent Reading

(For Families)

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2015

Book Title and Author: “My Librarian Is a Camel” by Margriet Ruurs

Pages Read: Thailand, pages 28–29

Prompt: What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?

Response: The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.

Consider using the following independent reading prompts*:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch
Translation in home language (if appropriate):	

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Homework: Language Dive I: *Peter Pan in Kensington Gardens* Practice

(For Families)

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *Peter Pan in Kensington Gardens*. Write it in the correct sequence:

to show Peter	He sneeringly pointed out	he wasn't really a bird at all.	Peter's nightgown, toes, and lack of feathers
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2. Write the sentence in your own words.

3. Complete the sentence frames to ensure subject-verb agreement. Use the **past** tense verb *to be* (affirmative or negative).

Last night, I _____ really tired.

Yesterday, my friends _____ really tired.

4. Circle the sentences that do **not** have correct subject-verb agreement.

Peter was born a long time ago.

He have never had a birthday.

Peter realized he were thirsty.

So Peter was stuck on Bird's Island.

5. Rewrite the sentences circled above so they have correct subject-verb agreement.

Homework: Language Dive II: *Peter Pan in Kensington Gardens* Practice

(For Families)

Name: _____ **Date:** _____

1. Look at the scrambled sentence below from *Peter Pan in Kensington Gardens*. Write it in the correct sequence:

and there were iron bars on it.	but the window was closed	to the window,	He flew straight
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2. Sketch the sentence.

3. Underline the antecedent in each sentence below, then add a pronoun to complete each sentence. Be sure to use correct pronoun-antecedent agreement.

The cake was round, and there were candles on _____.

The trees were tall, and there were leaves on _____.

4. Look at the antecedent and pronoun in each sentence, then circle the sentences that do not use correct pronoun-antecedent agreement.

A. **The window** was wide open, just as he knew **they** would be.

B. **The fairies** are beautiful dancers, and **they** have balls in fairy rings.

C. When the fairies changed the **closing time**, they changed **them** to six-thirty.

D. **The fairy Queen** told Peter **she** would give him a wish.

5. Rewrite the sentences circled above using correct pronoun-antecedent agreement.

Homework: Recommending *Peter Pan*

(For Families)

Directions: In Lesson 6, you finished reading the story of *Peter Pan*. Now you are going to think of some reasons why you might or might not recommend this story to a friend, with evidence from the text.

This homework will be collected, but you do not need to write your name on this paper. The ideas of the class will be collected together on one anchor chart. It is important that you are honest about your reasons and that you support your reasons with evidence.

Reasons to Recommend	Evidence	Reasons Not to Recommend	Evidence

Homework: Language Dive I: Model Book Review Practice*(For Families)***Name:** _____ **Date:** _____

1. Look at the scrambled sentence below from the Model Book Review: *Peter Pan in Kensington Gardens*. Write it in the correct sequence:

your imagination goes wild!	As you read the story,
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2. Sketch the sentence.

3. Fill in the blank with another way to say *your imagination goes wild*, using your own words.

As you read the story, _____.

4. Write a reason you would/would not recommend your independent reading book or home language book, using the following sentence frames.

The first reason I would/would not recommend the book
is _____

As you read the story, _____

Homework: Language Dive I: Model Book Review Practice*(For Families)***Name:** _____ **Date:** _____

1. Look at the scrambled sentence below from the Model Book Review: *Peter Pan in Kensington Gardens*. Write it in the correct sequence:

because sometimes the characters were cruel.	parts of it were upsetting to read	While I liked the book,
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2. Sketch the sentence.

3. Fill in the blank with a reason you didn't like the book, *Peter Pan*, using your own words. (If you didn't like the book at all, use the frame, "While I didn't like the book, _____.")

While I liked the book, _____.

4. Write a reason you would recommend with cautions an independent reading book or home language book you have read, using the following sentence frames.

One reason I would recommend the book with cautions
is _____
_____.

While I liked the book, _____
_____.

5. Look at the use of *while* in each sentence, then circle the sentence that does *not* use *while* to show contrast.
- A. While I like playing soccer, I think everything about it is wonderful.
 - B. While I like playing with my cousin, sometimes she makes me feel angry.
 - C. While I like writing, it can be difficult for me at times.
 - D. While I like the book, parts of it are upsetting to read.
6. Rewrite the sentence circled above, changing the ending as needed to show contrast.

