

Unit 3: Reading Like a Writer: Revising Scenes from *Peter Pan*

Common Core State Standards addressed: RF.3.4a, RF.3.4b, RF.3.4c, W.3.3, W.3.4, W.3.6, L.3.2a, L.3.2c, L.3.2d, L.3.3a.



Guiding Questions and Big Ideas

How do writers capture a reader's imagination?

- Authors show, not tell, how a character feels through dialogue and description.
- Authors choose words and phrases for effect to help readers imagine they are in the story.

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.

What will your student be doing at school?

In Unit 3, students revise a scene from *Peter Pan* and then prepare a presentation explaining how and why they revised that scene. After selecting a scene to revise, they map out the original scene on a Narrative Planning graphic organizer. They then determine which parts of the scene to revise that won't change the outcome. Students then draft their revised scene before revising dialogue and description, possessives, word and phrase choice, and temporal words and phrases. For the mid-unit assessment, students revise a new scene from *Peter Pan*, following a completed narrative planning organizer.

In the second half of the unit, students prepare a presentation explaining how and why they chose to revise their scene. They prepare prompt cards for their presentation and practice using the cards to present. Students also practice reading new excerpts of text aloud for fluency, in preparation for reading their revised scene aloud in the performance task presentation, and also in preparation for the end of unit assessment, during which they read a new text aloud for fluency. For the performance task, students deliver their presentations for an audience.

The Language standards that students will focus on in this unit (L.3.2a, L.3.2c, L.3.2d, L.3.3a) require them to:

- Capitalize appropriate words in titles
- Use commas and quotation marks in dialogue
- Form and use possessives

Working to become an effective learner is a habit of character that is emphasized in this unit. Students practice collaboration as they work with others to plan their revised scenes, and perseverance as they write their drafts and read unfamiliar texts.

Capitalizing Appropriate Words in Titles

L.3.2a

Students are provided with the following guidance for capitalizing words in titles:

- Capitalize the first word of the title.
- Capitalize all “major” words (nouns, verbs, adjectives, adverbs, and pronouns).
- Capitalize the second part of hyphenated major words (for example, Self-Report, not Self-report).
- Capitalize all words of four letters or more.

Source:

Lee, C. “Title Case and Sentence Case Capitalization in APA Style.” American Psychological Association. Web. 10 Jun 2016. <<http://blog.apastyle.org/apastyle/2012/03/title-case-and-sentence-case-capitalization-in-apa-style.html>>.

Writing Dialogue

L.3.2d

Students are provided with the following guidance for writing dialogue:

- Quotation marks around the actual words the characters said
- Comma at the end of speech when the narrator is going to finish the sentence
- Comma before speech to show speech is coming

How can you support your student at home?

- Talk to your student about the texts he or she is reading in the classroom, particularly if any of the topics raised might be sensitive for your child.
- Read narrative texts and talk to your student about how the author has shown rather than told character feelings through dialogue and description of their thoughts and actions, and also about the words and phrases the author has used for effect.
- Read literary classics and stories, including those from home countries. Talk to your student about how things have changed since they were written and what this tells us about how things were then.

Unit 3: Homework

In this unit, homework for Lessons 1–7 focuses on practicing language skills. Lessons 8–10 focus on practicing reading aloud fluently and presentation practice.

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.

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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.

Homework Resources (for Families)

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students analyze a model revised scene and generate criteria about the structure and the presentation skills used. They choose a scene from <i>Peter Pan</i> to revise.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students map out the original scene from <i>Peter Pan</i> on a Narrative Planning graphic organizer and determine which parts of the scene they would like to change to meet their purpose.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students begin to draft their revised <i>Peter Pan</i> scene. They participate in a mini lesson on capitalizing appropriate words in titles and revise their titles accordingly.	1. Capitalizing Appropriate Words in Titles Practice 2. Research reading and answering prompt	1. Lesson 5 2. Teacher will check independent reading journals strategically.	
4	Students finish drafting their revised <i>Peter Pan</i> scene. They participate in a Language Dive on forming and using possessives and revise their work accordingly.	1. Language Dive I: Model Narrative: Possessives Practice 2. Research reading for 10 minutes	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
5	Students analyze the model revised scene for the use of dialogue and description and participate in a mini lesson on punctuating dialogue before revising their scene.	1. Punctuating Dialogue Practice 2. Research reading for 10 minutes	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
6	Students participate in a mini lesson on using temporal words and phrases to show the order of events, plus a Language Dive on word and phrase choice for effect, before revising their scene.	1. Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice 2. Research reading and answering prompt	1. Lesson 8 2. Teacher will check independent reading journals strategically.	
7	Students revise another scene from <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 the structure and presentation of a model presentation. They map out the structure of their presentation on prompt cards and practice reading aloud fluently.	1. Reading fluency practice (student-created revised <i>Peter Pan</i> scene) 2. Research reading and answering prompt	1. Lesson 11 2. Teacher will check independent reading journals strategically.	
9	Students add the key points of their presentations to their prompt cards. They continue to practice reading fluency by reading aloud a new excerpt of text.	1. Reading fluency practice (student-created revised <i>Peter Pan</i> scene) 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.

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Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
10	Students practice their presentations. They continue to practice reading fluency by reading aloud a new excerpt of text.	<ol style="list-style-type: none"> 1. Reading fluency practice (student-created revised <i>Peter Pan</i> scene) 2. Practice presentation (use Presentation prompt cards) 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. Lesson 13 3. Teacher will check independent reading journals strategically. 	
11 & 12	Students practice presentations and read aloud a new text for the end of unit assessment.	<ol style="list-style-type: none"> 1. Reading fluency practice (student-created revised <i>Peter Pan</i> scene) 2. Practice presentation (use Presentation prompt cards) 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. Lesson 13 3. Teacher will check independent reading journals strategically. 	
13	Students present to an audience.	<ol style="list-style-type: none"> 1. No homework 		

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: Capitalizing Appropriate Words in Titles*(For Families)***Name:** _____ **Date:** _____**Directions:** Answer the questions below.

1. Which of these titles is capitalized appropriately? Underline the correct answer. (L.3.2a)
 - A. through the looking glass
 - B. Through the looking glass
 - C. Through the looking glass
 - D. Through the Looking Glass

2. Which of these titles is capitalized appropriately? Underline the correct answer. (L.3.2a)
 - A. Nasreen's secret school
 - B. nasreen's secret school
 - C. Nasreen's Secret School
 - D. Nasreen's secret School

3. Which of these titles is capitalized appropriately? Underline the correct answer. (L.3.2a)
 - A. More Than Anything Else
 - B. More than Anything else
 - C. More than Anything Else
 - D. More than anything else

4. Which of these titles is capitalized appropriately? Underline the correct answer. (L.3.2a)
 - A. Thank you Mr. Falker
 - B. Thank you Mr. falker
 - C. Thank you mr. falker
 - D. Thank You, Mr. Falker

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5. Which of these titles is capitalized appropriately? Underline the correct answer. (L.3.2a)
- A. Peter pan in Kensington Gardens
 - B. Peter Pan In Kensington Gardens
 - C. Peter Pan in Kensington Gardens
 - D. Peter Pan in Kensington gardens

Homework: Punctuating Dialogue Practice*(For Families)***Name:** _____ **Date:** _____**Directions:** Answer the questions below.

1. Which is punctuated correctly? Underline the correct answer. (L.3.2c)
A. ""Oh, hello" Peter said distractedly.
B. "Oh, hello," Peter said distractedly.
C. Oh, hello," Peter said distractedly.
D. "Oh, hello, Peter said distractedly."

2. Which is punctuated correctly? Underline the correct answer. (L.3.2c)
A. "She whispered in his ear," Because I love you, you silly donkey.
B. She whispered in his ear "Because I love you, you silly donkey."
C. She whispered in his ear, "Because I love you, you silly donkey.
D. She whispered in his ear, "Because I love you, you silly donkey."

3. Rewrite this sentence to include the correct punctuation. (L.3.2c)
Oh Tink he cried what can I do?

4. Rewrite this sentence to include the correct punctuation. (L.3.2c)
Hide me he begged.

5. Rewrite this sentence to include the correct punctuation. (L.3.2c)
Peter said Let her go.

Source: Zamorsky, T. *Classic Starts: Peter Pan*. New York: Sterling Children's Books, 2009.
Print.

Homework: Language Dive I: Model Narrative: Possessives Practice*(For Families)***Name:** _____ **Date:** _____

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

before looking back down	he studied Soloman's feathers thoughtfully,	Then, with a wrinkled brow,	at his nightgown again.
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2. Sketch the sentence.

3. Read the sentence again. Circle the possessive noun and possessive pronoun and underline the corresponding nouns. (L.3.2d)

Then, with a wrinkled brow, he studied Soloman's feathers thoughtfully, before looking back down at his nightgown again.

4. Fill in the blank with a possessive noun to represent the first sentence below. (L.3.2d)

The wings belong to Tinker Bell.

They are _____ wings.

Homework: Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice

(For Families)

Name: _____ **Date:** _____

1. Write the scrambled sentence from *Peter Pan in Kensington Gardens* in the correct sequence.

he said admiringly	you are wearing there, young Peter,"	"Why,	that is a fine nightgown
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2. Complete the sentence frame. Choose words from the bank below that have the effect of giving a compliment, or showing kindness, to someone. (L3.3a)

lovingly	wonderful	inappropriate	affectionately	ridiculous	happily
amazing	messy	irritably	delightful	annoyingly	angrily

"That is a _____ you are wearing
_____, " I said _____.

3. Complete the sentence frame. Choose words from the bank above the have the effect of expressing irritation, or frustration, at someone. (L3.3a)

"That is a _____ you are wearing
_____, " I said _____.

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4. Read the sentences below and underline words or phrases that have the effect of showing Peter's sadness. (L3.3a)
 - A. Soloman could see that Peter was feeling down.
 - B. He remembered his mother and their home, and with sadness he realized that he missed her very much.
5. Revise the above sentences by adding or changing words or phrases to emphasize Peter's sadness even more. (L3.3a).
 - a. _____
 - b. _____