

New York State Common Core

English Language Arts Curriculum



GRADE 3 Module 3A

Unit 1

Student Workbook

Asking and Answering Questions about Mystery Excerpts

Name:

Date:

Directions:

1. Read the quote. It is okay if you don't understand it yet.
2. Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.
3. Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!
4. Circle words that help you figure out possible answers to those questions.
5. Write possible answers to your questions using complete sentences.

Part 1: Mystery Text Quotes

Quote: **From page 5:** "*What is Neverland?* you ask. It is the magical island in the middle of every child's mind. It is a place children go to mainly in their imaginations, unless, of course, they have an invitation and a very special guide."

Questions I have:

Asking and Answering Questions about Mystery Excerpts

Quote: **From page 22:** “How old are you?” she asked.

“I don’t know,” Peter said. “I ran away on the very day I was born, after I heard my parents talking about what I would be when I grew up.”

“Why?” Wendy asked.

“I didn’t want to grow up,” Peter said simply. “Now I live with the lost boys and the fairies.”

Questions I have:

Quote: **From page 32:** “Mr. and Mrs. Darling were almost home, but they were not close enough. From the middle of the street, they gasped as they looked up at the bedroom window. Beyond the curtain, the room was ablaze with light. Inside they could see three little shadows whirling around and around—not on the floor, but incredibly, in the air!”

Questions I have:

Asking and Answering Questions about Mystery Excerpts

Quote: **From page 45:** “Hook is a different breed of pirate from the rest of his crew. Except at the sight of his own blood he is courageous. He is a master storyteller. He speaks beautifully and softly—even when he is swearing—and is never more sinister than when he is being polite.

Questions I have:

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		

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?

Where/Who/What Recording Form

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

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

Chapter 2 Character Vocabulary

Name: _____

Date: _____

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. tidy (10)

“He really is quite messy,” said Wendy, who was a very **tidy** child.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

2. jealous (14)

“And poor Mr. Darling, too. He was frustrated and **jealous**—about other people doing better in the stock market, and about the children loving nana so very much—possibly more than him.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

3. **soothingly** (15)

“This was something Mrs. Darling had told the children in the past, so she couldn’t very well take it back now.” That’s right, she said **soothingly**. “Night lights are the eyes a mother leaves behind at night to watch over her babies.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Key Details from Chapter 2

Name:

Date:

Learning target: I can identify key details in Chapter 2 that capture my imagination.

Page number	Key words/phrases from the detail	This helps me understand ...

Chapter 2 Text-Dependent Questions

Name:

Date:

Learning target: I can answer questions about Chapter 2 using specific details from the text.

1. How did Peter get inside the Darling children's room? Use evidence from the text to support your thinking.

2. On page 10, the text says, "While Wendy went out for a snack, Mrs. Darling stayed behind, still frowning about the leaves." Why was Mrs. Darling scared about the leaves she discovered in her children's room? Use evidence from the text to support your thinking.

Chapter 2 Text-Dependent Questions

3. How did the stars help Peter at the end of the chapter? Use evidence from the text to support your thinking.

Character Traits Recording Form

Name: _____

Date: _____

Learning Target: I can identify Tinker Bell's character traits using evidence from the text.

What character traits best describe Tinker Bell in this chapter?
Use evidence from the text to support your thinking.

Character Trait	Evidence from the Text

Chapter 3 Character Vocabulary

Name:

Date:

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **huffed** (20)

“I don’t see what’s so funny about it,’ Peter **huffed**, embarrassed.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

2. **cooperating (24)**

“‘Tink,’ Peter said. ‘Stand still for a second, would you? Wendy wants to see you, and for you to be her fairy.’

Tinker Bell clinked something angry in reply.

‘She says you are a huge ugly girl, and she can’t be your fairy because she is my fairy.’

‘Well,’ Wendy huffed. ‘She’s is not very polite.’

Peter had to agree.

Since Tinker Bell wasn’t **cooperating**, Wendy turned her attention back to Peter.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

Chapter 3 Character Vocabulary

3. **naughty** (25)

“Suddenly Wendy screamed. It felt as if someone had pulled her hair!
‘That must be Tink,’ Peter explained. ‘She certainly is being **naughty** today!’
Tinker Bell told Peter that she would to continue to misbehave so long as Peter kept being nice to Wendy.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

Collecting Words to Describe Character Traits
(Lesson 4 Homework)

Name: _____

Date: _____

Learning target: I can collect character trait words by finding synonyms for words that I already know.

(A *synonym* is another word that has a similar meaning. For example, a synonym for the word “mean” is “unkind.”)

For each of the character traits words, think of three to five synonyms and write them in the box below the word.

Ask a family member to help you brainstorm!

Mean	Brave
example: <i>unkind</i>	
Nice	Smart

Character Motivations Recording Form

Name: _____

Date: _____

Learning target: I can identify characters' motivations using evidence from the text.

What were the characters' motivations for taking specific actions in this chapter?
What evidence supports your thinking?

Character Action	Character Motivation	Evidence from the Text
Peter Pan returns to the nursery.		
Wendy first decides to stay at home, not following Peter to Neverland.		
The boys jump up out of their beds.		
Wendy changes her mind, and she decides to go to Neverland.		

Chapter 4 Character Vocabulary

Name:

Date:

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **flattered (27)**

“Let go of me!” Wendy cried. She was very **flattered** to be asked, of course, but she couldn’t leave her poor mother.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

2. **maternal (28)**

“You could be a sort of mother to them. You could even tuck them in. None of them has ever been tucked in before.’

This was too much for Wendy to resist. She did have very strong **maternal** feelings.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

Chapter 4 Character Vocabulary

3. **sly (31)**

“Wendy frowned. It suddenly all seemed a bit too real, and risky, now that her brothers were involved. But the **sly** Peter knew how to make her come along. ‘Did I tell you about the mermaids?’ he said.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

What/So What Recording Form

Learning target: I can describe how Peter and Wendy's actions contribute to the sequence of events in Chapter 5.

How do characters' actions move the story forward?
Use evidence from the text to support your thinking.

What? <i>What action did the character take?</i>	So what? <i>How did the action move the story forward?</i>

Chapter 5 Character Vocabulary

Name:

Date:

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **distracted (36)**

“Peter was nowhere to be found. It wasn’t uncommon for him to leave them occasionally. Easily bored and **distracted**, he would fly up high to talk to the stars, or down low to talk with a mermaid. He always came back, but sometimes seemed to barely remember them, as if he had already moved on to his next adventure. ”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

Chapter 5 Character Vocabulary

2. **annoyed** (37)

“Peter was a little **annoyed** with the children for knowing so much about the island. He wanted to be the one who knew everything.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

3. **compromised (39)**

“Tell her to go away at once, Peter,’ the children cried, but he refused.
 ‘She gets scared and lonely, too,’ he said.
 They **compromised**. John would carry Tink in his hat, which he would hold in his hand.”

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Use this word in a sentence of your own:

Character Analysis Recording Form

Name: _____

Date: _____

Learning target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

Character Name: _____

Character Traits:

What is a character trait that best describe this character?

What evidence from the text supports your thinking?

Character Trait	Evidence from the Text

Character Motivations:

What motivates this character so far in the story?

What evidence from the text supports your thinking?

Character Motivation	Evidence from the Text

Character Analysis Recording Form

Character Actions:

What is an important action that this character has taken so far in the story?

How did the action move the story forward in some way?

Character Action	Evidence from the Text

Now that you have looked closely at the traits, motivations, and actions of this character, how do you think this character is important to the story *Peter Pan*? Use evidence to support your thinking.

Exit Ticket: Opinion Writing
(Supported Version)

Name:

Date:

Which character has been more important to the story so far, Wendy or Tinker Bell?

Why do you think this? Provide evidence, or reasons, to support your thinking:

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)

Name: _____

Date: _____

Learning target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

Character Name: Peter Pan

Character Traits:

What is a character trait that best describes Peter Pan?

What evidence from the text supports your thinking?

Character Trait	Evidence from the Text

Character Motivations:

What motivates Peter Pan so far in the story?

What evidence from the text supports your thinking?

Character Motivation	Evidence from the Text

Mid-Unit 1 Assessment: Character Analysis of Peter Pan (Chapter 6)

Character Actions:

What is an important action that Peter Pan has taken so far in the story?

How did the action move the story forward in some way?

Character Action	Evidence from the Text

Now that you have looked closely at the traits, motivations, and actions of Peter Pan, how do you think he is important to the story *Peter Pan*? Use evidence to support your thinking.

Tracking My Progress:
Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can describe the characters in a story (traits, motivations, feelings). (RL.3.3)

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Who/What/So What Recording Form

Name: _____
Date: _____

Chapter 7: Wendy Bird
Which Character's Actions Affected the Events in the Chapter the Most?

WHO (Who is the character?)	WHAT (What are their actions?)	SO WHAT? (How does this affect the story?)
Peter		
Wendy		
Tinker Bell		
Lost Boys and Other Characters		

Chapter 7 Opinion and Reasons Recording Form

Name:

Date:

Learning target: I can state an opinion and support it with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Which Character's Actions Affected the Events in the Chapter the Most?

Support your opinion with reasons.

Opinion:

Reasons:

•

•

•

Chapter 7 Opinion and Reasons Recording Form

After discussing *Peter Pan* with my peers ...

Possible New Thinking:

-

Chapter 7: Character Vocabulary

Name: _____

Date: _____

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **shrill** (50)

Now the boys heard another sound. It was the voice of Tinker Bell, **shrill** and jealous. She was no longer pretending to be nice to Wendy, but was pinching her and trying to make her fall.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

2. **excitedly** (51)

Tootles **excitedly** fitted an arrow to his bow. "Get out of the way, Tink," he shouted.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Chapter 7: Character Vocabulary

3. **urging** (51)

“Silly donkey,” Tinker Bell clinked, laughing at her trick before going to hide. She knew she would be in trouble for **urging** poor Tootles to shoot Wendy.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

4. **sternly** (52)

“Whose arrow is this?” he asked **sternly**. “Mine, Peter,” Tootles replied. Angrily, Peter raised the arrow, prepared to hit Tootles with it.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Character Vocabulary Charade Cards

shrill	high-pitched voice, showing strong emotion
excitedly	showing excitement, stirred-up emotions
sternly	firm, strict, harsh
frantically	desperate, wild with excitement

Now I'm Thinking ... Recording Form

1. What is one new thing you heard from your discussion group today?

2. Why didn't the arrow hurt Wendy?

3. How would you describe Wendy's home? Use words from the text to support your answer.

Now I'm Thinking ... Recording Form

4. How successful was your group conversation?

Opinion:

Reason:

Chapter 8 Homework

Directions:

1. Reread Chapter 8 on your own or out loud to someone at home.
 2. Answer the questions below.
 3. Be ready to share your answers with a partner in class.
-
1. After a few days of practice, the Darling children became very quick and **graceful** at using their trees. What do you think the word *graceful* means?

2. What words in the text helped you figure out the meaning of the word *graceful*?

3. Why does Wendy set up a school for John and Michael?

Thoughts, Feelings, and Actions Recording Form

Name:

Date:

Peter Pan

Thoughts

Feelings

Actions

Chapter 9 Opinion and Reasons Recording Form

Name:

Date:

Learning target: I can state an opinion and support it with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Would you make the same decision as Peter to give Hook a helping hand?

Support your opinion with reasons.

Opinion:

Reasons:

•

•

•

Chapter 9: Character Vocabulary

Name: _____

Date: _____

Learning target: I can use context clues to determine the meaning of words in *Peter Pan*.

1. **pride** (73, 76)

Wendy puffed up with **pride**, floating now a little higher.

In Peter's **pride**, the pirates saw their chance.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

2. **thundered** (74)

“What kind of trickery is going on here?” **thundered** Hook.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Chapter 9: Character Vocabulary

3. **dazed** (78)

It was not the pain of the bite but the pain and surprise of the unfairness that **dazed** Peter, making him quite helpless. All children are affected like this the first time they realize life is unfair.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

4. **madly** (78)

Instead, Hook slid immediately into the water, swimming **madly** for his ship.

What does this word mean?	What clues helped to determine the meaning?	What does this tell you about the character?

Model Paragraph

Criteria:

- The opinion responds to the question in the prompt.
- The opinion is stated clearly.
- The opinion is supported with reasons.
- A conclusion is present.
- Conventions do not interfere with the message.

I would have given Hook a hand like Peter did. It is important to be fair and that's what Peter was doing. Peter didn't want to fight Hook in that way. If Peter fought Hook and won, Peter wouldn't have really believed that he beat Hook. I would have helped Hook because if I didn't, the fight wouldn't be fair. If I was in a battle with Hook, I would want to know that I beat Hook fair and square. It's no fun to win by cheating. I think if Peter wouldn't have helped Hook, he would have been acting just as mean as Hook. It doesn't feel good to act mean and cheat, and I don't think I could do that. That's why I would have given Hook a hand.

Opinion and Reasons Paragraph Planning Graphic Organizer

Name:

Date:

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

a. I can introduce the topic of my opinion piece.

b. I can identify reasons that support my opinion.

Based on what you know now, would you still have made the same decision as Wendy to leave home?
Support your opinion with reasons.

Opinion:

Reason:

Reason:

Reason:

Conclusion:

End of Unit Assessment:
On-Demand Paragraph: Supporting Opinion with Reasons

Name:

Date:

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- b. I can identify reasons that support my opinion.

Criteria:

- The opinion responds to the question in the prompt.
- The opinion is stated clearly.
- The opinion is supported with reasons.
- A conclusion is present.
- Conventions do not interfere with the message.

After reading many chapters of *Peter Pan*, write an opinion paragraph that addresses the question: “Based on what you know now, would you still have made the same decision as Wendy to leave home?” Support your opinion with reasons. Be sure to use your Opinion and Reasons recording form to help you plan your writing.

Name: _____

Date: _____

Learning target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- I can introduce the topic of my opinion piece.
- I can identify reasons that support my opinion.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**

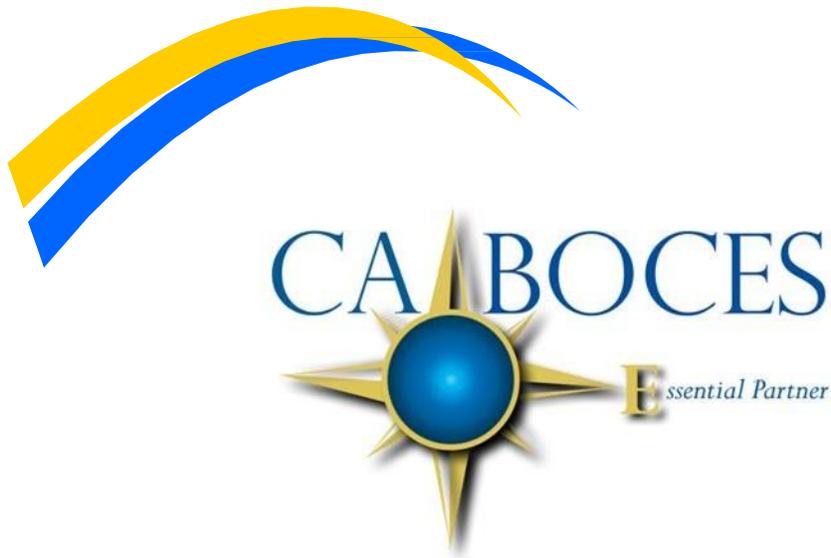


I am on my way!



3. The evidence to support my self-assessment is:

4. How does the author, Tania Zamorsky, capture a reader's imagination?



Learning Resources
CoSer 501
Educational Media

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