



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 4

Identifying Character Traits: A Study of Tinker Bell (Chapter 3)



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 determine the meaning of words using clues from the story. (RL.3.4)
- I can use literary terms to describe parts of a story or poem (e.g., *chapter, scene, stanza*). (RL.3.5)

Supporting Learning Targets

- I can identify character traits using evidence from the text.
- I can use literary terms to describe the characters, setting, and events in the chapter.
- I can use context clues to determine the meaning of words in *Peter Pan*.

Ongoing Assessment

- Character Traits recording form
- Chapter 3 Character Vocabulary
- Where/Who/What recording form (in journal)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Identifying Character Traits: Revisiting Mr. Darling in Chapter 2 (10 minutes)B. Read-aloud: Introducing Chapter 3 (5 minutes)C. Independent Reading: Focus on Tinker Bell in Chapter 3 (15 minutes)D. Small Group Discussion and Chapter 3 Character Vocabulary (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Where/Who/What Anchor Chart (5 minutes)B. Debrief: In What Ways Did Tinker Bell Surprise You? (5 minutes)4. Homework<ol style="list-style-type: none">A. Tonight you will be collecting words that will help you to describe characters. For each word at the top of the boxes, ask a family member to help you think of three to five synonyms (words that have a similar meaning).B. Also, please read aloud your favorite page from Chapter 3 to someone at home, or on your own in front of a mirror. Pay attention to Tinker Bell's character traits: What is she like? How do you know?	<ul style="list-style-type: none">• Lessons 4, 5, and 6 involve a deep study of character in narrative text (RL.3.3). These three lessons follow a similar pattern. This series of lessons builds on the work students did on character during Module 1, when they used the Somebody In Wanted But So recording form. (See Module 1, Unit 1, Lesson 2.) Now, in Module 3A, students go into more depth as they read the extended text of <i>Peter Pan</i>. In Lesson 4, they think about the “Somebody” in this chapter book; in Lesson 5, the “Wanted”; and in Lesson 6, the “So.”• In advance: Prepare the Character Traits anchor chart (identical to the recording form students are using to track Tinker Bell’s character traits later in the lesson; see supporting materials).• Review: Think-Pair-Share (Appendix).



Lesson Vocabulary	Materials
<p>character, trait, evidence, chapter; contagious (17), emerging (18), huffed (20), cooperating (24), naughty (25)</p>	<ul style="list-style-type: none"> • Chart paper for new Character Traits anchor chart (teacher-created, one for display) • Classic Starts edition of <i>Peter Pan</i> (book; one per student and one for teacher use) • Character Traits recording form (one per student) • Chapter 3 Character Vocabulary recording form (one per student) • Chapter 3 Character Vocabulary recording form (answers, for teacher reference) • Where/Who/What anchor chart (from Lesson 2) • <i>Peter Pan</i> journals (students' own) • 3" x 5" index cards for the Character Wall (3-4 per student) • Collecting Words to Describe Character Traits (one per student)

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to today's learning targets. Invite them to read the learning target along with you: "I can identify character traits using evidence from the text." • Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What words do you think are most important in today's learning target? What will we be focusing on as we read, think, write, and talk?" 	



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Identifying Character Traits: Revisiting Mr. Darling in Chapter 2 (10 minutes)</p> <ul style="list-style-type: none"> • Begin this lesson by connecting students' learning to the learning they did in Module 1 with picture books. They thought a lot about story elements in those books, looking at Somebody In Wanted But So. Ask students: <ul style="list-style-type: none"> * "What specifically were we looking at when thought about the 'somebody' of a book?" Invite whole class shares, looking for the idea of <i>character</i> here. • Tell students that they will continue their work with character but will go deeper in their reading, thinking, writing, and talking. When reading chapter books, readers spend more time with characters and use strategies to get to know characters in a more meaningful way. • Direct students' attention to the Character Traits anchor chart. Circle the word <i>trait</i>. Invite students to share as a whole class what they already know about this word. Define the word <i>trait</i> for students: "A trait is a way to describe a person or a character, especially his or her personality." Tell students that all people have traits, or aspects of their personality that describe them. Provide a couple of examples of character traits: funny, serious, clever, kind, talkative, etc. • Invite students to think about the idea of character traits as it applies to themselves or a member of their family: <ul style="list-style-type: none"> * "If someone were to list character traits to describe you or a member of your family, what might they say?" • Give students a few seconds of think time, asking them to give a thumbs-up when they have thought of a person in their class and a character trait that describes them. Invite students to Think-Pair-Share their ideas. • Then ask students to Think-Pair-Share a second time: <ul style="list-style-type: none"> * "Why would someone use that specific trait to describe you or that person? What is your evidence, or reasons, for why they would assign this character trait?" • As students discuss, listen in to conversations. Invite a few students who provide strong evidence to share with the class. This will let all students hear a strong model for how to provide specific evidence related to character traits. • Tell students that thinking about characters in a story is just like thinking about real people. We notice details about a person and then identify a character's traits, giving evidence for our thinking. This is important because understanding who a character is helps us to understand the decisions they make and actions they take, and therefore better understand the story. They will be practicing this as they learn more about the characters in <i>Peter Pan</i>. 	<ul style="list-style-type: none"> • Providing students with a simple sentence frame will support them in their thinking as they connect character traits to specific evidence: "I think _____ [character/person] is _____ [trait] because ..." • Modeling how to complete the Character Traits recording form will support students to use this form later in the lesson as they work more independently to identify Tinker Bell's character traits.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to open their <i>Peter Pan</i> books to page 14. Tell students that their job is to follow along and pay attention to details about Mr. Darling and think about what those details tell them about Mr. Darling's character traits. They should pay attention to evidence from the text that supports their thinking. • Read aloud page 14 as students follow along. After reading, ask students to Think-Pair-Share: <ul style="list-style-type: none"> * "What are Mr. Darling's character traits?" • Share examples with the whole class. Students may respond with traits such as: "He is mean" or "He is jealous." (If students share words like "angry" or "frustrated," clarify the difference between a character's feelings and his or her traits. Chart Mr. Darling's traits in the left-hand column of the Character Traits anchor chart. Emphasize that traits are a permanent part of someone's personality, while feelings are more temporary.) • Ask students to Think-Pair-Share a second time: <ul style="list-style-type: none"> * "What specific evidence do you see for the traits you listed for Mr. Darling?" To help students practice citing evidence, consider dramatically modeling by pointing to the page to emphasize the need to show their partners the spot in the text to which they are referring. On the anchor chart, list the evidence for each trait in the right-hand column. 	
<p>B. Read-aloud: Introducing Chapter 3 (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to open their <i>Peter Pan</i> books to Chapter 3, page 17. Invite them to read along as you read aloud pages 17 and 18. The purpose of this read-aloud is student engagement and modeling of fluency, and therefore there should be no pauses for discussion, explanation, or questioning. 	



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Reading: Focus on Tinker Bell in Chapter 3 (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Character Traits recording form to students. Ask them to place this recording form in the character section of their <i>Peter Pan</i> binder.• Give directions:<ul style="list-style-type: none">– Sit next to your reading partner.– Complete Chapter 3 from <i>Peter Pan</i> on your own.– Ask your partner for help if you are confused or stuck. If your partner is not able to help you, raise your hand for your teacher's support.– Focus on Tinker Bell's traits and the evidence from the text that supports their ideas about her traits.– Complete the Character Trait recording form for Tinker Bell.• Invite students to independently complete Chapter 3. Circulate and support students as they read.	<ul style="list-style-type: none">• The read-aloud portion of the chapter serves to build fluency and hook students into the chapter.• There are two different ways for you to support students as they read Chapter 3:<ol style="list-style-type: none">1. Invite students to read aloud an excerpt from wherever they are in the text. This will allow you to hear and coach their fluency.2. Read aloud to them and then have them paraphrase. This will promote comprehension.• Students should read this chapter on their own; however, placing students next to their reading partner during this time adds a level of support for difficult words or confusion about plot.



Work Time (continued)	Meeting Students' Needs
<p>D. Small Group Discussion and Chapter 3 Character Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Combine two sets of pairs to form groups of four. Remind students of the classroom expectations for discussion before they begin. Ask students to share the character traits they identified for Tinker Bell as well as the evidence they used to support their thinking. Circulate and support students in their discussion.• Distribute the Chapter 3 Character Vocabulary recording form to students. Tell students that each word helps us to better understand the characters in the chapter. Ask students to insert these as the next page of vocabulary section in their <i>Peter Pan</i> binders.• Remind students that the meaning of these words can be determined by looking at clues in the story around the word.• Think aloud this process with the word <i>huffed</i>: “When I look at this sentence, I can tell Peter is not happy, because he doesn’t think what Wendy said was very funny. It also says he is embarrassed. Also, <i>huffed</i> has the root “huff” in it, and I know to huff is to breathe hard, like the wolf in the fairy tale about the three little pigs. So I think this word must mean to breathe heavily and show that someone is annoyed. This tells me that Peter is a little temperamental, or easily annoyed.”• Ask students to work on these three words from the chapter with their reading partner.• After about 5 minutes of work time, allow students to share as a whole class in order to check understanding for all.	<ul style="list-style-type: none">• Select students may benefit from vocabulary cards prepared in advance, with a word written on one side and the definition on the other.



Closing and Assessment	Meeting Students' Needs
<p>A. Where/Who/What Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Invite students back to the whole group area. Direct their attention the Where/Who/What anchor chart. Ask students to share with the whole class their ideas for the important characters, events, and settings for this chapter and remind them to record this in their Peter Pan journals as you record it on the chart. • Invite students to share any words they would like to add to the Character Wall. As students share these words, write each word on an index card and post them on the wall next to the corresponding character. 	
<p>B. Debrief: In What Ways Did Tinker Bell Surprise You? (5 minutes)</p> <ul style="list-style-type: none"> • Debrief as a whole group with the question: <ul style="list-style-type: none"> * “Did Tinker Bell surprise you in some way? Provide specific examples from the text to support your thinking.” • Distribute the homework: Collecting Words to Describe Character Traits. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Tonight you will be collecting words that will help you to describe characters. For each word at the top of the boxes, ask a family member to help you think of three to five synonyms (words that have a similar meaning). • Also, please read aloud your favorite page from Chapter 3 to someone at home, or on your own in front of a mirror. Pay attention to Tinker Bell’s character traits: What is she like? How do you know? 	



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 1: Lesson 4

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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:



Chapter 3 Character Vocabulary

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:



Chapter 3 Character Vocabulary
(Answers, for Teacher Reference)

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?
To take offense, or get upset at something	I know the word “huff” just like the Wolf huffs in <i>The Three Little Pigs</i>. Also, Peter is upset, it says he is embarrassed. So <u>huffed</u> must mean the way you talk when you’re upset.	It shows me he has a short temper, or gets easily embarrassed.

Use this word in a sentence of your own:



Chapter 3 Character Vocabulary
(Answers, for Teacher Reference)

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?
<p>It means to do something you are asked to do.</p>	<p>Peter asked her to stand still. And she won’t do it. It says she was “not” cooperating, so it must mean she is not doing what Peter and Wendy want her to do.</p>	<p>It tells she is very stubborn, or difficult.</p> <p>It also tells that she does not like Wendy very much.</p>

Use this word in a sentence of your own:



Chapter 3 Character Vocabulary
(Answers, for Teacher Reference)

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?
It means behaving badly or mischievously.	I know this because she pulled Wendy’s hair, and right after she did that Peter called her “naughty.”	It shows that Tinker Bell has a bad side to her, especially around Wendy.

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