New York State Common Core

English Language Arts Curriculum

GRADE 3  Module 3A
Unit 2
Student Workbook
What is Neverland? you ask. It is the magical island in the middle of every child’s mind. It is a place children go mainly in their imaginations, unless of course they have an invitation and very special guide.

Every child’s Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach. Others have hunch back little old ladies, turtles laying eggs, or gnomes who like to sew. Others still have scary first days at school, trying not to laugh at church, pop quizzes on grammar that you haven’t studied for, money from the tooth fairy, and chocolate pudding.

There are no rules to what one’s Neverland should be. John’s Neverland had a lagoon with flamingoes flying over it, while Michael, who tried to be like his older brother, had a flamingo with lagoons flying over it. Wendy, meanwhile, had a pet wolf and a boat.

The island doesn’t appear on any map, because it never stands still. If you can find it, Neverland is a very fun place to visit when it is sunny. But in two minutes before children go to bed, it becomes scary and full of shadows.
Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.

http://www.world-wide-art.com/James_Coleman/Peter_Pan_Neverland_Bay_Original/vaid28711.html
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## Taking Notes:
### Getting Lost in Neverland

<table>
<thead>
<tr>
<th>Name:</th>
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<td>Date:</td>
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<table>
<thead>
<tr>
<th>Image</th>
<th>Detail from the image</th>
<th>Detail from the passage</th>
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<td>4</td>
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<tr>
<td>Neverland quote</td>
<td>What words or phrases capture your imagination?</td>
<td>How does this passage help you to picture Neverland?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------</td>
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<tr>
<td>“Every child’s Neverland is slightly different. Some are in color and others are in black and white. Some have ragged coral reefs with tiny smashed-up boats, lonely caves, and tiny huts on the beach” (5).</td>
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<tr>
<td>“He gestured in the direction the sun was shining, like a hundred golden arrows pointing to the island” (37).</td>
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<tr>
<td>“Shortly, however, the sun went down and the children got scared.... Down below, black shadows grew and strange noises could be heard” (38).</td>
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<tr>
<td>“The fairies slept late. The wild animals nursed their babies. The pirates and the lost boys and the Indians stopped fighting wars.” (41)</td>
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</tbody>
</table>
J.M. Barrie, the author of *Peter Pan*, says every person’s Neverland looks a little bit different. What does your Neverland look like? Use details to describe the Neverland that lives in your imagination.
The **bold portion** shows the figurative language in this quote. Focus your thinking on this portion, though the rest of the quote is important to read to help determine the meaning.

<table>
<thead>
<tr>
<th>Page</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>“<strong>Night-lights are the eyes</strong> a mother leaves behind at night to watch over her babies.”</td>
</tr>
<tr>
<td>41</td>
<td>“Neverland seemed to sense that Peter was almost home. <strong>Like a puppy</strong>, it strained and wiggled to meet him at the door.”</td>
</tr>
<tr>
<td>72</td>
<td>“They cut Tiger Lily’s cords, and with one last look she slid into the water <strong>like a graceful eel</strong>.”</td>
</tr>
<tr>
<td>82</td>
<td>“He heard the <strong>water gurgle greedily</strong> as it rose to <strong>nibble on the rock</strong>.”</td>
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<tr>
<td>96</td>
<td>“Finished with the Indians, the pirates still could not rest. It was, after all, not the Indians they had come for. <strong>The Indians were just bees to be smoked out so they could get to the honey</strong>.”</td>
</tr>
</tbody>
</table>
In Neverland, Wendy, Peter Pan, and the lost boys were sitting near their tree house. Peter Pan was lying on the ground. Some of the lost boys were playing cards, and some were napping. But everyone was listening as Wendy told one of her stories.

Suddenly, Tinker Bell flew in from high above. But she was not alone. Behind her were two adults! “What are adults doing in Neverland?” shouted one of the lost boys. As they got closer, Peter recognized these two adults. It was Mr. and Mrs. Darling!

They landed and immediately rushed over to Wendy. She stopped telling her story. She looked up at them. “Wendy! We have missed you terribly,” cried Mrs. Darling.

“Yes, dear. I promise to be kinder and less jealous if you come home with us,” said Mr. Darling.

“Who are you?” she asked innocently, with a blank expression on her face.

“We are your parents, of course!” Mr. and Mrs. Darling replied at the same time.

“I don’t have parents,” said Wendy. “The boys are my family.”

Mr. Darling looked very sad, but then he realized something. He reached into the pocket of his coat. He pulled out a photograph. “Look,” he said.

Wendy looked at the picture. It was of a city at nighttime. At first she did not recognize anything in the picture. But then, it was like a light went on behind her eyes. “London!” she cried. “Of course! I live there! I am Wendy Darling, and you are my mom and dad!”

Wendy grabbed John and Michael. “Wait, we want to go with you!” The lost boys ran beside them.

“Of course you can come. You can live in our house and grow up with us.” Wendy looked at Peter sadly. “Will you come?”

“I will come and visit you. You can tell me stories,” said Peter.

With that, they all flew off toward the second star on the right.
### Narrative Planning Recording Form

**Name:**

**Date:**

**Learning target:** I can plan a sequence of events for my own narrative scene set in Neverland.

<table>
<thead>
<tr>
<th>Event 1: Introduce the characters.</th>
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<tbody>
<tr>
<td>Event 2: Establish a situation.</td>
</tr>
<tr>
<td>Event 3: Add action and dialogue.</td>
</tr>
<tr>
<td>Event 4: Create closure by giving the reader an ending that makes sense.</td>
</tr>
</tbody>
</table>
Peer Feedback
Neverland Scene

Name:  

Date:  

Learning target: I can respectfully give feedback on a peer’s writing and receive feedback to make my writing better.

Directions: Read your partner’s Neverland scene. Go through the writing checklist. Be sure to go back to your partner’s writing to look for evidence of the criteria you are checking for.

I read ____________________________’s Neverland scene.

Writing Checklist:
Write a ☺ on the line if the writer does this well.
Write a ? on the line if the writer needs to look closely at this.

— The story introduces the setting and characters to the reader.
— The events of the scene happen in an order that makes sense.
— The writer includes dialogue in the scene.
— The writer describes the action, or what’s happening, in the scene.
— The writer uses words that describe characters’ emotions, thinking, and actions.
— The writer has a conclusion (ending) to the scene that makes sense to the reader.

Warm feedback: (something the writer did really well):


Cool feedback (thing(s) the writer could make better/improve):


Character Thoughts and Feelings Recording Form

<table>
<thead>
<tr>
<th>Character</th>
<th>Word or phrase from the book:</th>
<th>What does this show about the character’s thoughts and feelings?</th>
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</table>
1. Reread this sentence from page 90: “When they had finished dancing, the boys got into bed for Wendy’s good-night story—the story that they loved best, and which Peter hated.” Why do you think the boys loved the story and Peter hated it? Support your answer with evidence from the book.

2. Why didn’t Wendy and the boys get to go back home? Support your answer with evidence from the book.
3. Reread the passage (from page 87):

Tootles wanted in, too. “Can I be the father?” he asked.
“No,” Wendy said.
“What about the baby?” he asked.
“I’m the baby,” Michael said. He was already settled in his comfortable basket.
Tootles moped.

In your own words, explain what the word *moped* means. Explain how you figured it out.
1. Why does Hook have such a “big hatred” for Peter? Use evidence from the text to support your answer.

2. Two-part question: Use evidence to support your answer.
   a. What did Hook put in Peter’s glass of water?
   b. What did Hook think would happen to Peter?

3. “But there was something about him that enraged Hook.” In your own words, explain what the word enraged means. Explain how you figured it out.
“Said Isn’t Precise”
Weak Model Dialogue
(Adapted from pages 74 and 75 of the Classic Starts edition of Peter Pan)

“Captain, I propose we kidnap the boys’ mother and make her our own,” Smee said.
“Yes,” Hook said. “We will capture the boys and make them walk the plank! Then we will keep their mother,” said Hook.
“Wait,” Hook said, “Where’s the princess?”
“We let her go,” Smee said.
“Why?” Hook said.
“Why, you told us to,” Smee said.

“Dark spirit that haunts the lagoon tonight,” he said. “Do you hear me?”
“Who are you?” Hook said.
“I am James Hook,” said the voice, “captain of the Jolly Roger.”
“No you aren’t!” Hook said.
“Yes I am,” the voice said.
“I don’t see what’s so funny about it,” Peter **huffed**, embarrassed (20).

“Let go of me!” Wendy **cried** (27).

“Mermaids?” Wendy **breathed** (31).

“I shot the Wendy bird!” Tootles **bragged** (51).

“Whose arrow is this?” he asked **sternly** (52).

“I’ll be all right,” she said **wearily** (54).

“Everyone stand up straight,” Peter **warned**, “and be on your best behavior” (59).

“Your house may be bigger,” Tinker Bell **informed** Wendy, “but mine is better” (63).

“What kind of trickery is going on here?” **thundered** Hook (74).

“Why?” Hook **demanded** (74).

“A codfish?” they **muttered** (75).

“He’s not our real father,” John **complained** (87).
Exit Ticket

When Tania Zamorsky used ...the feeling she wanted the reader to know is ...

When the author used **huffed**, the feeling she wanted the reader to know is:

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When the author used **sternly**, the feeling she wanted the reader to know is:

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When the author used **thundered**, the feeling she wanted the reader to know is:
<table>
<thead>
<tr>
<th>Vivid and Precise Verb:</th>
<th>What It Means</th>
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</table>
How do vivid and precise verbs help capture a reader’s imagination?
Lesson 9 Homework: 
Hook or Me This Time!

Name: ____________________________
Date: ____________________________

1. Why did the crocodile follow Peter into the water?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What does Peter mean when he says, “And, above all, I am fair” (124)?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Hook says that Peter has “good form” when he fights (125). What do you think that means?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
4. Reread the sentence on page 120: “Before Hook could get him, Starkey jumped on the pirate’s cannon, shimmied out to its edge, and threw himself into the sea.” In your own words, explain what the word *shimmied* means. How did you figure it out?
1. Pick up your sword he told Hook, who obeyed.

2. What are you Hook asked. How is it possible that you have beaten me? You cannot be just an ordinary boy.

3. I am not an ordinary boy Peter said. I am youth. I am joy. I am a little bird that just escaped its shell. And, above all, I am fair.
### Peter Pan Scene Conventions Checklist

#### Name: 

#### Date: 

<table>
<thead>
<tr>
<th>Target</th>
<th>Not Yet</th>
<th>Almost There</th>
<th>Excellent!</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use quotation marks accurately.</td>
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<tr>
<td>I can accurately spell character action and feeling words that are on our word wall.</td>
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<tr>
<td>I can use the Character Word Wall and Vocabulary recording forms to check and correct my spelling.</td>
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### Peter Pan Scene Conventions Checklist

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<td>I can use correct end punctuation in my writing.</td>
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<td><em>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</em></td>
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<td>I can spell grade-appropriate words correctly.</td>
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<td><em>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</em></td>
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</table>
Learning targets:
I can write a new imagined scene in *Peter Pan*.
I can use dialogue in my scene.
I can describe my characters’ feelings and actions with vivid and precise words.

Imagine a scene in which Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn’t want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

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<th>Event 4: Create closure by giving the reader an ending that makes sense.</th>
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</table>
Mid-Unit Assessment Part B:
Writing an Imagined Scene between Peter and Hook

Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back and Captain Hook doesn’t want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

In your writing, be sure do the following:
1. Establish a situation for your scene
2. Use dialogue in your scene
3. Have a logical sequence of events
4. Describe the action, or what’s happening in your scene
5. Use vivid words that describe your characters’ feelings, thinking, and actions
6. Have an end to your scene that makes sense to your reader
Learning target: I can craft narrative texts about real or imagined experiences or events. (W.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:
(The children [WENDY, JOHN, and MICHAEL] are in their bedroom with PETER PAN, as TINKER BELL hovers nearby. They sit on the floor together, huddled closely. Each of the boys looks at Wendy lovingly. Wendy, looking like a mother, sits up straight. The boys slouch on the floor. Peter stands off to the side, looking like a boy who would never grow up. NANA can be heard in the distance, straining against her chain. Mr. and Mrs. Darling are dining out, and the children must not be too loud so that Nana and LIZA the cook won’t hear them from downstairs.)

WENDY (curiously): Peter, why did you come to our nursery window?

PETER: To try to hear stories. None of us knows any stories.

WENDY (horrified): How perfectly awful!

PETER (longingly): Wendy, your mother was telling you such a lovely story.

WENDY: Which story was it?

PETER: About the prince, and he couldn’t find the lady who wore the glass slipper.

WENDY: That was Cinderella. Peter, he found her and they lived happy ever after.

PETER: I am glad.

(Suddenly Peter jumps up. The boys and Wendy look up, surprised.)

WENDY: Where are you going?

(Peter moves toward the window.)

PETER: To tell the other boys.

WENDY (pleadingly): Don’t go, Peter. I know lots of stories. The stories I could tell to the boys!

PETER (excitedly): Come on! We’ll fly.
WENDY: Fly? You can fly!

PETER: Wendy, come with me.

WENDY: Oh dear, I mustn’t. Think of mother. Besides, I can’t fly.

PETER: I’ll teach you.

WENDY: How lovely to fly!

PETER: We’ll fly back together. You can tell stories to the lost boys. Think how much the lost boys will love you. You could be a sort of mother to them. You could even tuck them in. None of them have been tucked in before.

(Wendy stands up. She is excited.)

WENDY: Of course it’s awfully exciting! Would you teach John and Michael to fly too?

PETER: If you like.

(At this, the boys jump out of bed. They had been listening quietly, pretending to be asleep. At the thought of flying, they couldn’t resist and hop up and down with excitement. Before a question can be asked, Nana’s bark is heard.)

JOHN: Out with the light, quick, hide!

(Liza the family cook is coming up the stairs with Nana. Peter and Tinker Bell hide. Wendy and the boys pretend to be asleep.)

LIZA: There, you silly dog, they are perfectly safe, aren’t they? Every one of the little angels sound asleep in bed. Listen to their gentle breathing. Angels sleeping and you barking! Shame on you, Nana, disturbing the quiet.

(Nana is still suspicious.)
LIZA: No more of it, Nana. (wagging a finger) I warn you if you bark again I shall go straight for Mr. and Mrs. Darling and bring them up here. Then you will be in trouble. Come along, you naughty dog.

(The unhappy Nana is led away. The children get up. Peter comes out from his hiding place.)

JOHN: Can you really fly?

PETER: Look!

(He is now flying over their heads gracefully. It looks so easy that they try it, first from the floor and then from their beds, but nothing happens. They stumble and fall, clumsily. John rubs his knees.)

JOHN: How do you do it?

(Peter comes down to the floor.)

PETER: You just think lovely wonderful thoughts and they lift you up in the air. (He is off again.) I must blow the fairy dust on you first. (Peter blows fairy dust on them.) Now, try; try from the bed. Just wiggle your shoulders this way, and then let go.

(The gallant Michael is the first to let go, and flies across the room.)

MICHAEL: I’m flying!

(John lets go and meets Wendy nearly crashing by the bathroom door.)

WENDY: Oh, lovely!

(John flies upside down.)

JOHN: How fun!

MICHAEL: I do like it!
ALL THREE (gleefully): Look at me, look at me, look at me!

(They are not nearly so elegant in the air as PETER. Their heads continue to bump against the ceiling.)

JOHN: Let's go outside! I'm going to fly for one million miles!

(Wendy looks unhappy. She is thinking.)

PETER (coaxingly): Did I tell you about the mermaids?

JOHN. Mermaids! Let us go at once!

(John grabs his tall hat.)

PETER: And pirates.

JOHN (excitedly): Pirates!

(Tink does not like it. She is jealous and acting naughty. Tink misbehaves, flying around the room. She flies at their hair. From down below in the street, Mr. and Mrs. Darling could see the shadows of children turning in the room like a merry-go-round.)

THE STARS (OFFSTAGE): Gentle voices: Peter! The grown ups are coming!

(Peter listens to the stars calling him and throws open the window.)

PETER: Now come!

(John, Michael, and Wendy follow. Mr. and Mrs. Darling arrive just in time to see them flying above their heads.)
**Learning target:** I can describe how to bring to life the characters in Chapter 4 of *Peter Pan*.

<table>
<thead>
<tr>
<th>Text Excerpt: Read the excerpt beginning at the top of page 26 and ending with the sentence “Besides, she couldn’t fly” on page 27.</th>
<th>What does the author want us to know about the feelings of <strong>Wendy</strong> here?</th>
<th>How would we bring Wendy to life as a player in a Readers Theater?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Text Excerpt: Read the excerpt beginning at the top of page 28 and ending with the sentence “But at the thought of flying, they could no longer stay still” on page 28.</th>
<th>What does the author want us to know about the feelings of <strong>John and Michael</strong> here?</th>
<th>How would we bring John and Michael to life as a player in a Readers Theater?</th>
</tr>
</thead>
</table>
**Learning target:** I can describe how to bring to life the characters in Chapter 4 of *Peter Pan.*

<table>
<thead>
<tr>
<th>Text Excerpt: Read the excerpt on page 31 beginning with the sentence “Wendy frowned” and ending with the sentence “Mermaids were even more exciting than fairies.”</th>
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<tbody>
<tr>
<td>What does the author want us to know about the feelings of <strong>Wendy</strong> here?</td>
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</table>
Comparing and Contrasting Readers Theater Scripts and Chapter Books Anchor Chart

Recreate what is below on a piece of chart paper:

Comparing and Contrasting Readers Theater Scripts and Chapter Books Anchor Chart

Readers Theatre

Chapter Books
Criteria for a Quality Readers Theater

I saw ... | I heard ...
---|---

Based on what you saw and heard, what are three important criteria for a quality Readers Theater performance?

1. 

2. 

3.
## Fluent Reading Criteria Checklist

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

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

<table>
<thead>
<tr>
<th>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.”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the author want us to know about the feelings of <strong>Peter</strong> here?</td>
<td>How would we bring Peter to life as a player in a Readers Theater?</td>
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<tr>
<th>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.”</th>
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</thead>
<tbody>
<tr>
<td>What does the author want us to know about the feelings of <strong>Smee and Starkey</strong> here?</td>
<td>How would we bring Smee and Starkey to life as a player in a Readers Theater?</td>
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</table>
Text Excerpt: page 75: Begin with the sentence “Hook barely heard them” and end with “Don’t desert me,’ he whispered to it, hoarsely.”

<p>| What does the author want us to know about the feelings of <strong>Hook</strong> here? | How would we bring Hook to life as a player in a Readers Theater? |</p>
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<tr>
<th>Target</th>
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<th>Comments</th>
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<tr>
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## Fluent Reading Criteria Checklist

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End of Unit 2 Assessment, Part 1:
Planning for My Fluent Reading of a Readers Theater Script

Name: ____________________________
Date: ____________________________

Learning target: I can read the *Come to Neverland!* Readers Theater script with fluency.

Directions:
1. Read through the script once.
2. Decide which character’s part you’d like to read.
3. Reread that character’s lines and underline words/ phrases that help you understand the character’s feelings.
4. Write down how you might bring that character to life based on his/her feelings.

As you read this script, think about two things:
- The characters’ feelings
- Ways to bring those feelings to life when reading the Readers Theater script

I am choosing to be: ________ Wendy ________ Peter

What is something you will do to bring your character and his or her feelings to life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Learning Target: I can read the *Come to Neverland!* Readers Theater script with fluency.

*PETER PAN and Wendy sit close together on the floor of the children’s bedroom, looking out the window. The boys sleep in their beds.*

**WENDY (worriedly):** Peter, why should I come to this place Neverland? I mean, I have my mother and father and Nana to think about here. I know they would be sad if I went away.

*(Peter huffs.)*

**PETER (angrily):** I don’t understand why that would make you not want to come to Neverland, Wendy. I don’t have a mother and I do just fine with my lost boys. You would too.

**WENDY (slightly annoyed):** Peter! You didn’t answer my question. Why should I come to Neverland?

*(Peter sits deep in thought.)*

**PETER (proudly):** Well, because Neverland is the most amazing place in the world. You can only get there by flying.

**WENDY (shouting with excitement):** Flying?

**PETER:** Yes! Flying! It’s the most amazing thing in the world to fly!

**WENDY (curious):** And once you get to Neverland?

**PETER (filled with joy and excitement):** Oh, once you get to Neverland, well then you can swim in the lagoon—only you need to be careful about the crocodile. You can fight with pirates! There is a real Indian princess named Tiger Lily! Oh, Wendy, Neverland is a magical place. You could come and be the lost boys’ mother!
WENDY (mirroring Peter’s enthusiasm): Mother? Oh, I do love to take care of little boys. I wonder if Tiger Lily would be my friend. I think that the pirates sound awfully mean, but it does sound exciting! I would like to see this Neverland. Yes, I want to come to Neverland with you!

PETER (confidently): You are going to love Neverland!

WENDY (cheerfully): Yes, I think I am!
Learning target: I can read third-grade texts with fluency. (RF.3.4b)

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:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
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