

Pedagogical Response:

There are many ways that this book can be used across the curriculum. For social studies, students could prepare a brochure of Neverland or even a map to help with map skills. They could use their five senses to describe Neverland or even the act of flying as a science connection. They could draw a picture of Neverland as an art project. There are also many ideas for language arts extension activities. Students could do many writing projects after reading such as rewriting from the point of view of a particular character, writing their own adventure story, or writing about how it would be to live forever as a kid like Peter. They could even write another chapter telling either about Wendy's trip back to Neverland or Jane (Wendy's daughter) going to Neverland with Peter. These types of activities are geared more towards thinking beyond or after the story.

While reading the story, I would choose to have the students work on story elements such as main characters, supporting characters, setting, plot and the overall theme of the story.

Before reading the story, each of these elements would be discussed so as to ensure that each student had a good understanding of each. I would break the reading process down into chapters. Reading of chapters would vary. The chapters would either be read aloud as a class, read with a partner, read silently in class, or assigned to be read as homework.

After each chapter, the students would write in a journal something that they felt was important about that particular chapter. I would remind them to keep the story elements in mind.

Once a week, we would have a class discussion and make a compilation of the information on the board. This would continue until the book was completed and the board was full of what the class had agreed upon as important to the understanding of the story elements we are looking at.

After the story has been completed, each student, using their journals and the class compilation from the board, would individually create their own small project to display that included the above mentioned parts of the story. This would show me their individual understanding of each element.

Three questions:

1. What other types of information do you think could be tracked using the same sort of weekly readings and discussions?
2. Is there a better way for me to help give students this understanding?
3. Am I providing them with too much information and by doing this, not letting them think freely, but rather telling them what I think the answer is? If so, how much do you suggest I cut out of the plan?