**ELA CC 6th Grade Lesson Plan**

**Teacher: Dr. Smith Lesson Name: Myths Not Just Long Ago Date**: 9/5-9/30

**CC Lesson:** Module: 1 **Unit**: 1 **Lesson**: 5

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| **NYS ELA Common Core Learning Standards:** |
| **Reading: Literature**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Reading: Informational Text**Choose an item.**Writing**Draw evidence from literary or informational texts to support analysis, reflection, and research.**Speaking and Listening:**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**Language:**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**Miscellaneous:**Click here to enter text. |
| **ELA Shifts:****Shift 1: Balancing Informational & Literary Text Students read a true balance of informational and literary texts.****Shift 3: Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.****Shift 6: Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.** |
| **Materials**:Entrance Ticket: Chapter 3: “Grover Unexcpectedly Loses His Pants” (one per student)Things Close Readers Do Anchor ChartSticky notes (Full size to write the gist of sections of the Lightning thief (3-4 per student)Evidence FlagsExit ticket: Actions vs. Inner Thoughts (one per student)Homework: Purpose for Reading Chapter 4 (one per student) The Lightning Thief |

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| 1. **Opening**
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| **Learning Target(s):**Discuss:I can get the gist of an excerpt from the The Lightning ThiefI can make inferences about Percy citing evidence from the text.I can cite evidence from the text when answering uestions and discussing Percy’s character in the Lightning Thief. |
| **Engaging…/Practice:**Discuss and distribute – Entrance Ticket “Grover Unexpectedly Loses His Pants.” – give 5 minutes to complete.Reread pp 38-40 Focus on the gist: Read from “Eventually I got up the nerve,” to and ending on page 40 “and I didn’t want it.”Use sticky notes to record the gist.  |
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| 1. **Work Time**
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|  **Instruction:**Rereading to Make Inferences about Percy: Choosing Important Details (15 minutes)Zoom in close and collect important details that help them think more deeply about the character.Tell students that having a character face challenges is just one way an author helps readers get to know the characters. Another place readers make inferences about characters is through their inner thoughts, especially when the character is the narrator, as is the case with Percy.  |
| **Differentiation:**Read Aloud, Chunking, Annotating, Rereading, Discussing. |

 **Groups:**

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| 1. **Closing, Assessment, Homework**
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| **Closing/Exit Ticket/Homework**:Go over Learning TargetsExit Ticket: Actions vs. Percy’s Inner thoughts (5 Minutes)Homework: Purpose for Reading chapter 4 First Draft “My Mother Teaches Me Bullfighting.” |