**ELA CC 6th Grade Lesson Plan**

**Teacher:** Click here to enter text. **Lesson Name: Myths Not Just Long Ago Date**: Click here to enter text.

**CC Lesson:** Module: 1 **Unit**: 2 **Lesson**: 3

|  |
| --- |
| **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**:  *The Lightning Thief* (book; one per student)  3" x 5" index cards (one per student)  Question basket  Document camera  Definition of theme (one to display)  Chart paper (one piece per triad)  Markers (one per student)  “Cronus” (from Lesson 2; one per student)  *The Lightning Thief* word-catcher (from Lesson 1; extras in case students need more)  12 envelopes  Distinguishing between Topics and Thematic Statements document (to copy , cut up, and place one statement in each envelope; see Teaching Note above)  Exit Ticket: Themes of Parent-Child Relationships in *The Lightning Thief* (one per student)  Differentiated Exit Ticket: Themes of Parent-Child Relationships in *The Lightning Thief* (optional; for students needing more support)  Homework: Purpose for Reading—Chapter 12 (one per student) |

|  |
| --- |
| 1. **Opening** |
| **Learning Target(s):**  I can answer questions about the myth of Cronus using evidence from the text.  I can use context clues to determine the meaning of unknown words in the myth of Cronus.  I can collaborate with my peers to determine themes in the myth of Cronus.  I can explain how a theme in Cronus is connected to a theme in *The Lightning Thief.* |
| **Engaging…/Practice:**  **Opening**  *The Lightning Thief*: Routine (7 minutes)  Unpacking the Learning Targets (3 minutes) |
|  |
| 1. **Work Time** |
| **Instruction:**   1. Engaging the Reader: Text-Dependent Questions (5 minutes) 2. Mini-Lesson: What Is a Theme? (15 minutes)   Chalk Talk: A Theme in the Cronus Myth Related to Parent-Child Relationships (10 minutes) |
| **Differentiation:**  Click here to enter text. |

**Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

|  |
| --- |
| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  Exit Ticket: Connecting Themes in the Myth of Cronus to *The Lightning Thief*, Chapter 12 (5 minutes)  **Homework**  Read Chapter 12 of *The Lightning Thief:* What do you think are the three most important moments in the chapter? Why? |