**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**: 4

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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**:   * *The Lightning Thief* (book; one per student) * Strip of paper, approx. 2” x 8” (one per student) * Question basket * Chart paper for Carousel of quotes—four pieces of chart paper total, one chart for each pair of quotes. (model in supporting materials). * “Cronus” and “Shrouded in Myths” Paired Passages Carousel Walk (For Teacher Reference) * Sticky notes (four per student) * Venn diagram (blank, one per student) (see Appendix 2 or create your own) * Venn Diagram: Comparing and Contrasting “Cronus” and “Shrouded in Myth” (one per student) (See Appendix 2 or create your own) * “Cronus” (from Lesson 2; one per student) * Reading Closely: Approaching the Text handout (from Lesson 2; one per student) * “The Key Elements of Mythology” (one per student)   Exit Ticket: The Most Important Thing (one per student) |

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| 1. **Opening** |
| **Learning Target(s):**   * I can make comparisons between ideas in the myth of “Cronus” and “Shrouded in Myth.” * I can get the gist of sections of “The Key Elements of Mythology.”   I can reflect on things that close readers do. |
| **Engaging…/Practice:**  **Opening**  *The Lightning Thief*: Routine (10 minutes) |
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| 1. **Work Time** |
| **Instruction:**   1. Comparing “Cronus” and “Shrouded in Myth”: A Carousel of Quotes and Venn Diagram (15 minutes) 2. Close Reading, Part 1: Getting the Gist of “The Key Elements of Mythology” (15 minutes) |
| **Differentiation:**  Click here to enter text. |

**Groups:**

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| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  Exit Ticket: The Most Important Thing (5 minutes)  **Homework**  Read Chapter 13 of *The Lightning Thief*. While reading, record at least five questions that you have about the chapter.xit Ticket: Connecting Themes in the Myth of Cronus to *The Lightning Thief*, Chapter 12 (5 minutes) |