**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**: 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**:* *The Lightning Thief* (book; one per student)
* Question basket
* Document camera
* Informational text “The Key Elements of Mythology” (from Lesson 4)
* Nonfiction books with glossaries (several to display for students)
* Words for Word Models and Glossary (for teacher reference)
* Sample Venn diagram (for teacher reference)
* Chart paper (one piece to chart criteria for word models)
* Markers (four per triad, in different colors)
* Equity sticks

Sticky notes (five or six per student) |

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| 1. **Opening**
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| **Learning Target(s):*** I can collaborate with my peers to create word models for key vocabulary in mythology.
* I can explain the meaning of key vocabulary in mythology to my peers.
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| **Engaging…/Practice:**1. *The Lightning Thief*: Routine (8 minutes)
2. Unpacking Learning Targets (2 minutes)
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| 1. **Work Time**
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|  **Instruction:**1. Close Reading, Part 2: Vocabulary: Making Word Models of Key Terms of Mythology (20 minutes)
2. Gallery Walk of Word Models (10 minutes)
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| **Differentiation:**Click here to enter text. |

 **Groups:**

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| 1. **Closing, Assessment, Homework**
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| **Closing/Exit Ticket/Homework**:Debrief: How Vocabulary Helps Us Understand Key Elements of Mythology (5 minutes)1. **Homework**

Read Chapter 14 of *The Lightning Thief.* Purpose: What is the role of the supernatural in Chapter 14? |