**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**: 6

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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**:* Question baskets
* Questions from *The Lightning Thief*, Chapter 14 (one set per triad; cut up and placed in question baskets)
* *The Lightning Thief* (book; one per student)
* Chart paper (four large pieces)
* Paper (five or six pieces at each chart)
* Tape (at each chart)
* Markers (one color per triad)
* Equity sticks
* “Cronus” and “Elements of Mythology” for Paired Passages Carousel Walk (For Teacher Reference)
* Task card: Carousel of Quotes (one per triad)
* Themes of Cronus anchor chart (from Lesson 3)
* Notes: Connecting Elements of Mythology to Theme anchor chart (new; teacher-created)
* Notes: Connecting Elements of Mythology to Theme graphic organizer (one per student)

Notes: Connecting Elements of Mythology to Theme (Modified) (optional, for students needing more support) |

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| 1. **Opening**
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| **Learning Target(s):*** I can answer questions about an excerpt of *The Lightning Thief* using evidence from the text.
* I can make connections between the myth of Cronus and the informational text “The Key Elements of Mythology.”

 I can explain how the elements of mythology help me to understand the theme of the myth of Cronus. |
| **Engaging…/Practice:**Unpacking Learning Targets and Triad Discussions (10 minutes) |
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| 1. **Work Time**
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|  **Instruction:**1. Making Connections between Informational and Literary Texts: A Carousel of Quotes (15 minutes)
2. Thinking and Taking Notes about Theme: How Do the Elements of Mythology Help Us Understand Theme? (15 minutes)
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| **Differentiation:**  |

 **Groups:**

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| 1. **Closing, Assessment, Homework**
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| **Closing/Exit Ticket/Homework**:Reflecting on Learning Targets (5 minutes)**Homework**Read Chapter 15 of *The Lightning Thief.* Use evidence flags to mark any allusions to Greek myths you find. |