**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**: 7

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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 and one to display) * Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus” (one per student and one to display) * Structure of Model Analytical Mini-Essay about Myth anchor chart (new; teacher created; see Work Time A for suggestions) * Elements of Myth graphic organizer (for Body Paragraph 1) (one per student and one to display) * Document camera * Elements of Myth graphic organizer (for Body Paragraph 1) (sample response; For Teacher Reference) * Theme graphic organizer (for Body Paragraph 2) (one per student and one to display) * Theme graphic organizer sample response (for Body Paragraph 2) (for Teacher Reference) * Homework: Purpose for Reading—Chapter 16 (one per student)   Homework: Purpose for Reading—Chapter 16 (for Teacher Reference) |

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| 1. **Opening** |
| **Learning Target(s):**   * I can describe the structure of an analytical mini-essay. * I can describe the details the author used to make a claim about the elements of a myth. * I can describe the details the author used to make a claim about the theme of a myth.   I can explain why an author chose particular details to support a claim. |
| **Engaging…/Practice:**  Text-Dependent Vocabulary Questions from Chapter 15 of *The Lightning Thief* (5 minutes) |
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| 1. **Work Time** |
| **Instruction:**   1. Analyzing a Model Mini-Essay (15 minutes) 2. Partner Work: How This Author Might Have Planned the Analytical Mini-Essay (20 minutes) |
| **Differentiation:** |

**Groups:**

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| 1. **Closing, Assessment, Homework** |
| **Closing/Exit Ticket/Homework**:  Feedback: Comparing Our Graphic Organizers to the Author’s (5 minutes)  **Homework**  Read Chapter 16 of *The Lightning Thief.* With your evidence flags, mark three allusions (references) to myths, stories, or characters you find. Also record any new or challenging vocabulary for a discussion at the beginning of the next lesson. |