EXPEDITIONARY LEARNING

Grade 6: Module 1: Unit 1: Lesson 2
Building Background Knowledge:
Close Reading Part 2 of "Shrouded in Myth"

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)   I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)   I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)   I can express my own ideas clearly during discussions. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can cite evidence from the text when answering questions and discussing "Shrouded in Myth." • I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth." • I can collaborate effectively with my peers. • I can express myself clearly in a group discussion.	• Students' annotated texts "Shrouded in Myth" (from Lesson 1 homework) • Exit Ticket: Reflecting on the Learning Targets

Agenda	Teaching Notes

1. **Opening**
 	
   A. Unpacking the Learning Targets and Beginning "Things Close Readers Do" Anchor Chart (5 minutes)
 	
2. **Work Time**
 	
   A. What is Good Discussion?: Creating Group Discussion Criteria(10 minutes)
 	
   B. Evidence Based Discussion: Text-Dependent Questions about "Shrouded in Myth" (10 minutes)
 	
   C. Using Context Clues to Determine Meaning: Vocabulary in "Shrouded in Myth" (15 minutes)
 	
3. **Closing and Assessment**
 	
   A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
 	
4. **Homework**
 	
   A. First draft read of Chapter 1: "I Accidentally Vaporize My Pre-algebra Teacher"
	• This lesson introduces the structure for discussions that will carry students through the novel. Time is given for students to explicitly set expectations for working in groups. Build on existing norms and routines for collaborative work in your classroom. The focus on effective collaboration ties directly to SL.6.1. Discussion is a vital support as students work with text throughout the modules.
	
	• Students are introduced to the ideas of a "close reading" and will start to build a class anchor chart titled "Things Close Readers Do." In future lessons, students add to their practices of close reading and conduct close readings of a more complex text with continued support and feedback from the teacher.
	
	• This lesson builds on students' early work with close reading from Lesson 1. It includes a brief guided practice with using context clues to determine word meanings. This may be new to some students and review for others. This skill is consistently reinforced throughout future lessons, since it is particularly important as students work with increasingly complex text, and relates directly to CCSS RL.6.4 and L.6.4.
	
	• In advance: Create triads: groups of three students that will work together to read, think, talk, and write about *The Lightning Thief* and other texts. Use intentional grouping. Heterogeneous groups support students in discussing texts and answering questions about text.
	
	• For homework, students do a "first draft" read of Chapter 1. Be prepared to explain this phrase to students, since it signals an important approach to reading they will be learning throughout the modules. See Closing and Assessment, Part A, for details.

Lesson Vocabulary	Materials
learning target, gist, annotate, reflect; prophecy, fate, imprisoned, stunning, dreaded, writhing	• Things Close Readers Do anchor chart (new; teacher-created; see Work Time A) • Half a sheet of chart paper (one per triad) • Markers (one per triad) • Triad Talk Expectations anchor chart (new; teacher-created; see Work Time A) • Baskets or bowls for "Question Baskets" (one per triad) • Questions for "Question Baskets" (one for each triad) (see supporting materials) • Index cards (five per student) • "Shrouded in Myth" (from Lesson 1; students' annotated copies) • Exit Ticket: Reflecting on the Learning Targets (one per student)

Opening	Meeting Students' Needs
A. What is Good Discussion?: Creating Group Discussion Criteria (10 minutes) • Tell student that much of the important work they will be doing, in reading, thinking, and writing, will be done in a small group called a triad. Ask students if they can connect the word *triad* with other words they know. Based on these words, how many members do they think will be in their groups? Listen for students to recognize the root "tri" as "three" (they may mention tricycles, triplets, triathlons, etc.). Point out to students that throughout lessons, they will often pause to think about words in this way; this will help them build their vocabulary, which helps them become better readers. • Arrange students so they are sitting in their triads. Give each group a **half piece of chart paper** and a **marker**. Ask: * "When working in a group, what are important *expectations* you should have for one another?" • Define expectation as something you can look forward to or count on. • Tell students they will have the next few minutes to discuss with one another specific expectations they should have for group work and discussion. They should write five expectations they have on their chart paper, and then select the one they agree is most important. Circulate and support triads in this work, ensuring there is a balance of voices in discussion as well as consensus on what is written on their charts. • After five minutes of discussion and writing, bring students back to whole group. Invite each triad to share what they believe is the most important expectation they agreed upon. As students share, begin to chart their responses on the **Triad Talk Expectations anchor chart**. Listen for responses such as: "We should take turns speaking and listen to each other," "We should speak respectfully," "We should all be prepared." Tell students that these are the class-wide expectations to which they will be held as they begin their exciting work in the world of mythology.	• Taking time to ask for students' ideas about norms for discussion can greatly enhance student buy-in for setting clear expectations for students' group work. • Consider allowing select students to draw picture representations of good discussion behaviors on their chart paper as an alternative for listing or writing sent • Provide sentence frames to support ELLs in discussion. For example: "One expectation I have for our group is _____, and this will help our group because_____."

Opening	Meeting Students' Needs
B. Evidence Based Discussion: Text-Dependent Questions about "Shrouded in Myth" (10 minutes) • Distribute the **Question Baskets** to each triad. Give students directions: 1. Pull a question from the basket and read it aloud to your triad. 2. Each of you silently think about the question, on your own. 3. Go back to the text, and underline a place where you think you have found evidence for the answer. 4. As a triad, discuss the answer and the evidence each of you found. 5. Remember to follow your Triad Talk Expectations. • Tell students that they should have their **annotated text**, **"Shrouded in Myth"** with them. They will be using this as a reference to answer questions, find evidence, and in discussion with their triads. Review with students the words *cite* and *evidence*. Tell students that to cite something is to give a "quote" from the text. Evidence is the "proof" of their thinking about texts they read. Emphasize the importance of these words. Say something like: "Using evidence to support your thinking is at the heart of being a careful and analytical reader, so we will be working a lot with this idea." • Give students 10 minutes to discuss in triads as many questions as the time allows. Reassure them that it is more important to have a careful discussion, citing evidence, than it is to race through all the questions. • Circulate and listen in and support groups in their work. Listen to see how well students are following their group expectations; point out specific positive behaviors you see that are helping students collaborate effectively. Also ask probing questions to help students find and underline evidence to answer questions. • Refocus students whole group. Briefly share about each question, using this opportunity to identify and address any misconceptions about the text.	• "Shrouded in Myth" is a complex text. In future lessons, student will be supported in reading this myth multiple times. For this engagement experience, consider pulling select students into a small group for greater support or shared reading. • Consider providing select students with a pre-highlighted version of the text in which evidence for text-dependent questions has been identified. This allows students to focus on relevant sections of text as they match evidence with questions. • Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.

Opening	Meeting Students' Needs

C. Using Context Clues to Determine Meaning: Vocabulary in "Shrouded in Myth" (15 minutes)
• Focus students whole group. Be sure they have their annotated text, "Shrouded in Myth." Remind them of the important reading work they started in the previous lesson when they circled unfamiliar words.
• Ask students to Think-Pair-Share:
  ∗ "What do you do when you come across a word that you do not know the meaning of?"
• Listen for answers like: "I move past it" or "I try to figure it out by using other words in its place." (These are common strategies often taught in lower grades.)
• Tell students that, as they get older, it's still important to know when to "move past" words. But increasingly, they can also learn to recognize that words they do not understand are an exciting opportunity! Every time they encounter a word they do not understand, they get to learn a new word! This will help them become increasingly proficient readers.
• Tell students that the first strategy they should use when encountering a word they do not know the meaning of is using "context clues." Ask students if they are familiar with either of these words: *context* or *clues*. Tell students that "context" means what is going on around something. Ask: "What is your context right now?" or "In what context would you give someone a gift?" Listen for answers like "school" or "for a special occasion like a birthday or holiday."
• Think-Pair-Share:
  ∗ "So what are 'context clues?'"
• Guide students toward the idea that context clues is using all that is happening around a word as clues to what the word might mean.
• Display "Shrouded in Myth" using a document camera. Read the sentence: "A long, long, long time ago, even before Perseus was born, his grandfather, Acrisios, the king of Argos, was given a prophecy that he would someday be killed by his grandson."
• Circle the word *prophecy*. Think-Pair-Share:
  ∗ "Are there any clues in or around the word 'prophecy' that help to determine its meaning?"
	• Consider providing the meaning of words for select students, inviting them to create pictures or word associations on their cards that will support them in understanding and remembering the meaning.
	
	• To further support ELL students consider providing definitions of challenging vocabulary in student's home language. Resources such as Google translate and bilingual translation dictionaries can assist with one word translation.

Work Time	Meeting Students' Needs
• After students have shared ideas, model as needed. For example: "It says that this 'prophecy' tells about what will happen 'someday.' So, it must be something about telling the future. Also, 'prophecy' sounds like 'prophet' and a prophet tells the future. So I think a prophecy is like a 'prediction' or a 'message.'" • Distribute five **index cards** to each student. Still with the word *prophecy*, model how to complete the index card: 1. Write the word *prophecy* on an index card. 2. On the back of the same index card, write the meaning. 3. Visualize the word in your mind. On the same side of the card as the meaning, draw a picture of what you visualize. • Ask students to work in pairs to repeat the process with the words *imprisoned, stunning, dreaded, and writhing*. • As students talk in pairs, circulate to listen in, in order to gauge students' ability to use context clues and their understanding of these key terms. Notice patterns of misconceptions to address in a brief think-aloud if needed. • Have each pair find another pair to share their index cards with. If needed, model using context clues with at least one more of the words students worked with. • Consider using model student cards as a display of vocabulary for the whole class. Alternatively students could attach the cards in their journals or binders as a reference tool.	

Closing and Assessment	Meeting Students' Needs

A. Exit Ticket: Reflecting on the Learning Targets (5 minutes)
• Distribute an **Exit Ticket: Reflecting on the Learning Targets**. Tell them that *reflecting*, or thinking back on, our learning is a very important and powerful process for learners, both children and adults.
• Review the exit ticket with students. Ask them to read the four learning targets they had today, and think: "Was I able to do these?" If they felt they were able to meet the learning target, they should give evidence or proof. Point out that the word *evidence* is everywhere: They can't escape it! If they feel they did not meet the learning target they can describe what was challenging for them, and what goal they have moving forward.
• Tell students that for their exit ticket, they will just focus on the first two targets. Give students 3 minutes to complete this reflection. It is their "ticket" to exit today's lesson.
• Distribute student's texts: *The Lightning Thief*. Ask students to examine the image on the cover. Ask students to Think-Pair-Share:
  * "What do you notice?"
  * "What do you wonder?"
• Discuss that some students may have read this book before, and some have not. Either way is great. Readers often reread texts to uncover more layers of meaning. Reading the book this time will probably be quite different, since they will be going in depth in the study of Percy as a character, and studying the fascinating myths on which this book is based.
• Tell students that a "first draft" read is just like they did with the myth in the first lesson: reading a text for a first time to get a general sense of it. It's fine and normal, on this first draft read, that readers don't understand everything yet. Rereading is a habit students will be practicing throughout the year.
	• Review of learning targets reinforces key academic vocabulary. Consider creating a word wall with these terms to reinforce throughout the unit.

Homework	Meeting Students' Needs
A. Reread "Shrouded in Myth" • Do a "first draft" read of Chapter 1, "I Accidentally Vaporize My Pre-algebra Teacher," in *The Lightning Thief*. Your purpose for reading tonight is to get to know the main character, Percy. What do you notice about him? What do you wonder? *Note: Many of your students may have read The Lightning Thief already, or seen the movie version. Tell those students that this will be a very different reading experience. They will be going much deeper analyzing character, focusing on*	• Consider providing an audiotaped version of this text to support struggling readers. Be sure, however, that they read the text silently in their heads as they listen to the audio version.

vocabulary, and reading several of the myths mentioned in this novel.	

Grade 6: Module 1: Unit 1: Lesson 2
Supporting Materials

Directions: these bullets are added to the chart during class, with students.

• Get the gist of what a text is about.

• Cite evidence

• Use context clues to figure out word meanings

Directions for the Teacher:
- Make a copy of this question set for each triad.
- Cut this into strips of individual questions.
- Place the questions in a basket or bowl.
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1. What makes Acrisios sure he will never have a grandson?

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2. Why was Zeus so drawn to Danae? How did Zeus get to her?

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3. Is this a realistic story? Why or why not?

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4. How was the prophecy from the beginning of the story fulfilled?

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5. Is Perseus a hero? What evidence supports your opinion?

Name:

Date:

Directions:
* Read the learning target.
* Think and Respond: Did I meet this learning target?
* Provide Evidence: How did I meet the target? or What do I need to do to meet this target next time?

"I can cite evidence from the text when answering questions and discussing 'Shrouded in Myth.'"

Did you meet this learning target?

What is your evidence for your answer?

I can use context clues to determine the meaning of unfamiliar words in "Shrouded in Myth."

Did you meet this learning target?

What is your evidence for your answer?