EXPEDITIONARY
LEARNING

# Grade 6: Module 1: Unit 2: Lesson 1
## Reading Closely to Build Background Knowledge: "Myths and Legends"

| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can cite text-based evidence to support an analysis of informational text. (RI.6.1)<br>I can determine the main idea of an informational text based on details in the text. (RI.6.2) | |

| Supporting Learning Targets | Ongoing Assessment |
|---|---|
| • I can make inferences about Percy based on details from the text.<br><br>• I can use text details to determine the main ideas in "Myths and Legends." | • Using Text Details to Determine the Main Idea recording form<br><br>• Exit Ticket |

| Agenda | Teaching Notes |
|---|---|
| 1. **Opening**<br><br>  A. *The Lightning Thief*: Making Inferences in Chapter 9 (10 minutes)<br><br>  B. Unpacking the Learning Targets (2 minutes)<br><br>2. **Work Time**<br><br>  A. Read-Aloud: "Myths and Legends" (8 minutes)<br><br>  B. Clarifying Vocabulary, Rereading, and Annotating the Text (10 minutes)<br><br>  C. Triad Discussion: Synthesizing Details to Infer the Main Idea of "In Olden Times" (10 minutes)<br><br>3. **Closing and Assessment**<br><br>  A. Exit Ticket: How Are Gods Like Humans? How Are They Different From Humans? (5 minutes)<br><br>4. **Homework**<br><br>  A. Read Chapter 10 of *The Lightning Thief*. Mark references to Cronus in the chapter. | • This first lesson in Unit 2 will build upon the close reading practices and skills that students have developed and practiced in Unit 1 through their analysis of *The Lightning Thief*, Chapters 1–8.<br><br>• In Lesson 1 and subsequent lessons in Unit 2, students apply and refine their ability to synthesize text-based details to make inferences about themes, characters, and author's craft as they explore the Greek myths that are alluded to throughout the novel.<br><br>• This lesson introduces a word-catcher, which students use to record key vocabulary throughout the unit. Students may need multiple copies of this word-catcher: Build this up as a fun and mildly competitive way to see who can collect the most words.<br><br>• Students will be working with multiple materials throughout this unit. Consider options for materials management: notebook, folder, binder, etc. |

| Lesson Vocabulary | Materials |
|---|---|
| inference, main idea; deceit, immortality, divinities, solemnity | • *The Lightning Thief* (book; one per student)<br>• Using Text Details to Make an Inference about Percy Jackson recording form (one per student)<br>• Document camera<br>• "Myths and Legends" (one per student)<br>• *The Lightning Thief* word-catcher (one per student)<br>• "Myths and Legends": Using Text Details to Determine the Main Idea recording form (one per student)<br>• Triad Talk Expectations anchor chart (from Unit 1, Lesson 2)<br>• Differentiated Exit Ticket Scaffold (optional; for students needing more support)<br>• Evidence flags (for homework) |

| Opening | Meeting Students' Needs |
|---|---|
| **A. *The Lightning Thief*: Making Inferences in Chapter 9 (10 minutes)** | |
| • Be sure students have their texts, **The Lightning Thief**. Tell students that as they move further into the novel, they are reading more independently. They will take some time in class each day to discuss the reading, but also will be starting to read myths that relate to *The Lightning Thief*. It will be important for them to have time to discuss their reading every day. This new routine will help them by providing an opportunity to practice the close reading skills they are developing and to build their knowledge of the myths and the novel through conversations with peers. | |
| • Distribute the **Using Text Details to Make an Inference about Percy Jackson** recording form, which contains a short passage from *The Lightning Thief*. Ask students to read text details and then write a sentence explaining one inference they can make about Percy from his words and actions in the example. Their inferences must show evidence that they have read the chapter. | |
| • Then invite students to share with a partner: | |
|    * "What inference did you make about Percy?" | |
|    * "How did you put the details in the text together to form this inference?" | |
| • Provide whole-class feedback to students on the quality of the *inference*s they developed and shared. Share an exemplar or two and ask the student(s) to engage in a "think-aloud" about how the details led to the inference. | |
| • After the student has shared his or her inference and think-aloud with the class, speak to the qualities of the student's thinking that supported strong inferring: "I heard [student name] say that she began with what she already knew about Percy—that he is very smart about people. Then she added this to what was said in the text: 'After all, I was holding back information, too.' These two things combined helped her make the inference that Percy did not trust Chiron completely. Notice that [student name] used her background knowledge, along with what the text said, to make a strong inference that Percy was very unsure if he could trust Chiron at this moment in the story. Her thinking here is very strong." | |
| • This process will provide student-to-student modeling for the class and make the inferring process visible to the students. This is especially beneficial to students who struggle with verbal expression and/or ELLs. | |

| Opening | Meeting Students' Needs |
|---|---|
| **B. Unpacking Learning Targets (2 minutes)**<br>• Place the learning targets for the lesson on a document camera.<br>   ∗ "I can make *inferences* about Percy based on details from the text."<br>   ∗ "I can use the details in the text to determine the *main ideas* of 'Myths and Legends.'"<br>• Read the first learning target to students. Ask students to show a Fist to Five on how well they were able to use text details to make an inference about Percy from the quotation. A closed fist shows that the student feels totally unable to make an inference. Showing an open hand says that the student feels very confident about using text details to make an inference.<br>• Tell the students that in the second learning target they will continue to build their ability to use text details to infer main ideas in "Myths and Legends."<br>• As you unpack the learning targets with your students, reinforce that in this lesson they will continue to practice and apply their ability to analyze text details to *infer*. | • Fist to Five is a simple way for students to self-assess their understanding and application of a particular skill or concept. It also provides assessment to inform the need for any re-teaching that may be necessary. |

| Work Time | Meeting Students' Needs |
|---|---|
| **A. Read Aloud: "Myths and Legends" (8 minutes)**<br>• Distribute **"Myths and Legends."** Set the purpose for reading. Tell students that over the next several days they will have an opportunity to read and study several of the Greek myths that are alluded to in *The Lightning Thief*.<br><br>• Display the word *allusion* on the board or document camera. Ask students to give a "thumbs-up" if they have heard this word before and a "thumbs-down" if they have not. Briefly explain that an allusion is a reference to something. It comes from the root word *allude*, which means to "play beside." Explain that Rick Riordan made many allusions to Greek myths in *The Lightning Thief* and knowing more about these allusions will help them to understand Percy and his journey more deeply. It may be helpful for students to think of an allusion as one story "playing beside" another.<br><br>• Distribute a copy of **The Lightning Thief word-catcher** to each member of the class. Explain that this word-catcher will be a place for them to collect all the words they will be learning in Unit 2. Explain that they will add an * next to literary words (but not to words from the text) on their word-catchers. Provide an example of this. For example, from this lesson: *I = *inference* or *A= *allusion*. Students can use the word-catchers as a reference for their reading, writing, and discussions in this unit.<br><br>• Tell students that today they get to start a new book that has a lot of amazing myths in it, some of which are alluded to in *The Lightning Thief*. Today they are going to read the the first page of the book "Myths and Legends," which will give them some basic background knowledge about Greek mythology.<br><br>• Tell students that you will now read the text aloud. Encourage them to imagine the sights and sounds described in the text.<br><br>• Read the text aloud as students read along silently in their heads. | • The word-catcher provides a home for the new words that students will encounter in their reading of *The Lightning Thief* in this unit. |
| **B. Clarifying Vocabulary, Rereading, and Annotating the Text (10 minutes)**<br>• Focus students on the words in bold in the text: *deceit, immortal, divinities, solemnity*.<br><br>• Invite students to turn and talk with a partner about what they think each of these words might mean. Encourage them to use context clues. Point out that these are words they likely will encounter in other texts in this unit, so it is fine if they aren't sure yet.<br><br>• Ask students to read the text again independently. Tell them that as they read, they will make annotations about the main idea of each paragraph.<br><br>• Distribute **"Myths and Legends": Using Text Details to Determine the Main Idea** to each student. Ask students to annotate the main idea of each paragraph in the space provided on the chart. | |

**NYS Common Core ELA Curriculum • G6:M1:U2:L1 • June 2013 • 5**

| Work Time (continued) | Meeting Students' Needs |
|---|---|
| **C. Triad Discussion: Synthesizing Details to Infer the Main Idea of "Myths and Legends" (10 minutes)**<br><br>• Ask students to discuss their annotations of the main ideas of each paragraph with their triad discussion groups. Briefly remind the class of the **Triad Talk Expectations** (from Unit 1). Reinforce that it is important for students to build upon each other's ideas to identify the main idea that is conveyed in the complete text.<br><br>• As you monitor the groups, listen for main ideas of paragraphs such as:<br><br>   * Paragraph 1: "The gods looked and acted like people but were bigger and stronger."<br><br>   * Paragraph 2: "The gods had human feelings and would punish people who disobeyed them."<br><br>   * Paragraph 3: "Often gods would come down to earth and have children with mortals. Gods were immortal."<br><br>   * Paragraph 4: "The gods could make themselves invisible and disguise themselves."<br><br>   * Paragraph 5: "The gods lived on Mount Olympus and men worshipped the gods."<br><br>• Examples of main ideas for the complete text might include: "The story tells how in the beginning gods were monsters, but they were conquered by a new race of gods and heroes so that people and gods could live together on earth." | |

| Closing and Assessment | Meeting Students' Needs |
|---|---|
| **A. Exit Ticket: How Are Gods Like Humans? How Are They Different From Humans? (5 minutes)**<br>• Direct students' attention to the question at the bottom of the Using Text Details to Determine the Main Idea recording form.<br>• To close out this lesson, ask students to write an exit ticket (on the bottom of their "Myths and Legends: Using Text Details to Determine the Main Idea recording form) in response to this question:<br><br>    * "How are gods like humans? How are they different from humans?"<br><br>• Encourage students to use specific details from the text to support their response.<br>• Collect students' recording forms along with their completed exit tickets. | • Provide students who need additional scaffolding with complex thinking the Differentiated Exit Ticket scaffold as needed. The scaffold can then be used to provide targeted feedback to students on progress toward inferential thinking. |

| Homework | Meeting Students' Needs |
|---|---|
| • Read Chapter 10 of *The Lightning Thief*. Use your evidence flags to mark any references you see to Cronus. At the beginning of the next lesson, you will share your findings with your triad.<br><br>*Note: Review students' exit tickets as useful formative assessment data. Use them to evaluate how well students are able to use details to infer theme. You can then use this information to differentiate subsequent instruction through re-teaching and differentiated mini-lessons with small groups of students.*<br><br>*This exit ticket also serves as a pre-assessment of each student's competency in independent, on-demand paragraphs. You will use this assessment information to differentiate writing instruction in Lesson 9.* | |

# EXPEDITIONARY LEARNING

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

| Text Detail | I think that this shows that Percy... |
|---|---|
| "I got the feeling there was a lot he wasn't telling me about his prophecy, but I decided I couldn't worry about that right now. After all, I was holding back information too." *The Lightning Thief*, page 145 | |

In appearance, the gods were supposed to resemble mortals, but they were more beautiful, strong, and tall. They resembled human beings in their feelings and habits, marrying one another and having children, and needing daily nourishment and refreshing sleep.

The Greeks believed that their gods were much smarter than men, but that the gods still had human feelings and passions. We often see the gods motivated by revenge, **deceit**, and jealousy. But they always punish the evildoer, especially any mortal who neglects their worship.

We often hear of the gods descending to earth to visit mankind. Often, both gods and goddesses become attached to mortals and have children with them. These children are called heroes or demigods, and were usually known for their great strength and courage. But although there were so many points of resemblance between gods and men, only the gods were **immortal**.

They possessed the power to make themselves invisible and could disguise themselves as men or animals. They could also transform human beings into trees, stones, or animals, either as a punishment for their misdeeds or to protect the individual from danger.

Most of these **divinities** lived on the summit of Mount Olympus, each possessing his or her individual home, and all meeting together on festive occasions in the council-chamber of the gods. Men built magnificent temples to their honor and worshipped the gods with the greatest **solemnity**.

Adapted from: Berens, E. M. "Part I: Introduction". *Myths and Legends of Ancient Greece and Rome*.
New York: Maynard, Merrill and Co., 1894. 7–8. Web. 7 June 2013. Public domain.

Name:

Date:

**Use this word-catcher to keep the new words you are learning in Unit 2. Mark literary words with an ***
**(For example: *inference)**

| A | B | C | D | E |
|---|---|---|---|---|
| F | G | H | I | J |
| K | L | M | N | O |
| P | Q | R | S | T |
| U | V | W | X | Y |
| Z | Use this space for notes. | | | |

Name:

Date:

| Main Idea | The details that helped me to understand this. |
|---|---|
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |
| Paragraph 4 | |
| Paragraph 5 | |

Exit Ticket: (You will have time for this at the very end of the lesson.)
How are gods like humans? How are they different from humans? Explain

I think that one of the important themes in the story "Myths and Legends" is

One reason for my thinking about this is

The words and phrases below helped me to understand the theme.

| Words | Phrases |
|-------|---------|
|       |         |