



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 1: Unit 2: Lesson 5**

## **Building Vocabulary: Working with Words about the Key Elements of Mythology**



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**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)  
I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)

**Supporting Learning Targets**

- 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.

**Ongoing Assessment**

- Word models
- Observations of student thinking about vocabulary

**Agenda**

- 1. Opening**
  - The Lightning Thief*: Routine (8 minutes)
  - Unpacking Learning Targets (2 minutes)
- 2. Work Time**
  - Close Reading, Part 2: Vocabulary: Making Word Models of Key Terms of Mythology (20 minutes)
  - Gallery Walk of Word Models (10 minutes)
- 3. Closing and Assessment**
  - Debrief: How Vocabulary Helps Us Understand Key Elements of Mythology (5 minutes)
- 4. Homework**
  - Read Chapter 14 of *The Lightning Thief*. Purpose: What is the role of the

**Teaching Notes**

- This lesson focuses on developing domain-specific vocabulary about mythology that students will use as they read, write, and engage in discussion across the unit. Students develop word models for key concepts they encountered in “The Key Elements of Mythology” informational text.
- A word model engages students in looking more deeply at the meaning of words and helps them become more flexible with applying words in a variety of contexts. This type of study provides a venue for students to apply what they have been learning about context clues, because in effect they create context clues for the word in the frame. If you are familiar with the Frayer Model, you will note similarities. Here, however, students design their own frame for presenting the work. This increases engagement and promotes critical thinking.
- The Opening of this lesson includes explaining the distinction between *clarifying* questions and *probing* questions. Think of an example that will resonate with your students—perhaps clarifying and probing questions that came up during the past few days about their homework reading. Grounding academic vocabulary with concrete examples that relate directly to students’ experience is one of the strongest ways to teach such words.
- If some groups finish their word models early, invite them to work on another word or let them read their novel as other groups finish.
- In advance: Determine which word each triad will work with during Work Time Part A. If your class is large, more than one triad may be assigned the same word.
- In advance: Locate a few nonfiction books in your classroom that have a glossary, to show students as examples during Work Time Part A.



supernatural in Chapter 14?	<ul style="list-style-type: none"> <li>• Post: Learning targets.</li> </ul>
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Lesson Vocabulary	Materials
clarifying, probing, glossary, synonym, definition, antonym, symbol, docent; archetype, supernatural, origins, separation, duality, fate, prophecy, struggle for power	<ul style="list-style-type: none"> <li>• <i>The Lightning Thief</i> (book; one per student)</li> <li>• Question basket</li> <li>• Document camera</li> <li>• Informational text “The Key Elements of Mythology” (from Lesson 4)</li> <li>• Nonfiction books with glossaries (several to display for students)</li> <li>• Words for Word Models and Glossary (for teacher reference)</li> <li>• Sample Venn diagram (for teacher reference)</li> <li>• Chart paper (one piece to chart criteria for word models)</li> <li>• Markers (four per triad, in different colors)</li> <li>• Equity sticks</li> <li>• Sticky notes (five or six per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. <i>The Lightning Thief</i>: Routine (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their texts, <i>The Lightning Thief</i>.</li> <li>• Ask students to review the questions they formulated about Chapter 13 for homework. Tell them to choose one and place it in the <b>question basket</b>. Tell students that their questions can be of several types:               <ul style="list-style-type: none"> <li>* <i>Clarifying</i> questions: questions they aren't sure of, and want a simple answer to</li> <li>* <i>Probing</i> questions: questions that seem important to think about—perhaps bigger questions with no one correct answer</li> </ul> </li> <li>• Briefly model the difference between clarifying and probing questions.</li> <li>• Using <b>equity sticks</b>, select a student to read a question from the basket. Ask that same student to think and provide an initial response.</li> <li>• Students will then build upon this student's response. Repeat the process as time permits.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider writing questions and answer ideas on the board as students share. This will allow students who have trouble tracking the conversation to have visual access to it.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the posted learning targets:               <ul style="list-style-type: none"> <li>* I can collaborate with my peers to create word models for key vocabulary in mythology.</li> <li>* I can explain the meaning of key vocabulary in mythology to my peers.</li> </ul> </li> <li>• Explain that this lesson will focus on developing an understanding of vocabulary that is key to understanding the elements of myths that they learned about in "The Key Elements of Mythology." Emphasize how crucial vocabulary development is for students to become better readers: The more words they know, the more difficult text they can understand!</li> <li>• Explain that today they will delve more deeply into key vocabulary from the text. Their word study will help them to comprehend the myths more deeply and express their ideas—during discussion and in their writing—about myths in a way that shows how much expertise they have built.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Close Reading, Part 2: Vocabulary: Making Word Models of Key Terms of Mythology (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will continue to work with the informational text they read in Lesson 4, “The Key Elements of Mythology,” to explore the concepts that are key to understanding the elements of myth presented in the text. They will work in triads to complete a collaborative word study and create word models that will be used in a class glossary for myth vocabulary. Ask:<ul style="list-style-type: none"><li>* “What is a <i>glossary</i>?”</li></ul></li><li>• If a student knows, invite him or her to explain to the class. If not, define the term for students: A <i>glossary</i> is like short dictionary. It includes an alphabetical list of words that relate to a particular subject. Share that the glossary they are creating will focus on words that are especially important to mythology. Briefly show students a few nonfiction books from your classroom with examples of glossaries.</li><li>• Assign each triad one of the words from the text (<i>archetype, supernatural, origins, separation, duality, fate, prophecy, struggle for power</i>). Give directions:<ol style="list-style-type: none"><li>1. Reread the text, using context clues to determine the meaning of your words in the context of the whole text.</li><li>2. Using the markers, design a word model on chart paper. The model presents the following:<ul style="list-style-type: none"><li>* the word/concept</li><li>* a <i>synonym</i> (what it is)</li><li>* an <i>antonym</i> (what it is not)</li><li>* a <i>symbol</i> (nonlinguistic representation)</li><li>* a sentence containing the word/concept</li></ul></li><li>3. On the back of your paper, write the <i>definition</i> (meaning) of the word.</li></ol></li><li>• Model briefly with the word <i>glossary</i> (which you just reviewed with students).</li><li>• Emphasize that they are creating models that will be used to “teach” their peers about the word they have become an expert on. These words will be used throughout the unit, so their work today matters to the whole class!</li><li>• Briefly review criteria for this task before students begin. Say: “Before we begin to work on our word models, what should we be thinking about? Let’s think of a list of qualities that would be important to have in our models.” On the board or on chart</li></ul>	



paper, list the criteria students offer. Listen for and guide responses such as the following:

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* We will want to use them and look at them.</li> <li>* They'll need to be a size we can carry with us.</li> <li>* The information will need to be clear so that we can use them in our reading, writing, and discussions.</li> <li>* They will need to be organized and clear.</li> <li>* They will need to present the meaning of the key word in different ways—a synonym and antonym, a sentence, a symbol, and a definition.</li> </ul> <ul style="list-style-type: none"> <li>• Encourage them to refer to the list as they work on their word models.</li> <li>• Give students 15 minutes to work. Circulate to listen in and support as needed. Students often confuse synonyms and antonyms. Listen in on conversations to ensure that students are clear about the difference. Monitor the interactions in the groups. Provide reminders that each group member must have a voice and make a contribution to the model. Alert students when 5 minutes remain so that they can monitor and adjust work to finish on time.</li> </ul>	
<p><b>B. Gallery Walk of Word Models (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask each triad to choose one person to be the <i>docent</i> for their group's word model (or students may rotate in this job). Tell students that a docent is like a person in a museum who explains to people what they are seeing.</li> <li>• Tell students that they will now circulate around the room, in triads, to look at each triad's word model. At each station, the docent will explain the word model to peers.</li> <li>• Distribute <b>sticky notes</b> to each student. Tell students that after the docent explains the word and presents the word model, they should use a sticky to try to add to one part of the word model: another synonym, antonym, symbol, or sentence. Having a way to respond to the presentation will help maintain student engagement and accountability.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: The Most Important Thing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the bigger purpose of doing this vocabulary work: It helps them understand key elements of mythology, which in turn helps them understand and appreciate myths more fully when they read them. Focus students on their informational text “The Key Elements of Mythology.” Ask them to choose just one of the elements listed and reread that small section of the text.</li><li>• Then invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How has your understanding of this element of mythology been changed or clarified after working with the vocabulary words?”</li></ul></li><li>• Use equity sticks to select students for sharing.</li><li>• Read the second learning target out loud:<ul style="list-style-type: none"><li>* “I can explain the meaning of key vocabulary in mythology to my peers.”</li></ul></li><li>• Ask students to show a quick Fist to Five of where they stand with this target. Notice students who hold up just one or two fingers; plan to give these students additional support in future lessons.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapter 14 of <i>The Lightning Thief</i>. Purpose: What is the role of the supernatural in Chapter 14?</p> <p><i>Note: At the end of the class, collect students' word models to compile into a glossary. In Lesson 6, give each student a copy of this glossary to use as a resource for reading, discussion, and written assignments in the unit.</i></p>	



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## Supporting Materials



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archetype

supernatural

origins

separation

duality

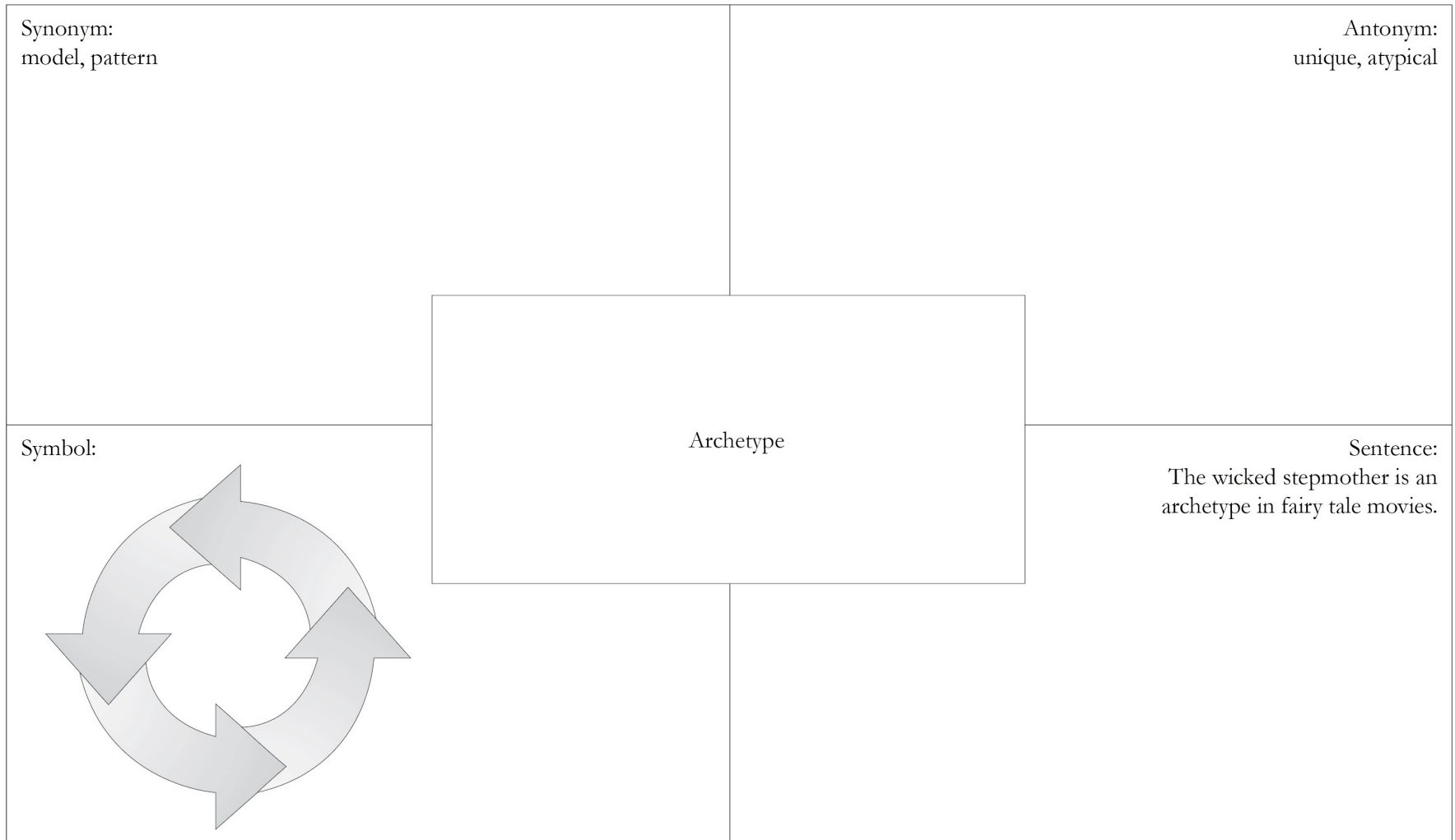
fate

prophecy

power



Front Side:





**Back Side:**

Archetype: (n.) an original pattern or model