

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: Shytle

Date: 3-28-22 and 3-29-22 Class: 5th

Literary Elements: Analyze Genre Workshop 4 Lesson 19

STANDARDS

CCSS.ELA–LITERACY: RL.1.2, RL.1.3, RL.1.9, RL.2.10, RL.2.2, RL.2.3, RL.2.9, RL.3.10, RL.3.2, RL.3.3, RL.3.9, RL.4.10, RL.4.2, RL.4.3, RL.4.9, RL.5.10, RL.5.2, RL.5.3, RL.5.9, L.3.5A, L.4.5A, L.5.5A, RL.1.10

Learning Target: I can compare and contrast two myths on their approaches to similar themes and topics.

Success Criteria: I am successful when I can compare the plot, setting, characters, and theme in two literary texts using academic vocabulary.

HEADS UP

In today's lesson, students will learn about genres in literature with a focus on myths and legends. They will analyze story elements of two Native American myths, and then compare how these myths explain the creation of the Grand Canyon.

Materials

Real Book pp. 212–213

[Academic Interaction Card](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read Across Texts
- **Extend:** Analyze Plot
- **Language:** Figurative Language

[Get Resources](#)

This entire lesson will be taught in small groups.

Block 1

Group 1: Raleigh, Erick, Mileny

Group 2: Nathaniel, Keylee, Timmy, Sachari

Group 3: Londyn, Braylin, Zari, Steven

Block 2

Group 1: Raiden, William, Bentley, Zi'laya

Group 2: Ji'Anna, Kevin, Ellsworth, Javonn, Elijah

Group 3: Bryson, Olivia, Jakayla, Connor, Asher, Jeremy, Colt

Price will work with the following students on prefixes, suffixes, and root words. This is a skill that needs development per the MAP Assessment.

Block 1

Group 1: Erick, Mileny, Raleigh

Group 2: Keylee, Timmy, Sachari, Nathaniel

Group 3: Braylin, Zari, Steven

Block 2

Group 1: William, Bentley, Zi'laya, Raiden

Group 2: Ellsworth, Elijah, Kevin

Group 3: Olivia, Connor, Jakayla

OBJECTIVES

Primary Goals

Literacy Goal: Compare and contrast two myths on their approaches to similar themes and topics.


Language Goal: Compare the plot, setting, characters, and theme in two literary texts using academic vocabulary.


DO NOW!

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(finally)** Last summer, I **finally** had the chance to _____. (e.g., go to the pool; go to the beach; see my cousins who live far away; watch movies)

 2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 So your idea is _____.

Yes, that's correct.

No, what I meant was _____.

- 3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we are going to explore how two myths are similar and different. This will help us better understand both stories.*



Literacy Goal: Compare and contrast two myths on similar topics.



Language Goal: Compare story elements in two literary texts using academic vocabulary.

TEACH LITERARY ELEMENTS: ANALYZE GENRE

Teach Analyzing Genre

Review genres students encountered in previous Workshops.

- Read aloud the chart at the top of the page. *The literature texts we have read in each Workshop are different genres, or types of literature. Knowing the characteristics of different genres will help us understand more about the kinds of texts we've read.*
- Point out details from each Workshop text to show how it fits into the genre. *Charlie and the Chocolate Factory has fantastic elements, like the chewing-gum meal that turns Violet purple. This couldn't exist in real life, so that's why the novel is part of the fantasy genre.*

Anticipate Challenges Explain that in this context *fantastic* means “strange and magical.” *You may be used to using fantastic to mean “really great.” This is one meaning of fantastic, but in this context fantastic actually means “strange and magical,” like the strange and magical elements found in fantasy books, such as the Harry Potter series.*

- Have students share additional examples of genre characteristics in the texts listed in the chart.

Make It Relevant Remind students that every story they read or movie they watch is part of a genre. Ask students to name a favorite book or movie and determine its genre as a class. Then have students brainstorm other titles in the same genre. *Knowing what genre you like makes it easier to pick other books or movies that you'll probably enjoy. If you liked Charlie and the Chocolate Factory, you'll probably like other fantasy novels.*

Introduce Myths

Introduce students to the genre, myths and legends.

- Read aloud the introductory text using [Oral Cloze 1](#). *Myths and legends are stories that were first told a long time ago. They were passed down through the years to share a culture's beliefs. Some myths explain how features of nature were created.*

- Echo-read the characteristics of the genre in the chart. Point out how myths and legends are different from other genres.
- Have students **Think (Write)-Pair-Share** to review and discuss the characteristics of myths.
 - 🖨️ **What are the characteristics of myths?**
 - 🖨️ **The plot of a myth includes _____.** (e.g., events that cannot happen in real life; events that explain something in nature)
 - 🖨️ **The setting of a myth is _____.** (e.g., the land where the people who tell the myth live; a long time ago)
 - 🖨️ **The characters of a myth are people or animals who _____.** (e.g., have special powers; are gods who speak to humans)
 - 🖨️ **The theme of a myth tells _____.** (e.g., something about the culture’s beliefs; a message that readers should know)
- Introduce the text and set a purpose for reading. *The next texts are Native American myths that explain how the Grand Canyon was formed. As I read, your job is to enjoy the myths and listen for the story elements in these myths.*
- Read aloud pages 214–217 using **Modeled Fluent Reading**.
- After each text, ask partners to retell the myth in their own words.

Adapt Procedures Help students stay engaged as you read aloud the myths by assigning an active reading strategy. For example, ask students to underline the names of characters or details about the setting as they follow along while you read.

PRACTICE COMPREHENSION

Compare and Contrast Myths

Guide students to compare and contrast the two myths. *Analyzing these myths helps us understand how two different cultures explained how the Grand Canyon was formed.*

- Introduce the task. Model how to complete the first row. *First, I’ll think about the setting for each myth. Then, I’ll think about what setting both myths have in common. Both stories explain how the Grand Canyon was created, so they must both take place where the Grand Canyon was formed.*
- Guide students as they complete the graphic organizer in their *Real Books*.
- Use the **Academic Discussion** routine to structure student interaction as they complete the organizer, and discuss responses with the group.

🖨️ **When I compare the two myths, I find that both _____.** (e.g., tell how the Grand Canyon was formed; include characters with powers)

🖨️ **When I contrast the two myths, I find that _____ is different.** (e.g., the main character; the reason why the canyon was formed)



When I contrast the two myths, I find that _____ is in (“The Great Flood”/“The Globe of Fire”), but is not in the other myth. (e.g., a flood/“The Great Flood”; a human hero/“The Great Flood”; a god/ “The Globe of Fire”; the land of the dead/“The Globe of Fire”; a magic ball of fire/“The Globe of Fire”)

Make Connections Make connections between the myths and the origin tale students read in Workshop 2. *In “How the Leopard Got His Spots,” we read an explanation for why leopards have spots. We also learned that origin tales are stories that people told to explain something in nature before they knew the scientific explanation. Keeping that in mind, how are origin tales similar to myths?*

FORMATIVE ASSESSMENT

LITERACY GOAL: Compare and contrast two myths on their approaches to similar themes and topics.

Observe Review students’ responses to the chart, looking for an analysis of story elements that leads students to compare and contrast the two myths.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students may adequately analyze setting, characters, and plot for both myths, but have difficulty determining a common theme.

Guide students to use text details to identify the theme both myths have in common. *You’ve correctly identified the theme in “The Great Flood” and in “The Globe of Fire.” These themes are very different even though both myths are about the creation of the Grand Canyon. What theme do both myths share? How is the way the Grand Canyon was created similar in each myth?*

To reinforce understanding, ask students to explain what each main character did to create the Grand Canyon. *Could these actions have been done by a real person? Or are these actions magical?*



Not Yet Students have difficulty determining a theme for each myth and a theme common to both myths.

Help students use text details to complete the theme row of the chart. *The first column is about how a hero can save his people. In “The Great Flood,” Packithaawi saves his people by being clever and strong, so I’ll write that. The second column is about grief. Tavwoats tells the chief in “The Globe of Fire” that he should not grieve because the land of death is a happy place. The third column is about what theme both myths have in common. What natural feature do both myths explain the creation of? Do the myths give a scientific explanation for how the Grand Canyon was created or was it created by magic?*

GROUP

On Track Students compare and contrast the two myths using details about the setting, characters, plot, and themes.

FORMATIVE ASSESSMENT

<p>LANGUAGE GOAL: Compare the plot, setting, characters, and theme in two literary texts using academic vocabulary.</p> <p>Observe Listen for students' use of academic language as they compare the plot, setting, characters, and themes of the two myths.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students accurately identify and analyze story elements in each myth, but may not use academic vocabulary to state how these elements can be compared and contrasted.</p>	<p>Guide students to incorporate academic vocabulary when they compare and contrast the myths. <i>You correctly stated that Packithaawi is the main character in "The Great Flood," but Tavwoats is the main character in "The Globe of Fire." Can you restate your response using the term contrast?</i></p>
<p>Not Yet Students are unable to express similarities and differences between the two myths.</p>	<p>Provide frames for each literary element to help students structure their responses:</p> <p> After reading both myths, one similarity is _____.</p> <p> After reading both texts, one difference between them is _____.</p>
<p>On Track Students use academic language as they compare and contrast the setting, characters, plot, and themes of the two myths.</p>	

WRAP UP

Reflect

Guide students to share their responses to the Wrap Up question with a partner.



What is one question you still have after our lesson today?



One question I still have is _____.