

NOTE: Remind students at the end of class today that they should meet in the computer lab at the beginning of the next class.

TITLE OF LESSON

English 1 Unit 1 Lesson 6 – Mythology: Creation Myth Plot Diagram and Creation Circle 2

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-4, 3.6; L/S1.1

MATERIALS

The Archer and the Moon Goddess – Reading (or copies of the creation myth you have chosen)

Plot Diagram – Student Page

Creation Circles – Student Page

LESSON OBJECTIVES

- To begin to look at the elements of stories
 - To recognize patterns in literature
 - To determine meaning based on context and their own experiences
 - To consider the roles of cause and effect in terms of change
 - To use the method of summarizing to strengthen reading comprehension
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Collect Internet Permission Forms. Pass back graded assignments and have students place them in their folders.
 - 2) **Agenda** – Have students copy the agenda you have posted on the board.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Summarizing Introduction – Explain that in class today you'll be learning a new reading strategy called summarizing (write this word on the board). Ask how many have heard it or used it in classes. If anyone wants to try, have him or her define or explain what summarizing is. Tell them it is the first part of a reading tool called **Reciprocal Teaching** (see *Teaching Strategies* portion of the site for details). In **Reciprocal Teaching** they'll be reading in small groups and using specific activities and each other to check and improve their reading comprehension. During the creation myth part of Unit 1, they'll learn how to summarize as they read. They'll learn each of the other three skills (clarifying, predicting, and questioning) in turn with the other types of myths. When they move on to Unit 2, they'll put them all together and become powerful readers. Tell them you'll begin reading and modeling summarizing for them. They should pay careful attention to the fact that you don't just restate everything you've just read, but pick out the key events, characters, and places.
2. **Plot Diagram** Instructions – Hand out blank **Plot Diagrams**. Before you begin reading, remind the students that the plot diagram is a note-taking and organization tool used to record significant events. As they read and summarize, they'll be recapping a lot of the material they'll need for the plot diagram. So students may want to fill in their Plot Diagram as they read and discuss.
3. **Read Aloud** – Begin reading creation myth 2, "The Archer and the Moon Goddess," aloud as you model summarizing. Have students follow along. You may want to give them a specific task while you read (e.g., underline words you do not know, highlight the important parts, etc.) You will have read the myth before this so

you could take that opportunity to practice summarizing if it would make you feel more comfortable. Depending on the class and what length passages you want them to read – shorter is better while they're learning this – in class you'll read two to five paragraphs at a time.

4. Model **Summarizing** – After clearly reading the first few paragraphs of the myth, stop and recap, briefly, what you read. You'll do this as if you're speaking to yourself, clarifying for yourself what you read and highlighting the most important things. This should only be a few sentences for each section you read.
 5. Read the next few paragraphs and summarize again.
 6. Volunteer **Summarizing** – Tell the class that you're going to read a few more paragraphs and then ask one of them to summarize. It's probably best to choose one of the students who wants to try so you don't spotlight a student who doesn't feel comfortable yet with what you're talking about.
 7. Paired **Plot Diagram** – Once you've finished reading through the myth using summarization, remind the class that they did the summarizing to increase their comprehension. Ask them to think about that as they organize the story on the plot diagram. Have students work in pairs to complete the Plot Diagram. Review as a class and ask if they noticed that it was easier after summarizing, as they read. The more practice they get, the easier it'll be.
 8. Paired **Creation Circles** – Hand out the **Creation Circles** and have them complete these in the same pairs. If they do not have time to finish these in class, have them take both the creation circle worksheets and the plot diagrams (for reference) home to finish for tomorrow. Remind students that the myth is online at e-subjects in case they want to refer to it. They can check it from home or a public library. If this happens and you don't have time to review, you'll review with Lesson 9 as they begin their own tribe creation myths.
 9. **Folders** – Ask students to put the plot diagram and creation circles in their classroom folders.
 10. *Homework Assignment:* Get Internet Permission Form signed by parent/guardian. Due tomorrow.
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GROUP ROLES

All students will be acting as summarizers during this class.

DOCUMENTATION FOR PORTFOLIO

None