

	Day 1	Day 2	Day 3	Day 4	Day 5
READING	<p>Text: <i>Why Read Literature? How to Read Literature</i>, PH pp. 760-761; <i>Sumerian Achievements</i>, Holt, pp. 67-68; <i>Epic of Gilgamesh</i>, Holt, p. 72</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Identify and analyze characteristics of folk literature and myths. RL 3.1 Identify and analyze feature of themes conveyed through characters, actions, and images. RL 3.6 Build background knowledge of Sumerian culture before reading myth, clarifying main ideas. RC 2.3 Clarify an understanding of text by taking notes. Start graphic organizer. RC 2.4 <p>Refer to Lesson Plan Lesson on Myths</p>	<p>Text: <i>Epic of Gilgamesh</i>, Holt, p. 72</p> <p>Objectives: Students will:</p> <p style="text-align: center;">→</p>	<p>Text: <i>Religion and Egyptian Life</i>, Holt, p. 95; <i>Egyptian Achievements</i>, pp. 108-109</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Build background knowledge of Egyptian culture before reading myth, clarifying main ideas. RC 2.3 Clarify an understanding of text by taking notes. Start graphic organizer. RC 2.4 <p>Before Reading p. 95:</p> <ul style="list-style-type: none"> Set purpose for reading. Read to find out: --Who are the major gods? --Why are they important? <p>During/After Reading:</p> <ul style="list-style-type: none"> Read p. 95. Teacher facilitates conversation using the guidelines of the sidebars of the teacher's edition. Discuss focus questions. Add information to matrix. <p>Reading pp. 108-109:</p> <ul style="list-style-type: none"> Set purpose for reading --What are some Egyptian accomplishments? Read and discuss in small groups responses to focus questions. Share out whole group and add information to matrix. 	<p>Text: <i>Egyptian Cinderella</i>, Holt resource (Writing focus)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Identify and analyze feature of themes conveyed through characters, actions, and images within and across texts. RL 3.6 Clarify an understanding of text by taking notes. Start graphic organizer. RC 2.4 <p>Before Reading:</p> <ul style="list-style-type: none"> Set purpose for reading. --What gods are represented in the myth? --How does this myth compare to the traditional Cinderella tale? 	<p>Text: <i>Epic of Gilgamesh</i>, Holt, p. 72; <i>Egyptian Cinderella</i>, Holt resource (Writing focus)</p> <p>Objectives: Students will:</p> <ul style="list-style-type: none"> Analyze two myths, noting similarities and differences. RL 3.2, 3.6 Write paragraph(s) explaining the identified similarities and differences between the two myths. WS 1.3 <p>Before Writing:</p> <ul style="list-style-type: none"> Write the following question on the board: <i>How are the two myths we have read this week similar and different?</i> Think, Pair, Share: <ul style="list-style-type: none"> Students think about and respond to the question individually using the Venn diagram. Students share ideas with a partner, confirming and adjusting thinking, adding information as needed. Pairs form groups to share ideas. Add information if needed. Whole group shares. Students move from their graphic organizer to a paragraph(s). See writing.

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LANGUAGE RW - WC	<p><u>Text:</u> <i>Epic of Gilgamesh</i>, Holt, p. 72</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Identify new words using context. RW 1.4 Identify and use semicolons in compound sentences. WC 1.1, 1.3 <p>Refer to Lesson Plan</p>	<p><u>Text:</u> <i>Epic of Gilgamesh</i>, Holt, p. 72</p> <p><u>Objectives:</u> <i>Students will:</i></p>	<p><u>Text:</u> <i>Religion and Egyptian Life</i>, Holt, p. 95; <i>Egyptian Achievements</i>, pp. 108-109.</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Share strategies for figuring out new words. RW 1.2-1.4 Identify and use semicolons in compound sentences. WC 1.1, 1.3 	<p><u>Text:</u> <i>Egyptian Cinderella</i>, Holt resource (Writing focus)</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Share strategies for figuring out new words. RW 1.2-1.4 Identify and use semicolons in compound sentences. WC 1.1, 1.3 	<p><u>Text:</u> <i>Epic of Gilgamesh</i>, Holt, p. 72; <i>Egyptian Cinderella</i>, Holt resource (Writing focus)</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Share strategies for figuring out new words RW 1.2-1.4 Identify and use semicolons in compound sentences. WC 1.1, 1.3
LISTENING/SPEAKING	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Articulate their ideas in both small and/or whole group settings, as a speaker as well as listener. LS 1.1, 1.2, 1.4, 1.5
WRITING	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Clarify meaning of text through notetaking, listing ideas on a graphic organizer. RC 2.4; WS 1.1, 1.3 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Clarify meaning of text through notetaking, listing ideas on a graphic organizer. RC 2.4; WS 1.1, 1.3 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Clarify meaning of text through notetaking, listing ideas on a graphic organizer. RC 2.4; WS 1.1, 1.3 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Clarify meaning of text through notetaking, listing ideas on a graphic organizer. RC 2.4; WS 1.1, 1.3 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Move from a graphic organizer to writing a compare/contrast paragraph. Revise writing, focusing on using a variety of sentence types with correct punctuation. WS 1.3, 1.6
RESOURCES	Refer to the Lesson Plan for a list of resources needed		<p>Graphic Organizer: Myth Matrix</p> <p>Holt Social Studies:</p> <p>--<i>Religion and Egyptian Life</i>, Holt, pp. 95-97</p> <p>--<i>Egyptian Achievements</i>, pp. 108-109.</p>	<p>Graphic Organizer: Myth Matrix</p> <p>Holt resource:</p> <p>--<i>Egyptian Cinderella</i></p> <p>OR</p> <p>Egyptian myth of choice</p>	Two myths from the week Myth Matrix Venn Diagram