

	Day 6	Day 7	Day 8	Day 9	Day 10
READING	<p><u>Text:</u> <i>Sanskrit Literature</i>, Holt, p. 169; <i>Myth, from the Bhagavad Gita</i>, Holt, p. 172</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Build background knowledge of culture of India before reading myth, clarifying main ideas. RC 2.3 • Clarify an understanding of text by taking notes. RC 2.4 • Identify and analyze feature of themes conveyed through characters, actions, and images within and across texts. RL 3.2, 3.6 <p><u>Before Reading p. 169:</u></p> <ul style="list-style-type: none"> • Set purpose for reading. --<i>What value is placed on the monkey?</i> --<i>What can we learn about the myths from India?</i> <p><u>During/After Reading:</u></p> <ul style="list-style-type: none"> • Read p. 169 and discuss responses to focus questions. • Record on matrix. <p><u>Before Reading Myth:</u></p> <ul style="list-style-type: none"> • Set purpose for reading: --<i>What is the relationship between Krishna, the god, and Arjuna, the prince?</i> --<i>What does the prince learn from the god?</i> • Discuss ideas in partners or groups and record information on matrix. 	<p><u>Text:</u> Expert/Base Group Refer to Lesson Plan.</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Use knowledge of expository text form to predict content and clarify and compare main ideas/arguments within and across text. RC 2.3 • Synthesize and organize information, taking notes on main idea(s) and significant details. RC 2.4 • Build background knowledge on the Greek and Roman civilizations before reading myths. <p>Refer to Lesson Plan Wk 2 Expert/Base Groups</p>	<p><u>Text:</u> <i>Arachne</i>, PH p.785</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Clarify an understanding of text by taking notes. Start graphic organizer. RC 2.4 • Identify and analyze feature of themes conveyed through characters, actions, and images within and across texts. RL 3.2, 3.6 <p><u>Before First Read:</u></p> <ul style="list-style-type: none"> • Students reflect on expert/base group notes and add information to their myth matrix. • Read Background information in the sidebar on p. 785. • Set purpose for reading. --<i>What gods or goddesses do we encounter in this myth?</i> --<i>What lesson in life does Arachne learn?</i> --<i>What else do we learn about from this myth?</i> <p><u>First Read:</u></p> <ul style="list-style-type: none"> • First read will be for meaning. Second read will focus on language/vocabulary. • Read pp. 785-788. Teacher facilitates conversation using sidebar guidelines. <p><u>After First Read:</u></p> <ul style="list-style-type: none"> • Discuss focus questions and fill in the matrix. • Other questions to discuss and respond to orally and/or in writing: p. 788 #2, #3, #4, and/or #5. 	<p><u>Text:</u> <i>Arachne</i>, PH p.785</p>	<p><u>Text:</u> <i>Legacy of Ancient Greece</i>, p. 796</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Identify and analyze the influence of Ancient Greece on our language today. RW 1.3 • Identify and analyze feature of themes conveyed in the myths through characters, actions, and images within and across texts. RL 3.2, 3.6 • Clarify main ideas by identifying their relationships to other sources and topics. RC 2.3 <p><u>Before Reading:</u></p> <ul style="list-style-type: none"> • Read the title. Ask: --<i>What is a legacy?</i> --<i>Based on the title, what will this page be about?</i> • Teacher note: Helpful sidebar information on p. 796. • Set purpose for reading: --<i>What is the legacy of Ancient Greece?</i> <p><u>After Reading:</u></p> <ul style="list-style-type: none"> • Discuss focus question in small groups. Add to the myth matrix. <p>LANGUAGE</p> <p><u>Text:</u> <i>Know More Words</i></p> <ul style="list-style-type: none"> • Read aloud the first paragraph and familiarize students with the format of the document. • Divide students into 10 groups. Each group is assigned a word to illustrate and explain to the class.

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LANGUAGE RW - WC	<p><u>Text:</u> Myth, <i>from the Bhagavad Gita</i>, Holt, p. 172</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Identify author’s use of punctuation and how it helps with meaning. 	<p><u>Text:</u> Expository Texts; Expert/ Base Groups</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Share strategies for figuring out new words. RW 1.2-1.5 	<p><u>Text:</u> <i>Arachne</i>, PH p.785</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Identify and use the Latin root, <i>-mort-</i>, p. 794. RW 1.3 Identify and use varied sentence structures and styles, p. 794. WC 1.1 	<p><u>Text:</u> <i>Arachne</i>, PH p.785</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Identify and use varied sentence structures and styles, p. 794. WC 1.1 Learn a spelling strategy using letter pairs <i>cy</i> and <i>sy</i>, p. 794. WC 1.5 	<p><u>Text:</u> <i>Legacy of Ancient Greece</i>, p. 796</p> <p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Identify and use varied sentence structures and styles, p. 794. WC 1.1
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"> Engage in conversations with a partner, small group, and/or whole group. LS 1.1, 1.2, 1.4-1.6 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Engage in conversations with a partner, small group, and/or whole group. LS 1.1, 1.2, 1.4-1.6 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Engage in conversations with a partner, small group, and/or whole group. LS 1.1, 1.2, 1.4-1.6 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Engage in conversations with a partner, small group, and/or whole group. Present to group, illustrating and explaining word origins and meaning. LS 1.1, 1.2, 1.4-1.6
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"> Respond to the reading, expressing their thinking on the matrix as well as on the questions from p. 788. 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Apply what was learned in language to their writing. Revise writing using varied sentence structures. WS 1.6 	<p><u>Objectives:</u> <i>Students will:</i></p> <ul style="list-style-type: none"> Writing about the meaning and origins of specific words from mythology. WS 1.1
RESOURCES	<p><u>Holt</u> --<i>Sanskrit Literature</i>, Holt. p. 169 --Myth, <i>from the Bhagavad Gita</i>, p. 172 <u>Holt resource</u> --Optional additional myth: <i>The Story of Savitri from India’s Mahabharata</i>.</p>	<ul style="list-style-type: none"> Expert/base group sheet Recording Sheet Texts for Base/Expert Groups --The Pantheon of Greek and Roman Gods --Greek and Roman Influence on English --Everyday Life and Myths --Time and Myth 			<p><u>Text:</u> <i>Know (10) More Words</i> Paper and markers for chart/poster group work</p> <p><u>Optional Additional Myths:</u></p> <ul style="list-style-type: none"> <i>Midas</i> (Greek) <i>Romulus and Remus</i> (Roman) <p>From Holt resources</p>