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| **Title of Lesson** | Compare and Contrasting Folktales |
| **Subject** | Reading |
| **Grade** | 6th |
| **Duration of lesson** | 90 minutes |
| **Materials** | * Projector * Doc cam * Buckle Down Ketchup on reading 2nd edition book pg.21-23. |
| **Sunshine State Standard(s)** | **LA.6.LA.6.1.7.3** - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identify  **LA.6.LA.6.1.7.7** - compare and contrast elements in multiple texts  **LA.6.LA.6.3.1.3** - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map). |
| **Lesson/Instructional Objective(s)** | * Students will self-evaluate and correct their graphic organizers used for non-fiction passage. * After viewing an African folktale video and reading an Osage folktale students will be able to compare and contrast the story elements and how they viewed the spider. * Students will also need to identify the lessons being taught in each folktale. * After reading and reviewing the story students will be able to answer. * Main\*\*\* After reading “What the Spider Taught Our People” students will complete the sample detail questions with 80% accuracy. |
| **Hook/Anticipatory Set** | Watch Anansi the Spider YouTube video (African folktale)  <http://www.youtube.com/watch?v=_Sv6m-X5OdI> |
| **Procedures** | 1. I will pass out packets of passages and graphic organizers to students. 2. I will have students turn paper over the compare and contrast graphic organizer and trace the diagram on the back (since most filled their organizers out in pen). 3. Have a volunteer read the passage. 4. Have another student re-read the passage and while reading have students highlight the chemical changes, underline the physical changes for differences and circle the alike characteristics. 5. Have students write in on their graphic organizers the information the underlined, circled and highlighted. 6. Pass out the story “What the Spider Taught Our People”. 7. I will read the passage to the students aloud and stop throughout to ask questions and check for understanding. 8. On back of story have students make a Venn-Diagram to compare and contrast the African folktale to the Osage folktale. 9. Have volunteers provide answers and together fill in the Venn-Diagram on the doc cam. 10. Have students complete the detail questions pgs. 22-23. |
| **Assessment of Learning Outcomes/objectives** | Informal: I will walk around the classroom to make sure all students are on task. (good proximity)  Formal: Students will complete the detail questions on the sotry with 80% accuracy. |
| **Closure** | Students will complete an exit slip on “What the chief learned from the spider?” |
| **Accommodations and Modifications for ELLs**  **Level 3** | * Model for student the activity. * Group discussion/ buddy translator * Give examples during instruction. * Explain to student key concepts and ask discussion questions throughout lesson. * Allow extra time to complete activities. * Adult ESOL paraprofessional |
| **Accommodations and Modifications for ESE** | * Teacher will provide assistance to learner as needed. * Small group discussions. * Give student verbal instructions step by step. * Allow extra time to complete activities. * Preferential seating. * Frequent feedback and praise. |