Merging Parts of Module 1 Engage NY Grade Six ELA with the Houghton Mifflin Harcourt Publishing Company Reading Series Journeys Grade Six and Daily Teaching

Day 1

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18 p. T158-159: Vocabulary card stations: Students work in groups to define vocabulary words on cards.

Day 2

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18 p. T156-157: Read-Aloud “The Flight of Icarus”. Answer questions on p. T157. Review vocabulary on p. T161.

Day 3

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18 p. T162-163, p. 164, T182-183, T208-209: Introduce spelling words. Review comprehension skill: story structure with Story Map organizer. Discuss the story structure of “The Flight of Icarus.”

Day 4

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18 p. T166-176: Read “The Hero and the Minotaur.” Complete story map organizer. Question students while reading text. Introduce Author’s Craft: Mood on p. T171.

Day 5

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18: Continue reading story. Question students while reading text. Introduce comprehension skill: Making Inferences on p.T162-163, T208-209.

Day 6

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18: Analyze story structure and review story elements. Complete questions for section entitled “Turn and Talk” on p. T177.

Day 7

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18: Read Vocabulary Reader: “Athena” on p. T206-207. Discuss story elements including setting, character change and development, plot, conflict.

Day 8

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18: Continue reading. Continue questioning.

Day 9

Journeys Unit 4 “Treasures of the Ancient World” Lesson 18: Popcorn read leveled text “Tales of Hercules”, “The Fate of Achilles”, and “Tales from the Odyssey” in three groups. Continue to discuss how each character changes and develops, plot, conflict, and making inferences when reading text.

Day 10

Journeys Unit 4“Treasures of the Ancient World” Lesson 18: Finish reading text. Continue discussion. Grammar: Adjectives and Adverbs p. T192.

Day 11

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16 p. T14: Vocabulary card stations: Students work in groups to define vocabulary words on cards.

Day 12

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16 p. T12-13: Read-Aloud “Viking Goddess: The Legend of Freya”. Answer questions on p. T13. Review vocabulary on p. T17.

Day 13

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16 p. T142-43. T18-19, T34-35: Introduce spelling words. Review comprehension skill: Compare Contrast with Venn diagram.

Day 1 4

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16 p. T22-27: Read “The Real Vikings.” Complete Venn diagram. Question students while reading text. Introduce Author’s Craft: Point of View on p. T28.

Day 15

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16: Continue reading story. Question students while reading text. Introduce comprehension skill: Summarizing on p.T18-19, T34-35.

Day 16

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16: Review how to compare and contrast and then summarize the information on a Venn diagram. Complete questions for section entitled “Turn and Talk” on p.T29.

Day 17

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16: Read Vocabulary Reader: “The Viking Longship” on p. T58-59.

Day 18

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16: Continue reading. Continue questioning.

Day 19

Journeys Unit 4 “Treasures of the Ancient World” Lesson 16 p. T62- 65: Popcorn read leveled text “From Raider to Peacemaker”, “India’s Monsoons”, and “India’s Amazing Geography” in three groups.

Day 20

Journeys Unit 4“Treasures of the Ancient World” Lesson 16: Finish reading text. Continue discussion. Grammar: Verbs p. T44-45.

Day 21

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17 p. T84-85: Vocabulary card stations: Students work in groups to define vocabulary words on cards.

Day 22

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17 p. T82-83: Read-Aloud “Qin’s Brain: The Man Behind the Emperor”. Answer questions on p. T83. Review vocabulary on p. T87.

Day 23

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17 p. T116-117, T88-89, T134-135: Introduce spelling words. Review comprehension skill: Main Idea and Details with a T map.

Day 24

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17 p. T92-102: Read “The Emperor’s Silent Army.” Complete T map. Question students while reading text. Introduce Author’s Craft: Flashback on p. T93.

Day 25

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17: Continue reading story. Question students while reading text. Introduce comprehension skill: Fact and Opinion on p.T88-89, T134-135.

Day 26

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17: Review how to determine main idea and details. Complete questions for section entitled “Turn and Talk” on p. T103.

Day 27

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17: Read Vocabulary Reader: “The First Emperor” on p. T132-133.

Day 28

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17: Continue reading. Continue questioning.

Day 29

Journeys Unit 4 “Treasures of the Ancient World” Lesson 17 p. T136-139: Popcorn read leveled text “The Silk Road”, “Confucius: Teacher for a Troubled Time”, and “Innovations From Ancient China” in three groups.

Day 30

Journeys Unit 4“Treasures of the Ancient World” Lesson 17: Finish reading text. Continue discussion. Grammar: Pronouns p. T118-199.

Day 31

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19 p. T232- 233: Vocabulary card stations: Students work in groups to define vocabulary words on cards.

Day 32

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19 p. T230-231: Read-Aloud “The Scribes of Ancient Egypt”. Answer questions on p. T231. Review vocabulary on p. T235.

Day 33

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19 p. T236-237, T256-257, T264-265: Introduce spelling words. Review comprehension skill: Cause and Effect.

Day 34

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19 p. T92-102: Read “The Princess Who Became a King.” Complete Flow Chart. Question students while reading text. Introduce Author’s Craft: Foreshadowing on p. T241.

Day 35

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19: Continue reading story. Question students while reading text.

Day 36

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19: Review Cause and Effect. Complete questions for section entitled “Turn and Talk” on p. T251.

Day 37

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19: Read Vocabulary Reader: “Life in Ancient Egypt” on p. T280-281.

Day 38

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19: Continue reading. Continue questioning.

Day 39

Journeys Unit 4 “Treasures of the Ancient World” Lesson 19 p. T284-287: Popcorn read leveled text “Alexander the Great”, “Rulers of Persia”, and “Mysteries of the Cay” in three groups.

Day 40

Journeys Unit 4“Treasures of the Ancient World” Lesson 19: Finish reading text. Continue discussion. Grammar: Prepositions p. T266-269.

Day 41

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20 p. T306-307: Vocabulary card stations: Students work in groups to define vocabulary words on cards.

Day 42

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20 p. 305-305: Read-Aloud “Vesuvius-Tales from an Eye Witness”. Answer questions on p. T305. Review vocabulary on p. T309.

Day 43

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20 p. T310-311, 328-329, 336-337: Introduce spelling words. Review comprehension skill: Main idea and Details.

Day 44

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20 p. T314-322: Read “Bodies from the Ash- Life and Death in Pompeii.” Complete Support Map. Question students while reading text. Introduce Author’s Craft: Word Choice on p. T315.

Day 45

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20: Continue reading story. Question students while reading text.

Day 46

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20: Continue to review Main Idea and Details. Complete questions for section entitled “Turn and Talk” on p. T323.

Day 47

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20: Read Vocabulary Reader: “A City Burned in Rome” on p. T356-357.

Day 48

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20: Continue reading. Continue questioning.

Day 49

Journeys Unit 4 “Treasures of the Ancient World” Lesson 20 p. T360-363: Popcorn read leveled text “Rome is Burning”, “The Remarkable Romans”, and “Climate Change in the Past” in three groups.

Day 50

Journeys Unit 4“Treasures of the Ancient World” Lesson 20: Finish reading text. Continue discussion. Grammar: Prepositional Phrases p. T338-340. Close Read “What Is A Myth?” and “The Cherry Tree” by Parson Weems. Discuss story elements of myths.

Day 51

Engage NY Module 1 p. 240: Read-Aloud “Myths and Legends.” Discuss the specific elements of a myth. Complete chart entitled Getting the Gist Protocol. Complete chart entitled Using Text Details to Determine the Main Idea.

Day 52

Engage NY Module 1 p. 46-51: Explain: Triad Talk Expectations. Discuss: What is Good Discussion/Creating Good Discussion. Begin with a Quickwrite utilizing the quote and picture. Answer questions on Image Recording Form independently and then utilize a Think-Pair-Share to discuss. Review the specific elements of a myth.

Day 53:

Engage NY Module 1p. 49: Complete a Close Read of “Shrouded in Myth” independently and then in guided reading groups to obtain the central idea, unknown vocabulary words and to annotate text. Utilize Triad Talks with Question Baskets. Have students read questions out loud, underline the evidence for their responses and then discuss as a group.

Day 54

Engage NY Module 1 p.57, 59, 295-300: Complete questions in Question Baskets. Discuss how to create Vocabulary Index Cards including the word, meaning and a picture through visualization.

Day 55

Engage NY Module 1 p. 257: Look at the illustrations of Cronus and Rhea (Ingri and Edgar Parin d’Aulaire, *D’AuLaire’s Book of Greek Myths* (New York: Delacorte Press, 1962), p.14-15. Complete the I Notice/ I Wonder Anchor Chart. Complete a close read of “Cronus” independently and in guided reading groups to obtain the central idea, vocabulary and to annotate text. Discuss: Prefixes and Root Words. Create Vocabulary Index Cards.

Day 56

Engage NY Module 1 p.278, 285-287: Compare and contrast stories utilizing the Carousel of Quotes and Venn diagram. Give students quotes from both texts written in different colors on chart paper. Put students in triads or pairs to rotate between two stations. Instruct students to discuss quotes and place them in the appropriate spot on their Venn diagram. Show students sentence strips with written morals including *Don’t bite the hand that feeds you!, Do not count your chickens before they are hatched, Slow and steady wins the race, One good turn deserves another, One man’s meat may be another man’s poison, Necessity is the mother of invention, A bird in the cage is worth two in the branch, Do unto others as you would have them do unto you, Misery Loves Company, Liars are not believed, even when they tell the truth, No act of kindness, no matter how small, is ever wasted, Every truth has two sides, You are judged by the company you keep, It is better to bend than to break, Think twice before you leap, It is difficult to see beyond one’s own nose, Don’t judge a book by its cover.* (*Aesop’s Fables (*New Jersey: Watermill Press, 1985). Brainstorm what the messages could mean.

Day 57

[www.Scholastic.com/Storyworks](http://www.Scholastic.com/Storyworks): Review vocabulary. Act out the play “How Coyote Stole Fire.” Close Read “The Discovery of Fire” and “Prometheus.” Compare and contrast the stories. Answer critical thinking questions. Brainstorm possible themes and messages.

Day 58 Engage NY Module 1 p. 288, 312-315: Read “Key Elements of Mythology.” Brainstorm and discuss possible themes in myths. Have students determine the themes and elements in the myth “Cronus” using the Theme Graphic Organizer and Connecting Elements of Mythology to Themes of Cronus.

Day 59

Engage NY Module 1 p.348, 400-404: Have students Close Read “Prometheus”, “The Fates”, “The Story of Medusa and Athena”, and “Theseus and the Minotaur” in triad expert groups to determine the central idea, important details and theme of their assigned myth. Have each expert group share using the Mix and Mingle activity.

Day 60

Have students complete a Quickwrite about what are the traits and characteristics of a hero. Show the website Heroism in Action at [www.myhero.com](http://www.myhero.com). Read the introduction on this website. Highlight the words that are in the website and their Quickwrites to define a hero. Have students choose a modern day hero. Start to research and take notes on their hero in their notebooks.

Day 61

Engage NY Module 1 p. 143-145. Read and discuss “The Hero’s Journey.”Have students utilize the Heroes Around Us Note-taking Form to add information on their hero.

Day 62

Have students complete the Heroes Around Us Summary Form.

Day 63

Have students share and present information on their hero.

Day 64

Read the play “Percy Jackson and the Lightning Thief (Scholastic Action Feb.1, 2010) whole class. Discuss making inferences through cited evidence including dialogue, actions and events, and characters’ thoughts, actions and responses and point of view. Take notes on the Making Inferences Anchor Chart (Engage NY Module 1 p. 78, 80, 93, 171, 184.) Reread the play and answer the questions with a partner. Make sure students cite evidence from the play that supports their responses.

Day 65

Watch the movie Percy Jackson and the Lightning Thief half-way. Take notes on the Hero’s Journey graphic organizer. Have students begin to answer questions with evidence cited from the movie.

Day 66

Finish watching the movie and taking notes. Review the organizer whole class. Brainstorm Percy’s character development, challenges and responses, and possible inferences that can be made about him. Have students write a paragraph in their notebooks based on the brainstorming and the notes from their graphic organizers.

Day 67

Engage NY Module 1 p. 140-144, 168-173: Complete a second close read of “The Hero’s Journey.” Utilize the Hero’s Journey graphic organizer and Selecting Evidence from the Hero’s Journey Recording Form to make connections and cite the evidence for their responses about the characters in the movie. Utilize the Carousel of Quotes Connecting the Lightning Thief and the Hero’s Journey. In triads have students Think-Pair-Share about how the text and the movie are related. Create quote charts where triads can circulate and determine these relationships.

Day 68

Engage NY Module 1 p. 203-209: Assessment: Instruct students to Close Read excerpts in Chapter 8 on p.107-112 of the book Percy Jackson and the Lightning Thief (Rick Riordan, NY: Hyperion Paperbacks for Children, 2005). Complete organizer entitled How Percy’s Experiences align with “The Hero’s Journey” and write a constructed response that includes evidence and quotes from the text.

Day 69

Engage NY Module 1 p. 146: Discuss: What is a hero? What character from pages 107-112 did you select as a true hero? How has this character changed? Have students complete a Quickwrite assessing how their idea of a hero has changed.

Day 70

Engage NY Module 1 p. 540-542, 556-557: Writing a narrative myth: Utilize the Narrative Story Line-“Hero’s Journey” graphic organizer to brainstorm and start to map out events in sequence.

Day 71

Engage NY Module 1: Brainstorm and continue to write ideas with both the Narrative Story Line graphic organizer and the Hero’s Journey Narrative: Plan Graphic Organizer.

Day 72

Engage NY Module 1 p. 271-273, 288, 558: Add a possible theme. Use the Thinking about Elements of Story and Theme Checklist to determine what parts of the story need to be added.

Day 73

Engage NY Module 1 p. 586, [www.teachers.net](http://www.teachers.net), [www.readwritethink](http://www.readwritethink): Discuss how to add sensory details. Give students paper bags with a food that tastes, feels, smells, sounds, and looks different from the other foods. Have students write a description of their food that includes sensory details without using the name of the food item they have been given.

Day 74

Engage NY Module 1 p. 586-588, <http://evidenceportfolio.wikispaces.com>, [www.education.com](http://www.education.com): Review descriptive details and literary devices including dialogue, foreshadowing, tone, and mood. Play music from the website [www.incomptech.com](http://www.incomptech.com). Read the short story “The Monkey’s Paw.” Have students visualize and create a picture that describes the characters and setting of the story with descriptive details that indicate tone, mood, and foreshadowing. Then give students a detailed illustration. Have students write an introductory paragraph for their illustration that describes the characters and setting with descriptive details to indicate tone, mood and foreshadowing.

Day 75

Engage NY Module 1p. 594, <http://grammar.yourdictionary.com> : Utilize Action Verb list to play action verb charades. Distribute an index card with a simple action verb written on it to each student. Have students act out their word and make a list of all the different verbs other students are guessing to describe the simple verb’s action. Discuss lists to show how many simple verbs can be written in more exciting ways.

Day 76

Engage NY Module 1 p.566-568, 471: Add introduction including setting and characters. Begin to write myths.

Day 77

Engage NY Module 1 p. 598, 593-594: Review myths and add craft including dialogue, sensory and descriptive details. Add strong action verbs.

Day 78

Engage NY Module 1p. 440, 494-499, 503-506, 602-606, 615-616, 619-620: Discuss transitions, conjunctions and pronouns. Model how to include transitions, conjunctions and pronouns with the short story “A Golden Key.”

Day 79

Continue writing myths. Add transitions, conjunctions and pronouns.

Day 80

Engage NY Module 1 p. 472, 554-555, 598-604: Discuss how to write a compelling conclusion. Model how to write a compelling conclusion with the short story “A Golden Key.” Add compelling conclusions to myths.

Day 81

Have students complete their first draft. Discuss the Peer Critique Guidelines including Being Kind, Being Specific, Being Helpful and Participating. Have students peer critique their fellow classmates’ myths. Begin to proofread and edit writings.

Day 82

Continue to proofread and edit. Have students type or write their final copy.

Day 83

Share myths whole class.