

## English Language Arts

Grade 6

Days 1 & 2

Genre: Mythology

Task: Read two or more myths.

Day 1 and 2 Directions:

1. Choose at least two of the following myths to read:

- “Kang’s People”

<http://myths.e2bn.org/mythsandlegends/textonly2490-kaangs-people.html>

- “Demeter and her Daughter Persephone”

<http://myths.e2bn.org/mythsandlegends/textonly19837-demeter-and-her-daughter-persephone.html>

- “Arachne the Spinner”

<http://myths.e2bn.org/mythsandlegends/textonly131-arachne-the-spinner.html>

- “The Story of the Wind”

<http://www.merlynspen.org/stuff/contentmgr/files/b538cb219f6cb44746cda28d9da35eb9/read/11.4.my.1.pdf>

**For Myths from around the world:**

<http://teacher.scholastic.com/writewit/mff/myths.htm>

2. Create a story mountain or story map for each myth you read. Think about how particular scenes or events contribute to the development of the story and the lesson. Click here for an example of a story mountain:

<https://www.scholastic.com/content/dam/teachers/blogs/beth-newingham/migrated-files/story-mountain.pdf>

\*These web sites are not controlled or approved by the NYC Department of Education

**While you read:**

- Myths were often used to explain a natural phenomenon and teach a lesson about human behavior. When you have finished the story be sure you can identify what phenomenon is being explained and what lesson is conveyed through the story.
- To help identify the lesson, pay close attention to how characters behave and whether the characters are rewarded or punished for this behavior.
- As you read your second myth, think about the ways it is similar or different from the first myth you selected. You could compare characters, settings, the lessons taught, word choice or how the texts are structured.

## Days 3 & 4

Genre: Mythology

Task: Write a myth.

### Day 3 Directions:

Write a myth that explains a natural phenomenon and teaches a lesson about human behavior.

Brainstorm & draft your myth today.

#### **While you write:**

- To generate ideas for your piece, brainstorm a list of natural phenomena and chose one that interests you. Then think about a lesson you could teach your audience through this story.
- Think creatively about different ways this phenomenon came to be. Remember myths often involve powerful gods and goddesses and fantastical beings.
- Plan out your series of events (plot) in a logical manner. Use a story mountain or story map to help you organize your events. You can also refer to the myths provided for Day 1 as models for how to structure your story.
- Be sure to use narrative techniques such as action, dialogue, and description to develop the story.

### Day 4 Directions:

Revise & Finalize



## Days 5 & 6

Genre: Biography

Task: Read two or more biographies.

Day 5 and 6 Directions:

1. Choose at least two biographies to read from either of these websites:

- <http://www.pitara.com/category/non-fiction-for-kids/biographies-for-kids/>
- <http://www.achievement.org/autodoc/pagegen/galleryachieve.html>
- <https://www.biography.com/>

2. For each biography, create a chart that identifies two traits that best describe the individual and at least two details (such as examples or anecdotes) from the text that best illustrate the trait.

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### **While you read:**

- As you read the biography, be sure to think about how various elements impacted the person's life. This might include: where and when the person lived, obstacles encountered, and relationships with others.
- To determine an individual's trait, pay close attention to the person's actions, words, thoughts, and feelings. You can also consider how other people respond to the individual.
- Biographers often chose to write about an individual to highlight a theme. When you finish reading the biography, think about what lesson the author wants to teach through this text. To determine this lesson, think about what we can learn from the individual's life.



## Days 7 & 8

Genre: Biographical Profile

Task: Write a biographical profile of someone you know well.

Day 7 Directions:

Write a biographical profile about a family member, neighbor, or friend. Today, interview your subject

Day 8 Directions:

Draft your biography

### **While you write:**

- A short biography is often called a profile. In the profile, be sure to include relevant background information, significant decisions and turning points that impacted the subject's life. You should also share who or what influenced this person as well as his/her achievements or proudest accomplishments.
- You will most likely need to conduct an interview in order to write the profile. You could interview the person by phone, through email or in-person. Brainstorm a list of questions you want to ask this person. Some questions will be used to collect facts about this person's life; for example, "Where were you born?" Other questions should ask the subject to share stories and give detailed explanations; for example, "Tell about a time you had to make an important decision. How did it influence your life?"
- Be sure to develop the profile with relevant facts, specific details, quotations, anecdotes and examples.



## Days 9 & 10

### Independent Reading

#### Directions:

Read a book of your choosing. Write the title and author below.

*\* A note to parents and guardians: Talk with your children about the books they are reading.*

If you would like an e-book, go to <https://www.nypl.org/books-music-movies/ebookcentral>

Title: \_\_\_\_\_

Author: \_\_\_\_\_

#### **After Reading:**

Read the next chapter in the book of your choice and identify one or two key ideas that you find especially interesting and important. Write specific details from the text that give information about the key ideas.

Complete the Key Ideas chart:

Important and interesting ideas	Specific details from the text

**Writing:** Using the information you recorded in your Key Ideas chart, write a paragraph to analyze why one or more key ideas you identified are especially interesting and important. Include specific details from the text that support your analysis.