

# Launch

Building Background/Essential Question “How does literature help us find hope?”

<b>Date/ Time Frame</b>	Week 1
<b>Type:</b>	Building Background/Essential Question “How does literature help us find hope?”
<b>Lessons</b>	1
<b>Technology Integration</b>	StudySync TV video “The Lightning Thief” Images Pre Reading prompt “How do you find hope?”
<b>Reading Behaviors/ Writing Behavior</b>	<ul style="list-style-type: none"> <li>Follow and understand plots in stories, poems, readers’ theater, or plays</li> <li><a href="#">Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with support as needed</a></li> </ul>
<b>Standards Addressed</b>	<p><b>6.RL/I.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).nce ideas or events).</p> <p><a href="#">PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</a></p>
<b>Learning Intention</b>	I will use my prior knowledge to make connections to the unit of study.
<b>Success Criteria</b>	I can create a word/statement to represent how literature inspires hope.
<b>Materials: (Physical or Digital )</b>	<ul style="list-style-type: none"> <li><a href="#">StudySync Tutorials</a></li> <li><a href="#">StudySync</a> - The Lightning Thief StudySyncTV</li> <li>Hanging hashtags document (student) <a href="#">View</a>   <a href="#">Copy</a></li> <li>Unit launch slides (teacher) <a href="#">View</a>   <a href="#">Copy</a></li> <li>Prompt Response document</li> </ul>
<b>Prompt</b>	Pre reading prompt “How do you find hope?”

**Task - What do you want the students to do?**

As students explore a variety of images, they will use and share their own background knowledge through the creation of "Hanging Hashtags."  
These responses will be used to connect to the Essential Question for the unit.

**CFU / Rubric**

## Lesson Part 1

Tell students that today they are launching into a new and exciting study. In the next lesson, they will begin reading a class novel.

To begin, have a brief discussion about what "hope" means. Then give students a few minutes to respond to the writing prompt **"How do you find hope?"** Students can submit this assignment after a brief discussion of their responses.

Next, ask them to read the Essential Question with you; this will give clues as to the connections they will make in the task. **"How does literature help us find hope?"**

Explain that you will be displaying some images for students to examine. They will be using their Hanging Hashtags Think Sheet to track their thinking about the images and how they might connect to the Essential Question.

Display the first image in view of the whole class. Prompt student brainstorming using the Think Sheet. Explain each section of the sheet through the question "What do I think it has to do with our learning?" Remind students that they can try to connect the image and prior knowledge to the idea of hope. Students then can then move on to creating their hashtags (at least 1, up to 4).

Facilitate discussions about their hashtags. Have students share 1 hashtag and explain their connections to the image. The teacher can "hang" the hashtags around the image for the class to see.

Optional--Continue with the additional 2 images.

Remind students that texts often have a deeper meaning and a purpose other than enjoyment. As you begin to read the novel, students should keep the Essential Question "How does literature help us find hope?" in mind.

Finally, show the StudySync video introducing The Lightning Thief.

## **“Hanging Hashtags” lesson outline from ELLEVATION resources.**

**Considerations for ELs:**

**Provide a visual word bank**

**Partner with another student**