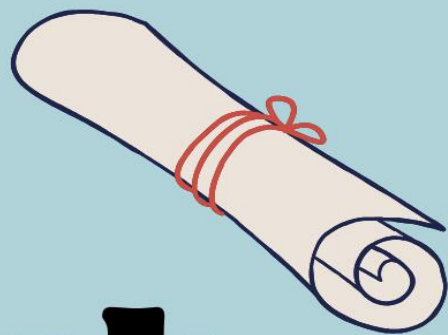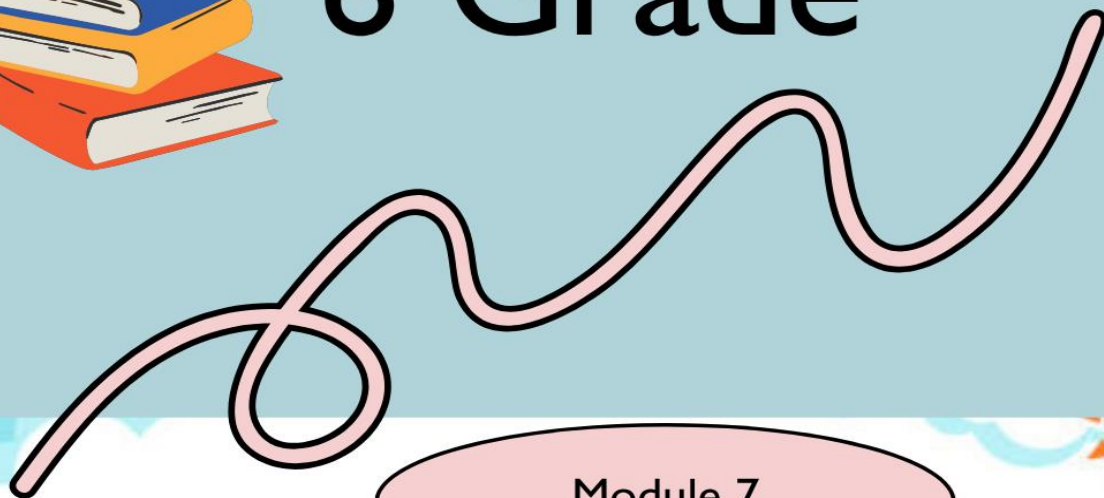# class of

English

6 Grade

Module 7

Modulo 7

LITERATURE

Learning Objectives:

By the end of this module, students will be able to:

- Read and analyze short stories, fables, and poems, identifying key literary elements such as characters, plot, setting, and message/moral.

- Practice and improve oral reading fluency and expression.

- Dramatize poems and short stories in small groups, demonstrating comprehension and creativity.

- Create original short poems and simple short stories.

- Correctly use singular and plural nouns in their writing and speaking.

- Employ adjectives effectively to describe characters, settings, and events.

- Formulate and answer "Wh-" questions about literary texts.

- Identify basic figures of speech (e.g., similes, metaphors - as appropriate for grade level).

This module is structured around the exploration and creation of different literary forms.

- **Unit 1: Unpacking Stories: Fables & Short Stories**

- **Unit 2: The Magic of Poetry**

- **Unit 3: Bringing Literature to Life**

Unit 1: Unpacking Stories: Fables & Short Stories

Concepts:

- **Literature:**

  - **Stories:** Basic narrative structure.

  - **Fables:** Stories with a moral lesson.

  - **Analysis:** Introduction to literary elements:

    - **Characters:** Who are the people or animals in the story? (main, supporting)

    - **Plot:** What happens in the story? (beginning, middle, end; problem, solution)

    - **Setting:** Where and when does the story take place?

    - **Message/Moral:** What lesson does the story teach?

- **Grammar:**

  - **Nouns:** Singular / Plural (e.g., one character, many characters; a tree, several trees).

  - **Adjectives:** Describing characters, settings, and objects (e.g., brave, wise, old, dark, mysterious).

  - **Wh- questions:** What, Who, Where, When, Why, How.

Procedures:

- **Reading and analyzing the literary elements: the characters, plot, setting and message of a short story or fable:**
    - Teacher-led reading of a simple fable (e.g., "The Ant and the Grasshopper," "The Tortoise and the Hare").
    - Guided discussion to identify characters, setting, and plot events.
    - Identifying the moral lesson of the fable.
    - Introduction to graphic organizers (e.g., a simple story map with boxes for characters, setting, plot, moral).
- **Watching and answering questions about videos of a short story or fable:**
    - Students watch animated versions of fables or short stories.
    - After watching, they answer comprehension questions (Wh- questions) orally and in writing, focusing on literary elements.
- **Writing a sketch of a short story invented:**
    - Brainstorming ideas for a simple story plot.
    - Working in pairs or small groups to outline a very short story, focusing on having clear characters, setting, and a simple plot.

Attitudes:

- **Showing interest for reading short stories and fables:** Encouraging active listening and participation during reading activities.
- Being able to identify and appreciate the moral lessons in fables.
- Developing basic analytical skills for narratives.

**Progress / Achievement Indicators:**

The student:

- **Completes a graphic organizer about the literary elements of a short story or fable:** Accurately fills in details for characters, plot, setting, and message/moral.
- **Completes a written test about the video of a short story or fable:** Answers comprehension questions (Wh- questions) correctly.

- Writes a basic outline or short script for an invented short story, demonstrating understanding of plot.

- Uses singular and plural nouns and descriptive adjectives correctly when discussing stories.

Suggested Assessment Activities:

- **Reporting the analysis of the short story or fable:** Students orally present their completed graphic organizers, explaining the literary elements of a given story.

- **Solving a written test about the video of the short story or fable:** A short quiz with multiple-choice or short-answer questions based on the video content (e.g., "Who is the main character?", "Where does the story take place?").

- **Story map completion:** Students independently complete a graphic organizer for a new story read in class.

- **Character description:** Students write a short paragraph describing a character from a story, using adjectives and correct noun forms.
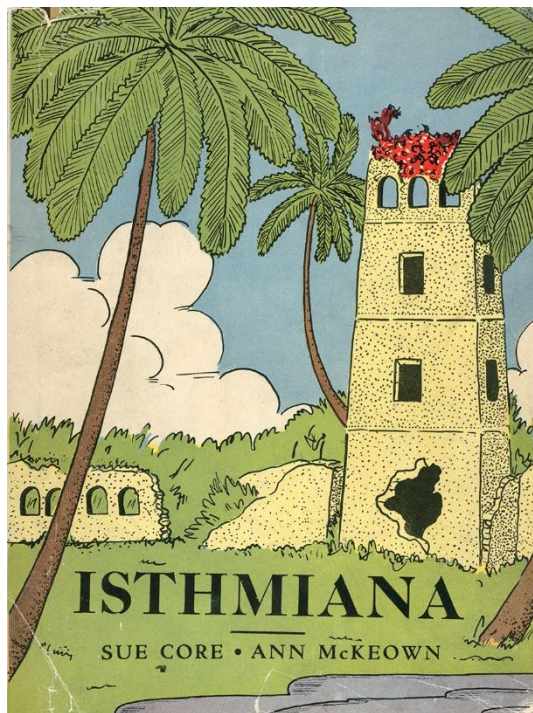
Unit 2: The Magic of Poetry

Concepts:

- **Literature:**

  - **Poetry:** Introduction to basic elements of poetry: rhyme, rhythm (simple), stanzas, lines.

  - **Figure of speech (basic introduction):**

    - **Simile:** Comparing two unlike things using "like" or "as" (e.g., "The clouds are *like* cotton balls," "He is *as* brave *as* a lion").

    - **Metaphor (simple):** Stating one thing *is* another (e.g., "The moon *is* a pearl").

- **Grammar:**

  - Review of Nouns, Adjectives, Wh- questions.

Procedures:

- **Reading and appreciating simple poems:**

  - Teacher reads various simple, engaging poems aloud (e.g., nature poems, rhyming poems).

  - Discussion about what students notice: rhymes, repeated words, feelings evoked.

- **Identifying poetic elements:**

  - Students identify rhyming words in poems.

  - Guided practice in finding similes in poems or creating their own simple similes.

- **Writing short poems and illustrating it:**

  - Introduction to specific poem structures:

    - **Cinquain:** A five-line poem with a specific syllable/word count pattern.

      - Line 1: Noun (2 syllables)

- Line 2: Two adjectives (4 syllables)

- Line 3: Three verbs ending in -ing (6 syllables)

- Line 4: A phrase (8 syllables)

- Line 5: Synonym for line 1 (2 syllables)

    - **Diamond poem:** A seven-line poem that starts with one subject and ends with its opposite.

  o Students practice writing these specific types of poems, focusing on word choice and illustration.

Attitudes:

- **Using their creativity in order to write and illustrate short poems:** Encouraging imaginative thinking and artistic expression.

- Developing an appreciation for the beauty and power of language in poetry.

Progress / Achievement Indicators:

The student:

- **Creates short poems like cinquain, diamond and so on:** Produces original poems following specific structural guidelines.

- Identifies rhyming words and simple figures of speech (similes) in given poems.

- Uses descriptive adjectives in their poems.

Suggested Assessment Activities:

- **Presenting the poem in written and oral way:** Students read their created poems aloud to the class, accompanied by their illustrations. Assessed on clarity, expression, and adherence to poem structure.

- **"Rhyme Time" game:** Teacher gives a word, students brainstorm rhyming words.

- **"Simile Match-up":** Students match a phrase to its appropriate simile (e.g., "as busy as..." -> "a bee").

- **Poetry analysis worksheet:** Students answer questions about a short, new poem, identifying rhyme, main idea, and any simple figures of speech.

Unit 3: Bringing Literature to Life

Concepts:

- **Literature:**

    o **Dramatizations:** Turning written works into performances.

    o Review of characters, plot, setting, message.

- **Oral Reading Skills:** Fluency, expression, pronunciation, voice projection.

- **Grammar:** Review and application of all previously learned grammar points in the context of performance.

Procedures:

- **Practicing oral reading skills:**

    o Choral reading of poems and short story excerpts.

    o Partner reading, focusing on clear pronunciation and appropriate pace.

    o Teacher modeling expressive reading.

- **Dramatize poems in small groups:**

    o Students choose a simple poem from class or one they wrote.

    o In small groups, they plan movements, facial expressions, and vocal tones to perform the poem.

- **Writing a sketch of a short story invented:**

    o Students revise the sketches they outlined in Unit 1 or choose a simple short story (teacher-provided or student-invented).

    o They work in groups to turn the story into a short script with dialogue and basic stage directions.

- **Performing dramatizations:**

    o Groups rehearse their sketches and poems.

    o Performance day: groups present their dramatizations to the class.

Attitudes:

- **Being able to create short stories:** Fostering confidence in their storytelling abilities.

- Showing teamwork and cooperation during group dramatization activities.

- Developing self-confidence through oral presentations.

Progress / Achievement Indicators:

The student:

- **Sketches a dramatization about a short story saw in a video:** Creates a simple script for a performance.

- Demonstrates improved oral reading fluency and expression during performances.

- Collaborates effectively with group members to prepare and perform dramatizations.

- Uses appropriate voice, body language, and props (if any) to convey meaning in dramatizations.

Suggested Assessment Activities:

- **Performing the dramatization created:** Group performance assessed on:

    o Comprehension of the original text.

    o Clarity of speech and appropriate volume.

    o Use of expression and movement.

    o Teamwork and participation.

- **Oral Reading Fluency Check:** Students read a short, unseen passage aloud to the teacher, assessed on words per minute and accuracy.

- **Self/Peer Assessment:** Students provide feedback on group performances using a simple rubric focusing on clarity, character portrayal, and overall engagement.

- **"Story Retell" activity:** After performing a sketch, students verbally retell the main plot points of the story.