

Year 6 – Scheme of Work

This scheme of work shows the sequence of lessons for the first week of this unit. During this unit on Myths and Legends, learners should learn how to plan, draft and write their own myth or legend. It is suggested that this unit of work is spread out over three weeks to ensure that the learners have enough time to cover all the skills that will help them to successfully carry out the writing task. It is suggested that learners research, read, share, analyse and annotate different myths and legends before producing their final piece of writing.

Year 6		Topic: Myths and Legends			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING	LV 6.1 I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.	Ongoing questions and participation Pair work Worksheet	<p>Pre-Task:</p> <ul style="list-style-type: none"> Ask learners: <i>Do you like listening to stories? What are your favourite traditional stories?</i> Explain that in all primitive cultures, speaking developed long before writing (which was only invented some 6000 years ago). Before this, everything was transmitted orally to the next generation. So children learnt about their culture and history through tales and legends. Explain that myths, tales, fables and legends are often used to explain how the world began or how a certain culture was. Share pictures on PowerPoint and discuss the difference between myths and legends. Pre-teach vocabulary. Learners do Task 1 on worksheet. <p>Main Task:</p> <ul style="list-style-type: none"> Focus attention on the illustrations. Explain: <i>Tchang, a young boy from China, is on his way to visit the Great Wizard of the West. He needs to ask him why he and his mother are so poor. On his journey Tchang meets three others who help him on his way and who also have questions for the Wizard. The Pearl Dragon is one of the three friends.</i> Tell learners that they are going to find out about Tchang's meeting with the Great Wizard. 1st Listening: Have learners listen to the excerpt. In pairs or small groups have them discuss the answers to the following questions: <ul style="list-style-type: none"> How many questions did Tchang have for the Great Wizard? (Four) Who were they from? (His mother, an old man, an old woman, the Pearl Dragon) Which one do you think he will leave out? (He will leave out his own.) 2nd Listening: Have learners individually carry out tasks on worksheet provided. Discuss answers in pairs. <p>Post-Task:</p> <ul style="list-style-type: none"> Elicit features that belong to all traditional stories (Refer to slide 12 on PPT). Draw up a list. Can learners mention one example of a feature from this tale? Have learners go through the list of features and identify examples of each, from the listening excerpt. Discuss as a whole class. <p>Extension: In pairs or small groups, learners research a myth or a legend (see links in further resources). They make notes on characters, plot, development and ending. (RV6.4)</p>	<ul style="list-style-type: none"> Transcript and worksheet PowerPoint Audio (included in PowerPoint) 	<p>Language Structures:</p> <ul style="list-style-type: none"> Past Simple <p>Vocabulary: traditional, legends, characters, hero, heroine, mythology, legends, folktales, bellowed, flocks, jiffy, squawking, swung, throne</p> <p>Language Function: To narrate</p>
	LV 6.2 I can understand audio/audio-visual text across a range of genres, identifying main idea, specific information and key words.				

READING	<p>RV 6.9 I can read more complex texts across genres for different purposes.</p> <p>RV 6.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>RV 6.10 I can understand text organisation and how a text develops.</p>	<p>Ongoing questions and participation</p> <p>Pair work</p> <p>Worksheet</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Focus learners' attention on the illustrations of the Cherokee tribe. Explain that the Cherokees are a North American tribe of Indians who live in the south-west part of the United States. They have many myths, fables and tales that involve clever animals. · Show picture of animals (Slide 3) and ask them to identify the animals and items they can see. Explain that we are going to read a Cherokee legend. Can they guess what it is about? · Pre-teach the vocabulary within the text by doing a matching game (Slides 4-8). <p>Main Task</p> <ul style="list-style-type: none"> · Share text with learners. Elicit typical features of legends and tales (Slide 9). Explain that as we read, we need to keep these features in mind. · Have learners read the story independently and answer the following questions in groups. Remind them that they need to give evidence from the passage to support their answers. <ul style="list-style-type: none"> · Why did the people need light? · Who are the characters in this story? · How did Spider steal the sun? · Why was this folktale told? · Read the story aloud (to model). · Learners read the text for the second time. Have learners discuss the questions on their worksheet with their partner (Use think-pair-share). · Explain that next we will analyse the narrative structure of the story and look at how the features discussed earlier are presented. · In pairs, learners read the story again and make comments on features on the side. · Have them read the text again and comment on language features that they would like to use when they are writing their own story, e.g. speech, using verbs close together, the use of the past simple, transitional words that help to link ideas, adjectives to describe appearance and actions. · Discuss as a whole class. Refer to Slide 10 on PowerPoint for an annotated version of the text. <i>(It is encouraged that this activity is repeated again throughout the unit. Refer to further resources for links to more stories that can be analysed in class.)</i> <p>Post Task</p> <ul style="list-style-type: none"> · Learners answer questions on the worksheet. Circulate and ask individual learners to read parts of the text to you. Monitor reading strategies and give feedback as necessary. · Share the template 'Myths and Legends Story Mountain Planner'. Using the story Grandmother Spider steals the sun, fill in the planner. <i>*Lower-ability learners can be given a cut-up version of the story and they can stick the parts under the correct headings in the story mountain.</i> <p>Extension: Encourage learners to do the same exercise using one of the stories/legends they have researched.</p>	<ul style="list-style-type: none"> · Reading Text: Grandmother Spider steals the Sun · Questions · PowerPoint: Myths and Legends Story Planner · Cut-up version of the story 	<p>Language Structures:</p> <ul style="list-style-type: none"> · The past tense <p>Vocabulary:</p> <p>Cherokee, tribe, native, possum, buzzard, blackness, bald, seized, claypot, scrambled, pottery</p> <p>Language Function:</p> <p>To narrate</p>
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LITERATURE	<p>Lit 6.7 I can respond to a play by participating in its performance and understand the meaning and function of dramatic devices.</p> <p>LIT 6.10 I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>	<p>Ongoing questions and participation</p> <p>Tasks on handout</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Remind children of the story of Grandmother Spider Steals the Sun. Quickly practice retelling the story together using the story mountain created during the reading lesson. · Explain that in this lesson we will be working on a playscript of this old legend. Elicit ideas of what a playscript is and what it includes. Write down keywords on the board (characters, stage directions, script, actions, audience etc.) <p>Main Task:</p> <ul style="list-style-type: none"> · Share playscript with learners. Allow the learners time to read the extract quietly to themselves. · Read it aloud. As you read through the script, draw learners' attention to the key features of a playscript. Use the PowerPoint presentation to guide you along. · Discuss the following questions: <ul style="list-style-type: none"> · How should the stage be set up? · What does the author mean by the word 'perimeter'? · Why does the author divide the play into Scene 1 and Scene 2? · How does each character feel in the scene? Can you come up with some adjectives to describe this character? · Discuss if they would like to add anything else to these two scenes. How did their understanding of the story help them understand the playscript better? <p>Post Task:</p> <ul style="list-style-type: none"> · Put learners in pairs and have them read the extracts aloud (one reads the story from lesson 2, the other reads the playscript). Then, they make a list of similarities and differences between the two extracts and prepare to share their findings with the class. You might like to tell each pair that they have to give one similarity and one difference each. Discuss as a whole class: <i>What are the differences in presentation between the two? What is the purpose of each format?</i> <p>Extension: In small groups, learners perform the play, taking into account stage directions and what they learnt about the characters from reading the extract. This can be done in the next weeks during the Literature lessons. You can have groups present the different scenes. A link to the full playscript can be found in the Further Resources section on page 6.</p>	<ul style="list-style-type: none"> · PowerPoint presentation · Playscript text · Reading text from Lesson 2 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Present Simple · Past Simple <p>Vocabulary: character, stage directions, chorus, scene, perimeter, onstage, offstage, lighting, staging</p> <p>Language Function: To entertain, to carry out a dialogue in role</p>
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SPEAKING	<p>SR 6.12 I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p> <p>SR 6.16 In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.</p>	<p>Ongoing questions</p> <p>Paired discussion</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> Quick warm-up. Use some of the pictures of popular legends and myths available on PowerPoint and have the children answer the prompts in pairs or small groups. <p>Main Task</p> <p>In this part of the lesson, learners will work in pairs to plan a legend or a myth. Remind learners of the features of typical stories and the story mountain planner.</p> <ul style="list-style-type: none"> Continue using the PowerPoint presentation to guide you. Allow time between each step for groups of learners to discuss and take notes on their Planning Sheet. Show language to support conversation. Opening - Think about the setting. Where does your myth or legend take place? Use imagery techniques to build your description. What other senses can you use to describe your setting? Have learners think about the main character in their story – a hero/ a heroine. What will it be? An animal? A person? Have them think about what their character looks like. Give a clue to his/her personality. Next, have them think about any other characters in their story. How do these characters link to the main character? Build-up: What adventure will the main character go on? What problem will this character encounter? Problem/Dilemma: Outline the key problem in your story. How is it effecting your hero/heroine or the people close to them? Resolution: How does your hero overcome the problem? How does your hero feel? Ending: What happens at the end? What is the lesson to be learnt (the moral of the story)? <p>Post Task:</p> <ul style="list-style-type: none"> Have children compare their plans with the list of features of traditional tales. Have them give examples of how they have addressed each feature in their story. 	<ul style="list-style-type: none"> PowerPoint Planning web (provided or drawn by learners) 	<p>Language Structures:</p> <ul style="list-style-type: none"> Past Simple Present Tense (direct speech) <p>Vocabulary:</p> <p>Refer to PowerPoint presentation</p> <p>Language Function:</p> <p>To narrate</p>
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WRITING	<p>WR 6.10 I can write a text organised in a series of paragraphs.</p> <p>WR 6.11 I can write appropriately for an audience and with a purpose. (GAP)</p>	<p>Ongoing questions/participation</p> <p>Learner's first drafts</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Explain that in today's lesson we will continue planning our own myth or legend. Remind learners of the features of writing a traditional story and elicit success criteria for writing a good story. · Share the story mountain template. Use a well known myth or legend to fill up the story mountain. (Alternatively you may use the story provided of Eimear and the Leprechaun.) Explain we will be using this story plan to write our own story during the shared-write. Go over the main steps in this story, making sure that the learners understand the plot. <p>Main Task</p> <p>Practice: Shared-Writing:</p> <ul style="list-style-type: none"> · Using the model text as a guide, start drafting the story. Start with the opening. Elicit ideas using the points on the story mountain. Decide on the best option from those suggested by the learners and write it down. Other suggestions and ideas can be left on the board for reference. Keep going like this until you have written a story. · During this stage, discuss ideas for transitional words and other narrative techniques, for instance, speech and sensory language. <p>Apply: Writing a draft</p> <ul style="list-style-type: none"> · Remind learners of story plans created in the Speaking Lesson (Lesson 4). Have learners go over their story plans with their partner. Have them retell the events to each other and decide whether they need to make any amendments. · Learners use the worksheet Graphic Organiser to start drafting their story. Circulate and assist as necessary. <p>Post-Task:</p> <ul style="list-style-type: none"> · In pairs, have them go through the features of writing a traditional tale to make sure that the graphic organiser includes all the elements. · Have pairs mark the success criteria for planning a good story. 	<ul style="list-style-type: none"> · PowerPoint – Lesson 4 · Eimear and the Leprechaun Story Mountain · Eimear and the Leprechaun Model text (for teacher use only) · Learners' story mountains from Lesson 4 · Graphic Organiser 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Present simple · Relative pronouns <p>Vocabulary:</p> <p>favourite character, plot, I think..., comedy, drama, animated, who, entertaining, etc...</p> <p>Language Function:</p> <p>To describe their favourite film</p>
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Further links

Interactive map: <https://earth.google.com/web/@22.8098985,56.44280346,-705.32058028a,17282606.2287d,35y,10.0767616h,0t,0r/data=CjASLhIgm2Y0NzQ2NDc0MWI1MTFIOGlyZTJkMzdkYTU5MmE0MmEiCnZveV9zcGxhc2g>

Online tales and legends: <https://www.worldoftales.com/#gsc.tab=0>

Greek myths: <http://www.history-for-kids.com/myths-and-legends.html>

Myths and Stories for kids: <https://ancienthistory.mrdonn.org/myths.html>

Indian folktales: <https://mocomi.com/fun/stories/indian-folk-tales/>

Cherokee myths and legends: <http://www.native-languages.org/ Cherokee-legends.htm>

Newspaper feature about Maltese legends: <https://www.independent.com.mt/articles/2021-05-15/local-news/FEATURE-Five-Maltese-legends-about-pirates-6736233510>

Myths and legends from different countries (Native American Indians, the Aboriginal Dreamtime, Korea, India): <http://www.planetozkids.com/oban/legends.htm>

Playscript: Grandmother Spider Steals the Sun: <https://growtobeyourbest.files.wordpress.com/2015/11/grandmother-spider-steals-the-sun-a-unit-3-week-2.pdf>