

Literature

General Lit.
Lit./Mythology

SAMPLE





About the Course

Overview note: Literature selections are chosen to encourage students to engage with rich ideas in literature and history and also to help them to gain independence in their reading and lessons.

This course includes the following topic(s): Lit./Mythology: Grade 5-6, General Lit.: Grades 5-6

About General Lit.: Grades 5-6

Read living books full of memorable characters, surprising plot twists, and heartwarming endings. Due to the rise of Children's Literature in the 19th century, students read period literature rather than historical fiction this year and will spend about a term and a half each with Little Women and Hans Brinker.

About Lit./Mythology: Grade 5-6

Students read Roman, Norse, and Eastern mythology, Dickens' A Christmas Carol, and a selection of short stories and fairy tales written or collected in the 19th century.



Placement & Combining Tips

Literature: Grades 5-6

Overview note: Poetry lessons are an integral part of the whole Literature program, so look at both literature and poetry selections together when placing students.

General Lit.: Grades 5-6

Easily combined with Grade 4.

Lit./Mythology: Grade 5-6

Suitable for hungry 4th graders. A Christmas Carol and some stories and tales shared with Grades 7-8.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
5-6	General Lit.: Grades 5-6 1 time/week 20 min	Hans Brinker or The Silver Skates Little Women
5-6	Lit./Mythology: Grade 5-6 1 time/week 25 min	The Age of Fable South American Jungle Tales Russian Fairy Tales A Christmas Carol Short Stories & Folktales

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Literature: Grades 5-6				
Lit./Mythology: Grade 5-6		General Lit.: Grades 5-6		



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Lit./Mythology: Grade 5-6

Read the preface and introduction of *The Age of Fable* for background information about myths and the rationale for reading them.

Print "Age of Fable Glossary" for easy access during lessons. Find the link in Quick Links below.

Term Prep & Teacher Tips

Literature: Grades 5-6

The Extra Helping writing prompts in the lessons are used as composition prompts in grades 7-8, and they are only for students who want to dive deeper or experiment with writing at this level.

General Lit.: Grades 5-6

For the *Silver Skates*, we have provided two different pacing options for the book depending on your student(s) and context. The first pacing option is slower and better suited for less confident readers reading independently OR those reading the book aloud with their student(s). Note that students will want to finish this book on their own time after the end of the year.

The second pacing option moves more quickly and allows students to finish the book. This is best suited to quick readers or those who want to assign any reading not finished in a lesson for students to complete as homework on their own time during the term.

Regardless of which pacing option you choose, be sure to leave time for students to narrate at the end of the lesson. Note that recap and discussion questions are based on the slower pacing, so feel free to skip ahead and use a discussion question from a different lesson if you're following the faster option.

Lit./Mythology: Grade 5-6

The Age of Fable (Term 1) is best as a read-aloud or assigned as a stretch book for independent reading after the first few lessons are done together. Vocabulary may be difficult to understand, but it can be comprehended in context. Reference the glossary in Quick Links as needed. These stories reference imaginary creatures and ancient deities. It is a good idea to think ahead about how you might explain these characters if your students ask.

Tales (Term 2) Older Folk Tales often include content such as drinking, smoking, abuse of others, etc. The teacher should preview the tales if this might be an issue for your home or classroom.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Literature: Grades 5-6

General Lit.: Grades 5-6



Hans Brinker or The Silver Skates



Little Women

Lit./Mythology: Grade 5-6



The Age of Fable



South American Jungle Tales



Russian Fairy Tales



A Christmas Carol

Short Stories & Folktales



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Literature: Grades 5-6

∞ [Extra Helpings](#)

∞ [Foundations \(See Section 9: Literature\)](#)

Lit./Mythology: Grade 5-6

∞ [Age of Fable Glossary](#)

Click [THIS text](#) or scan the QR code for links.



Literature: Grades 5-6

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance, especially for Shakespeare lessons. It is helpful to read the play or a preview of it beforehand.
- Choose which books to have students read independently. See Planning and Prep notes for recommendations.



Recap

- Connect back to the previous lesson. Ask students to give a summary of what they remember and/or predict what might come next. (Full narration is not necessary.)
- If students have difficulty recalling, try showing an illustration, sharing something that you remember, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, then consider continuing anyway (with a shorter reading and/or using a combination of visual and audio support this time) or repeating the last lesson, depending on the reading and the nature of the book.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage aloud or have students read independently. For Shakespeare, it is highly recommended that each student have their own copy of the play and that you read it aloud together or read along and underline/make notes while listening to the audio recording.
- Use supportive strategies and educational tools to reduce frustration and better engage the mind, as appropriate. These could include, but are not limited to, the use of eBooks, pictures, audio, read-aloud, buddy reading, colored reading strips, etc.
- Some students may benefit from having a notebook or piece of scrap paper available to externalize ideas by drawing, recording names, or making symbolic 'squiggle' notes.
- Students who have a difficult time sitting still or listening may benefit from: a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.
- Keep an eye out for things to add to your Book of Centuries, Citizenship Notebook, and Copywork book.



Narrate

- Have students retell the passage orally or in writing. If writing, encourage students to use the full remaining lesson time and include as much detail as they can remember. For Shakespeare or

challenging books, it may be helpful to narrate more frequently and/or use props.

- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Students who used paper or a notebook to externalize may refer to these for support. Other students who need external support may benefit from looking at a map or picture from the book while narrating.
- Students who tend to use the same type of narration all the time can be encouraged to try another form of narration by first doing it together through play or discussion.
- Teachers may take turns to model.
- Narration is a complex skill that requires the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today; notice facial expressions and body language; listen to what they tell you about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they are working, and then offer whatever support they need to end on a positive note or take a break for the day, if necessary.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you can ask an open-ended question or use an included discussion question.



Term 1

WEEK 1 20m General Lit.: Grades 5-6 - Lesson 1

Materials: Little Women

PREP: Read the bio and share parts with your students in the lesson.
∞ Article Link: Louisa May Alcott Bio

→ INTRO

Little Women was published in 2 volumes. We will read Volume 1, published originally in 1868. Little Women was the first American novel written for girls, though it had wide appeal upon publication, with boys, adult women, and men as well. It was a move away from overly preachy children's literature and was an immediate success, changing how novels for young people were written.

→ READ, NARRATE, & DISCUSS

Ch.1 "Playing Pilgrims"

- If you read Pilgrim's Progress in younger grades, keep an eye out for many different references or allusions to the book as you read Little Women. Did you notice any in this chapter? [Hint: the name of the chapter is one reference!]

★ TEACHER NOTE

See Extra Helpings for suggested audio versions, as this can be a fun book to listen to in the afternoons or at other times to create flexibility in your schedule.

● IMPORTANT DATES

Little Women published (1868 AD)

WEEK 1 25m Lit./Mythology: Grade 5-6 - Lesson 1

Adventures of Aeneas and Dido

Materials: Age of Fable

→ INTRO

Virgil wrote the Aeneid between 29 and 19 B.C. We will be reading stories and poetry from this epic work this term.

→ READ, NARRATE, & DISCUSS

Ch.31 p.207-213 "We have followed" - "to the Sibyl."

- COMPOSITION - Illustrate & Caption Phineus and the Harpies or another scene.

WEEK 2 20m General Lit.: Grades 5-6 - Lesson 2

Materials: Little Women

→ RECAP

Who are the "Little Women" and what is the setting for the book?

→ INTRO

Name as many things as you can that are happening in the world during the late 1800s when Little Women was written and published.

→ READ, NARRATE, & DISCUSS

Ch.2 "A Merry Christmas"

- How do the March sisters show joy despite their circumstances?

● EXTRA HELPING

∞ Article Link: Christmas During the Civil War

WEEK 2 25m Lit./Mythology: Grade 5-6 - Lesson 2

Elysium and the Sibyl

Materials: Age of Fable

→ READ, NARRATE, & DISCUSS

Ch.32 p.213-221 "As at the" - "in number less."

- COMPOSITION - Act Out The meeting of Aeneas and Dido in the land of the dead.

Literature: Grades 5-6

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 3 ☐ 20m General Lit.: Grades 5-6 - Lesson 3

☐ Materials: Little Women

→ **RECAP**

What was Christmas like in the March home?

→ **READ, NARRATE, & DISCUSS**

Ch.3 "The Laurence Boy"

• **EXTRA HELPING**

∞ **Article Link:** Civil War Dresses

WEEK 3 ☐ 25m Lit./Mythology: Grade 5-6 - Lesson 3

Introduction to Infant Rome

☐ Materials: Age of Fable

→ **RECAP: WHAT DO YOU REMEMBER ABOUT HOW THE UNDERWORLD WAS DESCRIBED IN THE LAST CHAPTER?**

→ **READ, NARRATE, & DISCUSS**

Ch.33 p.221-230 "Aeneas, having parted" - "along the main."

SAMPLE