Introduction:
This lesson will be introducing the students to a part of language arts/literature not usually dealt with at this age--myths. Students will use the following learning modalities: visuals, language, auditory skills and fine motor.

Standards:
1. Identify facts and main idea, sequence events, define and differentiate characters, and determine an author’s purpose in a range of traditional and contemporary literature.
2. Identify the main idea and relevant facts in a reading selection.
4. Compare characters in a reading selection (ex: traits, roles, similarities, differences)
5. Identify the author’s main purpose (ex: to inform, to entertain, to persuade, to describe) in a reading selection.

Behavioral Objectives:
The main objective is to instill students an appreciation and knowledge of different types of literature. The objective will be met when students become aware of myths in their own culture. The purpose of the lesson is to determine prior knowledge and introduce them to new knowledge through literature.

Student will be able to:
1. Retell a story with 80% accuracy.
2. Write own myth using appropriate elements (beginning, middle, ending) of story writing with 80% accuracy.
3. Orally present a myth to the class with 100% fluency.
4. Illustrate the main character of the story by making a mask

Participatory Set:
1. Ask students to sit on the carpet and begin discussion by asking them what they think a literature is.
2. Listen to student’s responses and ask who knows anything about a myth.
3. Listen to students and write some responses on board.
4. Relate discussion to their home life by asking if they have any myths/stories that are told in their family.
5. State objective: “Students today we will be learning about a very special myth.”

Teacher Input:
Teacher will start discussion on Myths to see how much student’s know. Teacher will also inform the students of the correct definition of a myth.

Script:
Teacher: Does anyone here know what a myth is?
Student: No!
Teacher: Come on students try very hard to think what a myth is…remember this is our story time, so it must be related.
Student: Is it a very, very old story?
Teacher: Great answer! I think you got it. Many times a myth is considered a story. In fact, in the past, people used myths to explained things they did not understand.
Student: Like the stars?
Teacher: Yes exactly!
Student: My grandmother used to say that before TV people used to just sit around and tell stories. Is it true?
Teacher: As a matter of fact they did. People from all over the world would have their own myths. Since this is September and we celebrate Mexican Independence during this month, we will be discussing Mexican myths. We will have a chance to become storytellers like them. Now to show me you are listening put your hands on your laps.

**Modeling behavior:**
Teacher will then proceed to listen to the myth. Teacher will also introduce students to myths from other places. Teacher will also ask students if they have any questions or comments that they might want to share at this time.

**Check for comprehension:**
Teacher will check for comprehension by asking questions about the story. Teacher will also ask the students to identify the main idea of the myth just read. Teacher will ask students what they think the purpose of this story is.

**Guided Practice:**
At this time students will be given time to write a myth. The students then will have time to correct it as well as write their final project and illustrate it. They will also be given time to design their storytellers mask.

**Independent Practice:**
Students will have the opportunity to demonstrate their listening abilities by writing their own myth or rewriting their version of the myth read. Students will also have the opportunity to correctly sequence the events of their version of the myth.

**Closure:**
Students will be able to share their myths by retelling them to the classroom. Teacher will also review the concepts learned.

**Resources and Materials:**
Books: Leyenda del Sol y de la Luna by Silvia Molina; Leyendas Mexicanas; Stories of Mexico and Libro Infantil de Leyendas.
Construction paper
Scissors
Crayons
Glue
Yarn
Cassette
Teacher Made objects used in Lesson:
1. Students will be making their own storyteller masks (ex: indigenous masks or just any mask of their choice).
2. Students will also be creating a book of the myth they are creating or retelling.

Modifications for students with disabilities:
1. Visuals: book and mask as well as the gestures in storytelling.
2. Student will participate regardless of their level.
3. Students with special needs will have different types of questions.
4. Students will be allowed to make special adaptations to their myth (such as: using only pictures or one or two words on page)
5. Hands on: mask and cultural objects will be useful.
6. Students will be paired up with another student, so help is provided when needed.
7. Cultural connections.

Cultural Objects:
1. Books about different myths: students will be able to relate to them, since many of the myths they have heard at home.
2. Aztec masks: Moon and sun: Imitation masks of originals; such masks represent the moon and the sun.
3. Cassette: pre-Columbian music will be played so the students can really get a hang of what the environment would be.
4. Storyteller mask: this way the student doing the presentations in front of the class will feel safe.