

*LESSON TITLE*

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| **Introduction** | |
| My class will take part in a lesson based around Ganesha using the website of *Windows to the World* and a class read aloud called, “Ganesha’s Sweet Tooth,” by Sanjay Patel & Emily Haynes. | |
| **Indiana Standards Connections Reading & Writing:**    4. RC. 2 Paraphrase or summarize the main events in a story, myth, legend, or novel: identify the theme and provide evidence for the interpretation.  4.RC. 7 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. | **Compelling Question(s):**    Who is Ganesha?  How is Ganesha different from the Ganesha is the Newsela article? |
| **Lesson Objectives:**    Students will:  4. RC. 2 Paraphrase or summarize the main events in a story, myth, legend, or novel: identify the theme and provide evidence for the interpretation.  4.RC. 7 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. | |
| **Materials** | |
| * *Ganesha’s Sweet Tooth* by Sanjay Patel & Emily Haynes * Link to the website *Windows to the World* where the Galimoto artifact is listed. * Newsela article: *The Elephant- Headed Hindi God Ganesha* by World History Encyclopedia, adapted by Newsela staff. * Sequencing Anchor Chart * KWL Class Anchor Chart * Post Its * KWL Student Copy * Scissors * Glue | |
| **Learning Plan** | |
| **Activities**  Students will be introduced to what Ganesha by the *Windows to the World* website. Students will share their thoughts with the class of what they “Know, Wonder and Learned” about Ganesha. Students thoughts and observations will be documented on the class KWL chart.  Following the KWL chart activity, the students will read a Newslea article in small reading groups titled, *The Elephant- Headed Hindi God Ganesha* by World History Encyclopedia, adapted by Newsela staff. While working in reading groups, students will write down information they learned about Ganesha on their personalized KWL paper. Afterwards students will share what they learned about Ganesha with the class and write their facts on the class KWL anchor chart.  Next, the teacher will read a class read aloud called, *Ganesha’s Sweet Tooth”* by Sanjay Patel & Emily Haynes. The learning standard for the lesson is sequencing. They will review sequencing with the class through an anchor chart, before beginning the read aloud. During the read aloud students will write down key events from the story.  Afterwards, students will work in small groups to demonstrate their understanding of the sequencing of events in *Ganesha’s Sweet Tooth.* Students will cut out six key events in the story and paste them in sequential order. | |
| **Assessment Suggestions**    The teacher can use the sequencing activity from the story Ganesha’s Sweet Tooth by Sanjay Patel & Emily Haynes and the student KWL worksheet for comprehension checks. | |
| **Extensions**    Extra Indian Myths:  Ganesha’s Sweet Tooth was based off the Hindu Deity Ganesha in many Indian myths. If you like this story, check out a few more Indian stories:  The Birth of Ganesha:  <https://kathakids.com/mythology-for-children/birth-of-ganesha/>  The Monkey and the Wedge:  <https://kathakids.com/folktales/panchatantra-stories/monkey-and-the-wedge/>  What is the theme or the life lesson passed down in one of the stories above? | |