**Literacy through Classics**

**Lesson plan 6 for Dyffryn Aman  
Title: Zeus and Cronus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 10mins | Recap.  **Michael James** | Greet students and take in any homework sheets that have been completed.  -Whole class activity: Refresh on the Greek alphabet, quiz the students on the letters. Get them to come up and write a specific letter on the board. They decided if they wish to come up to the board. | **Oracy - Contribute purposefully to a discussion to achieve agreed outcomes.** | **N/a** |
| 15 mins | Zeus and Cronos story.  **Eleri** | Teacher led – Briefly tell them what we are going to be learning about today and give them the lesson objective.  Group discussion: What is a myth? Class discussion. Have they heard of the Cronos and Zeus myth?  -Teacher led: To describe the story imaginatively, and explain the idea of having one “gruesome Greek” story each week.  -Two slide power point with images relating to the story. Make the students aware of what the characters might have looked like.  - Pass the Zeus comic book around the class so they can have a look at modern adaptions of the myth.  -To look at Zeus’ temple at Olympia to see how the myth and gods fit into the real world. **Chris.** | **Oracy - Listen carefully to presentations and show understanding of main points and reasons for opinions**  Oracy- **Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.** | -Bring in the Zeus comic book to show students. Explain to them that these are great ways of learning the myth.  -Create a power point with two slides. One slide showing the family tree of the gods, and the other images of Zeus and Cronos.  -Have another power point slide with the pictures of Zeus’s temple at Olympus. And to point this out on a map. |
| 20mins | Grammar and comprehension.  **Michael** **James** | -Teacher led: introduce the students to the Greek verbal forms.  -To have a strong emphasis on verb endings, which allow determining of person and number.  -Go through examples on the board and highlight  -(student teachers to give out handouts and to go round the classroom to assist the students)  -By table: hand-outs that have examples of the verbs being translated.  -Individual work: have the students complete a couple of exercises, so that they understand, and learn the structure and translations of verbs. | **Writing - Use language appropriate to writing, including standard English where relevant. Use a varied and appropriate vocabulary, including subject-specific words and phrases** | -Create handouts showing the verb structures and endings.  -Create handout with Greek verbs, allowing for translation into English.  - Also do it so they can put the English into Greek themselves. |
| 10mins | Verb Bingo.  **Yasmine.** | -Whole class: Ask the class how they found it. Give number between 1 and 10 for difficulty. Remind them to always look at the end of the verb to find what person and case it is.  -Activity – Write a list of verbs, and then follow the standard rules of bingo and get the students to write different verb forms in Greek, and to call the verbs out in English. Thus allowing them to process the connection between singular and plural forms.  -Shout ‘οίκια’ to win – adding to their growing vocabulary. – Entwining learning and fun. | **-Oracy - Listen carefully to presentations and show understanding of main points and reasons for opinions.**  **Reading - Collate and make connections between information and ideas and present appropriately, e.g. *graphs, tables*** | Create a bingo format worksheet that has ‘οίκια’ at the top – Supply an example on the sheet so students know what they are to write. |
| 5mins | Homework and discussion. | -Whole class: have a discussion with the class on any interesting things they could find out on the previous homework. Finding out what areas they enjoy, thus allowing to cater for their educational benefits.  -Ask if there were any questions about today’s class. – Engaging with the student to make sure they have understood everything.  -Go through the homework about to be handed out, explaining to them what must be done.  -Individual: the completion of the homework at home. | **-Oracy - Contribute purposefully to a discussion to achieve agreed outcomes.**  **-Reading - Identify ideas and information that interest them and develop broader and deeper understanding.** | Homework:  -To give them more vocab, so they can gradually increase their depth of knowledge.  -To translate more verbs, so they can reinforce the principles they have learned in class.  - Fill in the blank. Adapt Hesiod’s *Theogony’,* specifically the story of Zeus and Cronos. Create blank spaces that they can fill in with Greek words. |