



— Knowledge 3 —

Legends  
and Heroes:  
**Greek Myths**



Grade 2

Knowledge 3

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# **Legends and Heroes: Greek Myths**

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## **Teacher Guide**

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ISBN 979-8-88699-734-7

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# Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that are rigorous and riveting for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

In Grades K–2, the program features two strands with distinct purposes: the Skills Strand to build foundational skills and the Knowledge Strand to develop background knowledge, oral comprehension, and academic vocabulary in a wide array of topics across social studies, science, literature, and the arts.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

A handwritten signature in black ink that reads "Susan Lambert". The signature is fluid and cursive, with a large initial "S".

**Susan Lambert**

Chief Academic Officer, Literacy

Host, Science of Reading: The Podcast



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# Acknowledgements

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We are grateful to the many contributors to CKLA over the years, including:

**Amplify**CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



The Core Knowledge Foundation, which developed the first edition of CKLA over many years. This includes Core Knowledge Foundation staff as well as countless contributors, educators, and students who field-tested CKLA and provided invaluable feedback in its development.



Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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# Introduction

This introduction includes the necessary background information to be used in teaching the *Legends and Heroes: Greek Myths* domain. The Teacher Guide for *Legends and Heroes: Greek Myths* contains eleven daily lessons, each of which is composed of three distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a two-day Pausing Point following Lesson 7. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. You should spend no more than sixteen days total on this domain.

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## TEACHER COMPONENTS

- Teacher Guide
- Image Cards

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## DIGITAL TEACHER COMPONENTS

The following resources can be found at [learning.amplify.com](https://learning.amplify.com):

- Teacher Presentation Screens
- Flip Book (includes Posters)
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Domain Assessment
- Take-Home Pages
- Pausing Point Activity Pages
- Caregiver Letter

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## STUDENT COMPONENTS

- Activity Book

**Note:** Students may need computer access if you choose to have students publish their narratives on the computer.

In the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Narrative Writing Rubric
- Speaking and Listening Rubric: Presenting
- Activity Book Answer Key

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## WHY THIS DOMAIN IS IMPORTANT

This domain builds on *The Birthplace of Democracy: Ancient Greece* domain and will introduce students to several well-known Greek myths and mythical characters. Students will learn the definition of a myth: a fictional story, once thought to be true, that tries to explain mysteries of nature and humankind. They will learn that myths give insight into ancient Greek culture, and they will encounter some myths that include supernatural beings or events. Students will learn that ancient Greeks worshiped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others. This unit lends itself to creating a learning experience that is interactive and memorable for students. Some ways to bring this unit to life are organizing a Greek mythical creature parade, transforming your classroom into a Greek mythology museum with artifacts related to Greek mythology, or collaborating with students to write and present a report based on their favorite Greek god or goddess.

Teaching Greek mythology offers students the opportunity to explore diverse stories and historical contexts without imposing any particular deity or belief system. While these stories often involve mythical gods and goddesses, they are literary and historical in nature rather than sacred texts. Teaching Greek mythology is not teaching religion, but rather an exploration of ancient stories and their cultural impact. The following modern cultural references are derived from Greek mythology:

- Naming conventions: Many business names, products, and even scientific terms are derived from Greek mythology. Companies may be named after gods or goddesses, and scientific terms like “Cupid’s bow” and “Achilles’ tendon” refer to Greek mythological characters.



- Literature and arts: Works of literature, art, and film draw inspiration from Greek myths. The creators often use themes, characters, and stories from Greek mythology in their work to add depth and complexity to their stories.
- Symbols: Greek mythological symbols such as the thunderbolt of Zeus, the trident of Poseidon, or the winged sandals of Hermes are commonly used in designs to convey power or strength.
- Language and idioms: Many idioms in the English language have roots in Greek myths. For example, the concept of a “Pandora’s box” refers to a source of unexpected problems, originating from the Greek myth of Pandora, while a “Herculean task” refers to an extremely difficult undertaking named after the Greek character, Hercules.
- Architectural elements: Architectural designs inspired by Greek mythology can be seen in buildings, monuments, and structures around the world.

It is important to note that the myths in this unit have been adapted from the originals and some students may be sensitive to details in the versions presented. You may want to remind students periodically that these myths are fiction. Please preview all Read-Alouds and lessons in this domain before presenting them to students. As you read, use the same strategies that you have been using when reading the Read-Aloud selections in this Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the Read-Aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the Read-Alouds in this domain.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the Read-Alouds students will hear in *Legends and Heroes: Greek Myths*. This background knowledge will greatly enhance students’ understanding of the Read-Alouds they are about to enjoy:

- Kindergarten, *Underdogs and Heroes: Stories*
- Kindergarten, *Royal Tales: Monarchs* (optional)
- Kindergarten, *Rain and Rainbows: Seasons and Weather* (optional)
- Grade 1, *The Moral of the Story: Fables and Tales*
- Grade 1, *Reach for the Stars: Astronomy*
- Grade 2, *The Birthplace of Democracy: Ancient Greece*

## CORE VOCABULARY FOR LEGENDS AND HEROES: GREEK MYTHS

The following list contains all of the core vocabulary words in *Legends and Heroes: Greek Myths* in the forms in which they appear in the domain. These words appear in the Read-Alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> tending securely sanctuary <b>spectators</b> glimpse	<b>Lesson 2</b> foresight hindsight <b>amusing</b> ridiculous terrifying	<b>Lesson 3</b> spirited despair <b>retrieve</b> bountifully pine
<b>Lesson 4</b> <b>flattered</b> superior stern arachnids	<b>Lesson 5</b> labyrinth convinced sneered <b>unraveling</b> vaulted	<b>Lesson 6</b> <b>proof</b> sill currents desperately plummeted
<b>Lesson 7</b> commotion <b>aimlessly</b> dreadful	<b>Lesson 8</b> <b>guidance</b> accurate trample reputation immeasurable	<b>Lesson 9</b> posed <b>insisted</b> encountering
<b>Lesson 10</b> skilled terms tremendously <b>resist</b>		

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## CORE CONTENT OBJECTIVES

- Explain that ancient Greeks worshipped many gods and goddesses
- Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans
- Identify the Greek gods and goddesses in the Read-Aloud
- Identify Mount Olympus as the place believed by ancient Greeks to be the home of the gods
- Identify Greek myths as a type of fiction
- Demonstrate familiarity with particular Greek myths
- Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths
- Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into ancient Greek culture)
- Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs
- Plan, draft, and revise a narrative retelling of a Greek myth
- Edit a narrative retelling using an editing checklist
- Publish a final copy of a narrative retelling
- Present a narrative retelling to peers

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## WRITING

In this domain students will practice collecting and synthesizing information by using note-taking tools such as charts and graphic organizers. In the first half of the domain, students will write a brief summary of a Greek myth in preparation for writing their own Greek myth later in the domain. Students will also work independently to write a narrative retelling of a Greek myth. During this project they will use the writing process to plan, draft, revise, edit, publish, and present their narrative retelling of a Greek myth.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Greek Myths Journal (multiple Activity Pages)
- Summary of "Daedalus and Icarus" (Activity Page 6.2)
- Somebody Wanted But So Then (Pausing Point Page PP.2)
- Greek Myth (Activity Pages 7.2, 9.1)
- Domain Assessment Part III (DA.3)
- Narrative retelling of a Greek Myth (multiple Activity Pages)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

## DOMAIN ASSESSMENT



### Digital Assessment

This unit includes a Domain Assessment for students to complete digitally. The digital assessment evaluates each student's retention of domain and academic vocabulary words, as well as their application of comprehension skills and content knowledge covered in *Legends and Heroes: Greek Myths*. The assessment will provide you with meaningful student data and reports that offer insights into each student's learning progress and recommendations on ways to support them based on their learning needs. The assessment is a variation of the Domain Assessment found in the Teacher Guide. To access the digital assessment, please log onto the Amplify platform and assign the assessment to your students.

If your students are unable to access the assessment digitally, you may wish to use the Domain Assessment provided in the Teacher Guide and direct your students to complete the corresponding Student Assessment pages.

### Print

The Domain Assessment evaluates each student's learning of content, reading skills, and language skills taught throughout the domain. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Check-Point Assessments booklet, which you may print or make copies for each student.

## LEGENDS AND HEROES: GREEK MYTHS

# The Twelve Gods of Mount Olympus

## 1

## PRIMARY FOCUS OF LESSON

**Reading**

Students will explain why the Greek myths are considered fiction.

[RL.2.5]

**Language**

Students will demonstrate an understanding of the Tier 2 words *spectators* and *participants*.

[L.2.5a]

**Writing**

Students will record key information about Zeus in their journals.

[W.2.8]

## FORMATIVE ASSESSMENT

**Activity Page 1.1**

**Greek Myths Journal** Students will record key information about Zeus in their journals.

[W.2.8]





## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
Core Connections	Whole Group	15 min.	❑ world map or globe
Domain Introduction			
Read-Aloud			
Purpose for Listening	Whole Group	25 min.	
“The Twelve Gods of Mount Olympus”			
Comprehension Questions			
Word Work: <i>Spectators</i>			
This is a good opportunity to take a break.			
Application			
Greek Gods Posters	Whole Group/ Independent	20 min.	❑ Posters 1–12 ❑ paper for display beneath posters ❑ Activity Page 1.1
Writing: Greek Myths Journal			
Take-Home Material			
Caregiver Letter			❑ Take-Home Page 1.1 and Caregiver Letter

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Display Domain 2 Flip Book Poster 1 (map of ancient Greece). Keep this map displayed throughout the domain to remind students of where Greek myths originated.
- You may wish to refer to the Civilizations Chart from *The Birthplace of Democracy: Ancient Greece* domain to help students remember the various components of this civilization.

### Read-Aloud

- Be sure to familiarize yourself with the names and traits of the twelve Greek gods and goddesses prior to this lesson so that you are able to promptly answer a wide variety of student questions.

### Application

- Display the Greek Myths Posters 1–12 around the room where students can clearly see them and where they can be referred to throughout the domain.

### Note to Teacher

You may wish to stick to a single definition of *myth* as it applies to this domain: A myth is a fictional story from ancient times that tries to explain events or things in nature. A myth may also teach a lesson. A myth usually has characters that are gods or goddesses, humans, and creatures.

Universal Access

- Throughout this domain, you may wish to assign one to two students to play each god or goddess during various Read-Alouds and activities. Give the student(s) props to help them remember who their character is and what they are known for. In addition, have students speak in different voices for each character. This student or pair will become the expert on the god or goddess and can help peers remember key details about the god(s) or goddess(es) throughout the domain.
- As you read the myths, you may wish to create a Characters Chart similar to the one that follows and fill in relevant information about the characters as they are introduced. Students may use this as a reference when making notes in their journals. Please note that most of the characters' names are not decodable for students in Grade 2 and students should not be expected to be able to read the names. You may have some students who can read some of the names or who may enjoy recognizing them as a result of the repetition throughout the domain as they see the names, listen to the stories, and view the illustrations of characters. You will need to add additional rows to the chart for each lesson's Read-Aloud.

Characters Chart		
Character Name	Description of Character (god, goddess, mythological creature, human)	Role in the Story
Leonidas	human	son, traveler to Olympia
Cyrus	human	father and potter, traveler to Olympia

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**tending, v.** taking care of, or caring for, someone or something

Example: On Saturday mornings, Javier could always be found outside tending his garden.

Variation(s): tend, tends, tended

**securely, adv.** tightly or firmly

Example: Kaiyo and her mother attached their bikes securely to the back of the car.

Variation(s): none

**sanctuary, n.** a holy place

Example: The voices of the choir filled the sanctuary, where people were worshipping.

Variation(s): sanctuaries

**spectators, n.** observers; people watching an event

Example: Spectators come from distant cities to watch the Olympics.

Variation(s): spectator

**glimpse, n.** a brief or quick look

Example: Jan snuck into the kitchen before the party to get a glimpse of her birthday cake.

Variation(s): glimpses

### Vocabulary Chart for “The Twelve Gods of Mount Olympus”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	sanctuary	glimpse securely spectators	
Spanish Cognates	( <i>santuario</i> )	( <i>espectadores/as</i> )	
Multiple- Meaning		tending	
Sayings and Phrases	make our way came to be sporting competitions fall in love fork in the road looks after		

## Lesson 1: The Twelve Gods of Mount Olympus



# Introducing the Read-Aloud

**Reading:** Students will explain why the Greek myths are considered fiction.  
[RL.2.5]

## CORE CONNECTIONS (5 MIN.)

### Where Are We?

- Show students a world map or globe and ask a volunteer to locate present-day Greece. Tell students that this is Greece today, and that even though it occupies a very small area now, it was once the center of a very large civilization.
- Refer to the map of ancient Greece on display. Ask a volunteer to locate the ancient Greek civilization. Tell and/or remind students that the area on the poster from the Black Sea to the Mediterranean Sea—including Crete—represents ancient Greece.

### The Ancient Greek Civilization

- Ask students to share what they have already learned about the ancient Greek civilization.
- **Turn and Talk:** Have students discuss what they know about the key components of religion in the ancient Greek civilization. Prompt students to remember that the ancient Greeks believed in many gods and goddesses and that they lived on Mount Olympus. Remind students to signal when both partners have contributed to the conversation. As students conclude their discussion, have students share a key component of religion that their partner shared with them.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Selecting Language Resources

<b>Entering/Emerging</b>	Elicit short one-word answers from students (e.g., “Name one key component of ancient Greek civilization.”).
<b>Transitioning/Expanding</b>	Elicit more details in students’ answers (e.g., “What jobs were important to ancient Greek civilization?”).
<b>Bridging</b>	Elicit higher-level insights and comparisons (e.g., “Why was farming important to ancient Greek civilization?”).

## DOMAIN INTRODUCTION (10 MIN.)

### What Do We Already Know About Fiction?

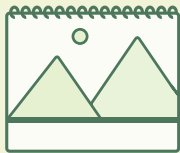
- Help students contrast the content from Domain 1: *Fortunes and Feats: Fairy Tales and Tall Tales* and Domain 2: *The Ancient Greek Civilization*.
  - You heard many fairy tales and tall tales in Domain 1. Were these stories fiction or nonfiction? (*fiction*)
  - How could you tell they were fiction? (*they had made-up characters and events; the events were not real; some of them were fantasy; etc.*)
  - You learned many things about the ancient Greek civilization in Domain 2. Were the things you learned about ancient Greeks fiction or nonfiction? (*nonfiction*)
  - How could you tell they were nonfiction? (*they were true; they were things that really happened; etc.*)

### What Are Myths?

**Note:** Students who participated in the Core Knowledge Language Arts program in Grade 1 will have heard about myths in the *Reach for the Stars: Astronomy* domain and learned how many different ancient peoples told myths about the stars and constellations they saw in the sky. You may wish to solicit their knowledge of this topic to share with the class.

- Discuss the following facts about myths with students:
  - Like people in many civilizations, ancient Greeks told stories orally, or spread them by word of mouth.
  - These stories usually had supernatural beings or heroes as the main characters. Who is a supernatural or heroic character you know?
  - If myths have supernatural characters, are they fiction or nonfiction? How do you know? (*fiction, because supernatural characters are not real*)
  - The plots of these stories usually explained events in nature or taught people how to behave. Who did ancient Greeks believe caused lightning? (*Zeus*)
  - In ancient times people did not have the knowledge that people have today. As a result, these stories, which were later written down, were thought by many people to be factual, or true and real. But it is now known that they are fictional, or not true.
  - We call such oral stories myths.

## Flip Book Posters 1, 3



- Tell students that over the next couple of weeks, they are going to hear many well-known Greek myths that originated in ancient Greece.
  - These myths include several fascinating characters, many of whom are gods and goddesses worshipped by ancient Greeks.
- Show students Poster 3 (Gods and Goddesses) from *The Birthplace of Democracy: Ancient Greece* domain.
- Ask students what they remember about gods and goddesses from *The Birthplace of Democracy: Ancient Greece* domain. You may wish to prompt them with the following questions:
  - Of gods and goddesses, which are male beings and which are female beings? (*Gods are male beings, and goddesses are female beings.*)
  - Where did the Greek gods and goddesses live, according to ancient Greeks? Show me the location on *The Birthplace of Democracy: Ancient Greece* Poster 1. (*The Greeks believed that the most powerful of these gods and goddesses lived in a palace on the very top of Mount Olympus, the highest mountain in Greece.*)
  - Who did ancient Greeks believe ruled these gods and goddesses? (*a king named Zeus and a queen named Hera*)
  - Name a god or goddess and describe what was special about them. (*Answers will vary, but students should draw on their knowledge from Domain 2.*)
  - What do you think the gods and goddess thought about each other? (*Answers may vary, but students should draw on their knowledge from Domain 2.*)



### Check for Understanding

What are Greek myths? Are they fiction or nonfiction? (*stories from ancient Greece once thought to be true but that we now know are fictional*)

## Lesson 1: The Twelve Gods of Mount Olympus

# Read-Aloud



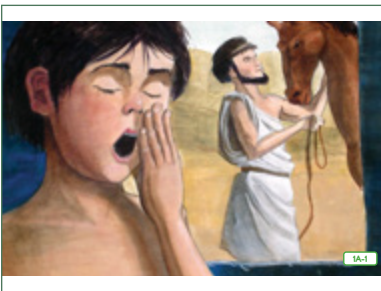
**Reading:** Students will explain why the Greek myths are considered fiction.  
[RL.2.5]

**Language:** Students will demonstrate an understanding of the Tier 2 words *spectators* and *participants*. [L.2.5a]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what makes the Greek myths fiction and why ancient Greeks thought they were nonfiction.

### “THE TWELVE GODS OF MOUNT OLYMPUS” (10 MIN.)



#### Show image 1A-1: Leonidas waking up

Leonidas woke up early on the day of the footraces. Still lying in bed, he could hear his father, Cyrus, outside **tending** or *caring for* the horses. “He’s probably feeding them,” Leonidas thought to himself. “And then we’ll harness them to the cart and make our way to Olympia.”

Olympia was the site of the day’s footraces in honor of Zeus, the leader of all the Greek gods and goddesses. Leonidas and his father would take their pottery to sell to the people at the races, and when they had sold all they could, they would watch the races. *Pottery is the name for vases, pots, bowls, or plates shaped from moist clay and hardened by heat. Many groups of people have made pottery since ancient times (e.g., Native Americans, Mayans, Aztecs, etc.).*

Leonidas knew that if he asked, his father would tell him again how the gods and goddesses came to be, and why he and the other Greeks honored them with races, festivals, *or celebrations* and feasts. It was his favorite story, and he loved to hear his father tell it.

But first, Leonidas had to get out of bed and get dressed; otherwise, he wouldn’t get to hear that story or see the races at all. After breakfast he went outside to help his father Cyrus, who had just finished harnessing the first of their two horses to the cart.

### D Differentiation

#### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

#### Support

*Tending* can also mean being likely to be a certain way.

#### Challenge

What do you know about Zeus, the king of the gods?



## D Differentiation

### Support

Tell students that Leonidas and his father were going to Olympia as spectators. Tell students to listen closely for clues about the definition of the word *spectator*.



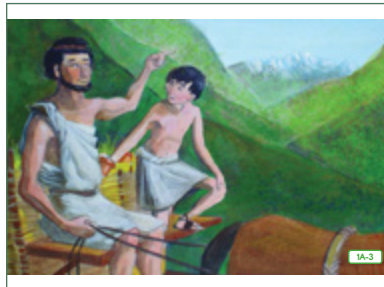
### Show image 1A-2:

#### Leonidas and his father preparing the cart

"Good morning, father," Leonidas said.

"Good morning, son! We're almost ready to go. Will you help me harness this last horse?"

Leonidas nodded, and together, as the sun burnt away the morning fog, father and son harnessed the second horse. Once they double-checked that the horses were **securely** or **tightly** fastened to the cart, Leonidas and Cyrus finished storing their pottery safely in the cart. Then, taking their seats on a wooden plank or **thick board** at the front of the cart, they started their journey to Olympia.



### Show image 1A-3:

#### Leonidas's father pointing to Mount Olympus

*How do you think Leonidas feels about going to Olympia to see the races held in honor of Zeus? After they'd traveled some miles down the road, Leonidas asked, "Father, will you tell me again the story of the gods and*

*goddesses?" Are the gods and goddesses real or fictional? (fictional) Does Leonidas, the boy in this story, believe the gods and goddesses are real or fictional? (He believes they are real.)*

"Of course, son. As you know, we're going to Olympia for the footraces held in honor of Zeus. Olympia is the home of an important **sanctuary** devoted to Zeus, where we celebrate him and the other Olympian gods and goddesses with sporting competitions. *A sanctuary is a special, holy place.* The twelve gods of Mount Olympus are the most powerful of all of the many gods, and Zeus is their leader. Of course, Mount Olympus is actually far away, but this is a beautiful valley, beloved to them and perfect for the games."

Their cart went over a bump, and Cyrus turned around to check their wares briefly before continuing the story. *Wares are goods. What wares did Cyrus and Leonidas have in their cart?* "These gods and goddesses can sometimes be just like you and me: they can feel happy or sad, jealous and angry, or generous and loving. Unlike you or me, they have special powers to control things like the seasons and the weather, when and where there is war, and sometimes, with whom we fall in love! And unlike you and me, the gods are immortal—that means they never die."

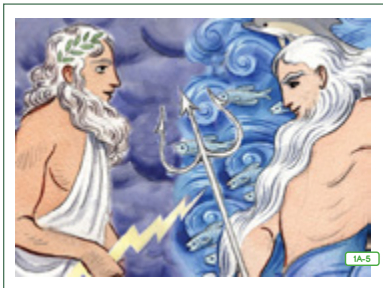


**Show image 1A-4:**  
**Olympians on their thrones**

Cyrus paused before continuing on with Leonidas's favorite part of the story. "That's how the gods are different from mortals on Earth, but do you know how to tell them apart from one another?" *What does it mean to be a mortal?* (a living thing that will

eventually die) *So who do you think are mortals?* (humans)

Leonidas did know, but he wanted his father to continue telling the story, so he said, "Yes, Father, but tell me anyway!"



**Show image 1A-5:**  
**Zeus and Poseidon**

Cyrus continued on, saying, "Well, as I said before, Zeus is the leader of all the gods and protects all of us here on Earth. He has a voice like rolling thunder and controls the wind, rain, and lightning, which he also uses as his weapons. He has two brothers,

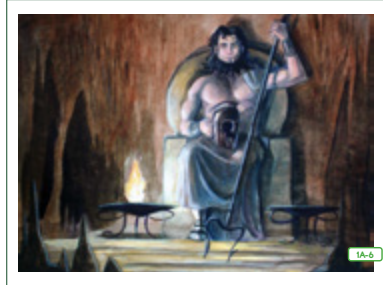
Hades and Poseidon, and together they rule over the whole world. While Zeus controls the heavens, Poseidon controls the sea and rules over it with a trident. *Who can point to the trident in the illustration?* When he strikes the ground with his trident, the earth shakes, and when he strikes the seas with it, the waves rise up as tall as a mountain. Zeus and Poseidon are two of the twelve gods who live on Mount Olympus and have thrones there."

Leonidas and his father came to a fork in the road and turned left. They could now see other carts ahead of them in the distance—other vendors looking to sell their wares at the footraces in Olympia.

**D Differentiation**

**Support**

A *fork* in the road is a place where the road splits into two roads.



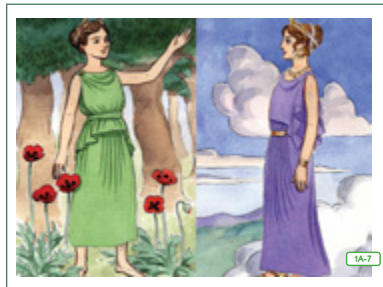
**Show image 1A-6:**  
**Hades in the underworld on his throne**

“And what about Hades, Zeus’s other brother?” Leonidas asked.

“While Zeus rules the heavens, and Poseidon rules the sea, Hades rules the underworld, or the land of the dead. Hades has a helmet

that makes him invisible, so that no one, friend or foe *or enemy*, can see him coming. Hades’ throne is in the underworld, where he lives,” Cyrus said.

“He sounds scary,” Leonidas shivered. “Who else lives on Mount Olympus?”

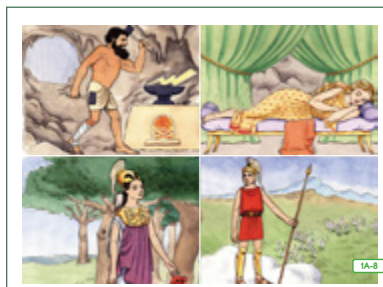


**Show image 1A-7:**  
**Demeter and Hera**

“Well,” Cyrus said, “Zeus also has a sister who has a throne on Mount Olympus. Demeter is the goddess of the harvest and grain; she looks after all of the fields and crops on Earth. Zeus’s wife, Hera, also lives on Mount Olympus; she is the queen of the

gods and goddesses and is the goddess of women’s lives. Hmm, how many is that?” Cyrus turned and asked his son.

Counting on his fingers, Leonidas said, “Zeus, Poseidon, Demeter, and Hera. Just four . . . who are the other gods and goddesses who live on Mount Olympus?”



**Show image 1A-8:**  
**Hephaestus, Aphrodite, Athena, and Ares**

“Well, there’s Hephaestus, god of fire and the blacksmith of the gods; Aphrodite, goddess of love; Athena, goddess of wisdom; and Ares, god of war.”



**Show image 1A-9:**

**Apollo, Artemis, Hermes, and Dionysus**

“Then there are the twins: Apollo, the god of predictions and music, and his sister Artemis, the goddess of the hunt. There’s Hermes, the messenger of the gods, and finally, Dionysus, the god of grapes and the youngest of all the gods. Even though these

are the most powerful of all the gods and goddesses, Zeus is the strongest of all. And it is he whom we honor today.”



**Show image 1A-10:**

**Leonidas and his father arrive at the races**

Cyrus stopped the cart; they had finally reached Olympia. **Spectators** and vendors moved all around them as the athletes stretched in preparation for their races.

*Spectators are observers, or people there to watch the races.* Leonidas knew that many

miles away was cloud-covered Mount Olympus. As the midday sun shone through some of the clouds, Leonidas imagined he could see the briefest **glimpse** or *passing view* of a palace with twelve golden thrones.

- Write the following words on the board or chart paper: *with, Leonidas, thrones, imagined, a, golden, twelve, palace.*
- Review the ending of the Read-Aloud by working with students to unscramble the sentence using the following prompts:
  1. Look for the nouns in the sentence and any noun terms that go together. Match them. (*Leonidas, thrones, palace*)
  2. Find the verb(s). (*imagined*)
  3. Match any adjectives to the appropriate noun. (*twelve golden thrones*)
  4. Figure out which noun should go in front of the verb by saying the noun, the verb, and then the remaining nouns. If that does not sound like a sentence can be created, try a different noun before the verb. (*Leonidas imagined a palace.*)
  5. Arrange the remaining words around the sentence, capitalize the first word, and add punctuation. (*Leonidas imagined a palace with twelve golden thrones.*)

## **D** Differentiation

### Support

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images.


## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What is the setting of this story? (*ancient Greece; Olympia*)
2. **Inferential.** Why are Leonidas and Cyrus traveling to Mount Olympus? (*to sell their wares or pottery at the Olympic races held in honor of Zeus and to watch the races*)
3. **Literal.** Which gods or goddesses does Cyrus tell Leonidas about on their journey? (*Answers may vary.*) What are some of their special powers? (*Answers may vary.*) [Tell students that you will review all of the gods and goddesses and their special powers later.]
4. **Evaluative.** Do you think Leonidas thinks the Greek gods and goddesses are fictional characters? (*Answers may vary, but should rely on students' understanding that ancient Greeks believed these stories as part of their religion.*)
5. **Evaluative.** What did Leonidas think he glimpsed as he looked at Mount Olympus in the distance? (*the twelve thrones of the Olympian gods*) Do you really think he saw this? Why or why not? (*Answers may vary.*)



### Check for Understanding

You heard that Greek myths are fiction, or stories that are not true. How do you know they are fiction? (*Answers may vary, but may include that the gods and goddesses possess supernatural powers; ancient Greeks created the stories to explain events in nature that they could not explain; etc.*)

6. **Evaluative.**  *Think-Pair-Share:* How were the gods and goddesses similar to humans? (*They were believed to have many different emotions and could fall in love like humans.*) How were they different? (*They were believed to have special powers and to be immortal, or to never die; humans can be real whereas Greek gods and goddesses are fictional characters.*)

## WORD WORK: SPECTATORS (5 MIN.)

1. In the Read-Aloud you heard, "Spectators and vendors moved all around [Leonidas and his father] as the athletes stretched in preparation for their races."
2. Say the word *spectators* with me.
3. Spectators are observers, or people who watch an event.
4. The spectators waited in their seats for the basketball game to begin.
5. Have you ever been a spectator or seen spectators? Try to use the word *spectators* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw spectators once when . . ."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** Spectators are people who watch events. What is a word for people who participate in an event? Hint: It is similar to the word *participate*. (*participants*) I am going to read several sentences. If the group described is a group of spectators, say, "They are spectators." If the group described is a group of participants, say, "They are participants."

- a family sitting in the bleachers at a track meet (*They are spectators.*)
- boys and girls competing in an ice-skating competition (*They are participants.*)
- people observing a rocket launch (*They are spectators.*)
- students singing in a chorus concert (*They are participants.*)

## **D** Differentiation

### Challenge

Ask students what participants and spectators do differently to prepare for an event.

## Lesson 1: The Twelve Gods of Mount Olympus

# Application



**Writing:** Students will record key information about Zeus in their journals.  
[W.2.8]

### GREEK GODS POSTERS (5 MIN.)

- Point to the twelve Greek Gods Posters one by one.



### Check for Understanding

**Share Your Knowledge:** As you show students each poster and name each god or goddess, have them share in a complete sentence distinguishing characteristics and/or things they learned about each from today's Read-Aloud.

- Record students' answers on a piece of paper and display each below the corresponding god or goddesses poster. You may wish to add to these descriptions as you read more about the gods and goddesses in myths throughout the domain.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

#### Entering/Emerging

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Transitioning/ Expanding

Have students dictate phrases using familiar vocabulary to a peer to be recorded.

#### Bridging

Have students write facts using familiar vocabulary independently.



## WRITING: GREEK MYTHS JOURNAL (15 MIN.)

- Tell students that they will be keeping a journal throughout the domain to help them remember important information they learn about the Greek gods, goddesses, and myths. Tell students that at the end of this domain, they will staple all of their journal pages together and take them home to share with loved ones.
- Tell students that page one of their journals will be about Zeus, the king of the gods.
- Have students turn to Activity Page 1.1.
- Share with students that on the left-hand side of the page is an illustration of the Greek god Zeus. Tell students that, because they are writing about Zeus, they will write “Zeus” on the title blank. Then they will write two to three sentences on the lines next to the illustration to help them remember who the Greeks believed Zeus was and why he was important. Use the following questions to prompt students’ writing:
  - What was Zeus known for?
  - What were Zeus’s special powers?
  - Why was Zeus important to ancient Greeks?
  - Did Zeus have any family members?
- If students need help with their journal entry, reread key passages.
- Collect students’ journals to check that they recorded information about Zeus. Remember to save students’ journal entries throughout the domain.

End Lesson

# Take-Home Material

## CAREGIVER LETTER

- Send home Take-Home Page 1.1
- Caregiver Letter: this overview can be found in the program’s online resources.

## Activity Page 1.1



## D Differentiation

### Support

Have students reference the notes you took on Zeus during the Greek Gods Posters activity.

### Challenge

Ask students to answer the following question at the end of their journal entry: Based on what you have learned about him, why do you think Zeus was the king of the gods?

### Challenge

If time allows, have students write their own short story with Zeus as the main character. You may also have students share their journal entries with a partner.

## Take-Home Page 1.1





## 2

## LEGENDS AND HEROES: GREEK MYTHS

# Prometheus and Pandora

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will identify what “Prometheus and Pandora” tries to explain.

[SL.2.2]

**Language**

Students will demonstrate understanding of the Tier 2 word *amusing*.

[L.2.5a]

**Reading**

Students will sequence and retell the story of “Prometheus and Pandora.”

[RL.2.2]

**Writing**

Students will record key information about a character’s point of view from the Greek myth “Prometheus and Pandora” in their journals.

[RL.2.6]

**FORMATIVE ASSESSMENT****Activity Page 2.2**

**Greek Myths Journal** Students will record information about a character’s point of view from the Greek myth “Prometheus and Pandora” in their journals.

[RL.2.6]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Posters 1–12 <input type="checkbox"/> Pandora’s box (see Advance Preparation)
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Posters 1–12
“Prometheus and Pandora”			
Comprehension Questions			
Word Work: <i>Amusing</i>			
This is a good opportunity to take a break.			
Application			
Sequencing the Read-Aloud	Independent	20 min.	<input type="checkbox"/> Activity Pages 2.1, 2.2 <input type="checkbox"/> blank sheet of paper <input type="checkbox"/> scissors <input type="checkbox"/> glue or tape <input type="checkbox"/> writing tools
Writing: Greek Myths Journal			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Create a “Pandora’s box” for your classroom. Write negative words, such as *unhappy*, *angry*, *fighting*, etc., on slips of paper and put them in the box. Place something that makes a noise when you shake it, such as pencils, in the box as well. Make sure it has a lid so students cannot see what is inside.

### Read-Aloud

- Provide paper for the Think-Pair-Share activity.

### Application

- You may wish to cut out the images on Activity Page 2.1 for students and place them in a plastic bag or folder in advance for students to save time.

### Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- Throughout this domain, you may wish to assign students to play different main characters in the Read-Alouds (gods, goddesses, humans, and creatures). Many characters recur in various myths. Remember to have students practice character dialogue using different voices.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**foresight, n.** the act of thinking ahead

Example: Yasmin had the foresight to take an umbrella when she saw the cloudy skies that later brought a heavy afternoon shower.

Variation(s): none

**hindsight, n.** the realization that past situations could have been handled differently

Example: In hindsight, Frank realized that it had not been a good idea to run around the wet pool.

Variation(s): none

**amusing, adj.** pleasantly funny or entertaining

Example: Chris found his new baby sister amusing to watch; she always made strange sounds and faces as she discovered new things.

Variation(s): none

**ridiculous, adj.** laughable and silly; unreasonable

Example: Lexie always used the most ridiculous excuses when she forgot to do her homework.

Variation(s): none

**terrifying, adj.** frightening; full of terror

Example: Tomás thought roller coasters were terrifying and refused to ride on them.

Variation(s): none

### Vocabulary Chart for “Prometheus and Pandora”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		amusing foresight hindsight ridiculous terrifying	
Spanish Cognates		( <i>ridículo/a</i> )	
Multiple- Meaning			
Sayings and Phrases	long, long ago thinking ahead on the other hand in the likeness of in their own way sit around		

## Lesson 2: Prometheus and Pandora



# Introducing the Read-Aloud

**Speaking and Listening:** Students will identify what “Prometheus and Pandora” tries to explain. [SL.2.2]

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- On a world map or globe, have students locate the country of Greece.
- Remind students that the myths they will hear over the next several days originated, or were first told, in ancient Greece.
- Point to the Greek Gods Posters.
- Remind students that they heard about twelve important Greek gods and goddesses in the previous read-aloud. Use the following question to prompt discussion.
  - What makes a god or goddess different from a human being? (*A god or goddess is believed to be immortal, or never dies, and has supernatural powers, whereas a human being is mortal and does not have magical powers.*)
- Using the Greek Gods Posters, have students name each of the Greek gods they heard about in the previous lesson. Have students share what ancient Greeks believed was special about each god or goddess.

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

### Mortal or Immortal?

- Remind students that myths are fictional stories that try to explain events or things in nature, teach moral lessons, and entertain listeners.
- Share with students that Greek myths have many characters, both mortal and immortal.
  - What does *mortal* mean? (*having the quality of eventually dying*)
  - What does *immortal* mean? Hint: the prefix *im-* means *not*. (*having the quality of never dying*)

- What kinds of immortal characters might be found in myths? (*gods and goddesses*)
- What kinds of mortal characters might be found in Greek myths? (*humans or other animals*)
- Tell students that today's Greek myth is a story that tries to explain how the first mortal creatures were created.



### Check for Understanding

#### Making Choices

- If a person or animal does not die, and can live forever, is it mortal or immortal? (*immortal*)
- If a person or animal will die eventually, is it mortal or immortal? (*mortal*)

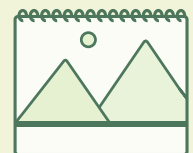
#### Pandora's Box

- Show students the box you created. Shake it so they can hear the noisy objects inside. Tell students that, no matter what, they should not open the box.
- Ask students how they feel about the fact that you don't want them to open the box. Ask students if they would look inside the box, or if they would be able to resist the temptation. Discuss with students how difficult it would be to not even peek in the box all day.

#### Show image 2A-7: Curious Pandora coming down to Earth with a sealed box

- Tell students there is a box like this in the story you will read today. Tell students one of the characters in today's myth, Pandora, faces the same situation they do and that the box they are not allowed to open is called "Pandora's box."

#### Flip Book 2A-7



## Lesson 2: Prometheus and Pandora

# Read-Aloud



**Speaking and Listening:** Students will identify what “Prometheus and Pandora” tries to explain. [SL.2.2]

**Language:** Students will demonstrate understanding of the Tier 2 word *amusing*. [L.2.5a]

### D Differentiation

#### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

#### Support

Give students examples of *foresight* and *hindsight*. For example, tell students that if you have foresight, you plan to wear your jacket outside for recess because you know it's cold. If you only have hindsight, you are so excited about recess that you rush outside and then realize that it is cold and you really wish you had brought your jacket.

#### Challenge

Ask students to think of examples of *foresight* and *hindsight*.

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out more about Pandora's box.
- Tell students to also listen to find out what this myth tries to explain.

### “PROMETHEUS AND PANDORA” (15 MIN.)



#### Show image 2A-1:

#### Prometheus and Epimetheus creating

Long, long ago there were two brothers named Prometheus [/prə\*mee\*thee\*əs/] and Epimetheus [/ep\*ə\*mee\*thee\*əs/]. Their names fit them perfectly. Prometheus means “**foresight**,” or “thinking ahead,” in Greek, and Epimetheus means “**hindsight**,” or “thinking afterward.”

Prometheus was quite clever and was always planning ahead in an effort to make things better for himself and for those around him. On the other hand, his brother, Epimetheus, was always doing foolish things without thinking. *What does foolish mean? Which brother thinks ahead? Which brother is foolish and does not think ahead?*

Ancient Greeks believed that it was Prometheus who first created human beings and that it was his brother who made all of the other creatures. Zeus gave the two brothers gifts to give the living things. So while Prometheus scooped up some river clay and began to make human beings in the likeness of the gods, *or to look like the gods*, his brother Epimetheus made all sorts of animals and gave them all the good gifts. The animals could see, smell, and hear better than humans, and they had fur to keep them warm, unlike man, who shivered in the cold. *[Point to Prometheus in the picture. (He is sculpting*

a man.) Point to Epimetheus. (He is sculpting an animal.)] How were the animals that were created by Epimetheus different from the humans that were created by Prometheus? (They had better gifts, like fur to keep them warm and better eyesight, sense of smell, and a better sense of hearing.)



**Show image 2A-2:**  
**Zeus complimenting Epimetheus and questioning Prometheus**

Zeus, king of the gods, noticed all of these new animal creatures hopping, swimming, flying, growing, and walking on the earth. Zeus told Epimetheus, “These toys of yours are quite **amusing or funny**. Some

of them make me laugh, like that—what did you call it—‘elephant’? What an imagination you have! Others are quite beautiful in their own way. This morning I was watching your dolphins leap and play in the water. They are very graceful **or smooth and elegant in their movement**.”

To Prometheus he said, “But these humans of yours . . . what good are they? The other creatures are bigger, faster, or stronger. Humans just sit around. I think you should get rid of them and try something else.”

Prometheus, however, had something in mind when he created humans. He suggested, “Please be patient, great Zeus. I think you will be surprised and pleased at how quickly humans can learn and how useful they can be. Why, I plan to teach them to pray to you! Wouldn’t you like that?”

Zeus agreed that this sounded like a fine idea. “Very well, I will give humans time to prove they are worthy **or useful and valuable**. If they do not do so, however, you will have to get rid of them.” **What do you think is going to happen?**



**Show image 2A-3:**  
**Prometheus asking Zeus for fire for the humans**

Prometheus felt sorry for the humans, though. They had no fur to keep them warm, nothing to light the darkness, and nothing with which to cook their food. Humans needed fire, especially if they were to prove

themselves. He asked Zeus for this gift for the humans, but Zeus refused. “Fire,” he said, “is just for the gods.” **Who, according to Greek mythology, is the god of fire?** (Hephaestus, the blacksmith of the gods)

**D** Differentiation

**Challenge**

Ask students to explain how Zeus and Prometheus thought about humans differently.



## D Differentiation

### Support

Refer to the posters of Zeus and Hephaestus on display in the classroom.

Prometheus knew the humans needed fire. "With fire," he thought to himself, "they can soften metal and bend it into shapes to make tools. With these tools they can plow fields, fish and hunt for food, cook that food, and build shelters in which to live. With fire, humans can also honor the gods with sacrifices. Human beings need fire, but getting it for them will be very dangerous."



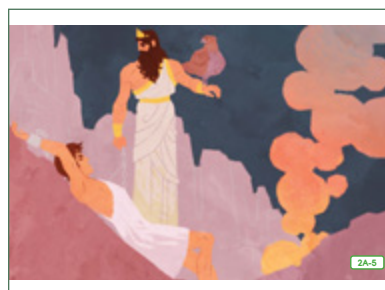
### Show image 2A-4: Prometheus stealing fire from Mount Olympus

Prometheus knew that up on Mount Olympus, where most of the gods lived, there was one carefully guarded fire. The gods and goddesses used this fire to cook their food. From this same fire, however, came the

dangerous lightning bolts that Zeus would fling through the sky. In fact, all fire came from this one source.

Zeus had said, "Fire is too dangerous for these **ridiculous** humans to use wisely. Only we gods and goddesses shall have it." *The word ridiculous means laughable or silly. Why do you think Zeus thinks the humans are ridiculous?* Yet Prometheus was determined to bring fire to humans, even if it meant disobeying the king of the gods.

Prometheus picked a stalk of fennel, *an edible plant with small yellow flowers*, and carried it up to Mount Olympus. When no one was looking, he dropped a burning coal from the fire into the plant's hollow center, where no one could see it. Then he carried the plant, with the fire hidden inside, down to the earth. *How do you think Zeus is going to react when he finds out Prometheus disobeyed him?*



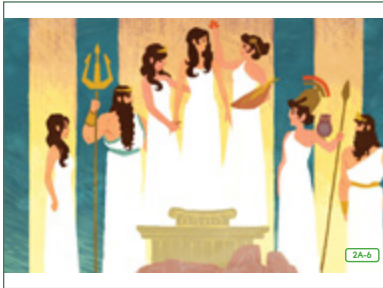
### Show image 2A-5: Enraged Zeus standing over Prometheus

Not long after that, Zeus noticed smoke rising from the earth. Gazing down in amazement, he saw that humans were now doing all sorts of wonderful new things. Zeus thought, "It seems human beings really are worth keeping around." At the same time,

however, he was furious when he found out that humans possessed *or had* fire when he himself had forbidden this.

Guessing at once who was responsible, Zeus promised, “I will teach Prometheus and these human beings of his that they must obey me. And I know exactly how to do it.”

Soon after this, Zeus ordered Prometheus chained to the side of a mountain. Every day, an eagle would come and peck at Prometheus. But because he was immortal, he never died.



**Show image 2A-6:**  
**Zeus and the gods creating Pandora with her gifts**

Now, Zeus was still angry that humans had fire, but he decided to let them keep it and instead punish man in another way. “To punish man, I will create a special box. Opening this box will have unpleasant

results. I will need a new human to bring this box to man.”

Zeus ordered one of the gods to create this new human. He then asked each of the goddesses and gods for some wonderful quality or talent for this new human, explaining, “I want someone who possesses all of the most wonderful characteristics. I shall name her ‘Pandora.’”

The name Pandora means “all gifts.” The gods gave her the gifts of beauty, intelligence, curiosity, and persuasion. *Persuasion is the ability to make someone agree with your opinion.*



**Check for Understanding**

**Think-Pair-Share:** This is a long Read-Aloud. Let’s check to make sure you remember what has happened so far by answering the following questions and then converting the answers into statement sentences. Remind students to signal when both partners have contributed to the conversation. As students conclude their conversation for each question, ask them to share an idea that their partner shared with them.

- What did Prometheus create? (*Prometheus created humans.*)
- Why did Zeus want to punish humans? (*Zeus wanted to punish humans because they had fire.*)
- Why did Zeus have a god create Pandora? (*Zeus had a god create Pandora to deliver a box to punish man.*)



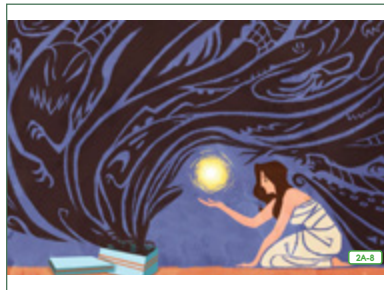
**Show image 2A-7:**

**Curious Pandora coming down to Earth with a sealed box**

Zeus finally sent Pandora down to the earth with the closed box as a gift to Epimetheus. Before sending Pandora, Zeus warned her to never open the box. Pandora, however, desired to know what was in the box. She

fought against her curiosity, but day after day, night after night, the question nibbled away at her. Pandora would often sit and look at the box, wondering, wanting to open it, but always stopping herself. *Do you think Pandora is going to open the box? What would you do?*

One day, when none of the housekeepers or servants were around, Pandora went to gaze at the box. *Based on the way it is used in this sentence, what do you think gaze means?* Finally she thought, "Surely one little peek cannot hurt." She stood up and studied the closed box one last time before she took a deep breath and opened the lid. *What do you think is going to happen next?*



**Show image 2A-8:**

**Pandora opening the box**

Out of the box burst all of the frightening, saddening, anger-causing, **terrifying** evils and sorrows. *The word terrifying means frightening, or full of terror.* Greed, hate, anger, pain, disease, disaster, and death swarmed from the box and around Pandora.

She tried to shove them back inside, but she was too late. Out they flew in all directions. *How do you think Pandora felt when all of these terrible things burst out of the box?*

By the time Pandora was able to replace the lid back on the box, only one thing remained: hope.

## COMPREHENSION QUESTIONS (10 MIN.)



### Check for Understanding

**Think-Pair-Share:** Review the Read-Aloud by having students work with a partner to answer the following questions and then convert the questions into statement sentences. Have students share the statement sentence that their partner shared with them.

- Myths often try to explain how things came to be in the world. What does this myth attempt to explain? (*This myth attempts to explain how humans and animals were created and how evil and sorrow came into this world.*)
- What is created in this myth? (*Humans and animals are created in this myth.*)
- What is released from the box in this myth? (*Evil and sorrow are released from the box in this myth.*)

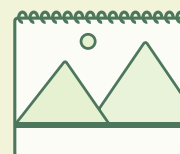
### Show image 2A-1: Prometheus and Epimetheus creating

1. **Literal.** According to Greek mythology, who made the first mortal creatures? (*Prometheus made humans/men; Epimetheus made all other animals.*)
2. **Inferential.** Prometheus steals fire for humans so they can prove themselves to Zeus. What punishments for stealing the fire does Zeus deliver? (*He chains Prometheus to a mountain and has an eagle peck at him; he sends Pandora with a closed box filled with unpleasant things to the humans.*)
  - **Literal.** What does Zeus do to punish the humans? (*He sends Pandora with a closed box filled with unpleasant things.*)

### Show image 2A-8: Pandora opening the box

3. **Literal.** Zeus sends Pandora down to Earth with a closed box and strict instructions not to open it. What does Pandora do with the box and what happens? (*Pandora can't resist and opens the box. Frightening and terrifying evils and sorrows come out of the box to cause people pain.*)
4. **Evaluative.** **Think-Pair-Share:** There is an expression that warns people against opening "Pandora's box." What do you think that expression means? How is it related to this myth? (*This expression means that something is a source of unexpected troubles and pain, and it is best to try to avoid it, no matter how tempting it is to look inside or open it. Pandora could have avoided pain and trouble by not opening the box.*)

### Flip Book 2A-1, 2A-8



### D Differentiation

#### Support

Have students open the Pandora's box you created. Read the unpleasant words inside to help them understand how it is used as a metaphor.

## WORD WORK: AMUSING (5 MIN.)

1. In the Read-Aloud you heard Zeus say to Epimetheus about the animals he created, "These toys of yours are quite amusing."
2. Say the word *amusing* with me.
3. If something is amusing, it is pleasantly funny or entertaining.
4. The kittens were amusing to watch as they rolled around and jumped on each other.
5. Have you ever experienced something amusing? Try to use the word *amusing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "\_\_\_\_\_ was amusing because ..."]
6. What's the word we've been talking about?

**Use a Sharing activity for follow-up.** In the Read-Aloud, Zeus thought the elephant was amusing. Are there any animals that you think are amusing? Share with your partner which animal you think is amusing and why. Make sure to use the word *amusing* when you tell about it.



### MULTILINGUAL/ENGLISH LEARNERS Speaking and Listening Supporting Opinions

Give students the sentence frame for offering their opinion: I think \_\_\_\_\_ is an amusing animal because \_\_\_\_\_.

<b>Entering/Emerging</b>	Help students complete the sentence frame.
<b>Transitioning/ Expanding</b>	Encourage students to respond to the opinion of their peers by using phrases (e.g., I agree/I disagree; I also think that ...).
<b>Bridging</b>	Challenge students to respond to the opinion of their peers before they offer their own opinion.

## Lesson 2: Prometheus and Pandora

# Application



**Reading:** Students will sequence and retell the story of “Prometheus and Pandora.” [RL.2.2]

**Writing:** Students will record key information about a character’s point of view from the Greek myth “Prometheus and Pandora” in their journals. [RL.2.6]

### SEQUENCING THE READ-ALOUD (10 MIN.)

- Tell students to review the images on Activity Page 2.1 with a partner. Encourage students to describe the event that is depicted in each image.
- Then have students cut out the five images and glue or tape them, in the proper sequence, on a blank sheet of paper.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Understanding Cohesion

<b>Entering/Emerging</b>	Students will be able to sequence the images in the story and identify key vocabulary related to each image.
<b>Transitioning/ Expanding</b>	Students will be able to sequence the images in the story and retell the story with support for content and transition words.
<b>Bridging</b>	Students will be able to sequence the images and retell the story using content vocabulary and temporal transition words ( <i>first, then, next</i> ).



### Check for Understanding

**Check In:** Have students raise their hands when they have put the images in order but before they glue them down. Check students’ work before they begin gluing, providing oral feedback and prompting as necessary.

### Activity Page 2.1



### Differentiation

#### Support

Work with a small group of students to sequence the events as a group while you help students orally retell the story.

- Finally, have students orally retell the story with a partner. Encourage students to use the characters' names and to talk about the events in order using the temporal words *first*, *next*, *then*, and *last*.
- Once students finish this activity, they may begin work on their Greek Myths Journals.

### WRITING: GREEK MYTHS JOURNAL (10 MIN.)

- Tell students they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths.
- Quickly review today's Read-Aloud by asking the following questions:
  - Which gods and/or goddesses did you hear about in today's Read-Aloud? (*Zeus*) Is Zeus mortal or immortal? (*immortal*)
  - What other characters did you hear about in today's Read-Aloud? (*Prometheus, Epimetheus, Pandora*) Were they mortal or immortal? (*Prometheus is immortal; Epimetheus and Pandora are mortal.*)
- Have students turn to Activity Page 2.2.
- Have students write "Prometheus and Pandora" on the title blank.
- Have students then write two to three sentences about one of the characters to help them remember who they are and what they do in today's myth. Tell students to try to answer these questions while they are writing:
  - Is this character mortal or immortal?
  - What does this character do in the myth you read?
  - Why was this character important to ancient Greeks?
- Have students write two or three words or phrases that describe how the character felt about humans.
- If time allows, students may also draw a picture in the rectangle to illustrate the information.
- Collect students' journals to check that they have written two to three sentences about a character from the myth and answered the questions above.

### Activity Page 2.2



### D Differentiation

#### Challenge

If time allows, have students write their own short story with a main character from today's myth. You may also have students share their journal entries with a partner.

End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Demeter and Persephone

## PRIMARY FOCUS OF LESSON

**Reading**

Students will explain the purpose of a myth and identify events myths explain.

[RL.2.2]

Students will compare and contrast two Greek myths.

[RL.2.9]

**Language**

Students will demonstrate an understanding of the Tier 2 word *retrieve*.

[L.2.5a]

Students will demonstrate an understanding of the multiple-meaning word *pine*.

[L.2.4]

**Writing**

Students will record key information about a character from the Greek myth “Demeter and Persephone” in their journals.

[W.2.8]

## FORMATIVE ASSESSMENT

**Activity Page 3.1**

**Greek Myths Journal** Students will write two to three sentences about a character from the Greek myth “Prometheus and Pandora” in their journals.

[W.2.8]





## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Completed Activity Page 2.1 <input type="checkbox"/> Posters 1, 2, 3, 6, 8
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Image Card 1
“Demeter and Persephone”			
Comprehension Questions			
Word Work: <i>Retrieve</i>			
This is a good opportunity to take a break.			
Application			
Multiple-Meaning Word: <i>Pine</i>	Independent/ Whole Group	20 min.	<input type="checkbox"/> Poster 1M <input type="checkbox"/> Activity Page 3.1
Writing: Greek Myths Journal			

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Provide paper for the Turn and Talk activity.

### Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- Bring in examples and/or samples of pomegranate seeds and plant varieties that grow in the spring and summer in your area. **Note:** Be sure to follow your school's policy in terms of bringing food into the classroom.
- Create a seasons chart showing the seasons where you live. Help students decide when Persephone would be living with Demeter (*the growing season when crops such as vegetables are abundant*) and when Demeter would be living with Hades in the underworld (*outside the growing season*).
- To ensure all students have the opportunity to contribute to the discussion about Image Card 1, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**spirited, v.** carried off mysteriously or secretly

Example: C.J. couldn't wait to hear the end of his bedtime story to see what happened to the prince who was spirited away in the middle of the night.

Variation(s): spirit, spirits, spiriting

**despair, v.** to lose, give up, or be without hope

Example: During his fourth voyage to the Americas, Columbus began to despair as he sailed near the coasts, looking for gold that wasn't there.

Variation(s): despairs, despaired, despairing

**retrieve, v.** to rescue; to bring back

Example: "I'm going across the street to retrieve your brother," Micah's mom said.

Variation(s): retrieves, retrieved, retrieving

**bountifully, adv.** in great amount or bounty; plentifully

Example: Sofia was looking for a four-leaf clover, and luckily, clovers grew bountifully in her front yard.

Variation(s): none

**pine, v.** long for; desire to have

Example: Although she truly loved summer camp, Grace would often pine for her mother while she was away.

Variation(s): pines, pined, pining

### Vocabulary Chart for "Demeter and Persephone"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bountifully despair retrieve	
Spanish Cognates		(desesperarse)	
Multiple- Meaning		pine spirited	
Sayings and Phrases	workings of the world spirited her away		

## Lesson 3: Demeter and Persephone

## Introducing the Read-Aloud



**Reading:** Students will explain the purpose of a myth and identify events myths explain. [RL.2.2]

## WHAT HAVE WE ALREADY LEARNED?

## Greek Myths

- Remind students that they heard the domain's first Greek myth in the previous Read-Aloud, "Prometheus and Pandora." Prompt students to recall what they know using the following questions:



## Check for Understanding

**Turn and Talk:** Have students work with their partner to convert the following statements about characteristics of Greek myths into a question.

- Greek myths have both mortal and immortal characters. (*Do Greek myths have mortal or immortal characters?*)
- Greek myths are fictional stories because they have supernatural characters. (*Why are Greek myths fictional stories?*)
- Greek myths tried to explain things in nature. (*What did Greek myths try to explain?*)
- Greek myths taught moral lessons. (*What did Greek myths teach?*)

- What makes a Greek god different from a human being? (*immortal, superpowers, etc.*)
- What happened in the myth "Prometheus and Pandora"?
- What did the myth "Prometheus and Pandora" attempt to explain? (*how humans and animals were created; how evil and sorrow came into the world*)



## Differentiation

## Support

Students may reference Activity Page 2.1 to remember the story. You may also show them Flip Book images to prompt their memories.

## **Greek Gods and Goddesses**

- Point to Posters 1, 2, 3, 6, and 8, on display in the classroom.
- Tell students that today's Read-Aloud features several gods and goddesses. Ask student volunteers to point to the Greek Gods Posters of Zeus (Poster 1), Poseidon (Poster 2), Demeter (Poster 3), Aphrodite (Poster 6), and Ares (Poster 8) and share what they know about them. Encourage students to describe similarities and differences between the images.
- Tell students they will see these gods and goddesses in the illustrations today, but that they might look a little different from the way they look in the posters. Encourage students to try to identify Zeus, Poseidon, Ares, Aphrodite, and Demeter in the story today.

### Lesson 3: Demeter and Persephone

# Read-Aloud



**Reading:** Students will explain the purpose of a myth and identify events myths explain. [RL.2.2]

Students will compare and contrast two Greek myths. [RL.2.9]

**Language:** Students will demonstrate an understanding of the Tier 2 word *retrieve*. [L.2.5a]

## PURPOSE FOR LISTENING

- Tell students to listen carefully to find out if this myth helps to explain something in nature or teaches a moral lesson.

## “DEMETER AND PERSEPHONE” (15 MIN.)



### Show image 3A-1: Greek gods Poseidon, Ares, Aphrodite, Persephone, and Demeter

As you have learned, ancient Greeks believed that there were many gods and goddesses responsible for the workings of the world. There was Poseidon, the god of the sea; Ares, the god of war; and Aphrodite, the goddess of love, to name a few.

Demeter [/də\*mee\*ter/] [Point to Demeter in the right foreground of the picture.] was the goddess of the harvest and agriculture, or farming. It was because of her, ancient Greeks believed, that fruits hung heavy on the trees, wheat grew in the fields, and vegetables ripened on the ground. Remember you learned in *The Birthplace of Democracy: Ancient Greece* domain that Demeter was the goddess who, at Athena’s request, made the olive trees green, plentiful, and strong for the ancient Greeks.

Demeter had a daughter named Persephone [/per\*sef\*ə\*nee/], who was the joy of her life. Persephone was known by all of the gods and goddesses on Mount Olympus as a beautiful girl—just like her mother—and like her mother, she was full of happiness, warmth, and light. As long as the two of them were together, it was summer year round.

## D Differentiation

### Support

You may wish to add to the Characters Chart as you read about more characters in this read-aloud.

### Challenge

What does it mean that the Greeks believed the gods and goddesses were “responsible for the workings of the world?”



### Show image 3A-2: Demeter tending fields and Persephone straying

Some days, Demeter would take Persephone with her to tend to the crops in the fields. On these days, Demeter would work among the crops, and Persephone would play in a nearby field of

flowers picking bouquets. *Who can point to the bouquet in the illustration?* One such day, Persephone strayed farther and farther away from her mother, until, humming a little tune, Persephone was far out of Demeter's sight.

Now, Persephone was not just known by the gods and goddesses on Mount Olympus. Hades, Zeus's brother and the god of the underworld, had also taken notice of her. As god of the underworld, Hades lived underground and oversaw all of the souls of the dead. He and his three-headed dog, Cerberus [/ser\*ber\*əs/], saw to it that none of the dead escaped back to the land of the living.



### Show image 3A-3: Hades taking Persephone down to the underworld

Hades had fallen in love with Persephone, and the king of the underworld wanted to make her his queen. On that day, as Persephone drifted away from her mother, Hades harnessed his four black horses to his golden chariot. As Persephone bent to

pick up one last flower, she could hear the faint sounds of hooves beating. Persephone stood up and looked around. As she did, Hades tore open the ground that separated the underworld from the land of the living and grabbed Persephone. He **spirited** her away, back to the underworld in his chariot. *The word spirited means carried off mysteriously or secretly. Why did Hades spirit Persephone away? (because he was in love with her and wanted to make her his queen)*



### Show image 3A-4: Demeter searching for Persephone

As the sun began to set, Demeter finally stopped her work in the fields. "Persephone!" she called out, ready to take her daughter home. There was no answer. Thinking that perhaps Persephone had not heard her, she

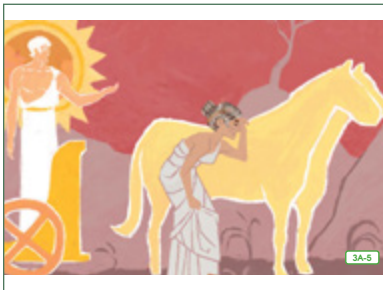
## D Differentiation

### Support

The word spirited also means lively and excited.

called out again. Demeter heard nothing but the chirps of evening crickets, and then she began to worry. Demeter searched all night, calling for her daughter, but no matter where she looked or how loudly she called, she could not find Persephone.

As the night wore on, Demeter began to look older. Wrinkles formed on her face, her body grew crooked, and she moved more and more slowly. By the time the sun came up the next day, Demeter was no longer full of happiness, warmth, and light, but was a bent, old woman. *How do you think Demeter feels?* In her night of searching, Demeter had not found Persephone, and so she turned to the sun god, Helios [/hee\*lee\*oes/]—who during the day sees all—and asked for help.

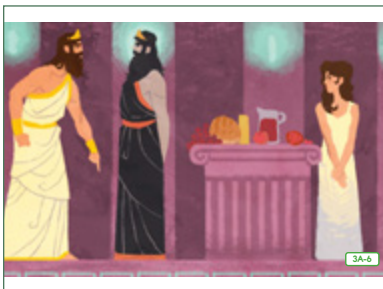


**Show image 3A-5:  
Helios and Demeter**

“Oh, Helios,” Demeter said, “have you seen my daughter, Persephone? Do you know where she has gone?”

“Hades has taken her down to the underworld to be his queen,” Helios replied.

Upon hearing this, Demeter began to **despair** or *give up hope*. How was she to ever **retrieve** or *bring back* her daughter now? Demeter began to weep for her lost daughter, and in her sadness she forgot to tend to the crops in the fields. The grass turned brown, the wheat stopped growing, and soon there was no more food on the earth for the animals and people to eat. Every tree, vine, and field was bare. Even the gods received no more offerings, for the people did not have any food or meat to spare. *Humans offered food to the gods and goddesses as gifts to show their appreciation, and/or to keep them happy.*



**Show image 3A-6:  
Zeus talking to Hades in the underworld**

After some time, Zeus saw that the people would starve if something was not done. Only gods and goddesses could go to the underworld and then leave, so Zeus traveled to the underworld to persuade Hades to let Persephone go. *Persuade is another form*

*of the word persuasion, which you heard in the last Read-Aloud was one of Pandora’s gifts. What does persuade mean? (to convince)*



"Hades," he said, "if you do not return Persephone to her mother, Demeter, nothing will grow on the earth again. The people will starve." *Why will nothing grow on earth unless Persephone returns?* (because Demeter, who is the goddess of the harvest, is sad without Persephone and so crops are not growing)

"I will gladly return her," Hades said, "if she hasn't eaten anything. You know the rule, Zeus: whoever eats of the food of the underworld or drinks of its water must stay forever."

Zeus and Hades looked at Persephone, waiting for an answer. Had she eaten the food of the underworld? Persephone began to cry. "I ate six pomegranate seeds," she said.

Image Card 1

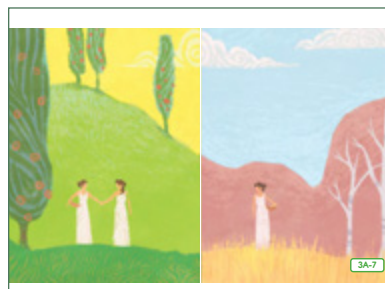


### Show Image Card 1: Pomegranate

- Have students share their answers to the following questions about Image Card 1 with a partner. Remind students to signal when both partners have contributed to the conversation. Ask students to share answers their partner shared with them.
- What do you see?
- What do you think about it?
- What does it make you wonder?

*A pomegranate is a fruit with a reddish rind that has many seeds enclosed in a juicy pulp. What do you think is going to happen?*

A rule was a rule, but Zeus knew that if Persephone remained in the underworld, nothing would grow on the earth again. So he made a deal with Hades. "For each seed she has eaten, Persephone will stay one month in the underworld as your queen. For the rest of the year, however, she will live on Earth with her mother, Demeter." *How many seeds did Persephone eat? So how many months of the year must she stay in the underworld? How many months of the year will she live with Demeter?*



### Show image 3A-7: Blooming world and barren world

And so it was that for six months of the year, Demeter and Persephone were happy together. Fruits, wheat, and other plants sprouted from the ground, and it was spring.

As they grew **bountifully**, *or in great amount* the world was bright, and it was summer.

During those six months that Persephone lived in the underworld, however, Demeter would ignore all of the crops on Earth and would **pine** for *or long to have* her daughter. The leaves would fall off the trees in autumn and would be bare in winter, while Demeter longed for her daughter. Once Persephone was returned to Demeter, it would be spring again.

### COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What supernatural characters are in today's Read-Aloud? (*Demeter; her daughter, Persephone; Zeus; Hades; Cerberus; Helios*)
  - What is Hades the god of? (*the underworld*)
2. **Literal.** Why does Hades spirit Persephone away? (*He sees how beautiful she is, and he wants to make her his queen.*)

### Show image 3A-4: Demeter searching for Persephone

3. **Inferential.** How does Demeter feel when she realizes Persephone is missing and how do you know? (*sad because she begins to look older, she is no longer full of happiness and light, and she stops helping the crops produce*)
  - **Literal.** What happens to all of the plants and crops when Demeter begins to despair that she will never be able to retrieve her daughter? (*The grass turns brown; the wheat stops growing; every tree, vine, and field is bare.*)

### Show image 3A-6: Zeus talking to Hades in the underworld

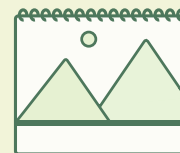
4. **Inferential.** Why does Zeus try to persuade Hades to return Persephone to Demeter? (*He knows that the people will starve if nothing grows on the earth.*)
5. **Inferential.** 🧑🧑 *Think-Pair-Share:* Hades returns Persephone to her mother, but only for part of the year. Why? (*Persephone ate six pomegranate seeds, and so has to return to the underworld for six months of the year.*)

## D Differentiation

### Support

The word *pine* can also mean a type of tree that has needles instead of leaves and stays green all year round.

### Flip Book 3A-4, 3A-6



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

Exchanging Information and Ideas

<b>Entering/Emerging</b>	Reframe questions as simple yes/no questions.
<b>Transitioning/Expanding</b>	Provide students with a specific sentence frame.
<b>Bridging</b>	Encourage students to use key details in complete sentences.

## D Differentiation

### Support

Review the seasons where you live and explain to students that during certain months of the year, it is easier to grow different crops, or foods.



### Check for Understanding

Does this myth try to explain an event or something that happens in nature, or does it teach a moral lesson? (*It tries to explain an event in nature.*) What event in nature does this myth try to explain? (*the changing of the seasons; the life cycle of plants and the cycle of the harvest*)

How is this myth similar to the myth of Prometheus and Pandora? (*Answers may vary.*) How is this myth different from the myth of Prometheus and Pandora? (*Answers may vary.*)

### WORD WORK: RETRIEVE (5 MIN.)

1. In the Read-Aloud you heard, “How was she to ever retrieve her daughter now?”
2. Say the word *retrieve* with me.
3. *Retrieve* means to rescue or bring back.
4. Andre left his sweater in the classroom and had to retrieve it before going home.
5. Have you ever had to retrieve something? [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I once had to retrieve . . .”]
6. What’s the word we’ve been talking about?

**Use a Synonyms activity for follow-up.** A synonym is a word that means the same thing as another word. What are some synonyms for the word *retrieve*? (*Answers may vary, but may include get back, recover, rescue, etc.*)

### Lesson 3: Demeter and Persephone

# Application



**Language:** Students will demonstrate an understanding of the multiple-meaning word *pine*. [L.2.4]

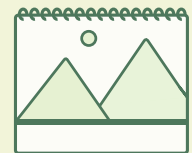
**Writing:** Students will record key information about a character from the Greek myth “Demeter and Persephone” in their journals. [W.2.8]

## MULTIPLE-MEANING WORD: PINE (5 MIN.)

### Show Poster 1M (Pine)

- Tell students that they heard the following in the Read-Aloud: “Demeter would ignore all of the crops on Earth and would pine for her daughter.” Here, *pine* means to long for, or desire to have.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*one*)
- Tell students *pine* can also mean something else. *Pine* also means a tree that has long, thin needles instead of leaves, which stay green year round.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning. (*two*)
- Point to the image of pine that shows someone who is sad because they are missing someone. Encourage students to talk with a partner about what they think of when they see this kind of pine. Encourage them to answer in complete sentences. (*When I see this kind of pine, I think of sad, lonely, crying, etc.*)

### Flip Book Poster 1M



### Check for Understanding

**Making Choices** If the sentence I say uses *pine* meaning to long for, hold up one finger for the first picture. If the sentence I say uses *pine* meaning a tree, hold up two fingers for the second picture.

- My sister was pining for an ice cream cone. (*one*)
- There are many pines that make my backyard shady and cool. (*two*)
- Demeter pines for Persephone in the winter. (*one*)
- Demeter walked up to a tall pine and leaned against it. (*two*)

## WRITING: GREEK MYTHS JOURNAL (15 MIN.)

- Tell students they will be continuing their journal to help them remember important information they learn in this domain about the Greek gods and Greek myths. Quickly review today's Read-Aloud by asking the following questions:
  - Which gods and/or goddesses did you hear about in today's Read-Aloud? (*Demeter, Zeus, Hades, Helios, Persephone*)
  - What happened to Persephone in today's Read-Aloud? (*She was spirited away by Hades to live in the underworld but Zeus rescued her and Hades allowed her to live half the year with her mother, Demeter, and half the year with Hades.*)
- Have students turn to Activity Page 3.1.
- Have students write "Demeter and Persephone" on the title blank.
- Have students then write two to three sentences about one of the characters or gods/goddesses to help them remember who they are and what they do in today's myth. Tell students to try to answer these questions while they are writing:
  - What does this character do in the myth you read?
  - Why was this character important to ancient Greeks?
  - What natural event does this myth explain?
- If time remains, students may also draw a picture in the rectangle to illustrate the information.
- Collect students' journals to check that they have written two or three sentences about a character from the myth and answered the questions above.

### Activity Page 3.1



## D Differentiation

### Challenge

Have students answer the following question at the end of their journal entries: Do you think this myth is a convincing explanation for why seasons exist? Why or why not?



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

#### Entering/Emerging

Have students dictate facts using familiar vocabulary to a teacher to be recorded.

#### Transitioning/ Expanding

Have students write phrases using familiar vocabulary to a peer to be recorded.

#### Bridging

Have students write facts using familiar vocabulary independently.

End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Arachne the Weaver

**PRIMARY FOCUS OF LESSON****Reading**

Students will evaluate what “Arachne the Weaver” explains about nature and the lesson it teaches.

[RL.2.2]

**Language**

Students will demonstrate an understanding of the Tier 2 word *flattered* and generate related words.

[L.2.5]

**Writing**

Students will gather information about the Arachne myth.

[W.2.8]

Students will use a story map and collaborate to plan a narrative retelling of the Arachne myth.

[W.2.3]

**FORMATIVE ASSESSMENT****Exit Pass**

**What’s the Lesson?** Students will write about the lesson they believe Arachne learns in the myth.

[RL.2.2]



## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> world map or globe <input type="checkbox"/> Greek Gods Posters
Making Predictions			
Read-Aloud			
Purpose for Listening	Whole Group/ Independent	30 min.	<input type="checkbox"/> Greek Gods Posters
“Arachne the Weaver”			
Comprehension Questions			
Word Work: <i>Flattered</i>			
This is a good opportunity to take a break.			
Application			
Elements of a Narrative	Whole Group	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Visual Support 4.1
Writing: Modeling: Planning a Narrative			

## ADVANCE PREPARATION

### Read-Aloud

- Provide paper for the Think-Pair-Share activity.

### Application

- Display Visual Support 4.1, which you may find in the Visual Supports for Teaching for this domain.

### Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- Show an image or bring in an example of a tapestry.
- Have your art teacher show students a loom and how it works, and show them an example of a woven product. You might even have students complete a weaving project using strips of paper or ribbon and string.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## CORE VOCABULARY

**flattered, v.** complimented; paid positive attention to

Example: I flattered Jasmine by telling her I enjoyed her book report.

Variation(s): flatter, flatters, flattering

**superior, adj.** higher in position or quality

Example: Alice felt that her pie was superior to her sister's.

Variation(s): none

**stern, adj.** harsh, firm, or strict

Example: Their grandmother gave them a stern warning that they were to look both ways before crossing the street.

Variation(s): sterner, sternest

**arachnids, n.** a class of animals that are carnivorous and have a two segmented body, eight legs, and no antennae or wings (e.g., spiders, scorpions, mites, ticks, and daddy-longlegs)

Example: Many people confuse arachnids with insects, until they remember that insects have six legs and arachnids have eight.

Variation(s): arachnid

### Vocabulary Chart for “Arachne the Weaver”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	arachnids	flattered superior	
Spanish Cognates	( <i>arácnidos</i> )	( <i>superior</i> )	
Multiple- Meaning		stern	
Sayings and Phrases	reached the ears of		

## Lesson 4: Arachne the Weaver

# Introducing the Read-Aloud



**Reading:** Students will evaluate what “Arachne the Weaver” explains about nature and the lesson it teaches.

[RL.2.2]

## WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

### Where Are We?

- Prompt students with the following question:
  - Where did the myths we have heard so far originate, or come from?  
(*ancient Greece*)
- Point to the location of ancient Greece on a world map or globe.



### MULTILINGUAL/ENGLISH LEARNERS

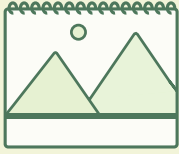
#### Speaking and Listening Selecting Language Resources

<b>Entering/Emerging</b>	Elicit short one-word answers from students (e.g., “Name one Greek god or goddess.”).
<b>Transitioning/Expanding</b>	Elicit more details in students’ answers (e.g., “Describe Demeter.”).
<b>Bridging</b>	Elicit higher-level insights and comparisons (e.g., “Why did Demeter stop the crops from producing?”).



### Check for Understanding

**Recall:** What are some of the characteristics of Greek myths? (*a fictional story from ancient times; may try to explain events or things in nature; may teach a lesson; usually has characters that are gods or goddesses, humans, and creatures*)



## D Differentiation


### Support

Some students may be familiar with the terms *weaver* and *arachnid* and be able to make inferences about the title. If students are not familiar with this term, prompt them to think about animals that weave things.

## Greek Myths

- Show students Flip Book images from the previous myth, “Demeter and Persephone,” and ask them to retell it.
- Ask students to retell the myth “Demeter and Persephone.”
- Remind students that they heard about several Greek gods and goddesses in the previous Read-Aloud.
- Then, using the Greek Gods Posters on display in the classroom, have students name each of the Greek gods they heard about in the previous lesson.
- You may also wish to have students share facts about the Greek gods from their Greek Myths Journals.

## MAKING PREDICTIONS (5 MIN.)

- Tell students that today’s myth is a story that was told to explain how one animal in nature was first created.
- Tell students that today’s Read-Aloud is “Arachne the Weaver.” Tell students a weaver is someone who combines strands of thread or yarn in an alternating pattern in order to make cloth.
- Tell students an arachnid belongs to a class of animals that are carnivorous and have a two-segmented body, eight legs, and no antennae or wings.
-  **Think-Pair-Share:** Ask students to predict, based on the title, and knowing that the myth is about a weaver named Arachne, what animal this myth might describe. Have students share their response with a partner. Remind students to signal when both partners have contributed to the conversation. Ask students to share their partner’s response.

## Lesson 4: Arachne the Weaver

# Read-Aloud



**Reading:** Students will evaluate what “Arachne the Weaver” explains about nature and the lesson it teaches. [RL.2.2]

**Language:** Students will demonstrate an understanding of the Tier 2 word *flattered* and generate related words. [L.2.5]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to the Read-Aloud to find out what animal an arachnid is.
- Tell students to also listen carefully to find out what this myth explains about nature.

### “ARACHNE THE WEAVER” (15 MIN.)



#### Show image 4A-1: Arachne weaving

Long ago, there lived among the Greeks a young woman named Arachne [ə\*rak\*nee/], who was a very gifted weaver. A weaver weaves or spins threads or yarns together to make cloth. Arachne wove upon a wooden frame called a loom. She did not

just weave solid colors; she wove tapestries, wonderful woven pictures that people would hang on their walls as art. *What is a tapestry?*

People came from distant lands to see these masterpieces *or great works* in Arachne’s studio. A visitor might comment, “This is amazing! Why, look at the leaves on this tree. They look so real that you almost expect them to move in the breeze. And this deer in the meadow looks as if he is going to turn and bound *or jump* away.”

The visitors would tell Arachne, “You are the finest weaver in all the world!” But then they would add, “Except, of course, for the goddess Athena, who invented weaving!” Athena was actually the goddess of all handicrafts, not just weaving.

## D Differentiation

### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

### Support

Show an image or bring in an example of a tapestry.

People **flattered** or *complimented* Arachne by comparing her work to that of Athena. At first Arachne was pleased with this comparison. But as years passed, she began to get annoyed. She would say, "I'm sure Athena is very talented, but look, did you see this one over here?" *Why do you think Arachne began to get annoyed?* As still more years passed, whenever people compared her to the goddess, Arachne would angrily say, "I don't care if Athena invented weaving. I think I am the best weaver in the world!" *Do you think this bragging might cause a problem for Arachne?*



#### Show image 4A-2:

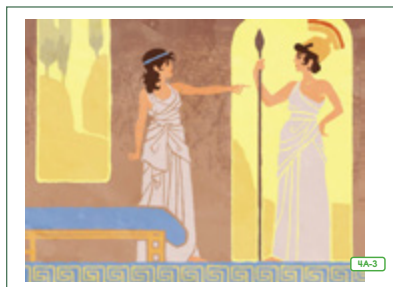
##### Athena transformed into an old woman

Word of this eventually reached the ears of the goddess Athena on Mount Olympus. She decided to visit Arachne's studio to learn if Arachne was truly saying such things. However, Athena did not want Arachne to recognize her, so with her magic, Athena

changed her own appearance from a beautiful, athletic young woman. Now, with a wave of her hand and a puff of smoke, gone was the young woman, replaced by a woman so old and bent with age that she had to lean on *or rest against* a walking stick to get around. Of course, inside that body was still the goddess Athena, but no one would have recognized her.

In this disguise she went to visit Arachne, commenting, "Your work is extraordinary, my dear. *Does this mean Arachne's work is good or bad?* I am certain that you are the finest weaver in the world—except, of course, for the goddess Athena."

Hearing this, Arachne, thinking she spoke to a bent, old woman, angrily exclaimed, "I am sick of hearing about Athena. I say that I am the best weaver in the world!"



#### Show image 4A-3:

##### Arachne challenging Athena

Well, there was a puff of smoke, and when it blew away, who did Arachne see standing there with her but the beautiful goddess Athena. Arachne was afraid of what the goddess might do to her, but she took a deep

## D Differentiation

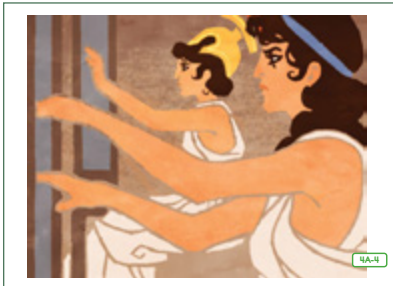
### Support

Here the word *lean* means to rest against someone or something for support. The word *lean* can also mean physically thin, strong, and healthy.

### Challenge

Why do you think Athena changes her appearance before going to visit Arachne? What do you think she will do in her disguise?

breath and said, “I meant what I said. I am prepared to prove that I am the best. I have two wooden looms for weaving. You use one, and I shall use the other. Let us see once and for all who is the best.”



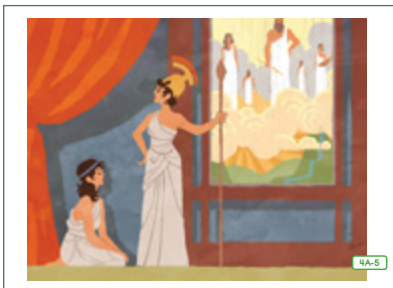
**Show image 4A-4:**

**Athena and Arachne in a weaving contest**

So the goddess and the young woman chose their colors and started to weave. When at last they stopped, Arachne grinned, for she truly believed she had won. She pointed out all the wonderful features *or parts* of her work to the goddess.

“Look,” she said, “see how real the stream looks tumbling down this hillside, and how the water reflects the colors of the sunlight, as real water would do. And if you move over here to look, the colors actually change, the way real sunlight would change.”

At last she turned to see Athena’s tapestry.



**Show image 4A-5:**

**Arachne overcome by grief at the sight of Athena’s superior tapestry**

Arachne saw at once that the work of the goddess was even finer than her own. Athena had woven a stream, but hers seemed to ripple and move. She had woven clouds that appeared to float lightly in the

sky, and above it all she had woven the gods in all of their majesty. *Do you recognize any of the Greek gods in Athena’s tapestry?*

Upset and embarrassed, Arachne turned and ran from the room. Athena caught up with her, asking, “Where are you going?”

Arachne exclaimed, “I thought I was the best, but you are **superior** *or far better*; and no matter how long and hard I work at it, I will never be as good as you are. I shall never weave again.” *Were your predictions about what would happen correct? Why or why not?*

Then Athena grew **stern** or *harsh and firm*. “Everyone is born with some special gift or talent, if only they can figure out what it is and how to use it. You must not waste this skill of yours. We shall see to it that you shall weave again.”



**Show image 4A-6:**

**Athena changing Arachne into a spider**

She reached out and touched Arachne's shoulder with the tip of one finger. Instantly, Arachne began to change shape. She grew smaller and smaller, and her body rounder and rounder. Her legs and arms grew longer and thinner until, after about five minutes,

Arachne had turned into the very first spider in the world. Today we call all the members of the spider family **arachnids** [/ə\*rak\*nidz/], and that is why some people say all spiders are the children of Arachne the Weaver. *What do spiders weave? Why did Athena turn Arachne into a spider rather than another kind of animal? (so she would weave webs all day)*

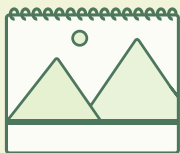
**COMPREHENSION QUESTIONS (10 MIN.)**

1. **Evaluative.** Imagine you are Arachne. How would you have felt if people always compared your work to Athena's? Would you have been flattered? Would you have been jealous, like Arachne? (*Answers may vary.*)

**Show image 4A-6: Athena changing Arachne into a spider**

2. **Literal.** How does this story conclude, or end? (*with Athena turning Arachne into a spider*)
3. **Inferential.** What in nature does this myth explain? (*how the first spider came to be*)
  - **Literal.** According to this myth, who created the very first spider in the world? (*the goddess Athena*)
4. **Evaluative.** Do you think that is really how the very first spider was created, or is this story fiction? Why? (*Answers may vary.*)
5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* What lesson could be learned from this myth? Tell students to write a statement sentence that is at least ten words long. Have students begin by converting the question into a statement. (*A lesson learned from this myth is to not be boastful.*)

Flip Book 4A-6





### Exit Pass

Write one to two sentences to answer the following question: What lesson do you think Arachne learns in this story? (*Answers may vary but may include to not be boastful or to use the talents you have.*)

### WORD WORK: FLATTERED (5 MIN.)

1. In the Read-Aloud you heard, “People flattered Arachne by comparing her work to that of Athena.”
2. Say the word *flattered* with me.
3. If you flatter someone, you compliment them.
4. The teacher flattered Juanita by praising her performance on the multiplication test.
5. Have you ever been flattered by someone? Try to use the word *flattered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: “. . . flattered me once when . . .”]
6. What's the word we've been talking about?

**Use a Synonyms activity for follow-up.** A synonym is a word that is the same as, or similar to, another word. What are some synonyms for *flattered*? (*Answers may vary, but may include praised, complimented, admired, etc.*)



## Lesson 4: Arachne the Weaver



# Application

### Writing

Students will gather information about the Arachne myth. **[W.2.8]**

Students will use a story map and collaborate to plan a narrative retelling of the Arachne myth. **[W.2.3]**

### ELEMENTS OF A NARRATIVE (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from previous instruction if they wish. (*Answers may vary, but students should understand that a narrative is a story.*) It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and a reason that they like it.
- Ask students to listen as you read the following items aloud. Students should raise a hand when they hear the reason the story they named is their favorite.
  - I like the characters in the story.
  - I like the things that happen in the story, or the plot.
  - I like the setting of the story, or where it takes place.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

### **D** Differentiation

#### Support

Review the definitions of *fiction* and *nonfiction*.

#### Challenge

Have students name an example of a fictional narrative and a narrative that is nonfiction.



### Check for Understanding

**Think-Pair-Share:** What are the elements of a narrative? Have students work with their partner to respond by converting the question into a statement. (*The elements of a narrative are characters, setting, and plot with a beginning, middle, and end.*) Remind students to signal when both partners have contributed to the conversation. After students have finished their conversations, have them share their partner's statement.

## WRITING: MODELING: PLANNING A NARRATIVE (15 MIN.)

- Explain that although students have used story maps to describe what happens in a story, the story map is also a tool writers can use to plan their work.
- Display Visual Support 4.1.
- Direct students to Activity Page 4.1.
- Introduce the elements of the story map. Students should be familiar from previous instruction with the basic elements (*title, setting, character, and plot*) listed on the map, but you may wish to review their definitions if needed.
- Explain that you want to write a narrative that retells the myth of Arachne, specifically when Athena visits Arachne's studio.
- Tell students because you want to plan your work, you are going to start by filling out a story map.

### Show Images 4A-2–4A-6

- Have students gather information for planning a narrative by showing them Flip Book images from this lesson's myth, "Arachne the Weaver," and ask them to identify the narrative elements in the images needed to complete the story map and retell the myth. Students should complete their own copies of the story map along with you.
- Use the think-aloud strategy to model completing a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on how Arachne may have felt during these events.

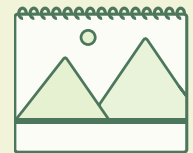
I know I want to write a narrative that retells part of the Arachne myth, specifically the part where Athena visits Arachne. The first element on the map is the title. I think I might call my narrative "Visit to Arachne's Studio," because I want to use the title to show where the story takes place. When readers see this title, they will know the story's setting. [Write *Visit to Arachne's Studio* under *Title*.] I know I can change my mind later, but for now I'll write that on the map.

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows.

### Activity Page 4.1



### Flip Book 4A-2–4A-6




## D Differentiation

### Challenge

Have students identify details that describe the character's thoughts and actions.

<b>Title</b>		Visit to Arachne's Studio	
<b>Character(s)</b>	Arachne Athena	<b>Setting(s)</b>	Arachne's Studio
<b>Plot</b>	<b>Beginning</b> Athena disguised as an old woman, visits Arachne's studio to learn if Arachne really thinks she is the best weaver.		
	<b>Middle</b> Arachne challenged Athena to a weaving contest to see who is best.		
	<b>End</b> Athena's weaving is far better than Arachne's. Arachne says she will never weave again, so Athena turns her into a spider.		
<b>★ Final Thought</b> As a spider, Arachne can weave webs all day.			
Fill in the blank to indicate where your narrative should include concrete words and detail to describe things: how Arachne feels after seeing Athena's tapestry			

 <b>MULTILINGUAL/ENGLISH LEARNERS</b> <b>Writing</b> Writing	
<b>Entering/Emerging</b>	Have students use sticky notes to label the characters, setting, and plot in the Flip Book images.
<b>Transitioning/Expanding</b>	Have students dictate phrases using familiar vocabulary to a peer to be recorded.
<b>Bridging</b>	Have students write facts using familiar vocabulary independently.

- Explain that you can use this plan to help you write your narrative. You will do that in the next lesson. Save your completed map; you will use it again in the next lesson.

~~~~~ **End Lesson** ~~~~~

## LEGENDS AND HEROES: GREEK MYTHS

# Theseus and the Minotaur

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will retell a myth using temporal and causal words. **[SL.2.4]**

**Reading**

Students will identify key information about Greek myths to be recorded in a graphic organizer. **[RL.2.1]**

Students will describe the main characters of a myth and explain the characters' actions. **[RL.2.3]**

**Language**

Students will demonstrate an understanding of the Tier 2 word *unraveling*. **[L.2.5a]**

**Reading**

Students will identify key information about Greek myths to be recorded in a graphic organizer. **[RL.2.1]**

**Writing**

Students will use a story map to plan a narrative retelling of the Theseus myth. **[W.2.3]**

**FORMATIVE ASSESSMENT****Activity Page 5.1**

**Planning with Story Maps** Students will use a story map to plan a narrative retelling of the Theseus myth. **[W.2.3]**



## LESSON AT A GLANCE

|                                             | Grouping Recommendations    | Time    | Materials                                                                                                                                                                                                                            |
|---------------------------------------------|-----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                             |         |                                                                                                                                                                                                                                      |
| Spin a Story                                | Whole Group/<br>Independent | 15 min. | <input type="checkbox"/> student drawings from Lesson 4<br><br><input type="checkbox"/> chart paper, chalkboard, or whiteboard<br><br><input type="checkbox"/> Greek Gods Posters<br><br><input type="checkbox"/> Visual Support 5.1 |
| Greek Myths Chart                           |                             |         |                                                                                                                                                                                                                                      |
| Read-Aloud                                  |                             |         |                                                                                                                                                                                                                                      |
| Purpose for Listening                       | Whole Group                 | 25 min. | <input type="checkbox"/> world map or globe<br><br><input type="checkbox"/> Image Card 2                                                                                                                                             |
| “Theseus and the Minotaur”                  |                             |         |                                                                                                                                                                                                                                      |
| Comprehension Questions                     |                             |         |                                                                                                                                                                                                                                      |
| Word Work: <i>Unraveling</i>                |                             |         |                                                                                                                                                                                                                                      |
| This is a good opportunity to take a break. |                             |         |                                                                                                                                                                                                                                      |
| Application                                 |                             |         |                                                                                                                                                                                                                                      |
| Greek Myths Chart                           | Whole Group/<br>Independent | 20 min. | <input type="checkbox"/> Visual Support 5.1<br><br><input type="checkbox"/> world map or globe<br><br><input type="checkbox"/> Activity Page 5.1                                                                                     |
| Writing: Planning a Narrative               |                             |         |                                                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Prepare the following chart on chart paper, a chalkboard, or a whiteboard. Be sure to leave a blank row at the bottom for today's myth, "Theseus and the Minotaur." You may also access a copy of this chart in the Visual Supports for Teaching (Visual Support 5.1) in its partially completed and completed forms.

| Greek Myths Chart        |                     |                                          |                                                                                                                                                                       |
|--------------------------|---------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Myth                     | Mythical Creatures? | Greek Gods and Goddesses?                | Tries to Explain or Teach the Lesson:                                                                                                                                 |
| "Prometheus and Pandora" |                     | Zeus, Prometheus, Epimetheus             | <ul style="list-style-type: none"><li>• how humans and animals were created</li><li>• how humans got fire</li><li>• how evil and sorrow came into the world</li></ul> |
| "Demeter and Persephone" |                     | Zeus, Demeter, Persephone, Hades, Helios | <ul style="list-style-type: none"><li>• the changing of the seasons</li><li>• the life cycle of plants</li></ul>                                                      |
| "Arachne the Weaver"     |                     |                                          |                                                                                                                                                                       |
|                          |                     |                                          |                                                                                                                                                                       |

**Note:** Some of the information in this chart is completed ahead of the lesson. This information will be used to review the myths "Prometheus and Pandora" and "Demeter and Persephone" quickly with students and is there for the sake of comparison to "Arachne the Weaver" and "Theseus and the Minotaur."

### Read-Aloud

- Provide paper for the Think-Pair-Share activity.

### Application

- Write the following Writing Prompt on the board or chart paper:
  - Retell the Theseus myth in your own words. You should include the most important information, but you might have some different details from the version in the Read-Aloud.
  - Make sure your narrative includes all the elements of good narrative writing.

### **Universal Access**

- As you read the myths, continue to add to the Characters Chart.
- To ensure all students have the opportunity to contribute to the discussion about Image Card 2, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation
- Create a labyrinth in your classroom using desks and chairs. Have students act out using the string to trace their way through it, fight the minotaur, and retrace their steps back out.

## CORE VOCABULARY

### **labyrinth, n.** maze

Example: The competitors raced to be the first to reach the prize at the center of the labyrinth, but they were easily confused by the tall bushes around them.

Variation(s): labyrinths

### **convinced, v.** persuaded; brought someone to a certain opinion

Example: As we talked, my mom convinced me that it was better to do my homework before going outside to play.

Variation(s): convince, convinces, convincing

### **sneered, v.** made a face that showed dislike

Example: The thief sneered rudely when the police questioned him.

Variation(s): sneer, sneers, sneering

### **unraveling, v.** unwinding; coming apart

Example: A loose thread from Ming's scarf got caught on the doorknob, and before she knew it the whole thing was quickly unraveling.

Variation(s): unravel, unravels, unraveled

### **vaulted, v.** jumped over something tall and large

Example: Brooke vaulted over the fence as she chased her runaway puppy.

Variation(s): vault, vaults, vaulting

## Vocabulary Chart for "Theseus and the Minotaur"

| Type                   | Tier 3<br>Domain-Specific Words                                                                 | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|------------------------|-------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|
| Vocabulary             | labyrinth                                                                                       | convinced<br>sneered<br>unraveling |                                 |
| Spanish<br>Cognates    | ( <i>laberinto</i> )                                                                            | ( <i>convenció</i> )               |                                 |
| Multiple-<br>Meaning   |                                                                                                 | vaulted                            |                                 |
| Sayings<br>and Phrases | sent word<br>take the place of<br>once and for all<br>trace it back<br>no worse off<br>set sail |                                    |                                 |



## Lesson 5: Theseus and the Minotaur



# Introducing the Read-Aloud

**Speaking and Listening:** Students will retell a myth using temporal and causal words. [SL.2.4]

**Reading:** Students will identify key information about Greek myths to be recorded in a graphic organizer. [RL.2.1]

## SPIN A STORY (5 MIN.)

- Have students retell the myth “Arachne the Weaver.” Encourage students to use temporal and causal words in their retelling (e.g., *first, next, then, last, finally, because, so then*, etc.).



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening Understanding Cohesion

|                                |                                                                                                                          |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide an oral bank of everyday temporal words and phrases for students to use as they retell the story.                |
| <b>Transitioning/Expanding</b> | Encourage students to use a growing number of temporal and causal words and phrases.                                     |
| <b>Bridging</b>                | Challenge students to use a variety of temporal and causal words and phrases and think of other connecting words to use. |

## GREEK MYTHS CHART (10 MIN.)

- Refer to the Greek Myths Chart you created in advance. Remind students that they have now heard three Greek myths: “Prometheus and Pandora,” “Demeter and Persephone,” and “Arachne the Weaver.”
- Review with students the general characteristics of myths and point out the characteristics that are headers in your chart.
  - What are the general characteristics of myths? (*fictional stories from ancient times; may try to explain events or things in nature; may teach a lesson; usually has characters that are gods or goddesses, humans, and creatures*)
  - How are these myths similar? How are they different? (*Answers may vary.*)

## D Differentiation

### Challenge

Have students independently write an entry in their Greek Myths journals for “Arachne the Weaver.”

- Tell students Greek myths give insight into ancient Greek culture.
- Lead students in a discussion of these characteristics relative to “Prometheus and Pandora” and “Demeter and Persephone,” which are already completed in the chart.
- Then, have students help you identify the mythical creatures that are not gods and goddesses in “Prometheus and Pandora” (*none*); “Demeter and Persephone” (*Cerberus, the three-headed dog of Hades*); and “Arachne the Weaver” (*none*).



### Check for Understanding

**Recall:** Complete the row describing “Arachne the Weaver” by prompting students with the following questions:

- Which Greek god or goddess is a character in the myth “Arachne the Weaver”? (*Athena*)
- What from nature does the myth explain? (*how the first spider was created*)
- What lesson does this myth teach? (*do not be too proud or boastful*)

| Greek Myths Chart        |                     |                                          |                                                                                                                                                                           |
|--------------------------|---------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Myth                     | Mythical Creatures? | Greek Gods and Goddesses?                | Tries to Explain or Teach the Lesson:                                                                                                                                     |
| "Prometheus and Pandora" | <i>None</i>         | Zeus, Prometheus, Epimetheus             | <ul style="list-style-type: none"> <li>• how humans and animals were created</li> <li>• how humans got fire</li> <li>• how evil and sorrow came into the world</li> </ul> |
| "Demeter and Persephone" | <i>Cerberus</i>     | Zeus, Demeter, Persephone, Hades, Helios | <ul style="list-style-type: none"> <li>• the changing of the seasons</li> <li>• the life cycle of plants</li> </ul>                                                       |
| "Arachne the Weaver"     | <i>None</i>         | <i>Athena</i>                            | <ul style="list-style-type: none"> <li>• <i>how the first spider was created</i></li> <li>• <i>do not be too proud or boastful</i></li> </ul>                             |

- Tell students that all of the myths they have heard so far have included gods or goddesses as main characters but not all Greek myths involve gods and goddesses. Tell students that some myths feature humans, heroes, and mythical creatures, such as Cerberus.

## Lesson 5: Theseus and the Minotaur

# Read-Aloud



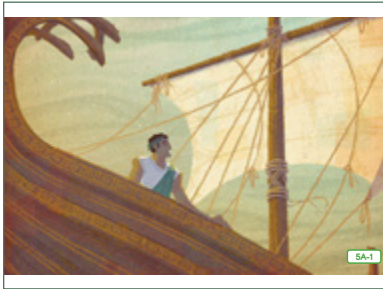
**Reading:** Students will describe the main characters of a myth and explain the characters' actions. **[RL.2.3]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *unraveling*. **[L.2.5a]**

### PURPOSE FOR LISTENING

- Tell students that today's Read-Aloud does not have any Greek gods and goddesses in it, but it involves a mythical creature as well as a courageous hero. Tell students to listen carefully to find out what the mythical creature is.
- Tell students to also listen to find out who the hero is and what he does to save the day.

## "THESEUS AND THE MINOTAUR" (15 MIN.)



### Show image 5A-1:

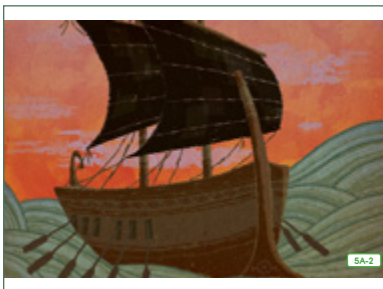
#### Prince Theseus returning in his ship to Athens

Prince Theseus [/thee\*seeəs/] was the son of the ruler of Athens, King Aegeus [/ae\*jæ\*əs/]. *What do you remember about Athens? This story takes place before Athens was a democracy, when it was still ruled by a king.* Theseus had been raised by his mother

in a town far away from Athens and did not know his father in his youth *or when he was a child.* When he was old enough, in order to meet his father, Theseus journeyed to Athens, had many adventures, and proved himself a fierce warrior. *What does fierce mean?* When he finally reached Athens, he was shocked to hear what his father, King Aegeus, was telling him.

"Next week, King Minos [/mie\*nəs/] and his ship return to Athens after another nine years," King Aegeus said. "This will be the most terrible time for our people when they see those black sails."

"Black sails? Who is this King Minos, and what happens when his ship comes to Athens?" asked Prince Theseus.



### Show image 5A-2:

#### Black-sailed ship

His father answered, "King Minos, who rules the great island of Crete, has the mightiest navy and army on Earth. *[Have a volunteer point to the island of Crete on a world map or globe.]* Several years ago, his son was visiting here in Athens. There was a terrible

accident, and the young man never returned to Crete. I sent word to Crete explaining what had happened, and how sorry we were, but King Minos would not listen. He and his warriors attacked and conquered Athens. *Why did King Minos attack Athens?* Then Minos announced, 'You Athenians must share my sorrow. My son was eighteen when he went to Athens. Every nine years I shall send to you a ship with black sails. This ship will take seven of your Athenian men and seven Athenian women, each my son's age, to Crete. There I shall send those Athenians into the **labyrinth** [/lab\*ə\*rinth/].'

"What is 'the Labyrinth,' Father?" Theseus asked.

## D Differentiation

### Support

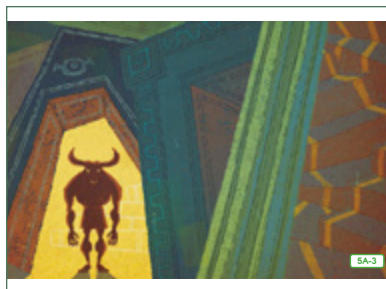
You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

## D Differentiation

### Challenge

What word would you use to describe King Minos's actions in response to the death of his son? *(Answers may vary but may include retribution, payback, or justice.)*

## Image Card 2



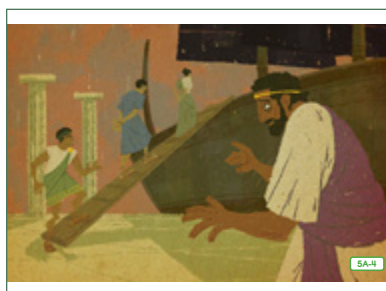
### Show image 5A-3: Labyrinth and the Minotaur

#### Show Image Card 2 (labyrinth)

Have students share their answers to the following questions about Image Card 2 with a partner. Remind students to signal when both partners have contributed to the conversation. Ask students to share answers their partner shared with them.

- What do you see?
- What do you think about it?
- What does it make you wonder?

"It is an enormous maze of twisting tunnels and rooms cut into the hillside near Minos's palace. Minos commissioned the master inventor Daedalus [ded\*ə\*lēs/] to design it. Commissioned means chose someone to do a specific job. [Point to Image Card 2.] This is a labyrinth; a labyrinth is a maze. Once inside, a person becomes hopelessly lost. Worse yet, living in that maze is the Minotaur [min\*ə\*tor/], a monster that is half-bull and half-man. Does the Minotaur sound like a supernatural, mythical creature to you? The Minotaur knows every inch of the maze and hunts down whoever enters there. Many times King Minos has sent his black-sailed ship to carry away seven of our young men and women, and none of them ever gets out of the labyrinth. And now, next week the black-sailed ship will return." What happens every nine years when the ship with black sails arrives in Athens?



### Show image 5A-4: Theseus preparing to get on the black-sailed ship with other youth

Theseus said, "Father, you know my skills as a warrior. I am eighteen years old. I will take the place of one of these youths or young people and stop the Minotaur before it can strike again."

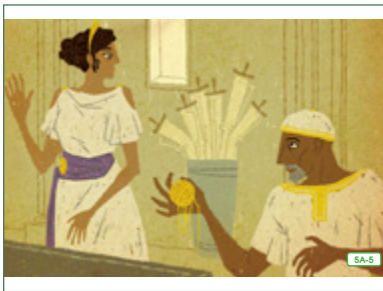
"No, my son! I will not let you risk your life," King Aegeus replied.

"Father, how can I let this continue when I know I can stop it? I am the person with the best chance against the beast." Finally, Theseus **convinced** or

**persuaded** his father and told him that if he was successful, he and the other Athenians would return on King Minos's ship with white sails.

A week later, the prince and the other young Athenians boarded King Minos's ship. When they reached the island of Crete, guards led them to King Minos's throne room in the palace. There, Minos **sneered**, *or made a face showing dislike* "It is fitting that the son of the king of Athens should not return to his home, as my son did not return to his."

Theseus answered, "It is more fitting that the son of the king of Athens should end this horrid business once and for all." *Do you think Theseus will be successful?*

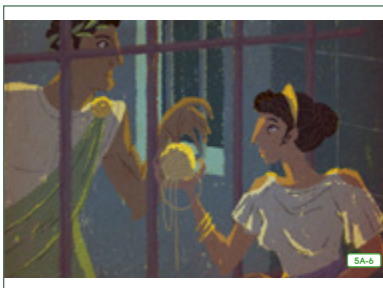


**Show image 5A-5:**  
**Ariadne talking to Daedalus**

Standing at King Minos's side through all of this was his daughter, Princess Ariadne [/ aer\*ee\*ad\*nee/]. The princess was amazed to see that Theseus was not afraid. She thought, "What an extraordinary man! I must save him. But how? Even I would not be

safe from my father's fury *or extreme anger* if he found out." Princess Ariadne needed help, so she went to see the most brilliant man she knew, the man who also happened to be the creator of the labyrinth—Daedalus. *Daedalus created the maze where the Minotaur lives.*

The clever Daedalus told her, "It is impossible to sneak a weapon into the maze. The guards would find it and remove it, and eventually they would trace it back to you. However, if the reports of Theseus's bravery are true, he may still have a chance fighting the Minotaur. Then at least we can help him find his way back out of the labyrinth. Here is what you must do . . ." *What does Daedalus have in his hand? What do you think it's for?*

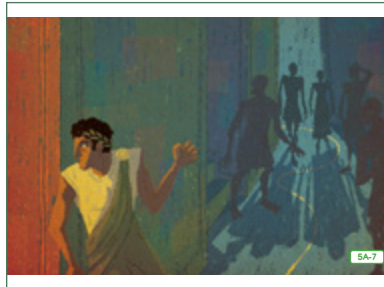


**Show image 5A-6:**  
**Ariadne advising Theseus and giving him a ball of string**

That night, Princess Ariadne went to Theseus's room in her father's palace. She told the young hero, "Wind this ball of string around yourself beneath your clothes so the

guards will not see it. After you enter the labyrinth, tie one end of the thread to the handle of the gate and unwind the rest as you go through the maze. If you defeat the Minotaur, rewind the thread, and it will lead you back by the same route to the gate. And if you succeed, you must take me with you to Athens, for if my father finds that I have helped you . . .”

“Of course we will take you,” Theseus said. “Thank you, Princess.” *What do you think will happen next?*



**Show image 5A-7:**  
**Theseus wandering through the maze with string and other Athenians**

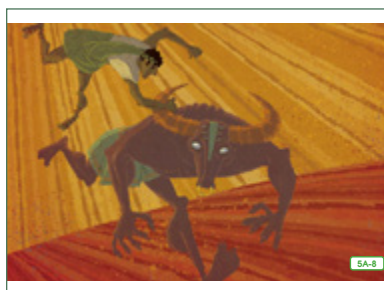
The next day, after the guards closed the gates of the labyrinth behind the Athenians, Theseus told the others, “Wait here. I go to seek the Minotaur. If I fail, you are no worse off; if I succeed, we will all be able to return

safely to Athens.” Tying the thread to the door handle, **unraveling** it with each step, Theseus set off into the labyrinth. *The word unraveling means undoing or unwinding. What is Theseus unraveling?*

Within five minutes he was hopelessly lost. Still he went on, though he knew that the half-man, half-bull might be waiting around the next bend for him, or sneaking up from behind ready to eat him.

Finally, Theseus found himself at the entrance to the great central room of the labyrinth. Resting on the stone floor at the far end was the Minotaur. It had the huge, muscled body of a man, but instead of a man’s head, there was the head of a bull with long, sharp horns.

Theseus broke off the golden thread and stepped forward. The Minotaur rose to its feet to face him. Then, the Minotaur charged.

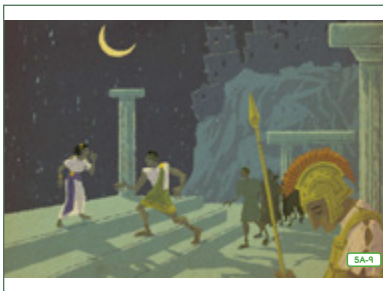


**Show image 5A-8:**  
**Theseus and Minotaur facing off**

Theseus waited as the huge beast rushed toward him. At the last moment, the young prince stepped to one side and **vaulted** over the monster’s back. *The word vaulted means jumped over, using the hands to push off.*



Confused at not having caught him on its horns, the Minotaur turned back and charged again. Again Theseus avoided its horns, leaping to the other side this time. Over and over, Theseus escaped the deadly horns. Each time, Theseus was moving closer to the wall of the room. Finally, as Theseus leaped aside once more, the Minotaur, unable to stop, ran with an explosive shock into the wall. Staggering, it fell to its knees. Theseus leaped upon its back and seized the great horns. He wrestled the Minotaur to the ground and eventually defeated him. *If Theseus defeated the Minotaur, who won?*



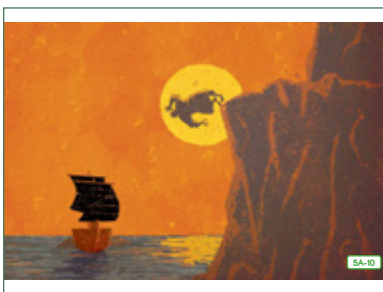
**Show image 5A-9:**

**Athenians escaping the maze to the ship where Ariadne is waiting**

Hours later, the other Athenians saw their prince emerging wearily and triumphantly from the stone tunnels. Untying the thread that had led him back, he said quietly, “Let’s go home.”

Opening the gate, which was never locked (for no one had ever returned), the Athenians stole out *or snuck out quietly*.

The day had passed, and the city was now shadowed with night. They moved down to the harbor and found Princess Ariadne waiting for them in the shadows by the docks. Then they all set sail for Athens, bearing the glad news: thanks to Theseus, the danger from the Minotaur was finally over.



**Show image 5A-10:**

**Triumphant Theseus returning on black-sailed ship**

Theseus, however, had forgotten to change the sails from black to white. *Why was Theseus supposed to change the sails? What do you think King Aegeus is going to think?*

When his father, King Aegeus, saw the black sails from his perch on a cliff, he fainted and fell forward into the sea. *Why do you think King Aegeus fell forward into the sea?* To this day, the sea King Aegeus fell into is called the Aegean Sea.

**D Differentiation**

**Support**

The word *vaulted* can also be used to describe a ceiling built with an arch.

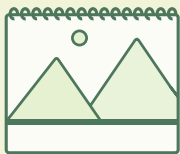


## D Differentiation

### Support

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images.

### Flip Book 5A-5



## COMPREHENSION QUESTIONS (5 MIN.)


1. **Literal.** Myths often explain how something came to be. What does this myth explain? (*how the Aegean Sea got its name*)
2. **Inferential.** Why does King Minos send fourteen Athenian youths into the labyrinth every nine years? (*He sends the youths into the Labyrinth because he is sad and upset over the loss of his son and blames the Athenians.*)



### Check for Understanding

Who is the main character in today's Read-Aloud? (*Theseus*) How can you tell he is the main character? (*Answers may vary.*) How is he courageous? (*He volunteers to go and stop the Minotaur, from which no one has been able to escape, and then succeeds in defeating it.*)

### Show image 5A-5: Ariadne talking to Daedalus

3. **Evaluative.** Have students write a sentence about what happened in the Read-Aloud just before this image. (*Theseus confronted King Minos in his throne room.*)
4. **Literal.** How does Theseus defeat the Minotaur and escape from the Labyrinth? (*Theseus ties a golden thread around the handle of the gate and unwinds the rest as he goes through the maze. He then escapes the Minotaur's dangerous horns by vaulting over the beast every time he approaches. After he defeats the Minotaur, he follows the unraveled string back to the entrance of the labyrinth.*)
5. **Inferential.** Why is Daedalus important in this story? (*He created the labyrinth and he tells Ariadne how Theseus can find his way out.*)
6. **Evaluative.**  **Think-Pair-Share:** Asking questions after a Read-Aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the Read-Aloud that starts with the word *who* or *why*. For example, you could ask, "Who defeats the Minotaur?" or "Why did Theseus volunteer to enter the labyrinth?" Turn to your neighbor and ask your question. Listen to your neighbor's response. Then your neighbor will ask a new question, and you will get a chance to respond. Have students write down a question their partner shared with them and be prepared to share their partner's question.

## WORD WORK: UNRAVELING (5 MIN.)

1. In the Read-Aloud you heard, “Tying the thread to the door handle, unraveling it with each step, Theseus set off into the labyrinth.”
2. Say the word *unraveling* with me.
3. If something is unraveling, it is unwinding or coming apart.
4. The threads in the old, worn blanket began unraveling after it was washed many, many times.
5. Have you ever had some item that was unraveling? Try to use the word *unraveling* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Once I had a \_\_\_\_\_ that started unraveling.”]
6. What’s the word we’ve been talking about?

**Use an Antonyms activity for follow-up.** Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of the word *unraveling*? (Answers may vary, but may include words such as tying, repairing, fixing, wrapping, etc.)



### MULTILINGUAL/ENGLISH LEARNERS

#### Language

##### Analyzing Language Choices

|                                     |                                                                                                    |
|-------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Ask students whether a word is similar to <i>unraveling</i> or the opposite of <i>unraveling</i> . |
| <b>Transitioning/<br/>Expanding</b> | Have students identify words that are the opposite of <i>unraveling</i> .                          |
| <b>Bridging</b>                     | Challenge students to make a sentence for a word that is the opposite of <i>unraveling</i> .       |

## Lesson 5: Theseus and the Minotaur

# Application



**Reading:** Students will identify key information about Greek myths to be recorded in a graphic organizer. **[RL.2.1]**

**Writing:** Students will use a story map to plan a narrative retelling of the Theseus myth. **[W.2.3]**

### GREEK MYTHS CHART (10 MIN.)

- Complete the Greek Myths Chart for “Theseus and the Minotaur.” Prompt students with the following questions:
  - Are there mythical creatures in this myth? What are they? (*yes, the Minotaur*)
  - Are there gods or goddesses in this story? (*no*)
  - What does this myth explain? (*how the Aegean Sea got its name*)
  - According to this myth, how did the Aegean Sea supposedly get its name? (*Prince Theseus forgets to change the sails of his boat from black to white, and so his father, King Aegeus, thinks Theseus did not defeat the Minotaur. King Aegeus is so shocked he faints and falls into the Aegean Sea.*) [Point to the Aegean Sea on a world map or globe.]

## D Differentiation

### Challenge

You may wish to have students add to the Greek Myths Chart after each myth is presented in later lessons.

### Greek Myths Chart

| Myth                       | Mythical Creatures? | Greek Gods and Goddesses?                | Tries to Explain or Teach the Lesson:                                                             |
|----------------------------|---------------------|------------------------------------------|---------------------------------------------------------------------------------------------------|
| “Prometheus and Pandora”   | None                | Zeus, Prometheus, Epimetheus             | how humans and animals were created; how humans got fire; how evil and sorrow came into the world |
| “Demeter and Persephone”   | Cerberus            | Zeus, Demeter, Persephone, Hades, Helios | the changing of the seasons; the life cycle of plants                                             |
| “Arachne the Weaver”       | None                | Athena                                   | how the first spider was created; do not be too proud or boastful                                 |
| “Theseus and the Minotaur” | Minotaur            | None                                     | how the Aegean Sea was named                                                                      |



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Reading/Viewing Closely

|                                     |                                                                                                                        |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Prompt and support students to recall words and phrases that relate to "Theseus and the Minotaur."                     |
| <b>Transitioning/<br/>Expanding</b> | Provide moderate support in eliciting phrases and ideas with greater detail that relate to "Theseus and the Minotaur." |
| <b>Bridging</b>                     | Provide minimal support in eliciting key details relating to "Theseus and the Minotaur."                               |

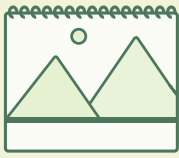
### WRITING: PLANNING A NARRATIVE (10 MIN.)

- Remind students that in the last lesson, they practiced using story maps to plan their writing.
- Tell students that now they will have their own chance to use a story map to plan a narrative that retells the Theseus myth that focuses on Theseus' actions in the labyrinth.
- Display the Writing Prompt that you prepared in advance and review it with students:
  - Retell the Theseus myth in your own words. You should include the most important information, but you might have some different details from the version in the Read-Aloud.
  - Make sure your narrative includes all the elements of good narrative writing.
- Direct students to the blank story map on Activity Page 5.1.
- Have students work to plan their narratives by gathering information from Flip Book images from the Theseus myth to complete the sections of the story map.

### Activity Page 5.1



## Flip Book 5A-7–5A-10



## D Differentiation

### Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

### Challenge

Have students identify details that describe the character's thoughts and actions.

- As students work, circulate and check in with students' progress. For reference, a sample completed story map follows.

|                                                                                                                                                                       |                  |                                                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------|--|
| <b>Title</b>                                                                                                                                                          |                  | In the Labyrinth                                                                                        |  |
| <b>Character(s)</b>                                                                                                                                                   |                  | <b>Setting(s)</b>                                                                                       |  |
| Theseus<br>Minotaur<br>Athenian men                                                                                                                                   |                  | Minos's labyrinth                                                                                       |  |
| <b>Plot</b>                                                                                                                                                           | <b>Beginning</b> | Theseus has a plan to defeat the Minotaur,                                                              |  |
|                                                                                                                                                                       | <b>Middle</b>    | Theseus enters the labyrinth. He uses a string to track his path.<br>He finds and defeats the Minotaur. |  |
|                                                                                                                                                                       | <b>End</b>       | Theseus returns to his men, and they go to their boats.                                                 |  |
| <b>★ Final Thought</b>                                                                                                                                                |                  | The Athenians are a little bit closer to home.                                                          |  |
| Fill in the blank to indicate where your narrative should include concrete words and detail to describe things:<br><br>how Theseus feel after defeating the Minotaur. |                  |                                                                                                         |  |

End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Daedalus and Icarus

## 6

## PRIMARY FOCUS OF LESSON

**Reading**

Students will describe the main characters of a myth and explain the characters' actions.

[RL.2.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *proof*.

[L.2.5a]

**Reading**

Students will summarize a Greek myth in their journals.

[RL.2.2]

**Writing**

Students will collaborate to draft a narrative retelling of the Arachne myth.

[W.2.3]

## FORMATIVE ASSESSMENT

**Activity Pages 6.1, 6.2**

**Greek Myths Journal** Students will record key information about a character from a Greek myth in their journals. They will also summarize the story of “Daedalus and Icarus.”

[RL.2.2]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations    | Time    | Materials                                   |
|---------------------------------------------|-----------------------------|---------|---------------------------------------------|
| Introducing the Read-Aloud                  |                             |         |                                             |
| Greek Myths Journal                         | Whole Group/<br>Independent | 10 min. | ☐ Activity Page 6.1                         |
| Read-Aloud                                  |                             |         |                                             |
| Purpose for Listening                       | Whole Group/<br>Independent | 30 min. | ☐ Activity Page 6.1                         |
| “Daedalus and Icarus”                       |                             |         |                                             |
| Comprehension Questions                     |                             |         |                                             |
| Word Work: <i>Proof</i>                     |                             |         |                                             |
| This is a good opportunity to take a break. |                             |         |                                             |
| Application                                 |                             |         |                                             |
| Writing: Greek Myths Journal                | Independent/<br>Whole Group | 20 min. | ☐ Visual Support 4.1<br>☐ Activity Page 6.2 |
| Writing: Modeling: Drafting a Narrative     |                             |         |                                             |

## ADVANCE PREPARATION

### Read-Aloud

- Provide paper for a Comprehension Questions activity.

### Universal Access

- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- As you read the myths, continue to add to the Characters Chart.
- Show students artwork depicting the story of Icarus.



## CORE VOCABULARY

**proof, n.** evidence that something is true

Example: Zahra had all the proof she needed when she caught her little brother sneaking cookies before dinner.

Variation(s): none

**sill, n.** the horizontal piece at the bottom of a window or door

Example: Antonio grew wonderful cooking herbs in pots on his window sill.

Variation(s): sills

**currents, n.** strong flows of air or water

Example: The ocean currents carried Dion's sailboat closer to shore.

Variation(s): current

**desperately, adv.** frantically or wildly; with a sense of panic and need

Example: Kim looked desperately for her socks but could not find them before the big soccer match.

Variation(s): none

**plummeted, v.** fell straight down

Example: During the earthquake, the plates in the cabinets plummeted to the floor.

Variation(s): plummet, plummets, plummeting

### Vocabulary Chart for "Daedalus and Icarus"

| Type                   | Tier 3<br>Domain-Specific Words                                             | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|------------------------|-----------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Vocabulary             | currents                                                                    | sill<br>desperately<br>plummeted |                                 |
| Spanish<br>Cognates    |                                                                             | ( <i>desesperadamente</i> )      |                                 |
| Multiple-<br>Meaning   |                                                                             | proof                            |                                 |
| Sayings<br>and Phrases | in turn<br>locked away<br>should have known better<br>need not<br>sheer joy |                                  |                                 |

## Lesson 6: Daedalus and Icarus

## Introducing the Read-Aloud



**Reading:** Students will describe the main characters of a myth and explain the characters' actions. **[RL.2.3]**

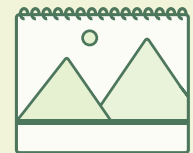
## GREEK MYTHS JOURNAL

- Tell students they will write a journal entry about one of the characters from “Theseus and the Minotaur.” They should choose between Daedalus and King Minos.
- Prompt students to recall these two characters' traits and roles in the story from the previous lesson.
  - What did King Minos do in the story “Theseus and the Minotaur?” (*had Daedalus create a labyrinth into which he put fourteen Athenians every nine years*)

**Show image 5A-5: Ariadne talking to Daedalus**

- What did Daedalus do in the story? (*created a labyrinth for King Minos, helped Princess Ariadne help Theseus to escape from the labyrinth after he killed the Minotaur*)

## Flip Book 5A-5



## MULTILINGUAL/ENGLISH LEARNERS

**Speaking and Listening**

## Exchanging Information and Ideas

|                                |                                                                                                                                                                     |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Reframe questions as simple yes/no questions (e.g., “Was King Minos nice to Athenians?”).                                                                           |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame (e.g., “King Minos created . . . because . . .”).                                                                   |
| <b>Bridging</b>                | Encourage students to use key details in complete sentences (e.g., “King Minos had Daedalus create a labyrinth to punish the Athenians for the death of his son.”). |



### Check for Understanding

**Turn and Talk:** Have students discuss the following prompts with their partner. Remind students to signal when both partners have contributed to the conversation. As students finish responding, have them share an idea that their partner shared with them.

- Think of a word to describe King Minos. (*angry, vengeful, mean, cruel, powerful, etc.*)
- Think of a word to describe Daedalus. (*clever, smart, helpful, kind*)

### Activity Page 6.1



- Have students write the name of the character they choose at the top of Activity Page 6.1. Then have students write two to three sentences describing the character and what he did in the story.
- Tell students both of these characters are also in the Read-Aloud today and they will later have a chance to add anything new they learn about the character to their journal entries.

## Lesson 6: Daedalus and Icarus

# Read-Aloud



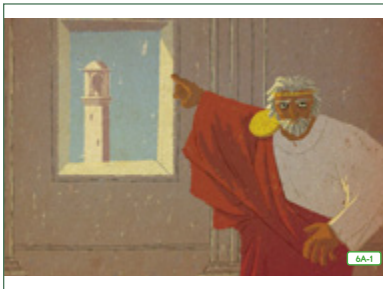
**Reading:** Students will describe the main characters of a myth and explain the characters' actions. **[RL.2.3]**

**Language:** Students will demonstrate an understanding of the Tier 2 word *proof*. **[L.2.5a]**

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what actions King Minos and Daedalus take in today's myth.

### "DAEDALUS AND ICARUS" (15 MIN.)



#### Show image 6A-1:

#### King Minos ordering Daedalus imprisoned

This is the story of a very brilliant man, a genius, whose name was Daedalus [/ded\*ə\*ləs/]. He was able to look at a problem and think about it until he figured out the answer. Once, however, Daedalus faced a challenge he wished he did not have

to solve. *What was his challenge?* (to build a labyrinth for King Minos)

King Minos of Crete was upset with Daedalus for helping the young hero Theseus defeat the Minotaur and escape from Crete with Minos's daughter, Princess Ariadne. *[Point to the image.] This is King Minos.* The king had no **proof** or evidence that Daedalus had helped them, but he believed that only Daedalus was smart enough to have done it, since he had also created the labyrinth. *Was the king right? Had Daedalus helped Theseus and the princess?* So King Minos announced, "Daedalus, you helped them escape, so now I will lock you up in turn; and since there were two of you responsible for their escape, one of whom was my own daughter, you shall share your imprisonment with your son, Icarus [/ik\*ə\*rəs/]."

## D Differentiation

### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

### Support

*Proof* also means to review a piece of writing and correct mistakes.

### Challenge

Minos doesn't imprison his daughter and imprisons Icarus instead. Why do you think he didn't imprison his daughter? *(Answers will vary but may include that she was with Theseus or because he still loved her because she is his daughter.)*



**Show image 6A-2:**  
**Prison tower**

The king was too smart to lock Daedalus in an ordinary cell, however, for he feared the genius might escape. He commanded, “Guards, lock up Daedalus and Icarus in that great stone tower that overlooks the ocean cliffs. There is only one window at the top of the tower and

one door, which we will lock. Even if they escape through the window, there is nothing below but sharp rocks and raging ocean tides.” *Do you think Daedalus and Icarus could ever escape from a place like this? Why or why not?*

So the father and son were locked away. Twice a day, soldiers unlocked the door to deliver food or take away the dishes. On one of those occasions, Daedalus sent a message by the soldiers to King Minos: “If we must live out our lives here, at least give us some books to read, and candles by which to read them after dark.” Minos saw no harm in that, and agreed—but he should have known better, for Daedalus had a plan. *Do you think Daedalus will try to use the books and candles to escape? How might he do that?*



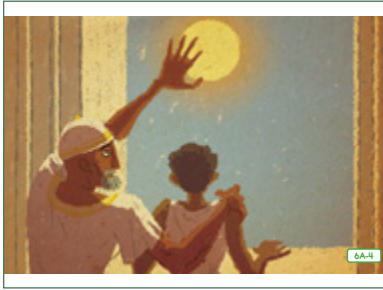
**Show image 6A-3:**  
**Daedalus and Icarus constructing wings**

He and Icarus would set breadcrumbs on the **sill** or the *horizontal piece at the bottom* of the tower’s high window to attract seabirds. Over a period of months, the birds lost their fear of Daedalus and his son and would allow the two men to pick them up. The father and

son began to pluck feathers from their wings, though not so many as would hurt the birds or keep them from flying. He and Icarus hid the feathers under their beds, along with some wax from each candle the soldiers supplied, until after several years Daedalus told his son, “Now we have what we need in order to escape.” *How do you think Daedalus will use the feathers and wax to escape?*

Daedalus began to unravel threads from the blankets in their tower room. *What does unravel mean?* Using the flames of the candles for heat, he melted and shaped the wax they had saved, inserted into it the feathers they had hidden, and tied it all with thread. Icarus’s eyes lit up. “You are making us wings!”

Daedalus smiled. “If we cannot walk from our prison, we will fly. Come, hold that candle closer to soften this wax so I can bend it.” *Do you think Daedalus’s plan will work?*



**Show image 6A-4:**

**Daedalus instructing and warning Icarus**

It took several days to finish the work, until one morning, the two sets of wings were ready. Daedalus had studied the movements of the birds and knew where the **currents** of air blew near their seaside tower. *Currents are strong flows of air or water moving in a*

*certain direction.* He carefully taught Icarus what he knew, adding, “We will land at that harbor over there, remove our wings, and sail away in one of the boats anchored there. By the time King Minos knows we are gone, we will be far from Crete. However, my son, follow me as I ride the winds safely down. If we are not careful, and we fly too high, the sun’s heat could melt the wax in our wings and plunge us down into the sea. Our friends the birds need not fear this, but we are only borrowing their skills.”

“I understand, Father,” replied Icarus. They strapped on their wings and waited as the sun began to rise over the sea.



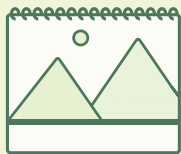
**Show image 6A-5:**

**Daedalus and Icarus flying**

Below their tower were dangerous rocks and crashing waves. Daedalus worried that they might not make it. He thought over every detail, and then told his son, “It is time to regain our freedom. Come!” Stepping up to the window, he drew a deep breath and

leaped outward—and his wings worked! The air lifted him and held him. Looking back over his shoulder, he saw his son leap from the tower.

Icarus laughed out loud at the sheer joy of flying. Lifting and dipping the tips of his wings, he turned and swirled, delighting in the wonder of it all. Forgotten in the moment was his father’s warning. As Daedalus glided gracefully down toward the harbor, Icarus thought, “I wonder if I can make this kind of curve, or that,” and he rode the winds higher and higher and farther and farther out over the water. *What do you think is going to happen?*



**Show image 6A-6:**

**Icarus falling, Daedalus watching helplessly**

Daedalus looked back for him, but Icarus was not following behind. Eyes wide with fear, Daedalus called, “Icarus! Come down!” But the boy shouted, “Look, father!” and continued his tricks in the air, until all of a sudden, he saw a feather loosen and drop

from one of his wings. He realized that he had flown too high. The growing heat from the morning sun was melting the wax.

**Desperately**, or wildly with a sense of panic and need Icarus tried to turn and follow his father’s path, but the warming air currents carried him higher. The feathers began dropping from his wings, first one at a time, and then in clumps. “Father! Help!” But Daedalus could not turn and rise fast enough to help. He could only watch. Too many feathers had fallen out, and the wings could no longer support Icarus. He **plummeted** or fell straight down, down, down into the sea. Daedalus, weeping, reached the harbor, took a boat, and sailed off to safety.

**COMPREHENSION QUESTIONS (10 MIN.)**

**Show image 6A-1: King Minos ordering Daedalus imprisoned**

1. **Inferential.** Why does King Minos lock Daedalus in a high tower? (*because he helped Theseus defeat the Minotaur; he puts him in a high tower so he cannot escape*)
2. **Literal.** Why does King Minos also lock Icarus in the tower with Daedalus? (*because he is Daedalus’s son and King Minos is punishing him in place of his daughter, Princess Ariadne*)

**Show image 6A-3: Daedalus and Icarus constructing wings**

3. **Evaluative.** How does Daedalus plan to escape the tower? Use “Somebody Wanted But So Then” to help students remember what happened and to organize all the events in their oral retelling.
  - Somebody: Daedalus
  - Wanted: to escape the tower
  - But: the the tower is locked
  - So: he made wings from bird feathers, melted wax, and thread
  - Then: he strapped on the wings, jumped from the tower, and started to fly

- Model writing complete sentences from the parts of the “Somebody Wanted But So Then” suggestions. (*Daedalus wanted to escape the tower, but it was locked. So he made wings from bird feathers, melted wax, and thread. Then he strapped on the wings, jumped from the tower, and started to fly.*)

### Show image 6A-5: Daedalus and Icarus flying

4. **Inferential.** Does Daedalus’s plan work? Are he and Icarus able to escape safely from the tower? (*Yes and no. Daedalus is able to escape, but Icarus does not heed his father’s advice and flies too close to the sun; his wings begin to melt, and despite his desperate efforts to then follow his father’s path, he plummets into the sea.*)
- Remind students of how they described King Minos and Daedalus in the Introducing the Read-Aloud activity.
  - Have students add to or revise their journal entries on either King Minos or Daedalus.
  - Encourage students to describe the actions of King Minos and/or Daedalus in today’s Read-Aloud. For example, students might write that King Minos is cruel because he imprisoned Daedalus and Icarus or they might write that Daedalus is clever because he figured out how to escape from the tower.



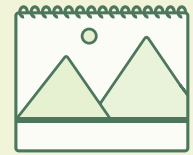
### Check for Understanding

**Share Your Work:** Ask at least three students to share their journal entries on King Minos or Daedalus.

### WORD WORK: PROOF (5 MIN.)

1. In the Read-Aloud you heard, “The king had no proof that Daedalus had helped [Theseus defeat the Minotaur and escape from the Labyrinth].”
2. Say the word *proof* with me.
3. Proof is evidence that something is true.
4. The muddy paw prints on the carpet were proof that Cindy’s cat had been outside in the mud.

### Flip Book 6A-5



### Activity Page 6.1



### D Differentiation

#### Challenge

You may wish to have students add information about “Daedalus and Icarus” to the Greek Myths Chart you created in Lesson 5.



5. Can you think of a time when you have found proof of something? Try to use the word *proof* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I found proof of \_\_\_\_\_ when ..."]
6. What's the word we've been talking about?

**Use a Making Choices activity for follow-up.** I am going to read several sentences. If the person in the sentence has proof that something happened, say, "They have proof." If the person in the sentence believes that something happened but does not have any evidence, or proof, say, "They have no proof."

- Jan thought Carl was sneaking cookies before dinner, but she knew for sure when she saw him do it. (*She has proof.*)
- Sean thought the neighbor's dog probably took his shoes that he left outside, but he didn't see the dog take them. (*He has no proof.*)
- Juliane believed that fairies existed, but had never seen one. (*She has no proof.*)
- The neighborhood kids always played baseball at the end of the street, but no one actually saw their ball break the car window. (*They have no proof.*)
- Tony caught his dog eating his homework. (*He has proof.*)

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## Lesson 6: Daedalus and Icarus

# Application



**Reading:** Students will summarize a Greek myth in their journals. **[RL.2.2]**

**Writing:** Students will collaborate to draft a narrative retelling of the Arachne myth. **[W.2.3]**

### WRITING: GREEK MYTHS JOURNAL (10 MIN.)

- Tell students that they will be continuing their journals to help them remember important information they learn in this domain about Greek myths.
- Tell students they will summarize or retell the main events in the story "Daedalus and Icarus," using the images on Activity Page 6.2 to help them remember the story. Tell students to write at least three sentences describing what happened in the story.

#### Activity Page 6.2



- You may want to have students orally retell the story before they begin writing.
- Encourage students to use at least three adjectives in their summary.
- Encourage students to use temporal words in their writing to sequence events. (e.g., *first, next, then, last, finally*, etc.)
- Collect Activity Pages 6.1 and 6.2 to ensure students have recorded information about a character and have summarized the story of “Daedalus and Icarus.”

## D Differentiation

### Challenge

Have students write an opinion after their summary stating whether they think Daedalus is a hero and why.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Writing

|                                     |                                                                                    |
|-------------------------------------|------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students dictate facts using familiar vocabulary to a teacher to be recorded. |
| <b>Transitioning/<br/>Expanding</b> | Have students dictate phrases using familiar vocabulary to a peer to be recorded.  |
| <b>Bridging</b>                     | Have students write facts using familiar vocabulary independently.                 |

### WRITING: MODELING: DRAFTING A NARRATIVE (10 MIN.)

- Display Visual Support 4.1.
- Use the think-aloud strategy to demonstrate writing a story based on the story map from Lesson 4 on Visual Support 4.1. (A sample story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I’ve planned my narrative, it’s time to start writing. First, a narrative needs a title. I know from my map that I want to call my story “Visit to Arachne’s Studio.” [Add *Visit to Arachne’s Studio* to the top of your document.] Next, a narrative needs a beginning, something that sets up the situation in the plot, or what will happen in the story. Because I am not telling all the background of the myth, I want to explain a little bit about why and how Athena visits Arachne at her studio. [Write *Athena, disguised as an old woman, arrived at Arachne’s studio to find out if she really thinks that she is the best weaver in the world.* on your paper.] That’s the main beginning, but maybe I should add more detail at the start to help readers become interested in the narrative. I’ll explain that Athena reveals herself

to Arachne. That will help explain the plot, or what will happen next. [Write *Athena told Arachne that her weaving was excellent, but it is not better than Athena's. This upset Arachne, so with a puff of smoke Athena revealed herself to Arachne.* after the existing sentence.] By adding that last sentence, I have given my narrative something called suspense. That means readers will be excited to see what will happen next.

## D Differentiation

### Support

You may wish to use Flip Book images 4A-2–6 to support students with details and the sequence of events.

- Use the think-aloud strategy to complete the remaining parts of the narrative draft: the remaining body paragraphs and the conclusion.
- Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
- Read your narrative aloud. A sample appears below, but it may be customized as desired.

### Visit to Arachne's Studio

Athena arrived to Arachne's studio disguised as an old woman to find out if Arachne has been saying that she is the best weaver in the world. Athena told Arachne that her weaving was excellent, but it is not better than Athena's. This upset Arachne, so with a puff of smoke Athena revealed herself to Arachne.

Arachne wanted to prove she was the best, so she challenged Athena to a weaving contest. Arachne saw Athena's finished tapestry and she could see that her weaving was better. This upset Arachne and she told Athena she was never weaving again.

Athena tells Arachne she must never waste her special gift and she will weave again. She touched Arachne's shoulder and she began to turn into a spider. Arachne turned into the first spider in the world. As a spider, Arachne can weave all day.

- Explain that in the next lesson students will use their story map that plans a narrative retelling of the Theseus myth to write their own narrative.

End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Hercules

# 7

**PRIMARY FOCUS OF LESSON****Reading**

Students will analyze characters from Greek myths and describe their actions.

[RL.2.3]

**Language**

Students will demonstrate understanding of the Tier 2 word *aimlessly*.

[L.2.1e]

**Writing**

Students will draft a narrative retelling of the Theseus myth.

[W.2.3]

**FORMATIVE ASSESSMENT****Activity Page 7.2**

**Draft a Narrative** Students will write a narrative retelling of the Theseus myth.

[W.2.3]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                            |
|---------------------------------------------|--------------------------|---------|----------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                      |
| Essential Background Information or Terms   | Whole Group              | 10 min. |                                                                      |
| Read-Aloud                                  |                          |         |                                                                      |
| Purpose for Listening                       | Whole Group              | 30 min. | ☐ Activity Page 7.1                                                  |
| “Hercules”                                  |                          |         |                                                                      |
| Comprehension Questions                     |                          |         |                                                                      |
| Word Work: <i>Aimlessly</i>                 |                          |         |                                                                      |
| This is a good opportunity to take a break. |                          |         |                                                                      |
| Application                                 |                          |         |                                                                      |
| Writing: Drafting a Narrative               | Independent              | 20 min. | ☐ chart paper, whiteboard or chalkboard<br>☐ Activity Pages 5.1, 7.2 |
| Take-Home Material                          |                          |         |                                                                      |
| Take-Home Letter                            |                          |         | ☐ Take-Home Page 7.1                                                 |

## ADVANCE PREPARATION

### Read-Aloud

- Provide paper for a Think-Write-Share activity.

### Universal Access

- As you read the myths, continue to add to the Characters Chart.
- Show students depictions of Hercules in current cultural references.
- To ensure all students have the opportunity to contribute during Think-Pair-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**commotion, n.** a noisy confusion or fuss

Example: There was quite a commotion on the playground at recess as the students ran around having fun.

Variation(s): none

**aimlessly, adv.** without purpose or plan

Example: The prince wandered aimlessly for several years until Rapunzel found him.

Variation(s): none

**dreadful, adj.** terrible or extremely unpleasant

Example: "This weather is dreadful for driving!" Peter exclaimed as the heavy snow fell on the windshield.

Variation(s): none

### Vocabulary Chart for "Hercules"

| Type                   | Tier 3<br>Domain-Specific Words                                                                          | Tier 2<br>General Academic Words   | Tier 1<br>Everyday Speech Words |
|------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|
| Vocabulary             |                                                                                                          | commotion<br>aimlessly<br>dreadful |                                 |
| Spanish<br>Cognates    |                                                                                                          | ( <i>conmoción</i> )               |                                 |
| Multiple-<br>Meaning   |                                                                                                          |                                    |                                 |
| Sayings<br>and Phrases | cause for celebration<br>strike out against<br>forced out<br>on his own<br>ray of hope<br>lay before him |                                    |                                 |

## Lesson 7: Hercules

# Introducing the Read-Aloud



**Reading:** Students will analyze characters from Greek myths and describe their actions. [RL.2.3]

## ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Remind students that not all Greek myths involve gods and goddesses. Some myths feature courageous heroes and nonhuman characters.
- Discuss what a hero is and who the heroes are in previous myths you have read.
  - What is a hero? (*a courageous person who is admired for doing amazing or outstanding things*)
  - Have we heard about any heroes in the myths so far? Who are they and what makes them heroes? (*Student responses will vary; ensure that students provide justification for why the character is a hero.*)
- Remind students that Theseus is a hero in “Theseus and the Minotaur” because he defeats the Minotaur and finds his way out of the labyrinth. He is a hero to the Athenians because they no longer have to send fourteen people into the labyrinth every nine years.



### Check for Understanding

**Turn and Talk:** Do you think Daedalus and/or Princess Ariadne are heroes? Why or why not?

## D Differentiation

### Support

Ask students to share the names of heroes from other stories they have read or from films, plays, or television shows they have watched.



## Lesson 7: Hercules

# Read-Aloud



**Reading:** Students will analyze characters from Greek myths and describe their actions. **[RL.2.3]**

**Language:** Students will demonstrate understanding of the Tier 2 word *aimlessly*. **[L.2.1e]**

### PURPOSE FOR LISTENING

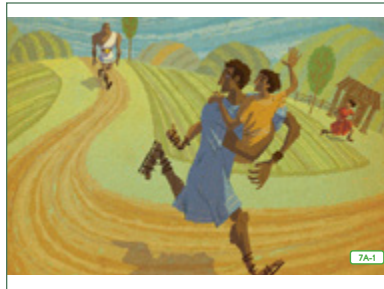
- Tell students to listen carefully to see if they think the main character in today's Read-Aloud is a hero.

### "HERCULES" (15 MIN.)

## D Differentiation

### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

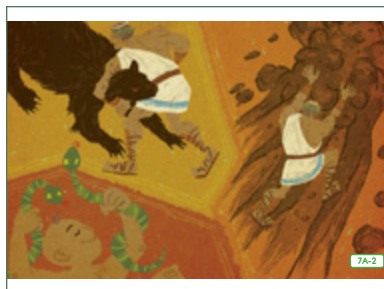


### Show image 7A-1:

#### Family running away from Hercules

"It's Hercules [/her\*kyə\*leez/]!" a boy shouted. His father stopped in the middle of plowing their field and ran to get his son. The boy's mother, terrified at the sight of the large man, stopped her work in the field and dashed to join the rest of her family. They all

rushed into their farmhouse and slammed the door. *Based on the illustration and this family's reaction, who or what do you think Hercules is?*



### Show image 7A-2:

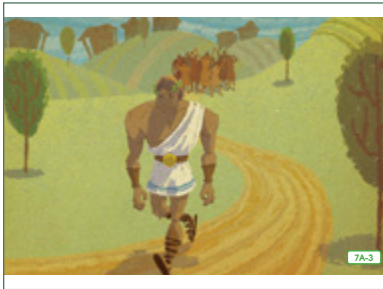
#### Hercules's heroic feats of strength

The huge, muscular man who had caused all this **commotion** sighed and continued walking past the farm in long, powerful strides. *What do you think the word commotion means?* (a noisy confusion or fuss) He was used to this sort of thing,

although he remembered a time when his appearance would have been a cause for joyous celebration. The man was Hercules, mightiest of heroes

and son of Zeus. *Who is Zeus?* As a baby, he once subdued, *or calmed*, two snakes that someone put in his crib, such was his strength. He could carve a new channel *or groove* in the ground to change the direction of a river or wrestle and defeat fierce beasts or monsters to save people in trouble. *Does it sound like Hercules used his strength to help people or to hurt people? Do his actions sound heroic? Why do you think people now fear him?*

There was only one thing Hercules could not defeat: himself. That was why everyone now feared him. You see, Hercules had a temper as powerful as his muscles. When he became angry, he would strike out against whatever—or whomever—had angered him. Then he would feel terrible, thinking, “I told myself I would not let that happen again!” But it was always too late for whomever he had hurt.



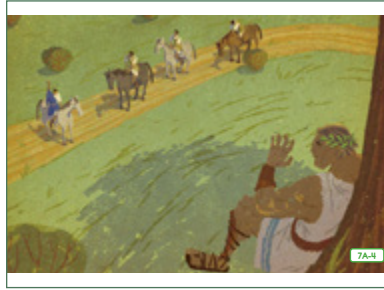
**Show image 7A-3:**  
**Hercules in exile**

At last the other Greeks told Hercules, “You have done many great things for us, but now you are a threat to our safety. You may no longer live among us. Furthermore, anyone sheltering you, feeding you, or even speaking with you will also be forced out from among

us.” *How would you feel if you were Hercules and heard this from the Greeks you had so long protected?* So Hercules, once the most beloved and admired person in the land, was forced to wander, friendless and alone. *Do the Greeks think of Hercules as a hero now?*

After a while, he no longer cared about his appearance. His hair and beard grew shaggy; his clothing became torn. If no one else cared, why should he? Food was not a problem, for he was a great hunter, but he no longer took pleasure in a hearty *or extremely nourishing* meal. He ate just to survive.

For three long years, Hercules, who had the strength and courage of a lion, wandered **aimlessly**. *Aimlessly means without purpose or direction. What do you think it means to have the strength and courage of a lion?* If he stumbled into a place where some **dreadful** *or terrible* danger threatened the people, he would take care of the problem on his own, although no one had asked him to do so or thanked him at the end. Then he would continue on his way. *Is Hercules still acting like a hero even though the Greeks don't think of him as one? Why or why not?*

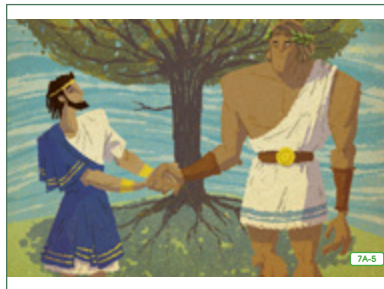


**Show image 7A-4:**  
**Theseus approaching Hercules**

One day, as he sat on a hillside with his back against a tree trunk, Hercules noticed a line of horsemen riding into sight. Their road passed by the foot of his hill, so they came closer. Then, to Hercules's shock, the lead rider held up his hand to halt *or stop*

the others and, turning his horse, started alone up the hill straight toward Hercules. As the rider came closer and closer, Hercules rose to his feet in surprise and alarm. He thought, "Doesn't he know what will happen to him if he approaches me?" The huge man began to wave his arms and shout, "Go back! Go back!" Still, the horseman rode straight toward him.

Now Hercules could see the rider's face, and his concern became even greater, for the horseman was another great Grecian hero, Theseus, king of Athens. *What have you already heard about Theseus? Is Theseus a hero?* The two men had become loyal friends ever since Hercules had rescued Theseus from the underworld. *But that's a story for another time.* Now, as Theseus continued toward him, Hercules again shouted, "Go back!"



**Show image 7A-5:**  
**Theseus inviting Hercules to Athens**

But Theseus rode straight up to Hercules, dismounted, and then took Hercules's huge hand between his own. "I have been looking for you, my friend," Theseus said, and despite everything, in that moment Hercules felt a faint ray of hope. Theseus went on, "I know

you did not do those dreadful things on purpose. *What does the word dreadful mean?* Come with me to Athens, where the people care more for true justice."

By helping Hercules, Theseus was risking his crown *or his position as king* and his entire way of life. *Is Theseus still acting as a hero in this story? Why or why not?* Fortunately, the Athenians so completely trusted his wisdom and honor that they then welcomed Hercules among them. Still, the huge man felt sad for what he had done. Theseus told him, "You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of predictions and truth, how to do these things. And remember always, you have a friend who believes in

you.” *What advice do you think Apollo will give Hercules? How do you think Hercules can master his temper and strength?*

“Thank you,” replied Hercules. “You have taught me that there are more kinds of courage than I ever knew. One must be brave to face a monster, but braver still to do what is right when all are against you.”

So Hercules set out once more, never guessing that his most remarkable adventures and his greatest glory still lay before him.

### COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** Who is Hercules the son of? (*Zeus*) Point to Greek Gods Poster 1 (*Zeus*).
2. **Literal.** What kinds of good deeds does Hercules perform with his great strength? (*carves a new path for a river; defeats fierce monsters; saves people in dreadful situations*)

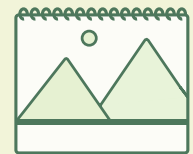
#### Show image 7A-3: Hercules in exile

3. **Inferential.** Why did the Greeks stop thinking of Hercules as a hero? (*because he had a dreadful temper and was no longer well liked*)

#### Show image 7A-5: Theseus inviting Hercules to Athens

4. **Inferential.** Why does Theseus want to help Hercules? (*He is a true friend and he believes in justice.*)
5. **Literal.** Who does Theseus tell Hercules to see to free himself of his past? (*Apollo, the god of predictions*)

Flip Book 7A-3, 7A-5



#### MULTILINGUAL/ENGLISH LEARNERS

##### Speaking and Listening

Exchanging Information and Ideas

|                                     |                                                              |
|-------------------------------------|--------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Reframe questions as simple yes/no questions.                |
| <b>Transitioning/<br/>Expanding</b> | Provide students with a specific sentence frame.             |
| <b>Bridging</b>                     | Encourage students to use key details in complete sentences. |



### Check for Understanding

**Think-Pair-Share:** Tell students they will write three sentences about Hercules from this story using conjunctions to expand their writing.

- Hercules was feared because . . . (*Hercules was feared because he had a temper and was a threat to people's safety.*)
- Hercules was feared, but . . . (*Hercules was feared, but Theseus risked his crown to help him.*)
- Hercules was feared, so . . . (*Hercules was feared, so he felt sad that he had a temper.*)
- Have students share their writing with a partner. Remind students to signal when both partners have contributed to the conversation. Ask students to share their partner's sentences.

### Activity Page 7.1



- Have students write two or three sentences describing Hercules on Activity Page 7.1 to add to their Greek Myths Journal. Encourage students to include their opinions about whether Hercules is a hero or not.
- Tell students they will have a chance to add to this journal entry when they hear more about Hercules in the next lesson.

### WORD WORK: AIMLESSLY (5 MIN.)

1. In the Read-Aloud you heard, "For three long years, Hercules, who had the strength and courage of a lion, wandered aimlessly."
2. Say the word *aimlessly* with me.
3. If you do something aimlessly, you do it without a specific purpose or destination.
4. Fred and his brother walked around their neighborhood aimlessly.
5. Have you ever done anything aimlessly? Try to use the word *aimlessly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I \_\_\_\_\_ aimlessly once when . . ."]
6. What's the word we've been talking about?

### D Differentiation

#### Challenge

You may wish to have students begin to add information about Hercules to the Greek Myths Chart you created in Lesson 5.

**Use a Making Choices activity for follow-up.** The opposite of *aimlessly* is *purposefully*. I am going to read several scenarios to you. If what I describe is someone doing something aimlessly, say, “That is being done aimlessly.” If what I describe is someone doing something with a specific purpose or destination, say, “That is being done purposefully.”

- doodling all over a piece of paper without a plan (*That is being done aimlessly.*)
- writing a letter to a friend (*That is being done purposefully.*)
- walking to school (*That is being done purposefully.*)
- wandering around outside (*That is being done aimlessly.*)
- running laps in P. E. (*That is being done purposefully.*)

## Lesson 7: Hercules

# Application



**Writing:** Students will draft a narrative retelling of the Theseus myth.

[W.2.3]

### WRITING: DRAFTING A NARRATIVE

- Direct students to Activity Page 7.2, which each student will use to record their draft.
- Ensure that students have Activity Page 5.1, on which they planned their narratives in a previous lesson.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs.
  - Title: 1 min.
  - Beginning of narrative, including connecting to the parts of the story that have already happened: 5 min.
  - Middle of narrative: 4 min.
  - End of narrative, including final thought: 5 min.
- A sample narrative is included in Lesson 6.

Activity Page 7.2, 5.1



## D Differentiation

### Challenge

Encourage students to add more details from the Theseus myth and domain vocabulary.

### Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.

### Take-Home Page 7.1



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

|                                     |                                                                                                         |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students dictate a narrative to a teacher to be recorded.                                          |
| <b>Transitioning/<br/>Expanding</b> | Encourage peer collaboration and discussion to share ideas and clarify understanding.                   |
| <b>Bridging</b>                     | Encourage students to use more complex sentence structures and descriptive language in their narrative. |



### Check for Understanding

**Circulate and Ask:** Circulate to check on students' progress. Ask students to describe their plans using the following questions:

- Who are the characters in your myth?
- What is the setting of your myth?
- What is going to happen in your myth? Does it explain something in nature? Does it teach a lesson?

- Tell students that in the next lesson they will add more words to their narratives to create good descriptions and show the order in which events happened.
- Collect student drafts. You will review these drafts, noting approximately two places where students might add descriptive or temporal words. Students will revise their narratives based on this feedback in the next lesson.

### End Lesson

# Take-Home Material

## TAKE-HOME LETTER

- Send home Take-Home Page 7.1.

# Pausing Point

## NOTE TO TEACHER

You should pause here and spend two days reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed in this section, but it is highly recommended you use the Mid-Domain Assessment to assess students' knowledge of Greek myths. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## MID-DOMAIN ASSESSMENT

### Sequencing the Read-Aloud

**Materials: Pausing Point Page PP.1; blank sheet of paper per student; scissors; glue or tape**

As a review, use the Flip Book to retell the myth "Demeter and Persephone." Talk about the beginning, middle, and end of the plot.

- Have students turn to Pausing Point Page PP.1. Ask students to cut out the five images, arrange them in the proper order, and then glue or tape them on the blank sheet of paper in the order in which they occurred in the story.
- Beside or under each image, tell students to write a sentence describing what is happening in the story.

Pausing Point  
Page PP.1



## ACTIVITIES

### Narrative Writing

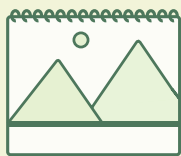
- You may wish to use a Pausing Point day to give students extra time to write their narrative retelling of the Theseus myth or to complete another step in the writing process.

### Sayings and Phrases: Cold Feet

- Ask students if they have ever heard the saying "cold feet." Have students repeat the saying.
- Explain that if someone has cold feet, they are afraid to do something.



### Flip Book



- Remind them that in the Read-Aloud, Daedalus made wings to help him and his son Icarus escape from their prison tower. Share that right before they jumped from the window of the tower, Daedalus saw the dangerous rocks and crashing waves below them. The Read-Aloud said, “Daedalus worried that they might not make it.”
- Tell students that we can say Daedalus had cold feet because he became afraid at the last minute that his wings wouldn’t work, afraid for himself and his son. Even though Daedalus had cold feet, he was able to overcome his sudden fear.
- Ask students if they have ever been afraid to do something. Ask: “Have you ever had cold feet?” Give students the opportunity to share their experiences and encourage them to use the saying.

### Image Review

#### Materials: Flip Book images, Greek God Posters

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.
- You may also wish to use the Greek Gods Posters to have students review the Greek gods they have heard about thus far and what role they played in the myths.

### Greek Myths Chart

#### Materials: Greek Myths Chart

- Review the Greek Myths Chart from previous lessons, adding the details for the last myth heard, “Daedalus and Icarus.”

### Domain-Related Trade Book or Student Choice

#### Materials: Trade book

- Read a trade book to review a particular myth; refer to the books listed in the digital components for this domain.
- You may also choose to have students select a Read-Aloud to be heard again.

### Riddles for Core Content

- Ask students riddles such as the following to review core content:
  - I am the Greek goddess of handicrafts, and I turned Arachne into the world’s first spider. Who am I? (*Athena*)
  - Ancient Greeks believed that I created humans and stole fire for them from the sacred hearth on Mount Olympus. Who am I? (*Prometheus*)

- I am the Greek goddess of the harvest and farming. When Hades kidnapped my daughter, I became very sad, causing the change in seasons. Who am I? (*Demeter*)
- I am a master inventor and a brilliant man. King Minos locked my son and me in a tower. Who am I? (*Daedalus*)
- I am the prince who defeated the Minotaur in the labyrinth and saved the Athenian youths. Who am I? (*Theseus*)

## **Class Book: Mount Olympus**

### **Materials: Drawing paper, drawing tools**

- Tell the class or a group of students that they are going to make a class book about Mount Olympus to help them remember what they have learned about it in this domain.
- Have the students brainstorm important information about Mount Olympus: who ancient Greeks believed lived there, what it might look like, etc.
- Have each student then draw a picture of what they imagine Mount Olympus to look like, and ask them to write a caption for the picture.
- Bind the pages to make a book to put in the class library for students to read again and again.

## **Character, Setting, Plot**

### **Materials: Drawing paper, drawing tools**

**Note:** The purpose of this activity is to review characters, setting, and plot; not to create a polished writing piece.

- Divide students into groups of three.
- Tell them that you are going to name a character and that, in their groups, one person should draw or write the name of another character from the same myth and pass the paper and pencil to the second student.
- The second student should draw or write the name of a setting from that myth and pass the paper and pencil to the third student.
- The third student should write one sentence or key phrase about the plot of the myth and raise their hand once they are finished.
- Give each group the opportunity to orally share their drawings and/or writing.



## Somebody Wanted But So Then

### Materials: Pausing Point Page PP.2

- Explain that students are going to retell the stories of Prometheus and Pandora, first individually, and then together as a class. Divide the class in half; one half will complete a chart for Prometheus, and the other will complete a chart for Pandora using Pausing Point Page PP.2, a Somebody Wanted But So Then graphic organizer.
- Have students work in pairs to orally fill in the chart together while one person acts as the scribe.
- If time allows, have students share their charts with the class.
- As they recount the myths, you may wish to refer back to the Flip Book images for this Read-Aloud. As students retell the Read-Aloud, make sure to use complete sentences and domain-related vocabulary to expand upon their responses.
- Answers may vary for all, but see Activity Book Answer Key for sample completed versions:

|                 |                                                                  |
|-----------------|------------------------------------------------------------------|
| <b>Somebody</b> | Prometheus                                                       |
| <b>Wanted</b>   | to give his human creations fire.                                |
| <b>But</b>      | Fire was only for the gods.                                      |
| <b>So</b>       | He stole some fire and took it down to the earth for the humans. |
| <b>Then</b>     | Zeus, the king of the gods, found out and punished him.          |

|                 |                                                                                                    |
|-----------------|----------------------------------------------------------------------------------------------------|
| <b>Somebody</b> | Pandora                                                                                            |
| <b>Wanted</b>   | to know what was inside the box.                                                                   |
| <b>But</b>      | She was told not to ever open it.                                                                  |
| <b>So</b>       | For a long time, she didn't.                                                                       |
| <b>Then</b>     | Her curiosity got the better of her, and she opened it, releasing pain and suffering in the world. |

## A New Ending

- Show students Flip Book image 5A-10 and ask them to share what happens at the end of the myth “Theseus and the Minotaur.” If students have difficulty remembering, remind them that Theseus forgets to change the sails of his boat from black to white, and so King Aegeus thinks Theseus did not defeat the Minotaur. King Aegeus is so shocked that he faints and falls into the sea.
- Tell students that they are going to make up a new ending to this myth. Ask students what they would change about the ending of this myth.
- Have students brainstorm new endings with a partner, and then write sentences or draw pictures of their own new endings.
- Give students the opportunity to share their pictures and sentences with a partner or with the class.

## On Stage

- You may choose to reread and have students act out any of the myths. Encourage students to portray actions and feelings and to use some of their own dialogue.
- Students could also make puppets of the characters from a particular Greek myth and retell the myth using the puppets.

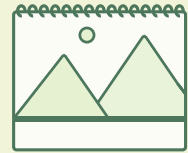
## Writing Prompts

- Students may be given an additional writing prompt such as the following:
  - One Greek myth I have heard that teaches a lesson is . . .
  - One Greek myth I have heard about nature is . . .
  - My favorite Greek myth is . . . because . . .

## Comparing Characters

- Have students fold a blank piece of paper in half.
- Ask student to pick two characters from the Greek myths read so far, labeling each half of paper with the characters names
- Tell students to write 2-3 sentences about how each character feels about Mt. Olympus. Encourage students to use evidence from the text to support their ideas. Review images/text as needed.
- With partners, ask students to share their sentences and explain their ideas.

### Flip Book 5A-10



### **Symbol Scavenger Hunt**

- Teach students about common symbols from Greek mythology, such as the thunderbolt of Zeus, the trident of Poseidon, or the winged sandals of Hermes. Then, have students search for these symbols in everyday life in logos or advertisements. This activity helps students recognize how symbols of Greek mythology influence modern culture.

### **Greek Mythology and Architecture**

- Create a virtual “tour” of famous monuments or buildings around the world that have been inspired by Greek architecture seen in this domain’s Read-Aloud images. Have students discuss the design in the architecture that connects to the architecture in the Flip Book images from the domain’s Read-Alouds. This activity helps students to understand Greek mythology’s influence on architecture around the world.

### **Idiom Illustrations**

- Choose a few idioms or phrases with Greek mythological origins. Ask students to create illustrations or comic strips that depict the literal and figurative meanings of each idiom or phrase. For example, for the idiom a “Herculean task,” students could draw Hercules performing a task such as holding up the sky. Then, have students illustrate a real-life “Herculean task,” such as finishing a marathon. This activity allows students to have a visual reference or the connections between Greek myths and everyday language.

## LEGENDS AND HEROES: GREEK MYTHS

# Other Adventures of Hercules

# 8

**PRIMARY FOCUS OF LESSON****Reading**

Students will use information from the text to make predictions about the events of a Greek myth.

[RL.2.7]

**Language**

Students will demonstrate understanding of the Tier 2 word *guidance*.

[L.2.5a]

**Writing**

Students will revise their narratives by adding details and temporal words.

[W.2.3, W.2.5]

**FORMATIVE ASSESSMENT****Activity Page 7.2**

**Revising a Narrative** Students will revise their narratives by adding details and temporal words.

[W.2.3, W.2.5]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations    | Time    | Materials           |
|---------------------------------------------|-----------------------------|---------|---------------------|
| Introducing the Read-Aloud                  |                             |         |                     |
| What Have We Already Learned?               | Whole Group                 | 5 min.  |                     |
| Read-Aloud                                  |                             |         |                     |
| Purpose for Listening                       | Whole Group                 | 35 min. |                     |
| “Other Adventures of Hercules”              |                             |         |                     |
| Comprehension Questions                     |                             |         |                     |
| Word Work: <i>Guidance</i>                  |                             |         |                     |
| This is a good opportunity to take a break. |                             |         |                     |
| Application                                 |                             |         |                     |
| Writing: Modeling: Revising a Narrative     | Whole Group/<br>Independent | 20 min. | ❏ Activity Page 7.2 |
| Writing: Revising a Narrative               |                             |         |                     |

## ADVANCE PREPARATION

### Introducing Read-Aloud

- Provide paper for a writing activity.

### Note to Teacher

Today's Read-Aloud is slightly longer than a typical Read-Aloud. Try to spend only five minutes on the Introducing the Read-Aloud activity to leave extra time for the Read-Aloud.

When students draft their narrative retelling of the Theseus myth, depending on your class and time, students' myths may be a paragraph (approximately five sentences) or several paragraphs. Due to time constraints, you may wish to give students extra time later in the day to complete their drafts or assign their drafts as homework.

### Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- To ensure all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## CORE VOCABULARY

**guidance, n.** advice or help

Example: Toby went to his mom for guidance on what to do when he had a disagreement with his best friend.

Variation(s): none

**accurate, adj.** factual, true, without error

Example: “If you don’t study for your spelling quiz, you will not be able to produce an accurate spelling for all of the words,” the teacher said.

Variation(s): none

**trample, v.** stomp or beat down with the feet

Example: We were careful to walk between the rows in the garden so that we did not trample the strawberry plants.

Variation(s): tramples, trampled, trampling

**reputation, n.** other peoples’ general opinion of a person

Example: Ayana had a reputation for always doing her best in class.

Variation(s): reputations

**immeasurable, adj.** impossible to measure

Example: My grandfather always says that his love for me is immeasurable.

Variation(s): none

### Vocabulary Chart for “Other Adventures of Hercules”

| Type                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                              | Tier 1<br>Everyday Speech Words |
|------------------------|---------------------------------|---------------------------------------------------------------|---------------------------------|
| Vocabulary             |                                 | guidance<br>accurate<br>trample<br>reputation<br>immeasurable |                                 |
| Spanish<br>Cognates    |                                 | ( <i>inmensurable</i> )<br>( <i>reputación</i> )              |                                 |
| Multiple-<br>Meaning   |                                 |                                                               |                                 |
| Sayings<br>and Phrases | turned . . . against him        |                                                               |                                 |

## Lesson 8: Other Adventures of Hercules

# Introducing the Read-Aloud



**Reading:** Students will use information from the text to make predictions about the events of a Greek myth. **[RL.2.7]**

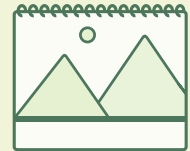
## WHAT HAVE WE ALREADY LEARNED?

- Review with students the previous myth about Hercules by having them use the Flip Book to retell the myth.
- You may also wish to have students review by sharing what they recorded in their Greek Myths Journals.
- Make sure students recall that Theseus suggested Hercules go to Apollo for guidance.
- Ask a student to point to the Greek Gods Poster 9 (Apollo).
- Ask students what Apollo is known for as a god (*being the god of light*). Tell students that Apollo is also known for being the god of predictions and truth. Remind students that in the last Read-Aloud, Theseus told Hercules to visit Apollo for advice.
- Ask students why they think Apollo may have good advice for Hercules. (*He is the god of predictions and truth.*)

## Making Predictions

- Reread the last line of the Read-Aloud in Lesson 7: "So Hercules set out once more, never guessing that his most remarkable adventures and his greatest glory still lay before him."
- Share the title of today's Read-Aloud, "Other Adventures of Hercules," and ask students to write a sentence that predicts what kind of remarkable adventures Hercules might have in the future. Tell students their sentences should answer who, where, when, and what.

Flip Book 7A-1–7A-5



## Lesson 8: Other Adventures of Hercules

# Read-Aloud



**Reading:** Students will use information from the text to make predictions about the events of a Greek myth. [RL.2.7]

**Language:** Students will demonstrate understanding of the Tier 2 word *guidance*. [L.2.5a]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out whether or not their predictions are correct.

### D Differentiation

#### Support

You may wish to add to the Characters Chart described in Advance Preparation for Lesson 1 as you read about more characters in this Read-Aloud.

### “OTHER ADVENTURES OF HERCULES” (20 MIN.)



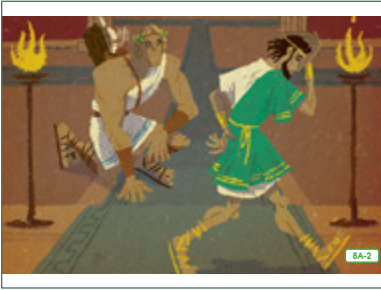
#### Show image 8A-1: Priestess at Delphi

As Hercules journeyed across Greece, he thought about what his friend Theseus had told him: “You will never be free of the past until you have worked away your guilt and mastered your temper and your great strength. Go ask Apollo, the god of predictions and truth, how to do these things. And remember always, you have a friend who believes in you.”

Hercules traveled up into the mountains until he reached Delphi [/del\*fi/], where there was a famous temple built to honor the god Apollo. In a cave behind this temple sat a priestess. When someone asked her a question, she would go into a trance, as if she were asleep, and Apollo would speak through her. The words would come from her mouth, with her voice, but the Greeks believed they were really Apollo’s words.

Hercules asked for Apollo’s **guidance**, *or advice*, and the answer came back: “Go to King Eurystheus [/yor\*is\*thee\*əs/] and do as he commands.”

Thus began perhaps the most famous of Hercules’s many adventures. King Eurystheus sent the hero out to perform the most difficult tasks he could think of, twelve in all, and these daring deeds became known as “The Labors of Hercules.” *A labor is a job or task. So Hercules has twelve jobs to do. Based on what you know about Hercules, what do you think these labors might be?*



**Show image 8A-2:**  
**King Eurystheus telling Hercules  
 of the Nemean lion**

The first of these labors that King Eurystheus commanded Hercules to complete involved a large and dangerous animal. King Eurystheus was a small man, and he paced nervously back and forth in front of his throne as he

spoke to the huge Hercules, who stood listening. “In another part of Greece known as ‘Nemea’ [/nee\*mee\*ə/],” the king began, “there lives a dangerous lion. You, Hercules, shall subdue the lion so he won’t ever hurt anyone. I am told that the lion’s hide *or skin* is magical. No material known to man, such as metal, stone, or wood, can cut that lion’s skin. You will have to think of another way to stop it.”

Bowing, Hercules said, “I do not know how I can do this, but I will try.” *Do you think Hercules will be able to subdue the lion? How?*

However, as he left the throne room, he thought, “Perhaps this story is not **accurate**. *The word accurate means without mistake.* Perhaps the hunters simply have not gotten close enough to shoot their arrows at the lion, but I will bring my own bow and arrows, as well as my heavy stone club.”



**Show image 8A-3:**  
**Hercules taking aim at the lion**

Hercules journeyed to Nemea, and, at last, found the fierce animal out in the forest, sleeping in the midday heat. Hercules moved forward until he had a clear view of the beast. Then the hero drew an arrow from his quiver and set the end to the string of his

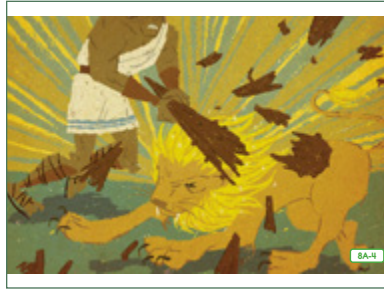
bow. Drawing back the string, he took careful aim, and then let go, but the arrow simply bounced right off the lion! Its hide was indeed magical.

The lion was unhurt, but it still felt the blow. It awoke and leapt to its feet, roaring with rage, and then charged Hercules. Throwing down his bow and arrows, the hero stood waiting, his heavy stone club in his hand.

**D** Differentiation

**Support**

Here the word *bow* means a long, thin piece of wood used for shooting arrows. The word *bow* can also mean a knot that is made by tying a ribbon or string into two or more loops.



#### Show image 8A-4:

#### Hercules breaking his club over the lion

When the lion leaped at him, Hercules simply stepped to the side and let the lion sail right past him. Then Hercules struck with his club, which would have been powerful enough to knock down an elephant, but the Nemean lion, protected by its magical hide, did not suffer

terribly from the impact. *So was that a strong blow?* It only sank to the ground for a moment, stunned. The club, however, had shattered into a hundred pieces.

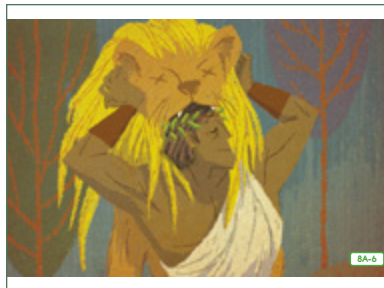


#### Show image 8A-5:

#### Hercules wrestling the lion

Knowing that in a moment the large cat would leap to the attack again, Hercules turned and leaped upon the lion's back. Then Hercules reached forward and grabbed the lion's front paws so that it could not turn them against Hercules. The furious beast

rolled on its back on the ground and tried to shake him off. But Hercules's strength was too much, and he was able to subdue the lion.



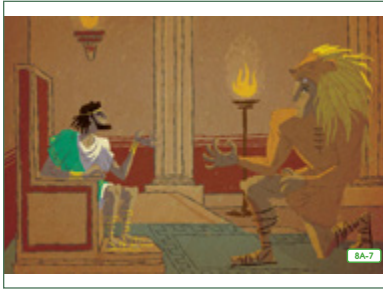
#### Show image 8A-6:

#### Hercules making his lion-skin outfit

Catching his breath, Hercules thought, "The report was true. The lion's hide protected it from my club and my arrows. If I could wear it, it would provide me protection against swords and arrows. How can I possibly do this?"

After trying many ways to get the hide off the lion, Hercules had a brilliant idea: he lifted one of the lion's paws from the ground and used the lion's own claws to cut the hide.

So that is how Hercules slew the Nemean lion and succeeded in completing the first of his twelve labors for King Eurystheus. *What do you think some of Hercules's other labors might be?*



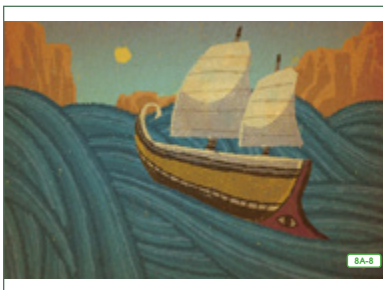
**Show image 8A-7:**  
**King Eurystheus telling of the golden apples**

King Eurystheus smiled at the large man in the lion skin who stood before his throne. "Hercules," said the king, "I have another labor for you to attempt, or try. *What is a labor?* I want you to bring me three of the

golden apples of the Hesperides [/ hes\*paer\*ə\*deez/]."

This startled even Hercules. "But, Your Majesty, those three magical sisters live beyond any land to which humans have ever traveled. According to stories, in the middle of their garden is a tree from which there grow apples of real gold. The sisters keep the location secret, for otherwise people would constantly **trample** or *stomp all over* the place just to get the gold. How am I to bring you these apples if no one even knows where they are or if they even exist?"

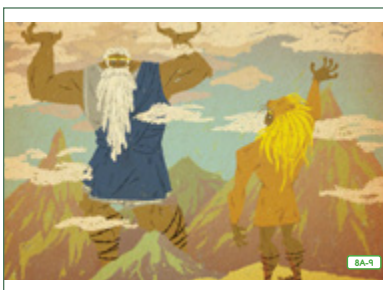
The king shrugged. "If it were easy, Hercules, I would not need you. Now go." *Does this labor seem more difficult than Hercules's first? Do you think he will need to use his muscles or his brain more for this task?*



**Show image 8A-8:**  
**Ship setting sail**

So Hercules, who had traveled throughout the known world, now set sail for the unknown world. He sailed west and after searching in vain *or without seeing any results* for several weeks, he thought, "There must be a better way to find the Hesperides."

Suddenly he grinned. "Wait a moment! I cannot find them myself, but I know where to find someone who might be able to help."



**Show image 8A-9:**  
**Atlas holding up the sky**

You see, the Hesperides were the daughters of the biggest and strongest of all the giants, Atlas. The giants used to rule the world before Zeus became king of the gods. After Zeus became king, he punished Atlas



for fighting against him by having him stand and hold the entire sky on his massive shoulders so that it would not fall down upon the earth. *For some ancient Greeks, this explained how and why the sky, the stars, and the moon remained above them. Is there really a person who holds up the sky?*

Hercules journeyed until he found a range of enormous mountains. In the middle of them stood Atlas bent beneath the weight of the sky. Hercules shouted, “Hello, Atlas!”

Atlas squinted downward, calling in a deep voice, “Who is there?”

“It is I, Hercules. I have come to ask a favor.” Then Hercules explained his mission to clear his **reputation** *or the people’s opinion of him* as a man of bad temper, ending with his request, “I hoped you might direct me to your daughters and their garden.”

Atlas replied, “I would gladly do so, but my daughters made me promise never to tell anyone where it is. I cannot break a promise—not even for you, Hercules. I would get you the apples myself, but I dare not set down the sky.”

Thinking for a moment, Hercules said, “I am nowhere near your size, Atlas, but you know I am strong. Perhaps I can hold the sky while you go and get the three apples I need.”

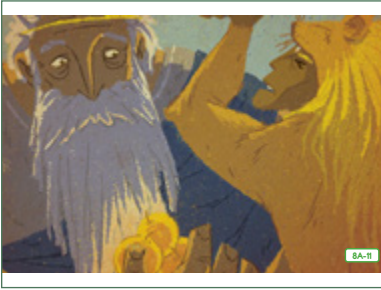


**Show image 8A-10:**  
**Hercules holding up the sky**

Atlas had stood unmoving for so long that now even his ideas moved slowly. Finally he agreed, warning, “Brace yourself, Hercules. Even you have never held a weight such as this one.” Slowly the giant lowered himself to his knees and transferred onto Hercules’s

shoulders the weight of the entire sky and everything in it. *Do you think this will be a great weight or a small weight?*

Even Hercules, strong as he was, staggered a bit. Then he found his balance and said, “I have it now. Hurry back, Atlas.” The giant strode away with mile-long steps. For a long time, Hercules stood bent beneath that **immeasurable** *load or load that is too heavy to measure.*

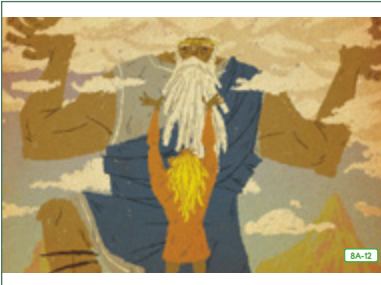


**Show image 8A-11:**  
**Atlas with apples**

At last Atlas returned and showed Hercules the golden apples. But to Hercules's horror, Atlas told him, "I have held the sky almost from the beginning of time, and until today I could never set it down. Now I know someone else is strong enough to take over

the job. I will take the apples to your king." *Do you think Atlas will come back if Hercules lets him take the apples to King Eurystheus?*

Hercules did not like this idea at all. Knowing how slowly Atlas thought, however, the hero answered, "I did not know I would be holding the sky for so long a time, Atlas, so I was not careful enough when I took it from you. There seems to be a planet rubbing against the back of my neck, and it is starting to hurt. I am afraid I might drop the sky. Before you go, please get the blanket from my pack over there and slip it between my neck and that planet."



**Show image 8A-12:**  
**Hercules tricking Atlas**

Atlas tried, but his hands were so large that he could not get the blanket out of the pack, so Hercules suggested, "Take back the sky long enough for me to set the blanket in place." He handed the load back to the giant. As soon as Atlas held the sky once more,

Hercules said, "I am sorry, Atlas, but Zeus chose you to hold the sky. Thank you for bringing me the apples." *Who is Zeus?*

Atlas sighed, realizing Hercules had turned his own trick back against him. "I suppose it is only fair. Well, Hercules, come back and visit old Atlas again sometime." So Hercules took the apples to the king, completing another labor, and Atlas never again set down the sky.

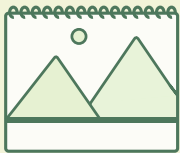


## D Differentiation

### Challenge

Encourage students to read more about Hercules's twelve labors in outside sources, such as in trade books and vetted internet sources. Encourage students to share any information they learn with the class.

Flip Book  
8A-2, 8A-5, 8A-11



### Show image 8A-13: Hercules happy again

Hercules completed all twelve of his labors after defeating the Nemean lion and retrieving the golden apples. Once he did, he was free to leave the service of King Eurystheus. He once again traveled all over Greece completing many heroic deeds—but this time he was

always thanked for them. *How do you think Hercules feels now compared to how he felt at the beginning of his story?*



### Check for Understanding

**Turn and Talk:** Share your predictions about Hercules's adventures with a partner and discuss whether or not they were correct. Remind students to signal when both partners have contributed to the conversation. As students conclude their conversations, have students share their partner's response.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kind of guidance does Apollo give Hercules? (*to go see King Eurystheus and do as he commands*)

### Show image 8A-2: King Eurystheus telling Hercules of the Nemean lion

2. **Literal.** What does King Eurystheus tell Hercules to do? (*He makes him do the twelve most difficult tasks he can think of, also known as the Twelve Labors of Hercules.*)
3. **Evaluative.** Why do you think Hercules obeys King Eurystheus? (*Answers may vary but may include I think Hercules obeys King Eurystheus because Theseus told him he can work away his guilt and master his temper and great strength if he completes the difficult tasks; because Apollo told him to; etc.*)

## Show images 8A-5 and 8A-11

4. **Inferential.** What does Hercules have to do in this story and what difficulties does he encounter?

- **Literal.** What is Hercules's first labor? (*subduing the Nemean lion*)
- **Inferential.** What makes the Nemean lion hard to subdue? (*It has a magical hide that cannot be injured.*) How does Hercules defeat the Nemean lion? (*He uses the lion's own claw to cut its magical hide.*)
- **Inferential.** What is Hercules's second labor? (*to bring back the golden apples of the Hesperides*) Which does Hercules have to use the most to complete this labor: his strength or his brain? (*both*)
- **Inferential.** Why is this a difficult task? (*No one has ever traveled to the land of the Hesperides; the location of the apples is secret so that the place isn't trampled; no one even knows if the apples exist.*)
- **Inferential.** How does Hercules get the apples? (*He convinces Atlas to get the apples for him while he holds the sky for Atlas. Then he tricks Atlas into taking the sky back and leaves with the apples.*)

5. **Evaluative.** 🧑🧑 *Think-Pair-Share:* If I said you have a herculean task ahead of you, what kind of task do you think you might have to do? (*Answers may vary but should include that the task will likely be a difficult one.*)

## D Differentiation

### Challenge

You may wish to have students add more information about Hercules to the Greek Myths Chart you created in Lesson 5.



### MULTILINGUAL/ENGLISH LEARNERS

#### Reading

#### Understanding Cohesion

#### Entering/Emerging

Provide an oral bank of everyday temporal words and phrases for students to use as they retell events in the story.

#### Transitioning/ Expanding

Encourage students to use a growing number of temporal and causal words and phrases as they retell events in the story.

#### Bridging

Challenge students to use a variety of temporal and causal words and phrases and think of other connecting words to use as they retell events in the story.

### WORD WORK: GUIDANCE (5 MIN.)

1. In the Read-Aloud you heard, “Hercules asked for Apollo’s guidance, and the answer came back: ‘Go to King Eurystheus and do as he commands.’”
2. Say the word *guidance* with me.
3. If you offer someone guidance, you are giving them advice or helping them to make a decision.
4. Without guidance at the pet store, Joshua felt like he wouldn’t be able to decide which pet to buy.
5. Have you ever given or received guidance? Try to use the word *guidance* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I received guidance from \_\_\_\_\_ once when . . .” or “I gave guidance to \_\_\_\_\_ once when . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Discuss with your partner times you have given or received guidance. What happened during these situations, and what do you think would have happened if you had not given or received this guidance? As you share, make sure you use the word *guidance*.

### Lesson 8: Other Adventures of Hercules

## Application



**Writing:** Students will revise their narratives by adding details and temporal words. [W.2.3, W.2.5]

### WRITING: MODELING: REVISING A NARRATIVE (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe actions, thoughts, and/or feelings.
- Display the sample paragraph from “Visit to Arachne’s Studio” and read it aloud.

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## Visit to Arachne's Studio

Athena arrived to Arachne's studio disguised as an old woman to find out if Arachne has been saying that she is the best weaver in the world. Athena told Arachne that her weaving was excellent, but it is not better than Athena's. This upset Arachne, so with a puff of smoke Athena revealed herself to Arachne.

Arachne wanted to prove she was the best, so she challenged Athena to a weaving contest. Arachne saw Athena's finished tapestry and she could see that her weaving was better. This upset Arachne and she told Athena she was never weaving again.

Athena tells Arachne she must never waste her special gift and she will weave again. She touched Arachne's shoulder and she began to turn into a spider. Arachne turned into the first spider in the world. As a spider, Arachne can weave all day.

- 
- Explain that you want to add words to show the order of events in the narrative using temporal words.
  - Ask students for examples of temporal words they used in Lesson 2. Write the words on the board as students share. (*first, next, then, and last*)
  - Add *First*, before *Athena, disguised as an old woman*. Explain that this helps signal to readers that this was the order in which things happened in the narrative.
  - Add *Next*, before *Arachne wanted to prove she was the best*. Explain that this helps the reader continue to understand the sequence of events.
  - Ask students to suggest a word or phrase they might add to the narrative's final paragraph to show the order of events. (*Answers may vary, but they could include adding Then before Athena tells Arachne . . .*)
  - Explain that it is also useful to add good descriptive words to writing. For example, you could add more about Athena's actions of creating an impressive tapestry.
  - Add the detail *with a stream and clouds that seem to move* after *Arachne saw Athena's finished tapestry*. You may wish to add additional descriptions if time permits.



### Check for Understanding

- Ask students to name additional areas in the sample paragraph where they could add specific words.
  - » Answers may vary but could include specific details of Arachne turning into a spider.

### Activity Page 7.2



## D Differentiation

### Support

Allow student pairs to collaborate on revision suggestions.

### Challenge

Have students identify a place in their narrative where they can add dialogue from the Theseus myth.

### WRITING: REVISING A NARRATIVE (10 MIN.)

- Make sure students have Activity Page 7.2, on which they drafted their narratives in the previous lesson, and to which you have added feedback regarding one or two places students might add details to describe actions, thoughts, and feelings and temporal words.
- Guide students through the process of revising their narratives to add temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 4 min.
  - Descriptive words: 4 min.
- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn how to edit their narratives in the next lesson.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

#### Entering/Emerging

Show students additional examples of how to revise a narrative with temporal words. Provide sentence starters specific to their edited narrative.

#### Transitioning/ Expanding

Guide students in organizing their narratives with clear beginning, middle, and end components.

#### Bridging

Encourage students to identify areas for revising their narrative independently.

### End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Oedipus and the Riddle of the Sphinx

**PRIMARY FOCUS OF LESSON****Reading**

Students will use details from a text to identify the central message of a myth.

[RL.2.2]

**Language**

Students will demonstrate understanding of the Tier 2 words *insisted*, *insistent*, and *insistently*.

[L.2.5a, L.2.1e]

**Writing**

Students will edit drafts of their narratives.

[W.2.3, W.2.5]

**FORMATIVE ASSESSMENT**

Activity Pages 7.2, 9.1

**Edit a Narrative** Students will edit drafts of their narratives.

[W.2.3, W.2.5]



## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                                      |
|---------------------------------------------|--------------------------|---------|--------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                |
| What's a Riddle?                            | Whole Group              | 10 min. | ☐ list of myths read                                                           |
| Read-Aloud                                  |                          |         |                                                                                |
| Purpose for Listening                       | Whole Group              | 30 min. |                                                                                |
| "Oedipus and the Riddle of the Sphinx"      |                          |         |                                                                                |
| Comprehension Questions                     |                          |         |                                                                                |
| Word Work: <i>Insisted</i>                  |                          |         |                                                                                |
| This is a good opportunity to take a break. |                          |         |                                                                                |
| Application                                 |                          |         |                                                                                |
| Writing: Edit a Narrative                   | Independent              | 20 min. | ☐ Activity Pages 7.2, 9.1<br>☐ Visual Support 9.1<br>☐ paper and writing tools |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- On chart paper, a chalkboard, or a whiteboard, write a list of the titles of all of the Read-Alouds you have read so far in this domain. Keep the list on display for Lesson 10.
  - “The Twelve Gods of Mount Olympus”
  - “Prometheus and Pandora”
  - “Demeter and Persephone”
  - “Arachne the Weaver”
  - “Theseus and the Minotaur”
  - “Daedalus and Icarus”
  - “Hercules”
  - “Other Adventures of Hercules”

### Read-Aloud

- Provide paper for a Think-Pair-Share activity.

### Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- To ensure all students have the opportunity to contribute during Think-Pair-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Create an example of an edited narrative by writing a narrative and marking it with edits according to the editing checklist on Activity Page 9.1 and Visual Support 9.1.



## CORE VOCABULARY

**posed, v.** presented; suggested

Example: Every Friday, Mrs. Fitz, the math teacher, posed a tricky problem to the class for them to solve over the weekend.

Variation(s): pose, poses, posing

**insisted, v.** ordered or demanded something

Example: Charles insisted that he pick out his own clothes every day.

Variation(s): insist, insists, insisting

**encountering, v.** unexpectedly meeting; coming upon

Example: As Malik ran his errands on Saturday, he kept encountering friends and neighbors at various stores.

Variation(s): encounter, encounters, encountered

### Vocabulary Chart for “Oedipus and the Riddle of the Sphinx”

| Type                   | Tier 3<br>Domain-Specific Words                 | Tier 2<br>General Academic Words              | Tier 1<br>Everyday Speech Words |
|------------------------|-------------------------------------------------|-----------------------------------------------|---------------------------------|
| Vocabulary             |                                                 | insisted<br>encountering                      |                                 |
| Spanish<br>Cognates    |                                                 | ( <i>insistió</i> )<br>( <i>encontrarse</i> ) |                                 |
| Multiple-<br>Meaning   |                                                 | posed                                         |                                 |
| Sayings<br>and Phrases | for fear of<br>hour of danger<br>so it shall be |                                               |                                 |

## Lesson 9: Oedipus and the Riddle of the Sphinx

# Introducing the Read-Aloud



**Reading:** Students will use details from a text to identify the central message of a myth.  
[RL.2.2]

## WHAT'S A RIDDLE?

- Ask students if they know what a riddle is. (*a tricky question or statement, a guessing game*)
- Tell students today's Read-Aloud is about a riddle.
- Tell students first you are going to play a riddle game to review what they know about Greek mythology.
- Show students the list of Read-Aloud titles you prepared in advance. Tell students they can reference this list to help them remember the myths you have read.



## Check for Understanding

Ask students a few riddles to help them review what they have already learned about Greek myths. Use the following as examples and/or create your own riddles.

- Ancient Greeks believed I created humans and that my brother created all of the other animals. Zeus later punished me for giving humans fire. My name means *foresight*. Who am I? (*Prometheus*)
- In Greek mythology, I am the goddess of the harvest and the mother of Persephone. When Hades spirited her away to the underworld, I grew very sad and crops stopped growing. Who am I? (*Demeter*)

- **Turn and Talk:** Have students create and share their own riddles about the myths they have already heard. Explain that a riddle usually ends with a question, such as "Who am I?" Tell students to include the question at the end of their riddle.

## Lesson 9: Oedipus and the Riddle of the Sphinx

# Read-Aloud



**Reading:** Students will use details from a text to identify the central message of a myth. [RL.2.2]

**Language:** Students will demonstrate understanding of the Tier 2 words *insisted*, *insistent*, and *insistently*. [L.2.5a, L.2.1e]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find out what the riddle in the story is.
- Tell students you will give them opportunities throughout the Read-Aloud to guess the answer to the riddle.

### “OEDIPUS AND THE RIDDLE OF THE SPHINX” (15 MIN.)



#### Show image 9A-1: Sphinx perched on rock

Long ago, one of the great Greek cities was called Thebes [/theebz/]. At one point in its long history, on a towering rock overlooking the various roads into Thebes, there lived a horrible monster called the Sphinx. *Have you heard the word sphinx before? Where did*

*you hear it and what was it?* This Sphinx was not like the great stone statue in Egypt that stares out endlessly over the desert near the Great Pyramid. The Theban Sphinx, according to Greek myth, was no statue; she was a living beast. *[Point to these features in the illustration as you read about them.]* She did have a lion's body, like the Egyptian statue, but the Theban Sphinx had the face and neck of a human woman. She had wings so she could swoop down and attack anyone and could speak as humans do. It was she who **posed** or *presented* the riddle.

Whenever a traveler tried to enter or leave Thebes, that person knew the Sphinx would be waiting on her high rock.

The monster would say, “I am going to eat you unless you can correctly answer this riddle: What is it that walks on four feet in the morning, on two

### D Differentiation

#### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

#### Challenge

What was the name of the beloved Greek poet who was from Thebes, whom we learned about during our study of the ancient Greek civilization? (*Pindar*)

feet at noon, and on three feet in the evening?" *What do you think the answer to this riddle is?*

The poor traveler was often too frightened to even speak, and the cruel beast would strike with her sharp claws and teeth. Even if some clever person tried to answer the riddle, the Sphinx would always listen and then exclaim, "You have guessed wrong! Now I will eat you."

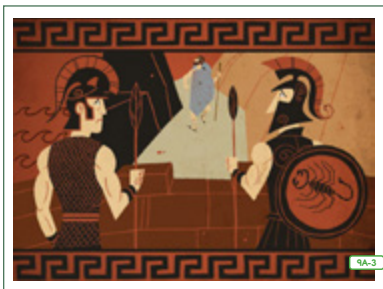


**Show image 9A-2:**  
**Thebans hungry and afraid**

No one knew why this terrifying creature had chosen to live on a rock above the road to Thebes, or why she **insisted** on posing this particular riddle. *What do you think it means that the Sphinx insisted on posing a riddle?*

They knew only that she ate every person she met. Not only that, but no one from the outside would bring fresh food to the city for fear of **encountering** or *unexpectedly meeting* the monster. "If someone does not solve this riddle," the people told one another, "we will starve."

As bad as this was, it was not the only problem the Thebans [/thee\*bənz/] faced. Their king, King Laius [/lae\*əs/], never returned from a journey he had taken far from home. So the person the Thebans had usually turned to for help was not there in their hour of danger.

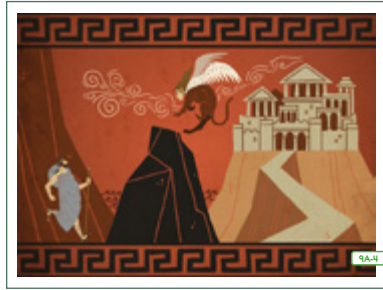


**Show image 9A-3:**  
**Guards see a traveler approaching**

In this dreadful situation, you can imagine how surprised the guards were when they looked out from the city walls one day and saw a man nearing the main gate. They did not recognize him, but they could see that he was tall and richly dressed. *Do you think the*

*Sphinx will pose her riddle to him?*

The captain of the guards said, "Maybe he will make it. I do not see the Sphinx anywhere. Perhaps she is off watching another road."



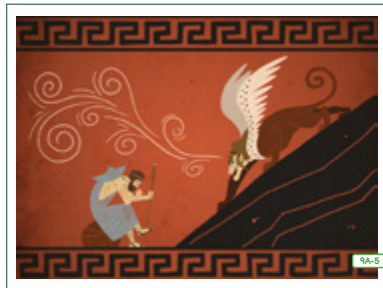
**Show image 9A-4:  
Sphinx and Oedipus talking**

But just as the captain was about to order the gate thrown open, down came the Sphinx like an arrow shot from the clouds above. She settled on her rock and looked down at the stranger with cold, pitiless eyes *or eyes that held no sympathy*. “Traveler,” said the

monster, “today you have chosen the wrong road.”

The stranger boldly replied, “I choose my own roads and my own destinations. Today I will go to Thebes.”

Anger lit up the monster’s eyes as she said, “I alone decide who travels this road. If I say no one travels this path, so it shall be. You have one chance and one chance only. You must correctly answer my riddle. Tell me, foolish man, what is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?” *[Pause for more guesses from students.]*



**Show image 9A-5:  
Oedipus thinking**

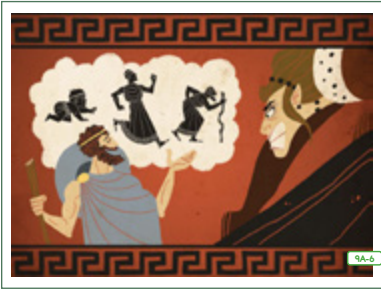
The stranger sat down in the dust of the road to think. The Sphinx, sure Oedipus [/ ed\*ə\*pəs/] wouldn’t guess it, gazed down at him, her tail twitching with impatience. After some time, she stopped even that movement. For half an hour, the man sat

thinking as the huge beast lay still atop its rock.

Meanwhile, the people of Thebes had rushed to the walls. They knew the man would probably not guess the riddle, but it had been so long since anyone had even tried, they had come to see him try. At last, the stranger rose to his feet.

“Have you an answer?” demanded the Sphinx.

In a strong, sure voice the man repeated the riddle: “What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?”



**Show image 9A-6:  
Oedipus answering the riddle**

Then staring straight into the Sphinx's eyes, he said, "The answer is man. As a baby in the morning of his life, he crawls on all fours. At the noon of his life, when he is grown-up and strong, he walks upright on two feet. In his old age, the evening of his time on the earth,

he walks with the aid of a cane, as if on three feet." *So what is the answer to the riddle?*



**Show image 9A-7:  
Oedipus made king by happy Thebans**

The Sphinx's eyes flew open in shock. The traveler had answered correctly. With a cry, the monster threw herself down from her high rock. The Sphinx was finally gone!

With shouts of joy, the people of Thebes rushed down from their walls, threw open the gates, and poured out onto the road. They lifted the stranger onto their shoulders and carried him into their city. There they asked, "Who are you, great hero? To whom do we owe our lives?"

"I am Oedipus," he answered.

"No," they replied, "not just 'Oedipus.' You are now King Oedipus, Master of the Sphinx and King of Thebes!"

So that is the story of how Oedipus answered a riddle and became a king.

**D Differentiation**

**Support**

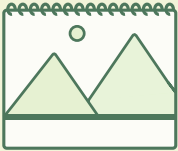
Here a cane means a stick that someone uses to help them walk. The word cane can also mean the hollow stem of a plant, such as bamboo, that is used to make furniture and baskets.

## COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What riddle did you hear about in today's Read-Aloud? (*What is it that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?*)

**Show image 9A-6: Oedipus answering the riddle**

Flip Book 9A-6



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Selecting Language Resources

#### Entering/Emerging

Have students give short riddle descriptions that include domain-specific vocabulary.

#### Transitioning/Expanding

Have students give longer riddle descriptions that include domain-specific vocabulary.

#### Bridging

Have students give lengthy riddle descriptions that include domain-specific and academic vocabulary.



### Check for Understanding

**Think-Pair-Share:** Have students share their answers to the following questions with their partners. Remind students to signal when both partners have contributed to the conversation. What is the answer to this riddle and who answers it? (*man or human beings; Oedipus answers it*) How would you explain the answer? (*As a baby "in the morning" of our lives, we crawl on all fours; at "the noon" or middle of our lives, we walk on two feet; in "the evening" or in our old age, we walk with the aid of a cane, as if on three feet.*) [Encourage students to share this riddle with their loved ones when they get home.]

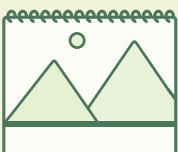
2. **Literal.** Which character poses this riddle? (*the Sphinx*) What is a Sphinx according to Greek mythology? (*a beast with a lion's body, the face and neck of a human woman, and wings*)

3. **Literal.** Is the Sphinx that lived on a towering rock overlooking the road to Thebes a god, a hero, or a supernatural creature? (*a supernatural creature*)

**Show image 9A-7: Oedipus made king by happy Thebans**

4. **Inferential.** Are the Thebans grateful to Oedipus? (yes) How do you know? (*They cheered and made him king.*)

Flip Book 9A-7



- 5. Evaluative.** 🧑🧑 *Think-Pair-Share:* Write a riddle that you can pose to your neighbor about the Read-Aloud. For example, you could pose the riddle, “I am a city that is guarded by a cruel monster called a Sphinx. What city am I?” Remind students to include the question at the end of their riddle. Tell students to signal when both partners have contributed to the conversation. Have students share their partner’s riddle.

### WORD WORK: INSISTED (5 MIN.)

1. In the Read-Aloud you heard, “No one knew why this terrifying creature [the Sphinx] had chosen to live on a rock above the road to Thebes, or why she insisted on posing this particular riddle.”
2. Say the word *insisted* with me.
3. If you have insisted on something, you have ordered or demanded it.
4. My mother insisted I wash my hands before I eat lunch.
5. Have you ever insisted on something? Try to use the word *insisted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I insisted on \_\_\_\_\_ once when . . .”]
6. What’s the word we’ve been talking about?

**Use a Sharing activity for follow-up.** Tell students the word *insist* can have many different forms. Share the following forms with students:

- **insistent, adj.** being demanding
  - Example: My father was insistent that I come inside from playing and eat dinner with the family.
- **insistently, adv.** doing something demandingly
  - Example: “I promise to always do my homework,” Raya told her mother insistently.

Turn to a partner and create sentences using the words *insist/insisted*, *insistent*, and *insistently*. [As students share their sentences, make sure they use the word *insist/insisted*, *insistent*, or *insistently* appropriately.]



## Lesson 9: Oedipus and the Riddle of the Sphinx

# Application



**Writing:** Students will edit the drafts of their narratives. [W.2.3, W.2.5]

### WRITING: EDIT A NARRATIVE

- Remind students that they have planned and drafted their narratives.
- Tell students that editing is the next step in the writing process.
- Display Visual Support 9.1.
- Tell students they are going to edit the narratives on Activity Page 7.2 with the editing checklist on Activity Page 9.1. Explain that this means they are going to read the story to check for any mistakes, and to make sure they have said everything they wanted or needed to say.
- Have students use the checklist on Activity Page 9.1 to edit their narratives. Review what each item on the checklist represents. Students should be familiar with this checklist after using a similar one in Domain 2: *The Birthplace of Democracy: Ancient Greece*.


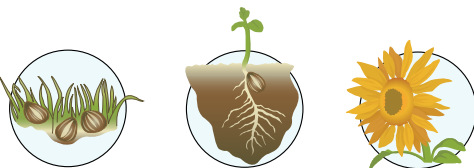
Activity Pages  
7.2, 9.1




## D Differentiation

### Support

Show students the sample of an edited Greek myth you prepared in advance.

| Item from Student Checklist                                                         | What It Means                                    |
|-------------------------------------------------------------------------------------|--------------------------------------------------|
| . ? !                                                                               | punctuation at the end of each sentence          |
| T he cat ran.                                                                       | capital letter at the beginning of each sentence |
|  | story has characters                             |
|  | story includes a beginning, middle, and end      |
| [teacher's choice]                                                                  | [teacher's choice]                               |
| [teacher's choice]                                                                  | [teacher's choice]                               |

- The checklist includes additional lines on which you may also include specific writing concepts students are currently learning, such as temporal words; a sense of closure; details to describe a character's actions, thoughts, or feelings; and writing a title, introduction, or conclusion.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Writing</b><br/> Writing </div> |                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                             | Have students dictate their edits to a teacher to be recorded. |
| <b>Transitioning/Expanding</b>                                                                                                                                       | Have students dictate their edits to a peer to be recorded.    |
| <b>Bridging</b>                                                                                                                                                      | Have students make edits independently.                        |



### Check for Understanding

According to the editing checklist, what are you going to look for in your stories?  
*(punctuation, capitalization; character(s) with a name; beginning, middle, and end)*

- Tell students to read their narratives, checking for each item on the list. If students find something they want to add or edit in their narratives, have them mark it in a different color/type of writing tool in their narratives.
- Remind students they can reference Activity Page 5.1 with their original plans to help them add to and edit their narratives.
- If students finish early, have them create a journal entry for their Greek Myths journal detailing a myth or character from the last few lessons.

**End Lesson**



### Differentiation

#### Challenge

Have students work with a partner to share and edit their narratives. Allow students to share any mistakes they see, what they like about what has been written, and what changes they may suggest.

## 10

## LEGENDS AND HEROES: GREEK MYTHS

# Atalanta and the Golden Apples

## PRIMARY FOCUS OF LESSON

**Reading**

Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples."

[RL.2.3]

**Language**

Students will demonstrate an understanding of the Tier 2 word *resist*.

[L.2.5a]

**Writing**

Students will publish their narratives.

[W.2.3, W.2.6]

## FORMATIVE ASSESSMENT

**Exit Pass**

**Draw and Describe an Event** Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples."

[RL.2.3]

**Published Narrative**

Students will publish their narratives by creating final clean copies.

[W.2.3, W.2.6]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                             | Grouping Recommendations | Time    | Materials                                                                                                                                   |
|---------------------------------------------|--------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Introducing the Read-Aloud                  |                          |         |                                                                                                                                             |
| Word Association Game                       | Whole Group              | 10 min. | <input type="checkbox"/> list of myths read<br><input type="checkbox"/> Visual Support 5.1<br><input type="checkbox"/> Greek Myths Journals |
| Essential Background Information or Terms   |                          |         |                                                                                                                                             |
| Read-Aloud                                  |                          |         |                                                                                                                                             |
| Purpose for Listening                       | Whole Group              | 30 min. | <input type="checkbox"/> paper<br><input type="checkbox"/> writing tools                                                                    |
| “Atalanta and the Golden Apples”            |                          |         |                                                                                                                                             |
| Comprehension Questions                     |                          |         |                                                                                                                                             |
| Word Work: <i>Resist</i>                    |                          |         |                                                                                                                                             |
| This is a good opportunity to take a break. |                          |         |                                                                                                                                             |
| Application                                 |                          |         |                                                                                                                                             |
| Writing: Publish a Narrative                | Independent              | 20 min. | <input type="checkbox"/> Activity Pages 7.2, 9.1<br><input type="checkbox"/> paper<br><input type="checkbox"/> drawing and writing tools    |

## ADVANCE PREPARATION

### Introducing the Read-Aloud

- Add “Oedipus and the Sphinx” to the list you created in Lesson 9.

### Read-Aloud

- Provide paper for an Exit Pass activity.

### Note to Teacher

You may want to explore with students various digital tools to publish their narratives. Such tools include various student-publishing software and web-based publishing programs.

### Universal Access

- As you read the myths, continue to add to the Character Chart you created in Lesson 1.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## CORE VOCABULARY

**skilled, adj.** gifted and able

Example: Even at ten years old, Manuel was a skilled musician.

Variation(s): none

**terms, n.** rules or conditions

Example: Paul's mother laid down some terms he would have to follow if he wanted to invite his friends over to play.

Variation(s): none

**tremendously, adv.** greatly or enormously

Example: The circus was Zari's favorite place, and she always enjoyed it tremendously.

Variation(s): none

**resist, v.** to turn down or say no to something

Example: Trixie loved snacks and could never resist a fresh orange.

Variation(s): resists, resisted, resisting

### Vocabulary Chart for "Atalanta and the Golden Apples"

| Type                   | Tier 3<br>Domain-Specific Words                                                   | Tier 2<br>General Academic Words                | Tier 1<br>Everyday Speech Words |
|------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------|
| Vocabulary             |                                                                                   | skilled<br>tremendously<br>resist               |                                 |
| Spanish<br>Cognates    |                                                                                   | ( <i>resistir</i> )<br>( <i>tremendamente</i> ) |                                 |
| Multiple-<br>Meaning   |                                                                                   | terms                                           |                                 |
| Sayings<br>and Phrases | as for<br>very well<br>talk her out of<br>sent word<br>at once<br>the race was on |                                                 |                                 |

## Lesson 10: Atalanta and the Golden Apples



# Introducing the Read-Aloud

**Reading:** Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples." [RL.2.3]

## D Differentiation

### Challenge

You may wish to have students create and populate an entry for "Oedipus and the Riddle of the Sphinx" in the Greek Myths Chart.

### WORD ASSOCIATION GAME (5 MIN.)

- Display the list of Greek myths you created in Lesson 9 with "Oedipus and the Sphinx" added to help students remember the myths they have heard.
- You may also wish to have students reference their Greek Myths Journal and the Greek Myths Chart (Visual Support 5.1) created in earlier lessons.
- Play a word association game to help students review what they have already learned about Greek myths.
- Tell students that you are going to name a place or character from the Greek myths they have heard, and that you will call on one of them to reply with another place, character, or associated word from the same myth.
- For example, if you say, 'Hercules,' someone else may say, 'Atlas.'
- Ask students to explain how the word they provide is related.



### MULTILINGUAL/ENGLISH LEARNERS

#### Reading

#### Selecting Language Resources

|                                |                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Elicit short one-word answers from students (e.g., "Give me one word to describe Hermes."). |
| <b>Transitioning/Expanding</b> | Elicit more details in students' answers (e.g., "How else would you describe Hermes?").     |
| <b>Bridging</b>                | Elicit higher-level insights and comparisons (e.g., "How are those two words related?").    |



## Check for Understanding

**Word Association:** Offer students the following examples or create your own.

- Daedalus, Icarus, King Minos, tower, sun, sea (*Daedalus and Icarus*)
- Hercules, Theseus, Nemean lion, Atlas, King Eurystheus, golden apples, Nemea (*Hercules*)
- Oedipus, Thebes, Sphinx, man, riddle (*Oedipus and the Sphinx*)

## ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Share the title of the Read-Aloud with students and ask if they remember another Greek myth that involved golden apples. Reread the part of the myth describing the apples:

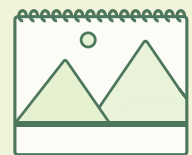
### Show image 8A-11

*King Eurystheus smiled at the large man in the lion skin who stood before his throne. "Hercules," said the king, "I have another labor for you to attempt, or try. I want you to bring me three of the golden apples of the Hesperides."*

*This startled even Hercules. "But, Your Majesty, those three magical sisters live beyond any land to which humans have ever traveled. According to stories, in the middle of their garden is a tree from which there grow apples of real gold. The sisters keep the location secret, for otherwise people would constantly trample the place just to get the gold. How am I to bring you these apples if no one even knows where they are or if they even exist?"*

- Ask students the following questions about the apples to prepare them to make inferences about how the apples play an important role in the myth you will read today:
  - What was special about the apples Hercules had to get for King Eurystheus? (*they were made of gold*)
  - Why did the sisters keep the location of the golden apples secret? (*because otherwise people would constantly trample or stomp all over the place just to get the gold*)
  - Why do you think King Eurystheus wanted the golden apples?

### Flip Book 8A-11





## Lesson 10: Atalanta and the Golden Apples

# Read-Aloud



**Reading:** Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples." [RL.2.3]

**Language:** Students will demonstrate an understanding of the Tier 2 word *resist*. [L.2.5a]

### PURPOSE FOR LISTENING

- Tell students to listen carefully to find what role the golden apples play in the myth and what the characters in the myth do with them.

### D Differentiation

#### Support

You may wish to add to the Characters Chart as you read about more characters in this Read-Aloud.

### "ATALANTA AND THE GOLDEN APPLES" (15 MIN.)



#### Show image 10A-1:

##### Atalanta and her royal parents

Long ago, in a peaceful little corner of Greece, there lived a king and a queen who loved each other very much. Although their kingdom was not large or wealthy, they and all their people lived happily.

This king and queen had a daughter, a princess who was intelligent, beautiful, and a **skilled** or *gifted and able* huntress. She also happened to be the fastest runner in the world. Her name was Atalanta [/at\*ə\*lan\*tə/].



#### Show image 10A-2:

##### An older Atalanta talking to her parents

When she reached a certain age, Atalanta's parents told her, "One day you will become queen, and ruling this land is too big a job for one person to do alone. It is time for you to marry." *Why do Atalanta's parents want her to get married?*

To their surprise, Atalanta replied, “I can ask wise men or women to help me run the country. As for a husband, perhaps I shall have one someday, but for now, there is no one whom I wish to marry.” *During the time in which this story takes place, unlike today, it was very uncommon, or very rare, for an adult to choose not to get married. Because of this, Atalanta’s parents were very surprised by her statement that she didn’t want to get married, but that decision would not cause the same reaction today.*

The queen asked, “What about all those fine young men who come around asking to marry you? Surely there must be one . . .”

“They care nothing for me, Mother,” Atalanta replied. “They only want to marry me in order to become king one day.”

But the king and queen insisted. *What does insisted mean?* Finally, Princess Atalanta said, “Very well, I shall marry the first unmarried man who can defeat me in a foot race.”

“What?” her parents exclaimed. They tried to talk her out of the idea, but they could not, so at last they agreed to her **terms** or conditions and sent word throughout the land. *What are Atalanta’s terms? Do you think any man will be able to defeat Atalanta, the fastest runner in the world, in a race?*



### Show image 10A-3:

#### Atalanta besting her suitors; Aphrodite watching

As you might imagine, many young men came to race against the princess, hoping to marry her. She easily defeated every single one, enjoying herself **tremendously** or greatly.

One day, after winning yet another race, she just kept running past the finish line for the sheer delight of it. She did not know that looking down from Mount Olympus that day was the goddess of love, Aphrodite [/af\*rə\*die\*tee/]. *Why would Aphrodite be looking down from Mount Olympus?* The goddess thought, “She is making a joke of love! I cannot allow this to go on.”

## D Differentiation

### Support

Here *terms* means conditions or rules. *Terms* can also mean words that name specific things.



### Check for Understanding

**Think-Pair-Share:** Have students discuss the following questions with their partner. Remind students to signal when both partners have contributed to the conversation. Is Aphrodite upset or happy about Atalanta's behavior? What do you think Aphrodite will do? Have students share the response their partner shared with them.



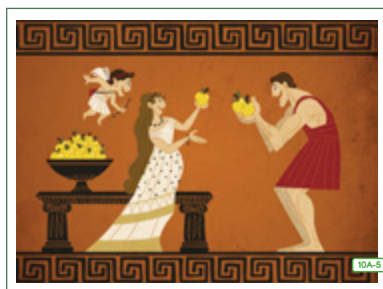
#### Show image 10A-4:

##### Eros shooting Hippomenes with an arrow

Now at that same moment, a young man was walking along the same road upon which Atalanta was now running. The young man was a brave adventurer named Hippomenes [/hip\*om\*ə\*neez/]. He was just returning from a long sea voyage, *or journey*, so he

knew nothing of the princess's challenge. As Hippomenes walked along, he glanced ahead and saw the most beautiful young woman he had ever laid eyes on running his way at an unbelievable speed. It was Atalanta, of course, and as Hippomenes was looking at her, the goddess Aphrodite was looking at him. Turning to her son, Eros, Aphrodite said, "Go shoot an invisible arrow of love into Hippomenes' heart, so that he will fall in love with Atalanta."

So Eros did as he was told, and Hippomenes instantly fell in love with Atalanta as she ran by him. He thought, "I have never seen such joy on a human face! I would not have thought it possible, but I believe that I have fallen in love with her." At once he began to pray to Aphrodite for help, which is what the goddess had planned all along. *Why does he choose to pray to Aphrodite out of all of the gods and goddesses?* She appeared before Hippomenes and told him that he must outrace Atalanta if he wanted to marry her.

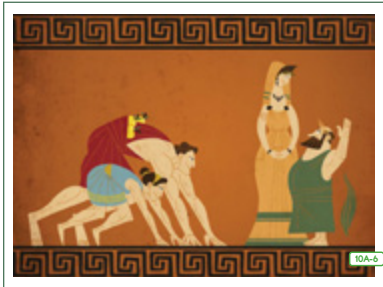


#### Show image 10A-5:

##### Aphrodite advising Hippomenes

"But this is impossible, my lady," Hippomenes told Aphrodite. "I am a very fast runner, but I have never seen anyone move as Atalanta does."

The goddess presented Hippomenes with three apples made of purest gold that shone almost as brightly as the sun. “When Atalanta sees these apples, she will not be able to **resist** picking them up,” Aphrodite said. *Would you be able to resist, or to stop yourself, from picking up golden apples such as these?* “Here is what you must do.”



**Show image 10A-6:**

**Atalanta and Hippomenes at starting line**

The next day, Hippomenes challenged Atalanta to a race. Inside his rather loose-fitting clothing, he had hidden the three golden apples. Before the race, he told Atalanta, “Your Highness, I want you to know why I am racing against you.”

Atalanta answered, “In order to marry a princess and become king someday.” *Is Atalanta correct?*

To her shock he replied, “No, in order to marry the woman I love. She just happens to be a princess.” Then he walked to the starting line while Atalanta thought, “There is something different about this one.” Still, she took her place next to him. A moment later the race was on!



**Show image 10A-7:**

**Atalanta chasing a golden apple**

Atalanta began to pull ahead almost at once, but Hippomenes drew one of the apples from inside his clothing and tossed it ahead of her and a little off to the side. The moment Atalanta saw the apple, she had to have it. *What do you think will happen?* She turned

and went after it. As she picked it up, she saw Hippomenes ahead of her, and losing no more time, she took off like a deer.

Soon Hippomenes heard her footsteps closing in behind him. Drawing out apple number two, he held it up so she would see it and tossed it back over his shoulder. She turned right around and ran back to get it while Hippomenes ran on. Grabbing the second apple, she saw Hippomenes halfway to the finish line. This time Atalanta took off after him like a speeding cheetah dashing across the grasslands.

## D Differentiation

### Support

Here the word *palm* means the inside part of a person's hand between the wrist and fingers. The word *palm* can also mean a kind of tree that grows in tropical regions.

## D Differentiation

### Challenge

Before her race with Hippomenes, Atalanta thinks to herself, "There is something different about this one." This is an example of foreshadowing. Foreshadowing is when the author hints at something that will happen later in the story. What does "there is something different about this one" hint at that happens later in the story? (*her happy marriage to Hippomenes, who is different from her other suitors*)



### Show image 10A-8: Atalanta chasing after the third apple

Soon Hippomenes could hear her rapid footsteps getting closer, and he took out apple number three and threw it into a nearby field of tall grass. Of course, Atalanta went after it, hunting through the grass for the golden fruit while Hippomenes kept running.

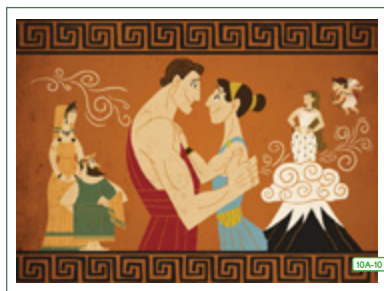
This one, too, she held in the palm of her hand as she returned to the race.



### Show image 10A-9: Atalanta and Hippomenes speeding across the finish line

In all of Atalanta's life, she had never run as she ran then. Her feet seemed not to touch the ground. Faster and faster she moved, and closer and closer to Hippomenes she came. He told himself, "Don't look back or you might lose a step."

Now she was only three steps behind him; now two steps; now just one; and then, she thought to herself, "Would it be so terrible if I did marry him?" And as she thought that, Hippomenes gained a step and crossed the finish line before her.



### Show image 10A-10: Atalanta and Hippomenes happily ever after

What happened after that? *What do you think happened after that?* Well, I am glad to say that Atalanta kept her word and married Hippomenes, and I am even gladder to say that she had been right. There was

something different about him, and soon she loved him as much as he loved her. Hippomenes never minded that Atalanta could outrun him. He was happy just to be the one running with her.

## COMPREHENSION QUESTIONS (10 MIN.)

### Show image 10A-2: An older Atalanta talking to her parents

1. **Literal.** What makes Atalanta special or different from others? *(She is a skilled huntress, a princess, and the fastest runner in the world.)*
2. **Literal.** How does Atalanta react to her parents' desire for her to marry? *(She agrees to marry but will only marry someone who can beat her in a foot race)*
3. **Inferential.** Why does Atalanta give these terms? *(She thinks no one will accomplish the task.)*
4. **Inferential.** Why do you think Aphrodite, the goddess of love, does not like Atalanta's terms? *(because Aphrodite is the goddess of love and she wants Atalanta to fall in love and marry.)*

### Show image 10A-7: Atalanta chasing a golden apple

5. **Inferential.** Hippomenes finally beats Atalanta in a footrace. How does he do this? *(He distracts her with three golden apples that the goddess Aphrodite gave to him.)*
6. **Literal.** At the end of the myth, is Atalanta tremendously happy or sad that she married Hippomenes? *(She is tremendously happy.)*



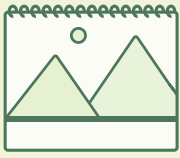
#### MULTILINGUAL/ENGLISH LEARNERS

##### Reading

##### Exchanging Information and Ideas

|                                |                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Reframe questions as simple yes/no questions (e.g., "Is Atalanta different or special?").                                                                            |
| <b>Transitioning/Expanding</b> | Provide students with a specific sentence frame (e.g., "Atalanta is special and different from others because...").                                                  |
| <b>Bridging</b>                | Encourage students to use key details in complete sentences (e.g., "Atalanta is special and different from others because she is the fastest runner in the world."). |

## Flip Book 10A-7



## D Differentiation

### Challenge

You may wish to have students add information about “Atalanta and the Golden Apples” to the Greek Myths Chart.



### Exit Pass

#### Show Image 10A-7: Atalanta chasing a golden apple

- Write the following words on the board or chart paper: Hippomenes, Atalanta, apples
- Have students write one statement about Image 10A-7 that includes the words you have written on the board. (*Hippomenes tossed apples to distract Atalanta from winning the race.*)

### WORD WORK: RESIST (5 MIN.)

1. In the Read-Aloud you heard, “When Atalanta sees these apples, she will not be able to resist picking them up.”
2. Say the word *resist* with me.
3. If you resist something, you turn it down or say no to it.
4. Daniel had to resist staying up too late to read his comic book, because he needed to be rested for his test in the morning.
5. Have you ever had to resist something? Try to use the word *resist* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had to resist \_\_\_\_\_ once when . . .” or “I could not resist \_\_\_\_\_ because . . .”]
6. What’s the word we’ve been talking about?

**Use an Antonyms activity for follow-up.** Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of resist? (Answers may vary, but may include *allow, obey, agree, accept*, etc.)



## Lesson 10: Atalanta and the Golden Apples

# Application



**Writing:** Students will publish their narratives. [W.2.3, W.2.6]

### WRITING: PUBLISH A NARRATIVE

**Note:** For this activity, explore with students various digital tools to publish their narratives. Such tools include various student-publishing software and web-based publishing programs.

- Tell students that they will now publish their narratives. Remind students of the four steps of the writing process you already completed.
  - You planned your stories using a graphic organizer to specify the characters, settings, and plot.
  - You drafted your stories by writing the information from the graphic organizer onto a piece of paper in paragraph format, forming complete sentences, and adding a title.
  - You revised your narratives by adding details to describe actions, thoughts, and feelings and adding temporal words to show the order or sequence of events.
  - Then, you edited your drafts by going through an editing checklist and making changes to make your drafts better.
  - Today you will publish your narratives.
- Tell students to copy their edited drafts from Activity Page 7.2 onto a clean piece of paper or have students publish their edited drafts on a computer.

### Activity Page 7.2



#### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

##### Entering/Emerging

Have students dictate a final version of their narratives to a teacher to be recorded.

##### Transitioning/ Expanding

Have students dictate a final version of their narratives to a peer to be recorded.

##### Bridging

Have students write a final version of their narratives independently.





### Check for Understanding

What is the final step in the writing process? (*publishing*) What is an example of published writing? (*a trade book, a newspaper article, etc.*) What is an example of unpublished writing? (*a draft of a narrative, a draft of a report, etc.*)

- You may have students add illustrations to their narrative.

### End Lesson

## LEGENDS AND HEROES: GREEK MYTHS

# Presenting a Narrative

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will read their narratives aloud to a partner and practice oral presentation skills. **[SL.2.4]**

Students will present their narratives to the class. **[SL.2.4]**

**FORMATIVE ASSESSMENT****Presentation Rubric**

Students will present their narratives to the class.

**[SL.2.4]**



**LESSON AT A GLANCE**

|                                                    | Grouping Recommendations    | Time    | Materials             |
|----------------------------------------------------|-----------------------------|---------|-----------------------|
| <b>Speaking and Listening</b>                      |                             |         |                       |
| Practicing for the Presentation                    | Whole Group/<br>Partner     | 15 min. | ❑ published narrative |
| <b>This is a good opportunity to take a break.</b> |                             |         |                       |
| <b>Application</b>                                 |                             |         |                       |
| Presenting a Narrative                             | Whole Group/<br>Independent | 45 min. | ❑ published narrative |

## ADVANCE PREPARATION

### Speaking and Listening

- Write the following guidelines for presenting on the board or chart paper:
  - speak loudly and clearly
  - speak at an understandable pace
  - share your narrative from the beginning to the end, including all parts and details
- Locate the sample narrative from Lesson 6 to use as a model for presenting a narrative.
- Provide paper for a Think-Pair-Share activity.
- Assign partners to practice presenting narratives.

### Application

- Locate the Narrative Writing and Presentation Rubrics in the Teacher Resources section and make copies for each student.
- If you have access to audio-recording equipment, you may choose to have students record themselves reading their narratives and then have them listen to the recordings at various times throughout the year.

### Universal Access

- Provide additional time as necessary for students to practice their presentations.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.


## Lesson 11: Presenting a Narrative

## Speaking and Listening



**Speaking and Listening:** Students will read their narratives aloud to a partner and practice oral presentation skills. **[SL.2.4]**

## PRACTICING FOR THE PRESENTATION

- Remind students that throughout the writing process they have planned, drafted, revised, edited, and published their narratives, and now they will present them to the class.
- Review the guidelines for presenting that you wrote on the board or chart paper in advance:
  - speak loudly and clearly
  - speak at an understandable pace
  - share your narrative from the beginning to the end, including all parts and details
- Tell students that you will read a narrative two ways: not following the guidelines for presenting and then following the guidelines for presenting.
- Model reading a portion of the sample narrative from Lesson 6, and do not follow the guidelines for presenting. Read quietly, unclearly, at a fast pace, and leave out parts of the narrative. Then, model reading the same portion of the sample narrative following the guidelines for presenting. Read loudly, clearly, at an understandable pace, and include all parts of the narrative.
-  **Think-Pair-Share.** Have students discuss if they think the first reading or the second reading was a better quality presentation and explain why. Tell students to include the conjunction *because* in their explanation to expand their thinking. You may wish to model a complete sentence. (*I think the second reading was a better quality presentation because it was read loudly and clearly.*) Remind students to signal when both partners have contributed to the conversation. When students are finished discussing, have them share their partner's sentence. If students share a run-on sentence, clarify with students how to make the sentence complete.
- Tell students that they will now practice reading their narrative to a partner using the guidelines for presenting before they read their narrative to the class in the next lesson segment.

## D Differentiation

### Support

Depending on your class or individual students' needs, you may wish to work with small groups as they practice their presentations.

## Lesson 11: Presenting a Narrative

# Application



**Speaking and Listening:** Students will present their narratives to the class. [SL.2.4]

### PRESENTING A NARRATIVE



#### Check for Understanding

**Turn and Talk:** Ask students to list the guidelines for a good presentation. Remind students to signal when both partners have contributed to the conversation. When students have finished discussing, have several students share their partner's response. (*speak loudly, clearly, and at an understandable pace; share your narrative from the beginning to the end, including all parts and details*)

- Tell students they will provide specific feedback to the student presenting their narrative.
- Remind students that during the writing process, they revised their narrative to include details that describe actions, thoughts, and/or feelings.
- Explain that as students are listening to the presentations, they should think of one piece of specific feedback they would like to share about the details that describe actions, thoughts, and/or feelings in the narrative. Give students sentence frames such as "I heard \_\_\_\_ in your narrative, and it made the retelling more detailed because . . ." or "I like how you included Theseus' feelings about . . ." During presentations, have 1-2 students provide specific feedback about the details that describe actions, thoughts, and/or feelings in the narrative. Be sure to allow all students an opportunity to share a piece of specific feedback.
- Have students present their narratives to the class.
- Use the Presentation Rubric, available in Teacher Resources, to assess students' presentations.
- After students have presented their narratives, use the Narrative Writing Rubric, available in Teacher Resources, to evaluate their writing.



### Differentiation

#### Support

Depending on your class or individual students' needs, you may wish to allow students additional time to practice presenting their narratives with you or a partner.

#### Challenge

Encourage students to practice adding expression to their presentations.

- Congratulate students for successfully completing the writing process for narrative writing.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Presenting

|                                     |                                                                        |
|-------------------------------------|------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Allow students to summarize their narrative retelling as they present. |
| <b>Transitioning/<br/>Expanding</b> | Allow students to present with a partner.                              |
| <b>Bridging</b>                     | Prompt students with key words or gestures.                            |

End Lesson

# Domain Review

## NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## CORE CONTENT OBJECTIVES ADDRESSED IN THIS DOMAIN

Students will:

- Explain that ancient Greeks worshipped many gods and goddesses
- Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans
- Identify the Greek gods and goddesses in the Read-Aloud
- Identify Mount Olympus as the place believed by ancient Greeks to be the home of the gods
- Identify Greek myths as a type of fiction
- Demonstrate familiarity with particular Greek myths
- Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths
- Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into ancient Greek culture)
- Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs



## REVIEW ACTIVITIES

### Greek Myths Journal

#### Materials: paper and writing tools

- Encourage students to write additional entries for their Greek Myths Journal.

### Image Review

#### Materials: Greek Myths Chart

- Show the Flip Book images from any Read-Aloud again, and have students retell the Read-Aloud using the images.
- Additionally, you may wish to use these images to review the Greek Myths Chart you created throughout the lessons.

### Greek Gods Review

#### Materials: Greek Gods Posters

- Use the Greek Gods Posters to review with students the twelve main gods/goddesses of Mount Olympus, or the twelve Olympians. Have students describe what each Greek god/goddess was believed to be in charge of and what ancient Greeks believed it meant to be a god/goddess of something.

### Image Card Review

#### Materials: Image Cards 3–9

- In your hand, hold Image Cards 3–9 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class.
- The student must then perform an action or give a clue about the picture they are holding. For example, for Hercules, a student may pretend to be wrestling with a lion. The rest of the class will guess the character being described.
- Proceed to another card when the correct answer has been given.

### Riddles for Core Content

- Ask the students riddles such as the following to review core content:
  - I am a very strong man who has to seek help from Apollo to learn how to control my own temper. Who am I? (*Hercules*)
  - I roam the land and kill many people before Hercules defeats me and takes my magical hide. What am I? (*the Nemean lion*)

Flip Book

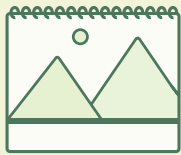


Image Cards 3–9



- I am the biggest and strongest giant who holds up the sky as a punishment from Zeus. Who am I? (*Atlas*)
- Having a lion's body and the face and neck of a woman, I sit outside the city of Thebes and eat every person who tries to enter if they can't guess my riddle. Who am I? (*the Sphinx*)
- I solve the riddle of the Sphinx, causing her to fall to her death. Who am I? (*Oedipus*)
- I am unhappy with Atalanta for making a joke out of love and cause her to marry Hippomenes. Who am I? (*the goddess Aphrodite*)

# Domain Assessment



## Digital Assessment

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

This unit includes a Domain Assessment for students to complete digitally.

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Legends and Heroes: Greek Myths*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Legends and Heroes: Greek Myths*.

## Student Assessment DA.1



### PART I

- Read the following directions to students:

**Directions:** I am going to ask you a yes or no question using a word you have heard in the Read-Alouds. First I will say the word, and then I will ask the yes or no question. If the answer is yes, circle the thumbs-up. If the answer is no, circle the thumbs-down. I will say each question two times. Let's do number one together.

- Read the word and then read the sentence. Pause for students to record their answers.

1. **Arachnids:** Do arachnids, or spiders, get their name from a famous weaver in a Greek myth? (*thumbs-up*)
2. **Labyrinth:** Is a labyrinth a tool someone uses to weave a picture? (*thumbs-down*)
3. **Myth:** Is a myth a true story from long ago? (*thumbs-down*)
4. **Herculean:** Is holding up the sky an example of a herculean task? (*thumbs-up*)

5. **Mythical:** Is a minotaur, a character that is half bull and half man an example of a mythical creature? (*thumbs-up*)

- Read the following directions to students:

**Directions:** Now I am going to ask you some more yes or no questions using a word you have heard in the Read-Alouds. First I will say the word, and then I will ask the yes or no question. If the answer is yes, circle the thumbs-up. If the answer is no, circle the thumbs-down. I will say each question two times. Let's do number one together.

6. **Spectators:** Are the people watching a football game spectators? (*thumbs-up*)

7. **Amusing:** If something is amusing, is it dull and boring? (*thumbs-down*)

8. **Retrieve:** Does retrieve mean to go back and get? (*thumbs-up*)

9. **Flattered:** If someone was told their drawing wasn't nice, would they feel flattered? (*thumbs-down*)

10. **Unraveling:** If something is unraveling does that mean it is like a ball of yarn that is being unwrapped? (*thumbs-up*)

11. **Proof:** Are muddy footprints proof that someone has walked on the floor with dirty shoes? (*thumbs-up*)

12. **Aimlessly:** If someone wanders aimlessly, does it mean she has a definite plan and a purpose? (*thumbs-down*)

13. **Insisted:** If someone insisted you do something, does it mean she really wants you to do it? (*thumbs-up*)

14. **Guidance** If someone gives you guidance does it mean they help you figure out how to do something? (*thumbs-up*)

15. **Resist:** If you resist doing something, does that mean you go ahead and do it? (*thumbs-down*)

---

## PART II

- Read the following directions to students:

**Directions:** I am going to ask you a yes or no question about things you learned in this domain. If the answer is yes, circle the thumbs-up. If the answer is no, circle the thumbs-down. I will say each question two times.

- Read each question. Pause for students to record their answers.

## Student Assessment DA.2



Student  
Assessment DA.3



1. Are gods and goddesses the *only* characters in Greek myths? (*thumbs-down*)
2. Did ancient Greeks think Mount Olympus was the home of the twelve main gods and goddesses? (*thumbs-up*)
3. Did the king of the gods punish Prometheus because his human creations weren't amusing? (*thumbs-down*)
4. Did Pandora's box contain lots of wonderful, happy things? (*thumbs-down*)
5. Did Hercules complete difficult labors assigned to him by King Eurystheus? (*thumbs-up*)
6. Did Icarus listen to his father and stay away from the sun? (*thumbs-down*)
7. Did ancient Greeks believe they had different seasons because Persephone lived in the underworld for six months of the year? (*thumbs-up*)
8. Did Arachne boast that she was a better weaver than the goddess Athena? (*thumbs-up*)

### PART III

**Note:** You may need to have some students respond orally if they are not able to respond in writing.

- Read the following directions to students:

**Directions:** I am going to read a question aloud two times. Write your answers in complete sentences.

- Read each question twice. Pause for students to record their answers.
1. Who was the most interesting character you heard about in the Greek myths? Why?
  2. Name and describe one nonhuman creature you heard about in these Greek myths.
  3. Tell about the supernatural powers of one of the characters you heard about in the Greek myths.

# Culminating Activities

## NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Formative and Domain Assessments, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided in this section in order to provide students with opportunities to enliven their experiences with domain concepts.

## REMEDIATION

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessment results.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds

## ENRICHMENT

### Sharing a Greek Myth

- If some students have not yet had the opportunity, allow them to share their Greek myths with the class.

### Student Choice

- Have students select a Read-Aloud to be heard again.

### Create a Mythical Character

- Have students make up their own god/goddess, hero, or other type of mythical character.

- Review with students what types of mythical characters existed in Greek mythology using the Greek Gods Posters and Image Cards 7–9.
- Have students decide if their character will be human or nonhuman, mortal or immortal. Have them decide if the character will have supernatural powers.
- Have them draw their mythical character and write one or two sentences to tell about it.
- As students share their characters with the class, remember to repeat and expand upon their vocabulary using richer and more complex language, including, if possible, any Read-Aloud vocabulary.

### **Domain-Related Trade Book or Student Choice**

#### **Materials: Trade book**

- Read a trade book to review a particular myth; refer to the books listed in the digital components for this domain. You may also choose to have the students select a Read-Aloud to be heard again.

### **Character, Setting, Plot**

#### **Materials: Drawing paper, drawing tools**

**Note:** The purpose of this activity is to review characters, setting, and plot; not to create a polished writing piece.

- Divide students into groups of three.
- Tell them that you are going to name a character, and that in their groups one person should draw or write the name of another character from the same myth and pass the paper and pencil to the second student. The second student should draw or write the name of a setting from that myth and pass the paper and pencil to the third student. The third student should write one sentence or key phrase about the plot of the myth and raise their hand once they are finished.
- Give each group the opportunity to orally share their drawings and/or writing.

## Fun with Riddles

- After reading a few of these riddles and allowing students to guess the answers, have students work in groups to write their own riddles about the Greek myths they have heard. They may also wish to share riddles that they already know.
  - What has been around for millions of years but is never more than a month old? (*the moon*)
  - What goes up but never comes down? (*your age*)
  - What occurs once in a minute, twice in a moment, and never in a thousand years? (*the letter 'm'*)
  - What month has 28 days? (*all of them*)
  - What was the worm doing in the cornfield? (*going in one ear and out the other*)
  - What building has the most stories? (*the library*)

## On Stage

- You may choose to reread and have the students act out any of the myths. Encourage students to portray actions and feelings and to use some of their own dialogue.
- Students could also make puppets of the characters from a particular Greek myth and retell the myth using the puppets.

## Writing Prompts

Students may be given an additional writing prompt such as the following:

- One Greek myth I have heard that is my favorite is . . .
- A riddle I would tell if I were the Sphinx is . . .
- One thing I like to do as much as Atalanta likes to run is . . .
- If you only get to read one Greek myth, you must read . . .





# Teacher Resources

|         |             |
|---------|-------------|
| Grade 2 | Knowledge 3 |
|---------|-------------|

## Teacher Guide

# Teacher Resources

In this section you will find:

- Narrative Writing Rubric
- Presentation Rubric
- Activity Book Answer Key

## Second Grade Writing Rubric: Narrative Writing

Write a narrative retelling of the Theseus myth, recounting the sequence of events of the Theseus myth, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **[W.2.3]**

|                     | <b>Advanced</b>                                                                                                                                                                                                                                                                                  | <b>Proficient</b>                                                                                                                                                                                                                                | <b>Basic</b>                                                                                                                                                                                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas</b>        | <p>The writing includes the following:</p> <ul style="list-style-type: none"> <li>• a recounting of a well-elaborated event or short sequence of events</li> <li>• descriptive language and details that describe actions, thoughts, and feelings</li> <li>• skillful use of dialogue</li> </ul> | <p>The writing includes the following:</p> <ul style="list-style-type: none"> <li>• a recounting of a well-elaborated event or short sequence of events</li> <li>• details that describe actions, thoughts, and feelings</li> </ul>              | <p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> <li>• a recounting of a well-elaborated event or short sequence of events</li> <li>• details that describe actions, thoughts, and feelings</li> </ul>              |
| <b>Organization</b> | <p>The writing includes the following:</p> <ul style="list-style-type: none"> <li>• a structure that enhances the recounting of the event or sequence of events</li> <li>• temporal words and phrases that signal event order</li> <li>• a clear ending or closure</li> </ul>                    | <p>The writing includes the following:</p> <ul style="list-style-type: none"> <li>• a logical structure that recounts the event or sequence of events</li> <li>• temporal words that signal event order</li> <li>• a sense of closure</li> </ul> | <p>The writing does not include one or more of the following:</p> <ul style="list-style-type: none"> <li>• a logical structure that recounts the event or sequence of events</li> <li>• temporal words that signal event order</li> <li>• a sense of closure</li> </ul> |
| <b>Conventions</b>  | <p>The writing contains:</p> <ul style="list-style-type: none"> <li>• complete simple, compound, and complex sentences</li> </ul>                                                                                                                                                                | <p>The writing contains:</p> <ul style="list-style-type: none"> <li>• complete simple and compound sentences</li> </ul>                                                                                                                          | <p>The writing does not contain:</p> <ul style="list-style-type: none"> <li>• complete simple and compound sentences</li> </ul>                                                                                                                                         |

## Second Grade Speaking and Listening: Presentation Rubric

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **[SL.2.4]**

|                             | <b>Advanced</b>                                                                                                                                                   | <b>Proficient</b>                                                                                                                          | <b>Basic</b>                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expression</b>           | The student speaks clearly and at an understandable pace and uses effective eye contact to help convey meaning or emphasis.                                       | The student speaks clearly at an understandable pace.                                                                                      | The student does not speak clearly at an understandable pace.                                                                                    |
| <b>Content and Accuracy</b> | The student reports on a topic or text, tells a story, or recounts an experience in an organized matter with appropriate facts and relevant, descriptive details. | The student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details. | The student does not report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details. |

## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

Directions: These five pictures show events from the myth "Prometheus and Pandora." Cut out the five pictures and glue them in the correct order on a piece of paper.



Knowledge 3 Legends and Heroes: Greek Myths

5



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