Amplify. TEXAS
ELEMENTARY LITERACY PROGRAM

ENGLISH

Grade 2

Knowledge 3 | Teacher Guide

Stories from Mount Olympus

Grade 2 | Knowledge 3

Stories from Mount Olympus

Teacher Guide

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Grade 2 | Knowledge 3

Contents

STORIES FROM MOUNT OLYMPUS

Introduction 1

Lesson 1 The Twelve Gods of Mount Olympus 7

Introducing the Read-Aloud (15 min.)
- Core Connections
- Domain Introduction

Read-Aloud (25 min.)
- Purpose for Listening
- "The Twelve Gods of Mount Olympus"
- Comprehension Questions
- Word Work: *Spectators*

Application (20 min.)
- Greek Gods Posters
- Greek Myths Journal

Lesson 2 Prometheus and Pandora 24

Introducing the Read-Aloud (10 min.)
- What Have We Already Learned?
- Essential Background Information or Terms

Read-Aloud (30 min.)
- Purpose for Listening
- "Prometheus and Pandora"
- Comprehension Questions
- Word Work: *Amusing*

Application (20 min.)
- Sequencing the Read-Aloud
- Greek Myths Journal

Lesson 3 Demeter and Persephone 39

Introducing the Read-Aloud (10 min.)
- What Have We Already Learned?

Read-Aloud (30 min.)
- Purpose for Listening
- "Demeter and Persephone"
- Comprehension Questions
- Word Work: *Retrieve*

Application (20 min.)
- Multiple Meaning Word: *Pine*
- Greek Myths Journal

Lesson 4 Arachne the Weaver 52

Introducing the Read-Aloud (10 min.)
- What Have We Already Learned?
- Making Predictions

Read-Aloud (30 min.)
- Purpose for Listening
- "Arachne The Weaver"
- Comprehension Questions
- Word Work: *Flattered*

Application (20 min.)
- Vocabulary Instructional Activity: *Features*
- Spin a Story

Lesson 5 **Theseus and the Minotaur** 66

Introducing the Read-Aloud (15 min.)
- Spin a Story
- Greek Myths Chart

Read-Aloud (25 min.)
- Purpose for Listening
- "Theseus and the Minotaur"
- Comprehension Questions
- Word Work: *Unraveling*

Application (20 min.)
- Greek Myths Chart
- Sequencing Story Events

Lesson 6 **Daedalus and Icarus** 82

Introducing the Read-Aloud (10 min.)
- Greek Myths Journal

Read-Aloud (30 min.)
- Purpose for Listening
- "Daedalus and Icarus"
- Comprehension Questions
- Word Work: *Proof*

Application (20 min.)
- Syntactic Awareness Activity: Adjectives
- Greek Myths Journal

Pausing Point (2 days) 95

Lesson 7 **Hercules** 101

Introducing the Read-Aloud (10 min.)
- Essential Background Information or Terms

Read-Aloud (30 min.)
- Purpose for Listening
- "Hercules"
- Comprehension Questions
- Word Work: *Aimlessly*

Application (20 min.)
- Plan a Greek Myth

Lesson 8 **Other Adventures of Hercules** 112

Introducing the Read-Aloud (5 min.)
- What Have We Already Learned?

Read-Aloud (35 min.)
- Purpose for Listening
- "Other Adventures of Hercules"
- Comprehension Questions
- Word Work: *Guidance*

Application (20 min.)
- Draft a Greek Myth

Lesson 9 **Oedipus and the Riddle of the Sphinx** 126

Introducing the Read-Aloud (10 min.)
- What's a Riddle?

Read-Aloud (30 min.)
- Purpose for Listening
- "Oedipus and the Riddle of the Sphinx"
- Comprehension Questions
- Word Work: *Insisted*

Application (20 min.)
- Edit a Greek Myth

Lesson 10 **Atalanta and the Golden Apples** 138

Introducing the Read-Aloud (10 min.)
- Word Association Game
- Essential Background Information or Terms

Read-Aloud (30 min.)
- Purpose for Listening
- "Atalanta and the Golden Apples"
- Comprehension Questions
- Word Work: *Resist*

Application (20 min.)
- Publish a Greek Myth
- Share a Greek Myth

Domain Review (1 day) 152

Domain Assessment (1 day) 155

Culminating Activities (1 day) 158

Teacher Resources **161**

Grade 2 | Knowledge 3

Introduction

This introduction includes the necessary background information to be used in teaching the *Stories from Mount Olympus* domain. The Teacher Guide for *Stories from Mount Olympus* contains ten 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 6. 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 fifteen days total on this domain.

DOMAIN COMPONENTS

Along with this Teacher Guide, you will need the:

- Flip Book for *Stories from Mount Olympus*
- Image Cards for *Stories from Mount Olympus*
- Activity Book for *Stories from Mount Olympus*
- Digital Components for *Stories from Mount Olympus*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *King Midas and the Golden Touch* by Charlotte Craft
- Read-Aloud Videos for *Stories from Mount Olympus*

All instructional materials can also be found on the program's digital components site.

ADDITIONAL RESOURCES

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. In addition, you may recommend that families read aloud with their student each night and you may suggest that they choose titles to reinforce the concepts covered in this unit. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

WHY STORIES FROM MOUNT OLYMPUS ARE IMPORTANT

This domain builds on *The Ancient Greek Civilizations* domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped 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 learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.

References to Greek mythology are still culturally relevant today, and this domain will give students a frame of reference with which to understand literary allusions and the meanings of common words and expressions, such as *herculean*. It will also better enable them to understand modern retellings of these ancient stories.

It is important to note that the content of some myths might unsettle some students. While these versions of the stories have been adapted from the originals, and most potentially unsettling details have been eliminated, some students may still be sensitive to details contained in the versions presented here. 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 and feel free to substitute a trade book if you feel doing so would be more appropriate for your 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.

The Greek myths that students will be reading about and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Geography from the social studies discipline.

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 *Stories from Mount Olympus*. This background knowledge will greatly enhance students' understanding of the Read-Alouds they are about to enjoy:

Stories: Fairy Tales and Folktales (Kindergarten)

Kings and Queens (Kindergarten)

Seasons and Weather: As the Earth Turns (Kindergarten)

Fables and Stories (Grade 1)

Astronomy: Space Exploration (Grade 1)

The Ancient Greek Civilization (Grade 1)

CORE VOCABULARY FOR STORIES FROM MOUNT OLYMPUS

The following list contains all of the core vocabulary words in *Stories from Mount Olympus* 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.

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

CORE CONTENT OBJECTIVES

- Explain that the 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 the 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 the 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

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 fictional narrative in the style of a Greek myth. They will build upon their learning from Domain 2 by including a character. They will gain new experience developing a plot with a beginning, middle, and end. During this project they will use the writing process to plan, draft, edit, publish, and share a short piece of fictional writing.

Writing Portfolio

The following activities may be added to students' writing portfolios:

- Greek Myths Journal (multiple Activity Pages)
- Summary of "Daedalus and Icarus" (Activity Page 6.2)
- Somebody Wanted But So Then (Activity Page PP.2)
- Greek Myth (Activity Pages 7.2, 8.1, 9.1)
- Domain Assessment Part III (DA.3).
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

LESSON

1

STORIES FROM MOUNT OLYMPUS

The Twelve Gods of Mount Olympus

PRIMARY FOCUS OF LESSON

Reading

Students will explain why the Greek myths are considered fiction.

TEKS 2.1.A; TEKS 2.3.B; TEKS 2.8.C; TEKS 2.9.A

Language

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

TEKS 2.3.D

Writing

Students will record key information about Zeus in a journal.

TEKS 2.7.B; TEKS 2.13.C

FORMATIVE ASSESSMENT

Activity Page 1.1

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

TEKS 2.7.B; TEKS 2.13.C

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (15 min.)			
Core Connections	Whole Group	15 min.	❑ world map or globe ❑ Domain 2 Flip Book Posters 1, 3
Domain Introduction			
Read-Aloud (25 min.)			
Purpose for Listening	Whole Group	25 min.	❑ Characters Chart (see Advance Preparation) ❑ Flip Book: 1A-1–1A-10
"The Twelve Gods of Mount Olympus"			
Comprehension Questions			
Word Work: *Spectators*			
This is a good opportunity to take a break.			
Application (20 min.)			
Greek Gods Posters	Whole Group/ Independent	20 min.	❑ Posters 1–12 (Flip Book) ❑ paper for display beneath posters ❑ Activity Page 1.1
Greek Myths Journal			
Take-Home Material			
Family Letter			❑ Activity Page 1.2

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 Ancient Greek Civilization* 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 he/she is 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, 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

CORE VOCABULARY

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

sanctuary, n. a holy place
Example: The voices of the choir filled the sanctuary, where people were worshipping.
Variation(s): sanctuaries

securely, adv. tightly or firmly
Example: Kaiyo and her mother attached their bikes securely to the back of the car.
Variation(s): none

spectators, n. observers; people watching an event
Example: Spectators come from distant cities to watch the Olympics.
Variation(s): spectator

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

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 *(santuario)*	glimpse securely spectators *(espectadores/as)*	
Multiple Meaning		tending	
Sayings and Phrases	make our way came to be sporting competitions fall in love fork in the road looks after		

Start Lesson

Lesson 1: The Twelve Gods of Mount Olympus

Introducing the Read-Aloud

15M

Reading: Students will explain why the Greek myths are considered fiction.

TEKS 2.1.A; TEKS 2.8.C; TEKS 2.9.A

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.
- Ask students what they know about the key component 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.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Selecting Language Resources

Beginning
Elicit short one-word answers from students (e.g., "Name one key component of the ancient Greek civilization.").

Intermediate
Elicit more details in students' answers (e.g., "What jobs were important to the ancient Greek civilization?").

Advanced/Advanced High
Elicit higher-level insights and comparisons (e.g., "Why was farming important to the ancient Greek civilization?").

ELPS 2.G; ELPS 3.G; ELPS 4.K

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

DOMAIN INTRODUCTION (10 MIN.)

What Do We Already Know About Fiction?

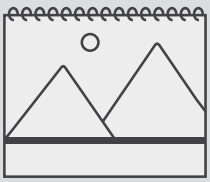
- Help students contrast the content from Domain 1: *Fairy Tales and Tall Tales* and Domain 2: *The Ancient Greek Civilization*.
  - You heard many fairy tales and tall tales in Domain 1. Were these stories fiction or nonfiction? *(fiction)*
  - How could you tell they were fiction? *(they had made-up 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 the 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 program in Grade 1 will have heard about myths in the *Astronomy: Space Exploration* 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, the 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 the 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 first thought 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.

Domain 2
Flip Book Poster 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 the ancient Greeks.
- Show students Poster 3 (Gods and Goddesses) from *The Ancient Greek Civilization* domain.
- Ask students what they remember about gods and goddesses from *The Ancient Greek Civilization* 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 the ancient Greeks? Show me the location on *The Ancient Greek Civilization* 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 the 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 him or her. *(Answers may 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

25M

Reading: Students will explain why the Greek myths are considered fiction.

TEKS 2.1.A; TEKS 2.3.B; TEKS 2.9.A

Language: Students will demonstrate an understanding of the words *spectators* and *participants.*

TEKS 2.3.D

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn what makes the Greek myths fiction, and why the 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.

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?

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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.

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."

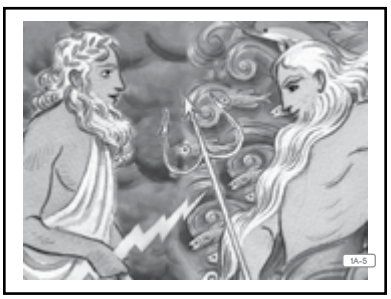
Their cart went over a bump, and Cyrus turned around to check their wares briefly before continuing the story. *Wares are goods. What wares did Cyrus and Leonidas have in their cart?* "These gods and goddesses can sometimes

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?* (Use the context of the sentence to determine the meaning of mortal. The difference between gods and mortals is that gods cannot die. So, a mortal is a living thing that will eventually die.) *So who do you think are mortals?* (humans) **TEKS 2.3.B**

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.

TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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 light 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. *What does Leonidas imagine at the top of Mount Olympus?*

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.]

Support

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

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 the 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; the 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*) **TEKS 2.1.A**

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

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.)*

Challenge

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

Lesson 1: The Twelve Gods of Mount Olympus

Application

20M

Writing: Students will record key information about Zeus in their journals.

TEKS 2.7.B; TEKS 2.13.C

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 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.

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 family and friends.
- Tell students that page one of their journals will be about Zeus, the king of the gods.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

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

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

Advanced/Advanced High
Have students write facts using familiar vocabulary independently.

ELPS 5.G

TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

- 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 the 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

FAMILY LETTER

- Send home Activity Page 1.2.

Activity Page 1.1

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.

Activity Page 1.2

LESSON

2

STORIES FROM MOUNT OLYMPUS

Prometheus and Pandora

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify what "Prometheus and Pandora" tries to explain.

TEKS 2.1.A; TEKS 2.6.G; TEKS 2.7.D

Language

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

TEKS 2.3.B; TEKS 2.7.F

Reading

Students will sequence and retell the story of "Prometheus and Pandora."

TEKS 2.7.D; TEKS 2.8.C

Students will record key information about a character's perspective from the Greek myth "Prometheus and Pandora" in a journal.

TEKS 2.7.B; TEKS 2.8.B

FORMATIVE ASSESSMENT

Activity Page 2.2

Greek Myths Journal Students will record information about a character's perspective from the Greek myth "Prometheus and Pandora" in their journal.

TEKS 2.7.B; TEKS 2.8.B

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe ❑ Posters 1–12 (Flip Book) ❑ Pandora's box (see Advance Preparation) ❑ Flip Book: 2A-7
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Posters 1–12 (Flip Book) ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 2A-1–2A-8
"Prometheus and Pandora"			
Comprehension Questions			
Word Work: *Amusing*			
This is a good opportunity to take a break.			
Application (20 min.)			
Sequencing the Read-Aloud	Independent	20 min.	❑ Activity Pages 2.1, 2.2 ❑ blank sheet of paper ❑ scissors ❑ glue or tape ❑ writing tools
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.

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.

CORE VOCABULARY

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

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

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 *(ridículo/a)* terrifying	
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

10M

Speaking and Listening: Students will identify what "Prometheus and Pandora" tries to explain.

TEKS 2.1.A; TEKS 2.7.D

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 questions 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 the 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)*

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

- 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)*

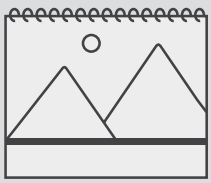
Pandora's Box

- 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

30M

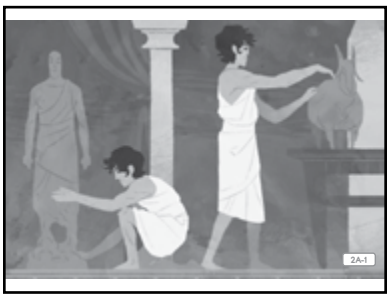
Speaking and Listening: Students will identify what "Prometheus and Pandora" tries to explain. TEKS 2.1.A; TEKS 2.6.G

Language: Students will demonstrate understanding of the Tier 2 word *amusing.* TEKS 2.3.B; TEKS 2.7.F

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?*

The 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*

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*.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** respond using newly acquired vocabulary as appropriate.

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)

Challenge

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

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

Stoplight: This is a long Read-Aloud. Let's check to make sure you remember what has happened so far.

- What did Prometheus create? *(humans)*
- Why did Zeus want to punish humans? *(because they had fire)*
- Why did Zeus have 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

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

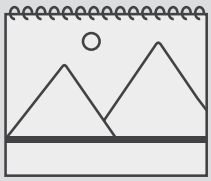
Show Image 2A-1: Prometheus and Epimetheus creating

1. **Literal.** According to Greek mythology, who made the first mortal creatures? (*Prometheus made humans/men, Epimetheus made all other animals)*
2. **Literal.** 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



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.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Supporting Opinions

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

Beginning
Help students complete the sentence frame.

Intermediate
Encourage students to respond to the opinion of their peers by using phrases (e.g., I agree/I disagree; I also think that . . .).

Advanced/Advanced High
Challenge students to respond to the opinion of their peers before they offer their own opinion.

ELPS 3.G

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.

Lesson 2: Prometheus and Pandora

Application

20M

Reading: Students will sequence and retell the story of "Prometheus and Pandora."

TEKS 2.7.D; TEKS 2.8.C

Writing: Students will record key information about a character's perspective from the Greek myth "Prometheus and Pandora" in their journals.

TEKS 2.7.B; TEKS 2.8.B

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.

Check for Understanding

Check In: Have students raise their hands when they have put the images in order but have not yet glued them down. Check students' work before they begin gluing, providing oral feedback and prompting as necessary.

- 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. TEKS 2.7.D; TEKS 2.8.C

Activity Page 2.1

Support

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

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Understanding Cohesion

Beginning
Student will be able to sequence the images in the story and identify key vocabulary related to each image.

Intermediate
Student will be able to sequence the images in the story and retell the story with support for content and transition words.

Advanced/Advanced High
Student will be able to sequence the images and retell the story using content vocabulary and temporal transition words (*first, then, next*).

ELPS 3.H; ELPS 3.J

TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

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? *(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 s/he is and what s/he does 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 the 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.

End Lesson

Activity Page 2.2

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.

LESSON

3

STORIES FROM MOUNT OLYMPUS

Demeter and Persephone

PRIMARY FOCUS OF LESSON

Reading

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

TEKS 2.1.A; TEKS 2.8.C; TEKS 2.9.A

Students will compare and contrast two Greek myths.

TEKS 2.6.H

Language

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

TEKS 2.3.D

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

TEKS 2.3.D

Writing

Students will record key information about a character from the Greek myth "Demeter and Persephone" in a journal.

TEKS 2.7.B; TEKS 2.13.C

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.

TEKS 2.7.B; TEKS 2.13.C

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ Completed Activity Page 2.1 ❑ Posters 1, 2, 3, 6, 8 (Flip Book)
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Image Card 1 ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 3A-1–3A-7
"Demeter and Persephone"			
Comprehension Questions			
Word Work: *Retrieve*			
This is a good opportunity to take a break.			
Application (20 min.)			
Multiple Meaning Word: *Pine*	Independent/ Whole Group	20 min.	❑ Poster 1M: Pine (Flip Book) ❑ Activity Page 3.1
Greek Myths Journal			

ADVANCE PREPARATION

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)*.

CORE VOCABULARY

bountifully, adv. in great amount or bounty; abundantly
Example: Sofia was looking for a four-leaf clover, and luckily, clovers grew bountifully in her front yard.
Variation(s): none

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

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

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

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

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 *(desesperarse)* retrieve	
Multiple Meaning		pine spirited	
Sayings and Phrases	workings of the world spirited her away		

Start Lesson

Lesson 3: Demeter and Persephone

Introducing the Read-Aloud

10M

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

TEKS 2.1.A; TEKS 2.9.A

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

Thumbs Up/Thumbs Down: If what I say is a characteristic of a Greek myth, put your thumbs up. If it's not a characteristic of a Greek myth, put your thumbs down.

- nonfiction stories about real things that happened *(thumbs down)*
- fictional stories *(thumbs up)*
- tried to explain things in nature *(thumbs up)*
- taught moral lessons *(thumbs up)*
- have only mortal characters *(thumbs down)*

Support

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

- What makes a Greek god different from a human being? *(immortal, superpowers, etc.)*
- What happened in the myth "Prometheus and Pandora?" *(Answers may vary but may include Prometheus created humans; Zeus wanted to punish*

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

humans because they had fire; Zeus had a god create Pandora to deliver a closed box to punish man; Pandora opens the box and terrible things come out of the box.)

- What did the myth "Prometheus and Pandora" attempt to explain? *(how humans and animals were created; how evil and sorrow came into the world)*

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

30M

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

TEKS 2.1.A; TEKS 2.8.C; TEKS 2.9.A

Students will compare and contrast two Greek myths.

TEKS 2.6.H

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

TEKS 2.3.D

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, the 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, the 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* Ancient Greek Civilization *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.

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?"

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.6.H** Synthesize information to create new understanding; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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

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.

Show Image Card 1: Pomegranate

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?

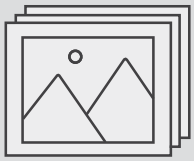
A rule was a rule, but Zeus knew that if Persephone remained in the underworld, nothing would grow on the earth again. So he made a deal with Hades. "For each seed she has eaten, Persephone will stay one month in the underworld as your queen. For the rest of the year, however, she will live on Earth 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.

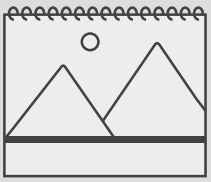
Image Card 1



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



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions.

Intermediate
Provide students with a specific sentence frame.

Advanced/Advanced High
Encourage students to use key details in complete sentences.

ELPS 3.E

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.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential.** What supernatural characters are in today's Read-Aloud? *(Demeter; her daughter, Persephone; Zeus; Hades; Cerberus; Helios)*
   - **Literal.** 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. **Literal.** 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.)*

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.)*

TEKS 2.3.D

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Lesson 3: Demeter and Persephone

Application

20M

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

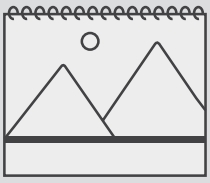
TEKS 2.3.D

Writing: Students will record key information about a character from the Greek myth "Demeter and Persephone" in their journals.

TEKS 2.7.B; TEKS 2.13.C

MULTIPLE MEANING WORD: PINE (5 MIN.)

Flip Book Poster 1M



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 stays 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 s/he is 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.)*

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)*

TEKS 2.3.D Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context;
TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text;
TEKS 2.13.C Identify and gather relevant sources and information to answer the questions.

- Demeter pines for Persephone in the winter. *(one)*
- Demeter walked up to a tall pine and leaned against it. *(two)*

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 s/he is and what s/he does 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 the 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.

End Lesson

Activity Page 3.1

ENGLISH LANGUAGE LEARNERS

Writing

Writing

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

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

Advanced/Advanced High
Have students write facts using familiar vocabulary independently.

ELPS 5.G

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?

LESSON

4

STORIES FROM MOUNT OLYMPUS

Arachne the Weaver

PRIMARY FOCUS OF LESSON

Reading

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

TEKS 2.1.A; TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.A

Language

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

TEKS 2.3.D

Students will demonstrate an understanding of the word *features*.

TEKS 2.3.B

Speaking and Listening

In a small group, students will write about and illustrate one event from "Arachne the Weaver" to create a class summary.

TEKS 2.7.D; TEKS 2.8.B

FORMATIVE ASSESSMENT

Exit Pass

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

TEKS 2.8.A

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What Have We Already Learned?	Whole Group	10 min.	❑ world map or globe ❑ Posters 1–12 (Flip Book) ❑ Flip Book: 3A-1–3A-7
Making Predictions			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group/ Independent	30 min.	❑ Posters 1–12 (Flip Book) ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 4A-1–4A-6
"Arachne the Weaver"			
Comprehension Questions			
Word Work: *Flattered*			
This is a good opportunity to take a break.			
Application (20 min.)			
Vocabulary Instructional Activity: *Features*	Whole Group/ Small Group	20 min.	❑ paper ❑ writing tools ❑ "Arachne the Weaver" Class Tapestry Chart (Digital Components)
Spin a Story			

ADVANCE PREPARATION

Application

- Prepare five sheets of plain paper. Four of the five sheets should be of equal length and width, with the width of the fifth sheet being the combined width of two sheets. You may access the "Arachne the Weaver" Class Tapestry chart with descriptions of each story section in the digital components 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.

CORE VOCABULARY

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

flattered, v. complimented; paid positive attention to
Example: I flattered Jasmine by telling her I enjoyed her book report.
Variation(s): flatter, flatters, flattering

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

superior, adj. higher in position or quality
Example: Alice felt that her pie was superior to her sister's.
Variation(s): none

Vocabulary Chart for "Arachne the Weaver"

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

Start Lesson

Lesson 4: Arachne the Weaver

Introducing the Read-Aloud

10M

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

TEKS 2.1.A; TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Where Are We?

- Prompt students with the following questions:
  - 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.

Greek Myths

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)*

- 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," making sure the order of events in the myth is the same as in their retelling. TEKS 2.7.D
- Remind students that they heard about several Greek gods and goddesses in the previous Read-Aloud.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Selecting Language Resources

Beginning
Elicit short one-word answers from students (e.g., "Name one Greek god or goddess.").

Intermediate
Elicit more details in students' answers (e.g., "Describe Demeter.").

Advanced/Advanced High
Elicit higher-level insights and comparisons (e.g., "Why did Demeter stop the crops from producing?").

ELPS 2.G; ELPS 3.H; ELPS 4.K

Flip Book 3A-1–3A-7

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance.

- 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.
- 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.

TEKS 2.6.C

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.

TEKS 2.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Lesson 4: Arachne the Weaver

Read-Aloud

30M

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

TEKS 2.1.A; TEKS 2.8.A

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

TEKS 2.3.D

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.)

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.

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.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.A** Discuss topics and determine theme using text evidence with adult assistance; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

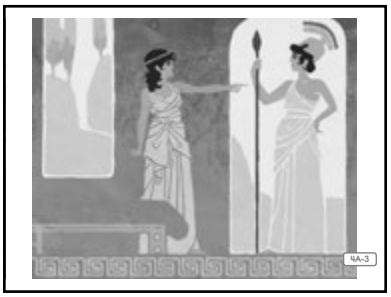
People **flattered** *or complimented* Arachne by comparing her work to that of Athena's. At first Arachne was pleased with this comparison. But as years passed, she began to get annoyed. She would say, "I'm sure Athena is very talented, but look, did you see this one over here?" *Why do you think Arachne 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 breath and said, "I meant what I said. I am prepared to prove

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?

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 he or she 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)

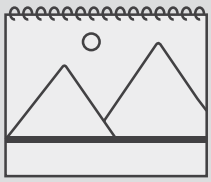
COMPREHENSION QUESTIONS (10 MIN.)

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:* Do you think there are lessons to be learned from this myth? If so, what are they? *(Answers may vary but may include not to be too boastful; the importance of using the gifts and talents you are given)*
    - **Inferential.** Why does Athena turn Arachne into a spider and not some other kind of animal? *(Because Arachne was a weaver and spiders weave webs. Athena wanted to ensure that Arachne would continue to weave.)*

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's."
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

20M

Language: Students will demonstrate an understanding of the word *features.*

TEKS 2.3.B

Speaking and Listening: In a small group, students will write about and illustrate one event from "Arachne the Weaver" to create a class summary.

TEKS 2.7.D; TEKS 2.8.B

VOCABULARY INSTRUCTIONAL ACTIVITY (5 MIN.)

Features

- Familiarize students with the word *features:*
  - In the Read-Aloud you heard, "She pointed out all the wonderful features of her work to the goddess."
  - Say the word *features* with me.
  - The word *features* means interesting or important parts of something else.
  - This new book has many nice features, such as beautiful pictures, a helpful table of contents, and a list of all the maps included in it.
  - [Hold up an item in your classroom that has many different features, such as a globe, a laptop computer, an encyclopedia, or a dictionary.] What are some of the important or interesting features of this _____? [Ask two or three students to describe the important or interesting features of the object you are displaying. If necessary, guide and/or rephrase the students' responses: "One of the more interesting/important features of _____ is . . ."]
  - What is the word we've been talking about?
- Lead students in a brainstorming activity to follow up.
  - Let's brainstorm some features of a school. What features do schools have? *(Answers may vary but may include classrooms, teachers, students, or more concrete features of the school building like doors, windows, cafeterias, etc.)*

Challenge

Have students think of their own examples of something that has features.

TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

SPIN A STORY (15 MIN.)

- Review the term *weaver* using the following questions:
  - What did Arachne weave? *(tapestries)*
  - What is a tapestry? *(a woven image that can be hung on walls)*
- Tell students that as a class, they are going to make a tapestry that retells the myth of Arachne the Weaver and represents her internal traits.
- Divide the class into five groups. Tell the class that there will be five parts to this tapestry and that each of the five groups will be responsible for drawing and describing one part. Tell students that Group One will draw and describe the beginning scene of the myth, Groups Two through Four will draw and describe scenes from the middle of the myth, and that Group Five will draw and describe the ending scene of the myth.
- Prior to having groups begin drawing, review the five key events of the story. Use the chart below to guide your discussion. Write down descriptions of each event as you discuss them.

"Arachne the Weaver" Class Tapestry	
Group 1 - First First, Arachne weaves beautiful tapestries on a loom while many visitors flatter her by saying she weaves like the goddess Athena.	**Group 2 - Next** Athena disguises herself as an old woman after she hears about Arachne's boastful words declaring herself the best weaver in the world
Group 3 - Then Arachne is surprised when she discovers that the old woman is really the goddess Athena.	**Group 4 - And Then** Arachne and Athena have a weaving contest, which Athena clearly wins.
Group 5 - Last Athena changes Arachne into a spider—after Arachne declares she will never weave again—so that Arachne will always continue to use her special gift.	

- Have each group work on a single drawing or have each student create a drawing independently. Then, have each student write a sentence or two describing their drawing.
- Leave the tapestry on display to use in the next lesson.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

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

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

Advanced/Advanced High
Have students write facts using familiar vocabulary independently.

ELPS 5.G

Challenge

Have students use paper and writing or drawing tools to record information in their journals on "Arachne the Weaver.

- As students discuss and create their illustrations, encourage them to use richer and more complex language, including, if possible, any Read-Aloud vocabulary.

Check for Understanding TEKS 2.8.B

Circulate and Ask Circulate to check that students' drawings depict the part of the story they were assigned. Ask students to describe their drawings using the following questions:

- How does [character] feel in your drawing?
- What is happening in your drawing?
- Why did [event] happen?

- Tell students that in the next lesson they will put all of their drawings together to create a classroom tapestry of the myth "Arachne the Weaver."

End Lesson

TEKS 2.8.B Describe the main character's (characters') internal and external traits.

LESSON

5

STORIES FROM MOUNT OLYMPUS

Theseus and the Minotaur

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will retell a myth using temporal and causal words. TEKS 2.1.C; TEKS 2.7.D

Reading

Students will identify key information about Greek myths to be recorded in a graphic organizer. TEKS 2.9.A

Students will describe the main characters of a myth and explain the characters' actions. TEKS 2.1.A; TEKS 2.8.B; TEKS 2.8.C

Language

Students will demonstrate an understanding of the Tier 2 word *unraveling*. TEKS 2.3.C; TEKS 2.3.D

Reading

Students will identify key information about Greek myths to be recorded in a graphic organizer. TEKS 2.7.D; TEKS 2.8.C; TEKS 2.9.A

FORMATIVE ASSESSMENT

Activity Page 5.1

Sequencing Story Events Students will use temporal words to determine which events from "Theseus and the Minotaur" happened first. TEKS 2.7.D

Writing Studio

If you are using Writing Studio, you may begin Unit 1 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order;

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (15 min.)			
Spin a Story	Whole Group Independent	15 min.	❑ student drawings from Lesson 4 ❑ chart paper, chalkboard, or whiteboard ❑ Posters 1–12 (Digital Components)
Greek Myths Chart			
Read-Aloud (25 min.)			
Purpose for Listening	Whole Group	25 min.	❑ world map or globe ❑ Image Card 2 ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 5A-1–5A-10
"Theseus and the Minotaur"			
Comprehension Questions			
Word Work: *Unraveling*			
This is a good opportunity to take a break.			
Application (20 min.)			
Greek Myths Chart	Whole Group/ Independent	20 min.	❑ Greek Myths Chart (created during Introducing the Read-Aloud) (Digital Components) ❑ world map or globe ❑ Activity Page 5.1
Sequencing Story Events			

TEKS 2.9.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.1.A** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

ADVANCE PREPARATION

Introducing the Read-Aloud

- Ensure the class tapestry from Lesson 4 is still on display in the classroom
- 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 digital components for this domain in its partially completed and completed forms.

Greek Myths Chart			
Myth	**Mythical Creatures?**	**Greek Gods and Goddesses?**	**Tries to Explain . . ./ Tries to Teach the Lesson:**
"Prometheus and Pandora"		Zeus, Prometheus, Epimetheus	• how humans and animals were created • how humans got fire • how evil and sorrow came into the world
"Demeter and Persephone"		Zeus, Demeter, Persephone, Hades, Helios	• the changing of the seasons • the life cycle of plants
"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."

Universal Access

- As you read the myths, continue to add to the Characters Chart.
- 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

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

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

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 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	labyrinth *(laberinto)*	convinced *(convenció)* sneered unraveling	
Multiple Meaning		vaulted	
Sayings and Phrases	sent word take the place of once and for all trace it back no worse off set sail		

Start Lesson

Lesson 5: Theseus and the Minotaur

Introducing the Read-Aloud

15M

Speaking and Listening: Students will retell a myth using temporal and causal words.

TEKS 2.1.C; TEKS 2.7.D

Reading: Students will identify key information about Greek myths to be recorded in a graphic organizer.

TEKS 2.9.A

SPIN A STORY (5 MIN.)

- Refer to the class tapestry on display in the classroom. Have students retell the myth "Arachne the Weaver" using the tapestry as a guide. Encourage students to use temporal and causal words in their retelling (e.g., *first, next, then, last, finally, because, so then,* etc.) TEKS 2.7.D

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.)*
- Tell students Greek myths give insight into the 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.

TEKS 2.1.C Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Understanding Cohesion

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

Intermediate
Encourage students to use a growing number of temporal and causal words and phrases.

Advanced/Advanced High
Challenge students to use a variety of temporal and causal words and phrases and think of other connecting words to use.

ELPS 3.B

Challenge

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

- 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 . . ./ Tries to 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*

- 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

25M

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

TEKS 2.1.A; TEKS 2.8.B; TEKS 2.8.C

Language: Students will demonstrate an understanding of the Tier 2 word *unraveling*.

TEKS 2.3.C; TEKS 2.3.D

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*jae*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."

Support

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

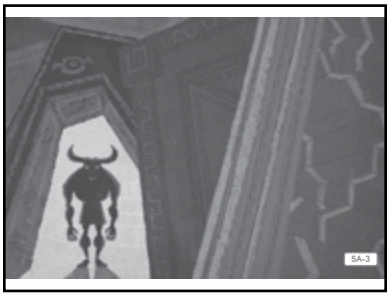
TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

"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.



Show Image 5A-3: Labyrinth and the Minotaur

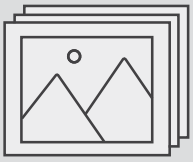
Show Image Card 2 (labyrinth)

"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*ləs/] 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 whomever 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?*

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-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.

Support

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

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.

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.)*

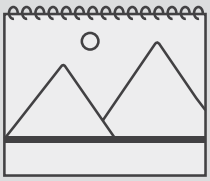
Support

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

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.)*

Flip Book 5A-5



Show Image 5A-5: Ariadne talking to Daedalus

3. **Inferential.** Why does Princess Ariadne help Theseus even though she knows her father would be furious? *(She thinks Theseus is an extraordinary man.)*
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 to find his way out.)*

6. **Evaluative.** *Question? Pair-Share:* Asking questions after a Read-Aloud is one way to see how much everyone has learned. Think of a question you have 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. I will call on several of you to share your questions with the class.

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. The prefix *un-* means "not." 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.)* **TEKS 2.3.C**

ENGLISH LANGUAGE LEARNERS

Language

Analyzing Language Choices

Beginning
Ask students whether a word is similar to *unraveling* or the opposite of *unraveling*.

Intermediate
Have students identify words that are the opposite of *unraveling*.

Advanced/Advanced High
Challenge students to make a sentence for a word that is the opposite of unraveling.

ELPS 3.D

TEKS 2.3.C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

Lesson 5: Theseus and the Minotaur

Application

20M

Reading: Students will identify key information about Greek myths to be recorded in a graphic organizer.

TEKS 2.7.D; TEKS 2.8.C; TEKS 2.9.A

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.]

Greek Myths Chart

Myth	Mythical Creatures?	Greek Gods and Goddesses?	Tries to Explain . . ./ Tries to 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*

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Reading/Viewing Closely

Beginning
Prompt and support students to recall words and phrases that relate to "Theseus and the Minotaur."

Intermediate
Provide moderate support in eliciting phrases and ideas with greater detail that relate to "Theseus and the Minotaur."

Advanced/Advanced High
Provide minimal support in eliciting key details relating to "Theseus and the Minotaur."

ELPS 3.H

Challenge

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

TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

SEQUENCING STORY EVENTS (10 MIN.)

- Tell students you are going to play a game called "Which Happened First?" using Activity Page 5.1. Read students the following instructions:
  - I will read the pair of sentences you see on Activity Page 5.1. Each sentence begins with a blank.
  - You will decide which sentence happened first in the story and write the word *first* on the blank before that sentence. Then you should write the word *then* on the blank before the sentence that happens second in the story.
  - Let's practice number one together.

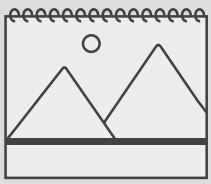
1. Theseus defeats the Minotaur. [Show Image 5A-8.] *(Then)*
   Theseus volunteers to enter the labyrinth. [Show Image 5A-4.] *(First)*
2. Theseus forgets to change the sails from black to white.[Show Image 5A-10.] *(First)*
   King Aegeus falls into the sea. [Show Image 5A-10.] *(Then)*
3. Theseus ties the gold thread around his body. [Show Image 5A-6.] *(Then)*
   King Minos's son dies in Athens. *(First)*
4. Daedalus creates the labyrinth. [Show Image 5A-3.] *(First)*
   Princess Ariadne asks Daedalus how to help Theseus escape from the labyrinth. [Show Image 5A-5.] *(Then)*

- Collect Activity Page 5.1 from students to check that they understand the sequence of events in the story.

End Lesson

Activity Page 5.1

Flip Book 5A-1–5A-10



Support

Have students cut out each pair and physically order the events and then write *first* and *next* in the blanks based on the order in which they put them.

Challenge

Have students use paper and writing or drawing tools to record information in their journals on "Theseus and the Minotaur."

LESSON

6

STORIES FROM MOUNT OLYMPUS

Daedalus and Icarus

PRIMARY FOCUS OF LESSON

Reading

Students will set a purpose for reading, describe the main characters of a myth, and explain the characters' actions.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.8.B

Language

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

TEKS 2.3.B

Students will use adjectives to describe images.

TEKS 2.11.C; TEKS 2.11.D.iv

Reading

Students will summarize a Greek myth in a journal.

TEKS 2.7.B; TEKS 2.7.D

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."

TEKS 2.7.B; TEKS 2.7.D

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases, or sentences; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles; T**EKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Greek Myths Journal	Whole Group/ Independent	10 min.	❑ Activity Page 6.1 ❑ Flip Book: 5A-5
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group/ Independent	30 min.	❑ Activity Page 6.1 ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 6A-1–6A-6
"Daedalus and Icarus"			
Comprehension Questions			
Word Work: *Proof*			
This is a good opportunity to take a break.			
Application (20 min.)			
Syntactic Awareness Activity: Adjectives	Whole Group/ Independent	20 min.	❑ Activity Page 6.2 ❑ Flip Book: 6A-1
Greek Myths Journal			

ADVANCE PREPARATION

Note to Teacher

The purpose of syntactic awareness activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the Read-Alouds.

Collect familiar objects for use in the Syntactic Awareness Activity.

Universal Access

- As you read the myths, continue to add to the Characters Chart.
- Show students artwork depicting the story of Icarus.

CORE VOCABULARY

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

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

Vocabulary Chart for "Daedalus and Icarus"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	currents	desperately *(desesperadamente)* plummeted sill	
Multiple Meaning		proof *(prueba)*	
Sayings and Phrases	in turn locked away should have known better need not sheer joy		

Lesson 6: Daedalus and Icarus

Introducing the Read-Aloud

10M

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

TEKS 2.1.A; TEKS 2.8.B

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

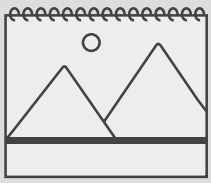
- What did Daedalus do in the story? *(created a labyrinth for King Minos, helped Princess Ariadne help Theseus to escape from the labyrinth after he killed the Minotaur)*

Check for Understanding

Turn and Talk

- 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)*

Flip Book 5A-5



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions (e.g., "Was King Minos nice to Athenians?").

Intermediate
Provide students with a specific sentence frame (e.g., "King Minos created . . . because . . . ").

Advanced/Advanced High
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.").

ELPS 3.H

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

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

30M

Reading: Students will set a purpose for reading, describe the main characters of a myth, and explain the characters' actions.

TEKS 2.1.A; TEKS 2.6.A; TEKS 2.8.B

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

TEKS 2.3.B

PURPOSE FOR LISTENING

- Tell students to set a purpose for reading and to listen carefully. Suggest that students' purpose may relate to characters they have already learned about and discussed. TEKS 2.6.A

"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/]."

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

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

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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 sea birds. 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.)

1. **Inferential.** What problems happen in this myth? *(Daedalus and Icarus are imprisoned; Icarus falls into the ocean because his wings melt)*

Show Image 6A-1: King Minos ordering Daedalus imprisoned

2. **Literal.** 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)*

3. **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

4. **Inferential.** How does Daedalus plan to escape the tower? *(He makes wings from bird feathers, melted wax, and thread. He plans to fly away on the air currents.)*
    - **Literal.** How does Daedalus get the feathers and wax that he needs for his plan of escape? *(He puts bread crumbs on the window sill to attract the birds and asks the soldiers for candles.)*

Support

Ask students if they have ever eaten an ice cream cone on a hot day. Ask students what happens if they don't eat their ice cream quickly enough. Tell students that their ice cream probably melts in the heat. Heat can cause things to melt, like ice.

Show Image 6A-5: Daedalus and Icarus flying

5. **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.

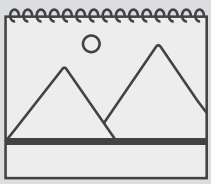
Check for Understanding

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.
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?

Flip Book 6A-5



Activity Page 6.1

Challenge

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

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, "S/he has proof." If the person in the sentence believes that something happened but does not have any evidence, or proof, say, "S/he has 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.*)

Lesson 6: Daedalus and Icarus

Application

20M

Language: Students will use adjectives to describe images.

TEKS 2.11.C; TEKS 2.11.D.iv

Reading: Students will summarize a Greek myth in their journals.

TEKS 2.7.B; TEKS 2.7.D

SYNTACTIC AWARENESS ACTIVITY (10 MIN.)

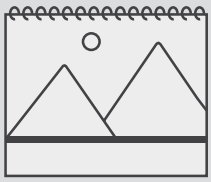
Adjectives

Note: Allow for variations in sentences and restate students' sentences so that they are grammatical.

- Explain to students what an adjective is and the difference between an adjective and a noun.
  - We know that a noun is a person, place, or thing. Today we will practice using adjectives, which are words that are used to describe nouns.

Show Image 6A-1: King Minos ordering Daedalus imprisoned

Flip Book 6A-1



- What do you see in this image? *(King Minos*) King Minos is a person. What words could we use to describe how King Minos looks in this image? *(angry, old, upset, mad, mean, etc.)*
- The words that describe King Minos are called adjectives. Adjectives are words that describe nouns, so they describe a person, place, or thing.
- In the Read-Aloud you heard "This is the story of a very brilliant man . . ."
- Who is this sentence about? *(a man, Daedalus)* What word does the story use to describe the man in this sentence? *(brilliant)*
- *Brilliant* is the adjective that is used to describe the noun *man.*

- Gather familiar classroom objects and have students help you describe them.
  - We can use adjectives to describe objects in the classroom, too. What is the name of the object I am holding? What words, or adjectives, could we use to describe it?

TEKS 2.11.C Revise drafts by adding, deleting, or rearranging words, phrases, or sentences; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Activity Page 6.2

- Have students work in partners. Give each pair familiar classroom objects to describe to each other and give students the following directions:
  - First, identify the name of the object (pencil, marker, pen, eraser, etc.).
  - Then, describe the size, color, texture, etc. of the object to your partner. Use as many different adjectives as you can. You can even use more than one adjective to describe an object in a sentence. For example you might say, "This is a long, purple, sparkly pencil."

ENGLISH LANGUAGE LEARNERS

Writing

Writing

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

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

Advanced/Advanced High
Have students write facts using familiar vocabulary independently.
ELPS 5.G

Challenge

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

Check for Understanding

Think of a Word: As students transition to the next activity, call on them one by one to provide an adjective describing an object in the classroom.

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.
- 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." **TEKS 2.7.D**

End Lesson

TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

Grade 2 | Knowledge 3

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.

CORE CONTENT OBJECTIVES UP TO THIS PAUSING POINT

Students will:

- Explain that the 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 the 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 the 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

MID-DOMAIN ASSESSMENT

Sequencing the Read-Aloud

Activity Page PP.1

Materials: Activity 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 Activity 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.

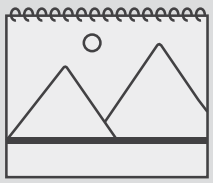
ACTIVITIES

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, s/he is afraid to do something.
- 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

Flip Book



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)*
  - The 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 the 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 him or her 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: Activity Page PP.2

Activity Page PP.2

- Explain to students that they 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 Activity 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:

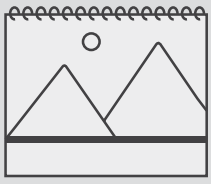
Somebody	Prometheus
Wanted	to give his human creations fire.
But	Fire was only for the gods.
So	He stole some fire and took it down to the earth for the humans.
Then	Zeus, the king of the gods, found out and punished him.

Somebody	Pandora
Wanted	to know what was inside the box.
But	She was told not to ever open it.
So	For a long time, she didn't.
Then	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.

Flip Book 5A-10



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.

LESSON

7

STORIES FROM MOUNT OLYMPUS

Hercules

PRIMARY FOCUS OF LESSON

Reading

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

TEKS 2.1.A; TEKS 2.8.B; TEKS 2.9.A

Language

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

TEKS 2.3.D

Writing

Students will use graphic organizers to plan writing their own myths.

TEKS 2.12.A

FORMATIVE ASSESSMENT

Activity Page 7.2

Plan a Greek Myth Students will use graphic organizers to plan their own Greek myths.

TEKS 2.12.A

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Essential Background Information or Terms	Whole Group	10 min.	
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Activity Page 7.1 ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 7A-1–7A-5
"Hercules"			
Comprehension Questions			
Word Work: *Aimlessly*			
This is a good opportunity to take a break.			
Application (20 min.)			
Plan a Greek Myth	Independent	20 min.	❑ chart paper, whiteboard or chalkboard ❑ Activity Page 7.2 ❑ Elements of a Myth Chart (Digital Components) ❑ Planning a Greek Myth Graphic Organizer (Digital Components)
Take-Home Material			
Family Letter			❑ Activity Page 7.3

ADVANCE PREPARATION

Read-Aloud

- Create an enlarged version of the graphic organizer on Activity Page 7.2 on chart paper, a whiteboard, or a chalkboard. You may also access an electronic version of this in the digital components for this domain.

Note to Teacher

In Domain 2 students wrote narratives with fictional characters. In Lessons 7–10 students will apply this knowledge to writing a longer fictional narrative with a developed plot. It is essential that students get the support they need at the planning stage of this activity. Ensure students have a well-developed plan before they move on to the drafting phase in Lesson 8.

Universal Access

- As you read the myths, continue to add to the Characters Chart.
- Show students depictions of Hercules in current cultural references.

CORE VOCABULARY

aimlessly, adv. without purpose or plan
Example: The prince wandered aimlessly for several years until Rapunzel found him.
Variation(s): none

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

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 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		aimlessly commotion *(conmoción)* dreadful	
Multiple Meaning			
Sayings and Phrases	cause for celebration strike out against forced out on his own ray of hope lay before him		

Start Lesson

Lesson 7: Hercules

Introducing the Read-Aloud

10M

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

TEKS 2.1.A; TEKS 2.8.B; TEKS 2.9.A

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)*
  - Share with students that a female hero is called a *heroine.*
  - Have we heard about any heros or heroines 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 or heroine.)*
- 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.

Support

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

Check for Understanding

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

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.

Lesson 7: Hercules

Read-Aloud

30M

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

TEKS 2.1.A; TEKS 2.8.B; TEKS 2.9.A

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

TEKS 2.3.D

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.)

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?*

Support

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

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

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.

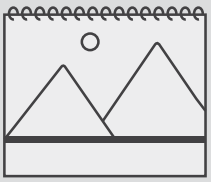
Now Hercules could see the rider's face, and his concern became even greater, for the horseman was another great Grecian hero, Theseus, king of Athens. *What have you already heard about Theseus? Is Theseus a hero?* The two men had become loyal friends ever since Hercules had rescued Theseus from the 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 wisdom 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?*

Flip Book 7A-3, 7A-5



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions.

Intermediate
Provide students with a specific sentence frame.

Advanced/Advanced High
Encourage students to use key details in complete sentences.
ELPS 3.G

Activity Page 7.1

Challenge

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

"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 wisdom)*

Check for Understanding

Think-Pair-Share: Is Hercules a hero in this story? Why or why not?

- 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?

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

20M

Writing: Students will use graphic organizers to plan writing their own myths.

TEKS 2.12.A

PLAN A GREEK MYTH

Activity Page 7.2

- Remind students that they have been listening to Greek myths, which are specific kinds of fictional stories.
- Review with students the key elements of fictional stories in general and myths in particular, using the following chart as a guide:

Element	Definition	Example in Greek Myths
Characters	the people, animals, creatures, gods/goddesses in the story	gods and goddesses, mythical creatures, heroes, people
Setting	where the story takes place	Mount Olympus, ancient Greece, underworld, earth, etc.
Plot	the events that happen in a story, usually a problem that is solved; this can be split into beginning, middle, and end	explaining something in nature like the changing seasons, how animals came to be; teaching a moral lesson, such as that in "Arachne the Weaver," etc.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

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

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

Advanced/Advanced High
Have students write ideas using familiar vocabulary independently.

ELPS 5.G

- Tell students that they are going to write their own myths. Tell them that they first need to plan their myth by brainstorming ideas. Refer to the enlarged version of Activity Page 7.2 you created in advance and tell them they will use the graphic organizer to help them plan a story.
- Remind students that planning is the first step in the writing process, and drafting, revising, and editing are the next steps.
- Have students help you brainstorm possible characters, settings, and plots for a Greek myth. Tell students the plot section is separated into beginning, middle, and end, to help them think of multiple events in the story. Record students answers on the enlarged version of Activity Page 7.2.

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

Note: Encourage students to use their knowledge from Domain 2: *The Ancient Greek Civilization* to inform their characters and settings.

- Have students complete their own graphic organizers on Activity Page 7.2. They may use an idea from the class brainstorming session or they may come up with their own idea for a myth. Remind students that the characters and setting should be appropriate to a Greek myth (e.g., gods/goddesses, mythic creatures, heroes, people; a setting in ancient Greece or in an imaginary place from the Greek religion).

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?

- Collect students' work to check their understanding and provide feedback for their drafts in Lesson 8.

End Lesson

Take-Home Material

FAMILY LETTER

- Send home Activity Page 7.3.

Support

Depending on your class or individual students' needs, you may wish to work with some students in a small group as you write a myth together.

Challenge

Encourage students to create plots that are driven by the character traits of their main characters (e.g., if Pandora is the main character, the plot might involve her curiosity causing problems).

Activity Page 7.3

LESSON

8

STORIES FROM MOUNT OLYMPUS

Other Adventures of Hercules

PRIMARY FOCUS OF LESSON

Reading

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

TEKS 2.1.A; TEKS 2.6.C; TEKS 2.7.D

Language

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

TEKS 2.3.B; TEKS 2.7.F

Writing

Students will write a draft of a myth.

TEKS 2.12.A

FORMATIVE ASSESSMENT

Activity Page 8.1

Draft a Greek Myth Students will write a draft of a myth.

TEKS 2.12.A

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (5 min.)			
What Have We Already Learned?	Whole Group	5 min.	❑ Flip Book: 7A-1–7A-5
Read-Aloud (35 min.)			
Purpose for Listening	Whole Group	35 min.	❑ Flip Book: 8A-1–8A-13 ❑ Poster 9 (Flip Book) ❑ Characters Chart (from Lesson 1)
"Other Adventures of Hercules"			
Comprehension Questions			
Word Work: *Guidance*			
This is a good opportunity to take a break.			
Application (20 min.)			
Draft a Greek Myth	Independent	20 min.	❑ Activity Pages 7.2, 8.1, 8.2

ADVANCE PREPARATION

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 a Greek 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.

CORE VOCABULARY

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

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

immeasurable, adj. impossible to measure
Example: My grandfather always says that his love for me is immeasurable.
Variation(s): none

reputation, n. other peoples' general opinion of a person
Example: Ayana had a reputation for always doing her best in class.
Variation(s): reputations

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

Vocabulary Chart for "Other Adventures of Hercules"

Type	**Tier 3** **Domain-Specific Words**	**Tier 2** **General Academic Words**	**Tier 1** **Everyday Speech Words**
Vocabulary		accurate guidance immeasurable *(inmensurable)* reputation *(reputación)* trample	
Multiple Meaning			
Sayings and Phrases	turned. . .against him		

Start Lesson

Lesson 8: Other Adventures of Hercules

Introducing the Read-Aloud

5M

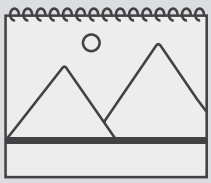
Reading: Students will use information from the text to make predictions about the events of a Greek myth.

TEKS 2.1.A; TEKS 2.6.C; TEKS 2.7.D

WHAT HAVE WE ALREADY LEARNED?

- Review with students the previous myth about Hercules by having them use the Flip Book to retell the myth. Remind students to maintain the same order of events from the myth in their retelling.
- 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 wisdom 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 wisdom and truth.)* TEKS 2.7.D

Flip Book 7A-1–7A-5



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, and ask students to predict what kind of remarkable adventures Hercules might have in the future.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
TEKS 2.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

Lesson 8: Other Adventures of Hercules

Read-Aloud

35M

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

TEKS 2.1.A; TEKS 2.6.C

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

TEKS 2.3.B; TEKS 2.7.F

PURPOSE FOR LISTENING

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

"OTHER ADVENTURES OF HERCULES" (20 MIN.)

Support

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

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 wisdom 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*fie/], 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

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.7.F** Respond using newly acquired vocabulary as appropriate.

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.

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. *This is how the ancient Greeks*

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.

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?*

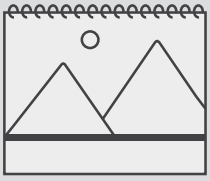
Challenge

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.

Check for Understanding

Turn and Talk: Share your predictions about Hercules's adventures with a partner and discuss whether or not they were correct.

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



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 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 apple? *(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.)*

ENGLISH LANGUAGE LEARNERS

Reading

Understanding Cohesion

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

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

Advanced/ Advanced High
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.

ELPS 4.G

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.)*

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*.

Challenge

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

Lesson 8: Other Adventures of Hercules

Application

20M

Writing: Students will write a draft of a myth.

TEKS 2.12.A

Activity Pages
7.2, 8.1, 8.2

DRAFT A GREEK MYTH

- Tell students they are going to use their plans on Activity Page 7.2 to draft their myths on Activity Page 8.1. Remind students that the writing process has three steps—plan, draft, revise, edit—and that they have already completed the planning step.
- Share with students that their drafts will contain the information from their planning worksheet, but they will write in full sentences in paragraph form. Encourage students to add details that may not have been included in their plan as they think of them.
- Tell students that the beginning sentence of their myth should introduce the characters and the setting, specifying where and when the myth takes place.
- Tell students the next sentences should describe the beginning, middle, and end of their plot.
- Encourage students to use the voice of one or more characters as they are writing. You may wish to assist them in formulating sentences that convey dialogue.
- Tell students that the ending sentence of the myth should wrap up the myth and let the reader know that the myth is finished.
- Finally, have students create a title for their myth. Explain that their title is the very first thing someone will read and that it should give the reader an idea of what their myth is about.

Support

Have students use Activity Page 8.2 to help them structure and write their myths.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

Beginning
Have students dictate a narrative to a teacher to be recorded.

Intermediate
Have students dictate a narrative to a peer to be recorded.

Advanced/ Advanced High
Have students write a narrative independently.

ELPS 5.G

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

- Tell students they will complete the revising and editing step of the writing process in the next lesson.
- Collect students' work to check their understanding and provide feedback for edits in Lesson 9.

Check for Understanding

Share with the Class: Ask a few students to share their myths with the class.

End Lesson

Challenge

Encourage students to create plots that are driven by the character traits of their main characters (e.g., if Pandora is the main character, the plot might involve her curiosity causing problems). In addition, encourage students to write a myth that explains something in nature or that teaches a lesson

LESSON

9

STORIES FROM MOUNT OLYMPUS

Oedipus and the Riddle of the Sphinx

PRIMARY FOCUS OF LESSON

Reading

Students will use details from a text to solve a riddle posed in a myth.

TEKS 2.1.A

Language

Students will demonstrate understanding of the Tier 2 words *insisted, insistent,* and *insistently.*

TEKS 2.3.B

Writing

Students will revise and edit a draft of their myths.

TEKS 2.11.C; TEKS 2.11.D; TEKS 2.12.A

FORMATIVE ASSESSMENT

Activity Pages 8.1, 9.1

Edit a Greek Myth Students will revise and edit the drafts of their myths.

TEKS 2.11.C; TEKS 2.11.D; TEKS 2.12.A

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
What's a Riddle?	Whole Group	10 min.	❑ list of myths read
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 9A-1–9A-7 ❑ Characters Chart (from Lesson 1)
"Oedipus and the Riddle of the Sphinx"			
Comprehension Questions			
Word Work: *Insisted*			
This is a good opportunity to take a break.			
Application (20 min.)			
Edit a Greek Myth	Independent	20 min.	❑ Activity Pages 7.2, 8.1, 9.1 ❑ paper and writing tools ❑ Editing Checklist: Greek Myth (Digital Components)

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"

Universal Access

- As you read the myths, continue to add to the Characters Chart you created in Lesson 1.
- Create an example of an edited Greek myth by writing a myth and marking it with edits according to the editing checklist on Activity Page 9.1.

CORE VOCABULARY

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

insisted, v. ordered or demanded something
Example: Charles insisted that he pick out his own clothes every day.
Variation(s): insist, insists, insisting

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

Vocabulary Chart for "Oedipus and the Riddle of the Sphinx"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		encountering *(encontrar)* insisted *(insistió)*	
Multiple Meaning		posed	
Sayings and Phrases	for fear of hour of danger so it shall be		

Start Lesson

Lesson 9: Oedipus and the Riddle of the Sphinx

Introducing the Read-Aloud

10M

Reading: Students will use details from a text to solve a riddle posed in a myth.

TEKS 2.1.A

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.

- The 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)*

- Encourage students to create and share their own riddles about the myths they have already heard.

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.

Lesson 9: Oedipus and the Riddle of the Sphinx

Read-Aloud

30M

Reading: Students will use details from a text to solve a riddle posed in a myth.

TEKS 2.1.A

Language: Students will demonstrate understanding of the Tier 2 words *insisted, insistent,* and *insistently*.

TEKS 2.3.B

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

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)*

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

answer this riddle: What is it that walks on four feet in the morning, on two 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.

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

Check for Understanding

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 families 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.)*

5. **Evaluative.** *Think-Pair-Share:* Think of 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?" I will call on several of you to pose your riddles to the class.

ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Selecting Language Resources

Beginning
Have students give short riddle descriptions that include domain-specific vocabulary.

Intermediate
Have students give longer riddle descriptions that include domain-specific vocabulary.

Advanced/ Advanced High
Have students give lengthy riddle descriptions that include domain-specific and academic vocabulary.

ELPS 1.E; ELPS 3.D

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

20M

Writing: Students will revise and edit the drafts of their myths.

Activity Pages 7.2, 8.1, 9.1

TEKS 2.11.C; TEKS 2.11.D; TEKS 2.12.A

EDIT A GREEK MYTH

- Remind students that they have planned and drafted their myths.
- Tell students that revising and editing are next in the writing process.
- Tell students they are going to revise and edit the myths they wrote on Activity Page 8.1. Explain that this means they are going to read the story to make sure they have said everything they wanted to or needed to say and to check for any mistakes.
- Give students Activity Page 9.1 to use as a checklist to edit their fictional 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 Ancient Greek Civilization.*

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 a character with a name
	story includes a beginning, middle, and end
[teacher's choice]	[teacher's choice]
[teacher's choice]	[teacher's choice]

Support

Show students the sample of an edited Greek myth you prepared in advance.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

Beginning
Have students dictate their edits to a teacher to be recorded.

Intermediate
Have students dictate their edits to a peer to be recorded.

Advanced/ Advanced High
Have students make edits independently.

ELPS 5.D

TEKS 2.11.C Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

- The checklist includes additional lines on which you may also include specific writing concepts students are currently learning such as plot/events or writing a title, introduction, or conclusion.

Check for Understanding

According to the editing checklist, what are you going to look for in your stories? *(punctuation, capitalization; character with a name; beginning, middle, and end)*

- Tell students to read their stories, checking for each item on the list. If students find something they want to add to or edit in their stories, have them mark it in a different color/type of writing utensil in their stories.
- Remind students they can reference Activity Page 7.2 with their original plans to help them add to and edit their stories.
- 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

Challenge

Have students work with a partner to share, add to, and edit their myths. Allow students to share any mistakes they see, what they like about what has been written, and what changes they may suggest.

LESSON

10

STORIES FROM MOUNT OLYMPUS

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."

TEKS 2.1.A; TEKS 2.6.F; TEKS 2.8.C

Language

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

TEKS 2.3.D

Writing

Students will publish their Greek myths.

TEKS 2.12.A; TEKS 2.13.G

Speaking and Listening

Students will share their Greek myths with peers.

TEKS 2.11.E

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."

TEKS 2.8.C

Published Myth

Students will publish their myths by creating final clean copies.

TEKS 2.12.A; TEKS 2.13.G

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 2.11.E** Publish and share writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud (10 min.)			
Word Association Game	Whole Group	10 min.	❑ list of myths read ❑ Greek Myths Chart (Digital Components) ❑ Greek Myths Journals ❑ Flip Book: 8A-11
Essential Background Information or Terms			
Read-Aloud (30 min.)			
Purpose for Listening	Whole Group	30 min.	❑ paper ❑ writing tools ❑ Characters Chart (from Lesson 1) ❑ Flip Book: 10A-1–10A-10
"Atalanta and the Golden Apples"			
Comprehension Questions			
Word Work: *Resist*			
This is a good opportunity to take a break.			
Application (20 min.)			
Publish a Greek Myth	Independent/ Partner	20 min.	❑ Activity Pages 8.1, 9.1 ❑ paper ❑ drawing and writing tools
Share a Greek Myth			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Add "Oedipus and the Sphinx" to the list you created in Lesson 9.

Read-Aloud

- Follow the directions for the Exit Pass activity to prepare an example drawing with labels and a descriptive sentence.

Note to Teacher

You may want to explore with students various digital tools to publish their myths. Such tools include various student-publishing software and web-based publishing programs.

- If you have access to audio-recording equipment, you may choose to have students record themselves reading their myths and then have them listen to the recordings at various times throughout the year.

Universal Access

- As you read the myths, continue to add to the Character Chart you created in Lesson 1.

CORE VOCABULARY

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

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

Vocabulary Chart for "Atalanta and the Golden Apples"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		resist *(resistir)* skilled tremendously *(tremendamente)*	
Multiple Meaning		terms	
Sayings and Phrases	as for very well talk her out of sent word at once the race was on		

Lesson 10: Atalanta and the Golden Apples

Introducing the Read-Aloud

10M

Reading: Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples."

TEKS 2.1.A; TEKS 2.6.F; TEKS 2.8.C

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 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.

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)*

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

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.

ENGLISH LANGUAGE LEARNERS

Reading

Selecting Language Resources

Beginning
Elicit short one-word answers from students (e.g., "Give me one word to describe Hermes.").

Intermediate
Elicit more details in students' answers (e.g., "How else would you describe Hermes?").

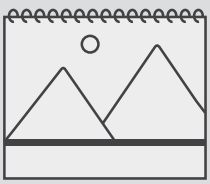
Advanced/ Advanced High
Elicit higher-level insights and comparisons (e.g., "How are those two words related?").

ELPS 2.G; ELPS 4.G; ELPS 4.K

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:

Flip Book 8A-11



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?

Lesson 10: Atalanta and the Golden Apples

Read-Aloud

30M

Reading: Students will analyze the characters' reactions to events in the myth "Atalanta and the Golden Apples." **TEKS 2.1.A; TEKS 2.6.F; TEKS 2.8.C**

Language: Students will demonstrate an understanding of the Tier 2 word *resist*. **TEKS 2.3.D**

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.

"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?*

TEKS 2.1.A Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.

Support

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

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?*

Support

Here *terms* means conditions or rules. *Terms* can also mean words that name specific things.

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." *Is Aphrodite upset or happy about Atalanta's behavior? What do you think Aphrodite will do?*

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.

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.

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.

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)*

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions (e.g., "Is Atalanta different or special?").

Intermediate
Provide students with a specific sentence frame (e.g., "Atalanta is special and different from others because...").

Advanced/ Advanced High
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.").

ELPS 4.G

Challenge

You may wish to have students add information about "Atalanta and the Golden Apples" to the Greek Myths Chart.

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.)*

Exit Pass

Tell students to do the following on a piece of paper:

- Draw a picture depicting a scene from "Atalanta and the Golden Apples."
- Label the characters in the picture
- Write a sentence describing how the characters reacted to the event depicted in the scene.

For example, students might draw Hippomenes throwing apples for Atalanta to pick up during the race. Below, the student would write "Atalanta was distracted by the golden apples Hippomenes threw."

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

20M

Writing: Students will publish their Greek myths.

TEKS 2.12.A; TEKS 2.13.G

Speaking and Listening: Students will share their Greek myths with peers.

TEKS 2.11.E

PUBLISH A GREEK MYTH (10 MIN.)

Note: For this activity, explore with students various digital tools to publish their myths. Such tools include various student-publishing software and web-based publishing programs.

- Tell students that they will now publish their myths. Remind students of the three 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.
  - Then, you edited your drafts by going through an editing checklist and making changes to make your drafts better.
  - Today you will publish your myths.
- Tell students to copy their edited drafts onto a clean piece of paper or have students publish their edited drafts on a computer.

ENGLISH LANGUAGE LEARNERS

Writing

Writing

Beginning
Have students dictate a final version of their Greek myths to a teacher to be recorded.

Intermediate
Have students dictate a final version of their Greek myths to a peer to be recorded.

Advanced/ Advanced High
Have students write a final version of their Greek myths independently.

ELPS 5.G

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 Greek myth, a draft of a report, etc.)*

TEKS 2.12.A Compose literary texts, including personal narratives and poetry; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 2.11.E** Publish and share writing.

- You may have students add illustrations to their story.

SHARE A GREEK MYTH (10 MIN.)

- Tell students that today they will have a chance to share their myths with the class or with a partner
- Have students take turns reading their stories to the class, or you may read their stories aloud for them. Alternatively, you may have students read their myths to a partner or have students read each other's myths aloud.
- If you have access to audio-recording equipment, you may choose to have students record themselves reading their myths and then have them listen to the recordings at various times throughout the year. **TEKS 2.11.E**

End Lesson

TEKS 2.11.E Publish and share writing.

Grade 2 | Knowledge 3

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 the 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 the 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 the 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

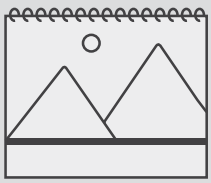
- Encourage students to write additional entries for their Greek Myths Journal.

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.

Flip Book



Greek Gods Review

Materials: Greek Gods Posters

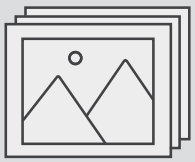
- Use the Greek Gods Posters to review with students the twelve main gods/goddesses of Mount Olympus, or the twelve Olympians. Have students describe what each Greek god/goddess was believed to be in charge of and what the ancient Greeks believed it meant to be a god/goddess of something.

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 s/he is 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.

Image Cards 3–9



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)*

- 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)*

Grade 2 | Knowledge 3

Domain Assessment

This domain assessment valuates each student's retention of domain and academic vocabulary words and the core content targeted in *Stories from Mount Olympus.* 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 *Stories from Mount Olympus*.

PART I

TEKS 2.7.F; TEKS 2.9.A

Activity Page DA.1

- 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)*

Activity Page DA.2

PART II TEKS 2.6.G; TEKS 2.8.C

- 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.

1. Are gods and goddesses the *only* characters in Greek myths? *(thumbs down)*
2. Did the 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 the 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 TEKS 2.7.B; TEKS 2.12.B

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.

Activity Page DA.3

Grade 2 | Knowledge 3

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

Grade 2 | Knowledge 3

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

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

NAME: _____
DATE: _____

5.1 **Activity Page**

Directions: Listen to each pair of sentences as your teacher reads them. Write First *on the blank before the sentence that happened first in the story, and write* Then *on the blank before the sentence that happens second in the story.*

First	Then
1. Then	Theseus defeats the Minotaur.
First	Theseus volunteers to enter the labyrinth.
2. First	Theseus forgets to change the sails from black to white.
Then	King Aegeus falls into the sea.
3. Then	Theseus ties the gold thread around his body.
First	King Minos's son dies in Athens.
4. First	Daedalus creates the labyrinth.
Then	Princess Ariadne asks Daedalus how to help Theseus escape from the labyrinth.

Knowledge 3

NAME: _____
DATE: _____

PP.1 **Assessment**

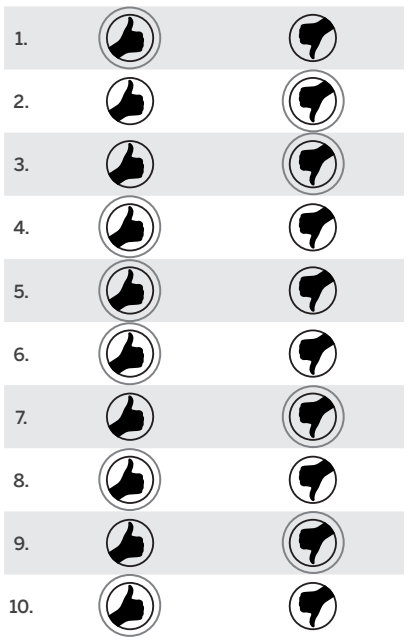
Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper.

Knowledge 3

NAME: _____
DATE: _____

DA.1 **Assessment**

Directions: Listen to your teacher's instructions.



Knowledge 3

11.		
12.		
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DA.2 **Assessment**

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Directions: Listen to your teacher's instructions.

Knowledge 3

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	D3: p. 7; D3: p. 12; D3: p. 15; D3: p. 20; D3: p. 24; D3: p. 28; D3: p. 30; D3: p. 39; D3: p. 42; D3: p. 44; D3: p. 52; D3: p. 56; D3: p. 58; D3: p. 66; D3: p. 67; D3: p. 73; D3: p. 82; D3: p. 85; D3: p. 87; D3: p. 101; D3: p. 104; D3: p. 105; D3: p. 112; D3: p. 115; D3: p. 116; D3: p. 126; D3: p. 129; D3: p. 130; D3: p. 138; D3: p. 141; D3: p. 143
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	D3: p. 66; D3: p. 70
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others	
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 2.2.A.i	producing a series of rhyming words	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	
(B) demonstrate and apply phonetic knowledge by:		
TEKS 2.2.B.i	decoding words with short, long, or varient vowels, trigraphs and blends	
TEKS 2.2.B.ii	decoding words with silent letters such as knife and gnat	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
TEKS 2.2.B.vi	decoding words with prefixes including *un-, re-*, and *dis-*, and inflectional endings, including *-s, -es, -ed, -ing, -er*, and *-est*	
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	
(C) demonstrate and apply spelling knowledge by:		
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	
TEKS 2.2.C.ii	spelling words with silent letters such as *knife* and *gnat*	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including *un-, re-*, and *dis-*, and inflectional endings, including *-s, -es, -ed, -ing, -er,* and *-est*	
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words	
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words	
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	D3: p. 7; D3: p. 15; D3: p. 17; D3: p. 24; D3: p. 30; D3: p. 52; D3: p. 63; D3: p. 82; D3: p. 87; D3: p. 112; D3: p. 116; D3: p. 126; D3: p. 130
TEKS 2.3.C	identify the meaning of and use words with affixes *un-, re-, -ly, -er,* and *-est* (comparative and superlative), and -ion/tion/sion	D3: p. 66; D3: p. 67; D3: p. 73; D3: p. 79
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	D3: p. 7; D3: p. 15; D3: p. 39; D3: p. 44; D3: p 49; D3: p. 50; D3: p. 52; D3: p. 58; D3: p. 66; D3: p. 67; D3: p. 73; D3: p. 101; D3: p. 105; D3: p. 138; D3: p. 143
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 2.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 2.5	self-select text and read independently for a sustained period of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts	D3: p. 82; D3: p. 87
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	
TEKS 2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures	D3: p. 52; D3: p. 56; D3: p. 57; D3: p. 112; D3: p. 115; D3: p. 116
TEKS 2.6.D	create mental images to deepen understanding	
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society	
TEKS 2.6.F	make inferences and use evidence to support understanding	D3: p. 138; D3: p. 141; D3: p. 143
TEKS 2.6.G	evaluate details read to determine key ideas	D3: p. 24; D3: p. 30
TEKS 2.6.H	synthesize information to create new understanding	D3: p. 39; D3: p. 44
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 2.7.A	describe personal connections to a variety of sources	
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	D3: p. 7, D3: p. 22, D3: p. 24, D3: p. 37, D3: p. 39, D3: p. 50, D3: p. 82, D3: p. 93
TEKS 2.7.C	use text evidence to support an appropriate response	
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	D3: p. 24; D3: p. 28; D3: p. 37; D3: p. 52; D3: p. 56; D3: p. 63; D3: p. 66; D3: p. 70; D3: p. 80; D3: p. 82; D3: p. 93; D3: p. 94; D3: p. 112; D3: p. 115
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate	D3: p. 24; D3: p. 30; D3: p. 112; D3: p. 116

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance	D3: p. 52; D3: p. 56; D3: p. 58
TEKS 2.8.B	describe the main character's (characters') internal and external traits	D3: p. 24; D3: p. 37; D3: p. 52; D3: p. 63; D3: p. 65; D3: p. 66; D3: p. 67; D3: p. 73; D3: p. 82; D3: p. 85; D3: p. 87; D3: p. 101; D3: p. 104; D3: p. 105
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	D3: p. 7; D3: p. 12; D3: p. 24; D3: p. 37; D3: p. 39; D3: p. 44; D3: p. 66; D3: p. 67; D3: p. 73; D3: p. 80; D3: p. 138; D3: p. 141; D3: p. 143
TEKS 2.8.D	describe the importance of the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales	D3: p. 7; D3: p. 12; D3: p. 15; D3: p. 39; D3: p. 42; D3: p. 44; D3: p. 66; D3: p. 70; D3: p. 80; D3: p. 101; D3: p. 104; D3: p. 105
TEKS 2.9.B	explain visual patterns and structures in a variety of poems	
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.D.ii	features and graphics to locate and gain information	
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly	
(E) recognize characteristics of persuasive text, including:		
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance	
TEKS 2.9.E.ii	distinguishing facts from opinion	
TEKS 2.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 2.10.A	discuss the author's purpose for writing text	
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
TEKS 2.10.E	identify the use of first or third person in a text	
TEKS 2.10.F	identify and explain the use of repetition	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and	
TEKS 2.11.B.ii	developing an idea with specific and relevant details	
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	D3: p. 82; D3: p. 93; D3: p. 126; D3: p. 136
(D) edit drafts using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions	D3: p. 126; D3: p. 136
TEKS 2.11.D.i	complete sentences with subject-verb agreement	
TEKS 2.11.D.ii	past, present, and future verb tense	
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	
TEKS 2.11.D.iv	adjectives, including articles	D3: p. 82; D3: p. 93
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter	
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates	
TEKS 2.11.D.xi	correct spelling of words with grade appropriate orthographic patterns and rules and high-frequency words	
TEKS 2.11.E	publish and share writing	D3: p. 138; D3: p. 150; D3: p. 151
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	D3: p. 101; D3: p. 110; D3: p. 112; D3: p. 124; D3: p. 126; D3: p. 136; D3: p. 138; D3: p. 150
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	D3: p. 7; D3: p. 22; D3: p. 39; D3: p. 50
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	D3: p. 138; D3: p. 150

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D3: p. 134
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	D3: p. 12; D3: p. 56; D3: p. 141
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using highfrequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D3: p. 70
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D3: p. 79; D3: p. 134
ELPS 3.E	share information in cooperative learning interactions	D3: p. 48

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic topics	D3: p. 12; D3: p. 36; D3: p. 108
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D3: p. 37; D3: p. 56; D3: p. 80; D3: p. 85
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D3: p. 37
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	D3: p. 122; D3: p. 141; D3: p. 148
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	D3: p. 12; D3: p. 56; D3: p. 141
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	D3: p. 136

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Knowledge 3		Correlation—Teacher's Guide
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	D3: p. 22; D3: p. 51; D3: p. 64; D3: p. 94; D3: p. 110; D3: p. 124; D3: p. 150

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