Genre: Myths

Odysseus and the Cyclops

Circe Enchants Odysseus

The Call of the Sirens

Skills and Strategies

Anchor Comprehension Strategies
• Compare and contrast
• Analyze story elements

Genre Study
• Recognize genre features
• Analyze genre texts
• Make text-to-text genre connections

Tier Two Vocabulary
• See book’s glossary

Word Study
• Heterographs

Fluency
• Read with inflection/tone: volume

Writing
• Writer’s tools: Interpret figurative language: Metaphor
• Write a myth using writing-process steps

Unit at a Glance

Day 1
Prepare to Read

Day 2
Read “Odysseus and the Cyclops”*

Day 3
Read “Circe Enchants Odysseus”*

Day 4
Read “The Call of the Sirens”*

Day 5
Reread “The Call of the Sirens”*

Days 6–15
Write a myth using the writing-process steps on page 10

*While you are meeting with small groups, other students can:
• read independently from your classroom library
• reflect on their learning in reading response journals
• engage in literacy workstations
Day 1

Prepare to Read

Build Genre Background

• Write the word genre on chart paper. Ask: Who can explain what the word genre means? Allow responses. Say: The word genre means “a kind of something.” Would you rather watch an action movie or a comedy? These are two genres, or kinds, of movies. All action movies share certain characteristics. All comedies have some features in common, too. As readers and writers, we focus on the genre of a literary selection. When we read, we pay attention to the genre to help us anticipate what will happen or what we will learn. When we write, we use our knowledge of genre to help us develop and organize our ideas.

• Ask: Who can name some literary genres? Let’s make a list. Allow responses. Post the list on the classroom wall as an anchor chart.

• Draw a concept web on chart paper or the board. Write Myths in the center circle of the web.

• Say: Myths are one example of a literary genre. Think of any myths you know. How would you define what a myth is?

• Turn and Talk. Ask students to turn and talk to a classmate and jot down any features of a myth they can think of. Then bring students together and ask them to share their ideas. Record them on the group web. Reinforce the concept that all myths have certain common features.

Introduce the Book

• Distribute a copy of the book to each student. Read the title aloud. Ask students to tell what they see on the cover and table of contents.

• Ask students to turn to pages 2–3. Say: This week we are going to read myths that will help us learn about this genre. First we’re going to focus on this genre as readers. Then we’re going to study myths from a writer’s perspective. Our goal this week is to really understand this genre.

• Ask a student to read aloud the text on pages 2–3 while others follow along. Invite a different student to read the web on page 3.

• Point to your Myths web on chart paper. Say: Let’s compare our initial ideas about myths with what we just read. What new features of this genre did you learn? Allow responses. Add new information to the class web.

• Post this chart in your classroom during your myths unit. Say: As we read myths this week, we will come back to this anchor chart. We will look for how these features appear in each myth we read.

• Ask students to turn to pages 5–7. Say: The Odyssey is a collection of myths passed down for thousands of years. These myths tell about the adventures of the hero Odysseus. Let’s read about The Odyssey to learn about Odysseus and the hardships he faced as he tried to return home after a war.

• Have a student read aloud the background information while others follow along.

• Say: Odysseus has great strength and cunning, but he is also a braggart. What can you infer, or tell, from this? Allow responses. Prompt students to understand that heroes of myths are often both superhuman and human, displaying both the abilities of gods and the weaknesses of ordinary people.

Introduce the Tools for Readers and Writers: Metaphor

• Read aloud “Metaphor” on page 4.

• Say: Many writers use metaphors to stir readers’ imaginations and help them visualize people, objects, and events. The myths about Odysseus contain many examples of metaphors. Let’s practice identifying metaphors so we can recognize them in the myths we read.

• Distribute BLM 1 (Metaphor). Read aloud sentence 1 with students.

• Model Identifying Metaphors: In the first sentence, the writer uses the word is to compare a friend’s laughter to music. Laughter and music are different things, but the writer shows one way they are alike: Both the friend’s laughter and music are pleasing sounds to the writer. Using a metaphor provides readers a more vivid image than saying, “I like to hear my friend laugh.”

• Ask students to work with a partner or in small groups to identify the examples of metaphors in the remaining sentences, complete two sentences using metaphors, and write their own metaphors.

• Bring the groups together to share their findings.

• Ask the groups to read one or more sentences they completed or wrote. Use the examples to build students’ understanding of how and why writers use metaphors. Remind them that metaphors helps readers visualize and connect with the characters, setting, and plot of a myth.

• Ask the groups to hand in their sentences. Transfer student-written sentences to chart paper, title the page “Metaphor,” and post it as an anchor chart in your classroom.
Day 2

Before Reading

Introduce “Odysseus and the Cyclops”
• Reread the Myths anchor chart or the web on page 3 to review the features of a myth.
• Ask students to turn to page 8. Ask: Based on the title and illustrations, what do you predict this myth might be about? Allow responses.
• Invite students to scan the text and look for the boldfaced words (mettle, meddle, gate, gait).
Say: As you read, pay attention to these words. If you don’t know what they mean, try to use clues in the surrounding text to help you define them. We’ll come back to these words after we read.

Set a Purpose for Reading
• Ask students to read the myth, focusing on the genre elements they noted on their anchor chart. They should also look for examples of metaphors and think about how the author’s use of metaphors helps create vivid images of characters, settings, and events.

Read “Odysseus and the Cyclops”
• Place students in groups based on their reading levels. Ask them to read the myth silently, whisper-read, or read with a partner.
• Confer briefly with individual students to monitor their use of fix-up strategies and their understanding of the text.

Management Tip
Ask students to place self-stick notes in the margins where they notice examples of metaphors or features of the genre.

After Reading

Build Comprehension: Compare and Contrast
• Lead a student discussion using the “Analyze the Characters and Plot” and “Focus on Comprehension” questions on page 14. Then, use the following steps to provide explicit modeling of how to compare and contrast information in a myth.
• Explain: We learned yesterday that mythical heroes have special powers. They also have human qualities and experience human emotions. In The Odyssey, the adventurer Odysseus is pitted against monsters, gods, and goddesses. In these encounters, readers are meant to compare and contrast the traits, words, and actions of the hero.
and his antagonists. How are they alike? How are they different? Comparing and contrasting characters can help you understand who and what the author admires.

- Distribute copies of BLM 2 (Compare and Contrast) and/or draw a chart like the one below.

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Polyphemus</th>
<th>Polyphemus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clever, cunning</td>
<td>• brave and strong</td>
<td>• slow-witted</td>
</tr>
<tr>
<td>• civilized</td>
<td>• perform amazing deeds</td>
<td>• bad-tempered</td>
</tr>
<tr>
<td>• quick-thinking, observant</td>
<td></td>
<td>• savage</td>
</tr>
<tr>
<td>• proud</td>
<td></td>
<td>• favored by Poseidon</td>
</tr>
</tbody>
</table>

What the author means to suggest: The savage Polyphemus is not worthy. He is defeated because he is foolish and drinks too much. Odysseus is admirable because he is civilized, cunning, and quick thinking. However, his pride causes him much trouble.

- Model: First, I identify ways the hero and antagonist are alike and different. Then, I decide what big idea these similarities and differences reveal. For example, Odysseus and Polyphemus are both strong and proud. However, Odysseus is clever and observant while Polyphemus is dull and careless. This is why Odysseus is able to outwit and defeat the giant. We are meant to admire Odysseus’s qualities.

- Guide Practice. Work with students to identify and compare traits, words, and actions of these two characters. Help them understand that Polyphemus is crude and cruel with savage appetites. In contrast, Odysseus understands the importance of civilized behavior. Ask students to sum up what these differences and the story outcome suggest about ancient Greek values.

- Have students keep BLM 2 in their genre studies folders.

Practice Text Comprehension Strategies for ELA Assessment

- Remind students that when they answer questions on standardized assessments, they must be able to support their answers with facts or clues and evidence directly from the text.

- Use the Comprehension Question Card with small groups of students to practice answering text-dependent comprehension questions.

- Say: Today I will help you learn how to answer Find It! questions. The answer to a Find It! question is right in the book. You can find the answer in one place in the text.
Three Tales from The Odyssey

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Text Words That Helped Determine Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>mettle</td>
<td>noun</td>
<td>strength of spirit</td>
<td>Odysseus, a brave man, chose . . . other men of mettle . . .</td>
</tr>
<tr>
<td>13</td>
<td>meddle</td>
<td>verb</td>
<td>be interested in someone else’s concern</td>
<td>. . . that the gods liked to meddle in human affairs. Would Poseidon punish Odysseus for blinding Polyphemus?</td>
</tr>
<tr>
<td>9</td>
<td>gate</td>
<td>noun</td>
<td>barrier that opens and closes</td>
<td>“Who trespasses in my home? . . . Did you not see the gate?” . . . blocked the entrance with a giant boulder.</td>
</tr>
<tr>
<td>12</td>
<td>gait</td>
<td>noun</td>
<td>pace of walking</td>
<td>The men . . . headed back to the ship at a quick gait . . .</td>
</tr>
</tbody>
</table>

Before Reading

Introduce “Circe Enchants Odysseus”
- Ask students to turn to page 16. Say: You are going to read another myth today. Turn to a partner to discuss how you will use your genre knowledge as a reader to help you understand the myth.
- Ask the partners to summarize what they heard.
- Say: Let’s look at the title and illustrations of this myth. What do you predict it might be about? Give students time to share their predictions.
- Ask students to scan the text and look for the boldfaced words (reign, rein, vile, vial). Ask: What do you notice about these words? Why do you think they appear in boldfaced type? Allow responses. Encourage students to notice that these words are heterograph pairs.
- Say: As you read, try to figure out the meanings of these words. Look for clues in the text. After we read, we will talk about how you used context clues provided by the author.

Set a Purpose for Reading
- Ask students to read the myth, focusing on how the characters and their heroic exploits illustrate differences in character and outlook. Encourage students to notice the author’s use of metaphors.

Fluency: Read with Inflection/Tone: Volume
- You may wish to have students reread the myth with a partner during independent reading time. Have them focus on varying the volume of their voices as they read. Ask students to describe what happens in the scene on page 9 and then read the page aloud, increasing their volume when they read Polyphemus’s words to show his booming voice and outrage.

Note Regarding This Teacher’s Guide
Each book provides an opportunity for students to focus on an additional comprehension strategy that is typically assessed on state standards. The strategy is introduced on page 4 (the third item in the “Tools for Readers and Writers” section) with text-specific follow-up questions found on the Reread pages. Some Reread sections also introduce an advanced language arts concept or comprehension strategy, such as protagonist/antagonist, perspective, or subtitles, because students at this level should be able to consider more than one comprehension strategy per text.

After Reading

Build Comprehension: Compare and Contrast
- Say: Yesterday we compared and contrasted the hero Odysseus and antagonist Polyphemus. They shared some traits, but they were very different in their attitudes and actions. Which character is the antagonist in this myth? How is the character like and unlike Odysseus? Allow responses. As students share their analyses, synthesize their responses into a whole-group chart like the one below.
- Discuss Comparing and Contrasting Across Texts. Lead a discussion using the following questions.
  - What are Odysseus’s character traits? Does he show the same traits in both myths?
  - How are Polyphemus and Circe similar? How are they different?
Day 3 (cont.)

Do Odysseus, Polyphemus, and Circe consistently act as you expect them to? Explain. Where has the author used metaphors? How do these metaphors emphasize character traits or actions?

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Text Words That Helped Determine Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>reign</td>
<td>noun</td>
<td>royal power</td>
<td>Since Poseidon held reign over the seas, the god punished Odysseus with rough sailing.</td>
</tr>
<tr>
<td>16</td>
<td>rein</td>
<td>verb</td>
<td>to hold back</td>
<td>. . . near enough to the castle to see that wolves and lions surrounded it . . . “Rein in your wild animals!”</td>
</tr>
<tr>
<td>18</td>
<td>vile</td>
<td>adjective</td>
<td>evil</td>
<td>“There is a vile enchantress who lives on this island!” . . . “She has turned our men into pigs!”</td>
</tr>
<tr>
<td>18</td>
<td>vial</td>
<td>noun</td>
<td>small tube</td>
<td>Hermes handed Odysseus a vial, and he drank from it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Circe</th>
<th>Circe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clever, cunning</td>
<td>• good at deceiving</td>
<td>• great beauty</td>
</tr>
<tr>
<td>• practical leader</td>
<td>• able to perform magic</td>
<td>• hospitable, welcoming</td>
</tr>
<tr>
<td>• quick to anger</td>
<td>• treacherous</td>
<td>• can’t abide piggish behavior</td>
</tr>
<tr>
<td>• grateful to gods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gallant and dutiful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What the author means to suggest: Humans need help to triumph, and noble behavior brings such help. Gratitude and proper behavior are rewarded.

Practice Text Comprehension Strategies for ELA Assessment
- Use the Comprehension Question Card with small groups of students to practice answering text-dependent questions.
- **Say:** Today I will help you learn how to answer Look Closer! questions. The answer to a Look Closer! question is in the book. You have to look in more than one place, though. You find the different parts of the answer. Then you put the parts together to answer the question.
- **Model.** Read the Look Closer! question. **Say:** I will show you how I answer a Look Closer! question. This question asks me to identify a sequence of events. I know because it has the clue word after. Now I need to look for other information to find in the book. What information do you think will help me? Allow responses. **Say:** Yes, I need to reread what happened when Circe’s face became a thundercloud. On page 17, I read that Circe shook her head in disgust and pulled a long stick from her sleeve. Then she said, “You are pigs” and tapped each man with her wand. I have found the answer in the book. I looked in several sentences to find the answer.
- **Guide Practice.** Use the Power Tool Flip Chart to help you develop other Look Closer! questions.

Focus on Vocabulary: Heterographs
- Ask students to work with a partner to complete the “Focus on Words” activity on page 21 using BLM 3, which they started on Day 2. Have groups of students share their findings.
- **Transfer Through Oral Language.** Invite pairs of students to role-play a conversation between Circe and Odysseus using the heterographs they defined. Encourage them to use each word in a context that suggests its meaning. Ask the audience to give a thumbs up if the actors use the words correctly.

Reflect and Review
- **Turn and Talk.** Ask partners or small groups to discuss the following questions and report their ideas to the whole group. How does the behavior of gods and supernatural beings such as Circe compare with the behavior of men in the myth? What does this suggest? What else might Odysseus have done to solve the problem? Think of a way that does not involve magic.

Fluency: Read with Inflection/Tone: Volume
- You may wish to have students reread the myth with a partner during independent reading time. Have them focus on varying the volume of their voice to show differences in emotion and mood. Ask students to discuss the emotions of Eurylochus and Odysseus on page 18. Then have them read the scene aloud, raising their volume to express shock and anger and lowering it to express calm and gratitude.
Day 4

Before Reading

Introduce “The Call of the Sirens”
• Ask students to turn to page 22. Say: This myth is written in a different format from the other myths we have read. Notice the notes in the margins. First, we will read to understand the myth, focusing on the characters, setting, and plot. Tomorrow, we will reread this myth like a writer and think about how the notes in the margins can help us write our own myths.
• Point out the boldfaced words (flair, flare, pleas, please). Say: When you see these words in the myth, look for context clues to help you figure out their meanings. Remember that finding context clues is a strategy you can use to help you define unfamiliar words, including heterographs.

Set a Purpose for Reading
• Ask students to read the myth, focusing on how the characters, setting, and plot show the strengths and weaknesses of the hero. Students should also look for examples of metaphors and think about how the author’s use of metaphors helps them understand what Odysseus and his men went through.

Read “The Call of the Sirens”
• Place students in groups based on their reading levels. Ask them to read the myth silently, whisper-read, or read with a partner.
• Confer briefly with individual students to monitor their use of fix-up strategies and their understanding of the text.

After Reading

Build Comprehension: Compare and Contrast
• Lead a whole-class discussion about the strategy of comparing and contrasting. Ask: What are you looking for when you compare and contrast characters? Allow responses. Point out that readers can better understand story characters if they look for similarities and differences as revealed in descriptions, dialogue, and actions. In a myth, the ways in which the hero and antagonist are alike and different show readers something about the values of a culture.
• Prepare a cardboard circle divided into thirds and labeled Odysseus, Sirens, and Scylla and Charybdis, a cardboard arrow, and a fastener to make a spinner.
• Divide the class into two teams. Give the teams time to discuss the story and review ways Odysseus, the Sirens, and Scylla and Charybdis are alike and different using BLM 2.
• Have a player on the first team spin to select a character. The player gives a fact, description, or other detail about that character and then answers a question about the character from the group. Play alternates between teams, with a new player spinning each turn.

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Supernatural Characters</th>
<th>Supernatural Characters: Sirens, Scylla, Charybdis</th>
</tr>
</thead>
<tbody>
<tr>
<td>wise and cautious</td>
<td>• fight fiercely</td>
<td>• Sirens: part bird, part human; singing bewitching, beautiful songs; magical beings; lure men to their deaths</td>
</tr>
<tr>
<td>curious</td>
<td>• single-minded in determination to achieve their goal</td>
<td>• Scylla: six-headed, lives in cave, grotesque, eats men</td>
</tr>
<tr>
<td>vulnerable</td>
<td></td>
<td>• Charybdis: lives at bottom of whirlpool, tugs ships down, drowns men</td>
</tr>
<tr>
<td>good leader</td>
<td></td>
<td></td>
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</tbody>
</table>

What the author means to suggest: It can be difficult to steer through life. No matter how strong we may be, we sometimes face terrible choices, difficult foes, and sadness caused by loss.

Practice Text Comprehension Strategies for ELA Assessment
• Use the Comprehension Question Card to practice answering text-dependent questions.
• Say: Today we will learn how to answer Prove It! questions. The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.
• Model. Read the Prove It! question. Say: This question asks me to summarize information. I know because I must write a summary sentence. Now I need to look for other important information in the question. What information do you think will help me? Allow responses. Say: Yes, I need to reread the fifth paragraph on page 24. The paragraph describes Odysseus’s desperate struggle to break the ropes and go to the Sirens and his failure to do so. A summary sentence might say, “Odysseus tried hard to get free, but he could not.” Determining what the details in the paragraph have in common helped me summarize the paragraph in one sentence.
• Guide Practice. Use the Power Tool Flip Chart to help you develop other Prove It! questions.
Day 4 (cont.)

Focus on Vocabulary: Heterographs
• Ask students to work with a partner to complete the “Focus on Words” activity on page 29 using BLM 3. Have groups of students share their findings.

Transfer Through Oral Language. Divide the class into two teams. Have teams generate new sentences using the target words in context. Teams take turns reading a sentence to the other team, which must spell the heterograph and give its meaning. Readers and answerers should change with each turn so that all students can participate.

<table>
<thead>
<tr>
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<th>Definition</th>
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</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>flair</td>
<td>noun</td>
<td>special ability</td>
<td>. . . creatures with a flair for magical, mystical song . . . sang a luscious chorus of angelic voices.</td>
</tr>
<tr>
<td>23</td>
<td>flare</td>
<td>verb</td>
<td>to widen</td>
<td>. . . desperate to hear more . . . frantic desire caused his nostrils to flare . . .</td>
</tr>
<tr>
<td>23</td>
<td>pleas</td>
<td>noun</td>
<td>requests</td>
<td>“Release me! Release me!” . . . Odysseus’s men were deaf to his pleas.</td>
</tr>
<tr>
<td>24</td>
<td>please</td>
<td>adverb</td>
<td>word that expresses a polite request</td>
<td>Odysseus called on all the gods . . . to help him. “Please, gods, help me! Can’t you see the pain I am in?”</td>
</tr>
</tbody>
</table>

Reflect and Review
• Ask and discuss the following questions: What new words have you added to your vocabulary this week? Which word is your favorite? Why? What could each of the antagonists that Odysseus faces represent in ordinary life? Explain. Which of the antagonists would you find most difficult to defeat? Why? How can you use heterographs and metaphors as a writer?

Fluency: Read with Inflection/Tone: Volume
• You may wish to have students reread the myth with a partner, focusing on reading with appropriate volume to express a change in the setting, character emotions, or story mood. Discuss and model appropriate volume in reading the dialogue of the Sirens, Odysseus’s desperate pleas, and the descriptions of the whirlpool of Charybdis and the six heads of Scylla. Then have partners read pages 24 and 25, varying their volume appropriately.

Day 5

Before Reading

Summarize and Make Connections Across Texts
• Students discuss the three myths. A different student summarizes each myth. Other students add ideas and details.
• Ask students to turn to the inside back cover. Say: Good readers think about how literary works are related. These myths share certain features. They all feature Odysseus and describe difficult challenges he must overcome. What else do they have in common?
• Ask students to work individually or in small groups to complete BLM 4 (Make Connections Across Texts). Then bring students together to share their ideas.

Rules for Good Discussion
• Pay attention to the person who is talking and do not interrupt him or her.
• Think about what others are saying so you can respond and add to their ideas.
• Allow everyone in the group to speak.
• Be respectful of everyone’s ideas.

Set a Purpose for Rereading
• Have students turn to page 22. Say: Until now, we have been thinking about myths from the perspective of the reader. Now we are going to reread “The Call of the Sirens” and think like writers. The annotations will help us understand what the author did and why she did it.
Day 5 (cont.)

Reread “The Call of the Sirens”
• Place students in groups based on their reading levels. Ask them to reread the myth and to pay attention to the annotations.

After Reading

Analyze the Mentor Text
• Read and discuss the mentor annotations.

Practice Text Comprehension Strategies for ELA Assessment
• Use the Comprehension Question Card to practice answering text-dependent questions.
• Say: Today I will help you learn how to answer Take It Apart! questions. The answer to a Take It Apart! question is not stated in the book. You must think like the author to figure out the answer.
• Model. Read the Take It Apart! question. Say: This question asks me to evaluate the author’s purpose. I know because I must explain why the author used a certain technique. Now I need to look for other important information in the question. What information do you think will help me? Allow responses. Say: Yes, I need to reread the ending of the story. Odysseus and his men have survived several dangerous episodes, all planned by the gods. I think the author wants to remind readers that Odysseus and his men will face more adventures and dangers and get readers interested in reading more stories about their journey. Thinking about the author’s purpose helped me figure out the answer.
• Guide Practice. Use the Power Tool Flip Chart to help you develop other Take It Apart! questions.

Analyze the Writer’s Craft
• Ask students to turn to page 30. Explain: Over the next few days, you will have the opportunity to write your own myths. First, let’s think about how the author wrote “The Call of the Sirens.” When she developed this myth, she followed certain steps. You can follow these same steps to write your own myths.
• Read step 1. Say: The first thing you’ll do is select a myth you want to retell. One way is to think of cultures whose myths you might like to research. Another way is to think of particular gods or heroes you want to learn more about. What cultures, gods, and heroes can we list? (Record students’ responses on chart paper.) Once you decide on a culture or main character, you will need to explore books and online sources to find out as much as you can about the myths. Supply information about a myth you have researched to serve as an example.
• Read step 2. Say: In the myths we read, the hero is Odysseus, a human adventurer with superhuman strength and intelligence. Other characters include Odysseus’s men, gods, goddesses, and monsters. Supernatural characters challenge Odysseus so that he must make amazing efforts to save his men. As ordinary humans, his men provide contrast and support to the noble hero. Who could our characters be? Let’s make a list of characters, their traits, and their special skills. Allow responses. Write down students’ ideas on chart paper.
• Read step 3. Say: Before you’re ready to write, you need to rethink the myth’s setting and plot so you can retell them in your own words. “The Call of the Sirens” takes place at sea. This is a perfect setting for the plot because the sea is the “highway” Odysseus and his men use to make their way home. When you write your myth, think about the setting that best suits your characters. What plot, or actions, will help you show your characters’ traits and special skills? Choose one of the myths along with some of its characters that the class has brainstormed, and work as a group to reconstruct its setting and plot.

Build Comprehension: Analyze Story Elements
• Explain: Myths are stories that involve gods, goddesses, and heroes with special powers who perform amazing deeds, yet think and feel like real people. The struggles and adventures of mythical characters from long, long ago tell us how something in nature came to be or teach us values through the hero’s quest. As readers, we enjoy the feats of the hero and identify with the emotions of the human or supernatural characters. We pay attention to how the characters’ desires and weaknesses make the exciting plot unfold. When we analyze the characters, setting, and plot, we look at how all these elements work together to tell the story.
• Model: The first story pits the brave hero Odysseus against the savage Cyclops, the son of the god Poseidon. Searching for food on an island, the travelers become victims of the merciless giant. Trapped in the Cyclops’s cave, Odysseus must fight the giant’s murderous appetite and strength through cunning. Because he is both clever and strong, Odysseus is able to outwit and blind the Cyclops and then steal out of the cave under the giant’s sheep. Although Odysseus saves most of his men, his pride leads him to give away his identity, endangering everyone’s lives. The plot grows out of the traits and motives of the main characters as they move through a specific setting.
• Guide Practice. Invite students to work in small groups to analyze the story elements in one of the other myths in the book. Who are the important characters? How, where, and why do they struggle? What must happen before the problem can be solved? Ask the groups to share and use details from the myth to support their analysis of the story elements.
Days 6–15

Write a Myth

• Use the suggested daily schedule to guide students through the writing-process steps. Allow approximately 45 to 60 minutes per day. As students work independently, circulate around the room and monitor student progress. Confer with individual students to discuss their ideas and help them move forward. Use the explicit mini-lessons, conferencing strategies, and assessment rubrics in Using Genre Models to Teach Writing for additional support.

• Before students begin planning their myths, pass out copies of BLM 5 (Myth Checklist). Review the characteristics and conventions of writing that will be assessed. Tell students that they will use this checklist when they complete their drafts.

• This daily plan incorporates the generally accepted six traits of writing as they pertain to myths.

Days 6–7: Plan

• Ask students to use BLM 6 (Myth Planning Guide) to brainstorm the hero, characters, setting, and plot for their myths.

• Encourage students to refer to the “Features of a Myth” web on page 3 and to the steps in “The Writer’s Craft” on pages 30–31 of the book.

• Confer with individual students and focus on their ideas. Did students begin their myths with a problem or purpose in mind? Did they support the problem or purpose through the characters and plot?

Days 8–9: Draft

• Tell students that they will be using their completed Myth Planning Guides to begin drafting their myths.

• Say: Remember that writers draft their ideas, they focus on getting their ideas on paper. They can cross things out. They can make mistakes in spelling. What’s important is to focus on developing your characters, setting, and plot. You will have an opportunity to make corrections and improvements later.

• Confer with students as they complete their drafts. Use the Myth Checklist to draw students’ attention to characteristics of the myth genre that they may have overlooked. Focus on how students have organized their ideas and the voice of the writer. Did students introduce the main character(s) at the beginning of the myth? Did they set up a problem and then show a resolution? Does the myth have a strong voice? Will the voice keep readers interested?

• Pair students for peer conferencing.

Days 10–11: Edit and Revise

• Based on your observations of students’ writing, select appropriate mini-lessons from Using Genre Models to Teach Writing.

• Remind students to use the Myth Checklist as they edit and revise their myths independently.

• Confer with students focusing on sentence fluency, word choice, and conventions. Did students include both long and short sentences? Do the sentences read smoothly? Have students used interesting words and phrases? Did they use metaphors? Did they use appropriate spelling, punctuation, and grammar?

• You may want students to continue their editing and revision at home.

Days 12–13: Create Final Draft and Illustrations

• Ask students to rewrite or type a final draft of their myths.

• Invite students to illustrate their final drafts with one or more drawings that depict specific characters or events in their myths.

• Confer with students about their publishing plans and deadlines.

Days 14–15: Publish and Share

• Explain: Authors work long and hard to develop their works. You have worked very hard. And one of the great joys of writing is when you can share it with others. Authors do this in many ways. They publish their books so that people can buy them. They make their work available on the Internet. They hold readings. We can share our writing, too.

• Use one or more of the ideas below for sharing students’ work:

  Make a class display of students’ completed myths.
  Hold a class reading in which students can read their myths to one another and/or to parents.
  Create a binder of all the myths and loan it to the library.
  Create a binder of all the myths for your classroom library.
  Make a class display of students’ completed myths and deadlines.
Metaphor

**Directions:** Underline the metaphor in each sentence. Write the two things the writer compares.

1. The laughter of a good friend is music to my ears.
   ________________________________________________________________

2. The kitten’s purring was a smooth-running motor of happiness.
   ________________________________________________________________

3. The picnickers ate under a warm, heavy blanket of sunshine.
   ________________________________________________________________

4. Emily’s favorite books are gateways to other times and places.
   ________________________________________________________________

5. Jeffrey felt that this report was his finest work of art so far.
   ________________________________________________________________

6. Some people believe that Mr. Kendall has a heart of solid ice.
   ________________________________________________________________

7. During the hurricane, the sea became a raging beast.
   ________________________________________________________________

**Directions:** Complete each sentence with a metaphor.

8. To me, a pop quiz is ____________________________________________.

9. The Wildcats’ ace pitcher was ____________________________________.

**Directions:** Write your own metaphor.

10. ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________
## Compare and Contrast

**Directions:** Use the charts below to compare and contrast the main characters in each myth.

### Odysseus and the Cyclops

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Polyphemus</th>
<th>Polyphemus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What the author means to suggest:

### Circe Enchants Odysseus

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Circe</th>
<th>Circe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

What the author means to suggest:

### The Call of the Sirens

<table>
<thead>
<tr>
<th>Odysseus</th>
<th>Both Odysseus and Supernatural Characters</th>
<th>Supernatural Characters: Sirens, Scylla, Charybdis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

What the author means to suggest:
Focus on Heterographs

**Directions:** Reread the myths. For each heterograph, identify its part of speech and definition. Then record the text words that helped you determine the word’s meaning.

<table>
<thead>
<tr>
<th>Page</th>
<th>Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Text Words That Helped Determine Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>mettle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>meddle</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>gate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>gait</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>reign</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>rein</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>vile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>vial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>flair</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>23</td>
<td>flare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>pleas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>please</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Make Connections Across Texts

**Directions:** Use the chart to compare and contrast the three myths about Odysseus.

<table>
<thead>
<tr>
<th></th>
<th>Odysseus and the Cyclops</th>
<th>Circe Enchants Odysseus</th>
<th>The Call of the Sirens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main characters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Challenge facing main character</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Role of other characters involved in the challenge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Myth Checklist

## Features of the Genre Checklist

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My myth has a strong lead.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. My myth is told in first or third person.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. My myth takes place before time began.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. My myth includes gods, goddesses, heroes, and fantastic creatures with supernatural powers or abilities.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. My myth includes humans, or humanlike characters, who experience human emotions.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. At least one character performs a heroic feat or goes on a quest.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. I tell the problem at the beginning of the myth.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. I have 3 to 5 main events in my myth.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. My myth has a solution to the problem.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. I used metaphors in my myth.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## Quality Writing Checklist

I looked for and corrected . . .

- run-on sentences | ☐   | ☐  |
- sentence fragments | ☐   | ☐  |
- subject/verb agreement | ☐   | ☐  |
- correct verb tense | ☐   | ☐  |
- punctuation | ☐   | ☐  |
- capitalization | ☐   | ☐  |
- spelling | ☐   | ☐  |
- indented paragraphs | ☐   | ☐  |
Myth Planning Guide

Directions: Use the steps below to plan your own myth.

1. Research myths and decide on one to retell.
   
   __________________________________________________________
   
   __________________________________________________________

2. Identify and develop characters.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Traits, Special Skills, Effect on Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character 1:</td>
<td></td>
</tr>
<tr>
<td>Character 2:</td>
<td></td>
</tr>
<tr>
<td>Character 3:</td>
<td></td>
</tr>
</tbody>
</table>

3. “Rethink” setting and plot.

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Events</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
<th></th>
</tr>
</thead>
</table>