Greek Mythology

By: Anonymous #14
FLA 518
Grade 5
Reading/Language Arts
Bridge Class/Sheltered Instruction
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Target Group:
This unit targets 23 students in a 5th grade Bridge class. The Bridge program was created to help Language Transition Support Services students (L.T.S.S.) make the transition from the Spanish Bilingual Program to the Regular Mainstream Program in a Sheltered Instruction setting.

Source of Written Material
The students will read the following text after it has been modified.

_The Macmillan Book of Greek Gods and Heroes_
By: Alice Low
Published by:
Simon and Schuster Books for Young Readers
1985

Language Goals

- I want my students to use their native language to learn English as a Second Language.
- I want my students to use a variety of reading strategies (i.e. connecting, predicting).
  - ESL Standards
    - Goal 1, Standard 3- To use English to communicate in social settings: Students will use
learning strategies to extend their communicative competence.

- Goal 2, Standard 1- To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

**Content Goals**

- I want my students to look at life’s issues from a different perspective (i.e. science vs. stories Greeks made up).

**Graphic Map of the Unit**

Diagram showing connections between different mythological characters and their associated learning strategies, vocabulary, and other educational tools.
## Sheltered ELL Strategies Checklist

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<tr>
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Adapted from the *Sheltered Instruction Observation Protocol (SIOP)*

Training for All Teachers Program • Southern Connecticut State University
Lesson 1
Narcissus
Narcissus

The modified lesson plan for the story of Narcissus should last between 60 and 70 minutes. This lesson focuses on Reading Strategies, and Parts of Speech. The text used for this lesson has been electronically modified to enhance reading comprehension and vocabulary (T.E.R.S. which stands for Technology Enhancing Reading Skills). It is important for the teacher to speak at a slower pace when addressing the class, and to paraphrase directions and definitions as often as possible.

It is also important for the teacher to give the students time to share their findings with the class. A good time to do this may be when the students are posting their responses on the board.

Finally, this lesson is designed so the students can connect this story to their personal lives. As they do this in class, the teacher is encouraged to have the students share these finding amongst themselves.
Lesson Plan I
Greek Mythology / Narcissus

Regular Ed. 5th Grade Classroom
Modified for a 5th Grade Bridge Classroom
Duration: 60 to 70 minutes

I. Content Objectives:

A. The students will read the story, in modified text, of Narcissus.
B. The students will learn new vocabulary words.
C. The students will infer what will happen in the story.
D. The students will read their inferences and the evidence they found in the text.

II. Language Objectives:

A. The students will use a variety of reading strategies to enhance comprehension.
B. The students will identify some parts of speech in the modified text.
C. The students will share their responses to the modified text with the rest of the class.

III. Materials:

A. A copy of the story in modified text of Narcissus
B. Post it notes
C. Pencils
D. Projector for the computer

IV. Procedure:

A. The teacher will project onto the board the image of the flower Narcissus and read and discuss where these flowers may be found. (3 minutes)
B. The teacher should select what he/she considers key vocabulary for the students to understand the story, and discuss the words prior to reading the story. (5 minutes)
C. The teacher will review the difference between guessing, predicting, and inferring. (2 minutes)
D. The students will read the story of Narcissus, off the projection on the board, individually in the classroom. (20 minutes)
E. The teacher will stop to ask the students to make inferences, connections, noticing and synthesize in important, and marked, parts of the story.
F. On Post-It notes, the students will record their connections, noticing, and synthesizes and the class will sort them on the board. (15 minutes)
G. The teacher will continue to probe the students as they read the last page of the story which has been modified very little.
H. The students will mark the text with the Post it Notes in places they found evidence to substantiate their inferences.
I. The students will make a list of all the personal traits they like about themselves. This list must not include physical characteristics. They will then write these personal traits on the cut out of the mirror. (15 minutes)

V. Evaluation:

A. The teacher will listen to the students' inferences, connections, noticing and synthesize throughout the lesson. The inferences, and all the other reading strategies, should be considered correct as long as the students can substantiate them with evidence from the text.

VI. Homework:

A. The students will make a list of all the personal traits they like about someone in their family. They will then write these in the cut out of the mirror and bring it to class.
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Training for All Teachers Program • Southern Connecticut State University
Narcissus

A Narcissus is a beautiful flower that grows near lakes and ponds in all continents. The flower many times overlooks the body of water.

1. Many of the mountain nymphs, or señoritas, were in love with the handsome youth Narcissus, but he paid no attention to any of them. Furthermore, he rejected them in a cruel, unfeeling way.

2. One of the spurned, or very mad, nymphs prayed to Nemesis, goddess of justice and sister of the three Fates, who determined the length of mortals' lives. The nymph asked that Narcissus, too, be rejected by a lover. Then he would know the pain that she had felt. The goddess heard the prayer and decided to make Narcissus suffer in a most unusual way.
3. One day, when Narcissus was hot and thirsty, he came upon a clear, undisturbed mountain pool. No animals came to drink there, no leaves fell into it, and its silvery waters reflected the sky like a mirror.

4. Narcissus bent over it to take a drink and saw the face of a handsome, curly-haired young man. "What a magnificent man you are!" he said. "I have never seen anyone so handsome! You must be some sort of water spirit." When he put his hands into the water to touch the beautiful youth, the water rippled and the face and figure disappeared. Then, when the water was still again, the spirit returned. Over and over, Narcissus tried to clasp the image in the pool, but each time it vanished.
Narcissus had fallen in love with his own reflection, but he did not know it.

1. "Why do you flee me, why do you run away from me?" he said to the image in the pool. "Am I not handsome, too? All the nymphs adore me—why not you?"

2. He stayed there for days, gazing, or staring, into the water, fascinated by his own beauty but unable to embrace the reflection. He became weak and pale and said to the water spirit, "I really must leave to find something to eat. Please come with me." But every time he stood up to go, the beautiful youth in the pool disappeared, too. And Narcissus could not bring himself to leave it. He could not bear to sleep, either, for if he lay down, the spirit would disappear again.

3. At last Narcissus wasted away and died, saying, "Alas! Alas!" Only Echo was near him, and her words, "Alas! Alas!" echoed through the mountains.

4. The nymphs wanted to bury him, but all that was left of his body was a beautiful flower, one that they had never seen before. They called it narcissus, in his memory.
with her arms open, ready to embrace him. But Narcissus said cruelly, “Do not touch me. I would rather perish than let you have power over me.”

“Have power over me,” said Echo pleadingly, but Narcissus bounded away, leaving Echo alone and ashamed. Afterward she lived in a cave, and finally, because of her great grief, she shrank to nothing. The only thing left of her was her voice, which echoed through the mountains, repeating the words of anyone who called.

Narcissus

Many of the mountain nymphs were in love with the handsome youth Narcissus, but he paid no attention to any of them. Furthermore, he rejected them in a cruel, unfeeling way.

One of the spurned nymphs prayed to Nemesis, goddess of justice and sister of the three Fates, who determined the length of mortals’ lives. The nymph asked that Narcissus, too, be rejected by a lover. Then he would know the pain that she had felt. The goddess heard the prayer and decided to make Narcissus suffer in a most unusual way.
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had fallen in love with his own reflection, but he did not know it.

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Lesson 2
Echo
Echo

The modified lesson of Echo was designed to last between 80 and 90 minutes. This lesson focuses on Reading Strategies and Cognates. The original text has been modified to enhance reading comprehension and vocabulary (T.E.R.S. which stands for Technology Enhancing Reading Skills). It is important for the teacher to make the following modifications: slow your normal rate of speech, paraphrase instructions and questions, and allow more time to process and answer.

It is very important the students learn that their native language can be a useful tool in learning English. This will, not only give the students a new tool in their "learning arsenal", but also validate their language and culture.
Lesson Plan II
Greek Mythology / Echo

Regular Ed. 5th Grade Classroom
Duration: 80 to 90 minutes

I. Content Objective:

A. The students will read the story of Echo.
B. The students will predict parts of the story.
C. The students will scan the text for unknown vocabulary.

II. Language Objectives:

A. The students will identify cognates throughout the story.

III. Materials:

A. A copy of the text-modified story of Echo
B. Paper
C. Pencil
D. Index cards
E. Laptop computer
F. Projector

IV. Procedure:

A. The teacher will review what cognates are and how they can be used to help decipher vocabulary. (2 minutes)
B. The students will first scan the story (projected on the board) and choose five words they do not know the meaning of. (5 minutes)
C. The teacher will conduct a whole class discussion and define the words the students came up with. The teacher will ask the students to look for clues, such as commas, to help find the meaning of those words. (10 minutes)
D. The students will do "Paired Reading" with their reading buddy.
E. The teacher will select three moments in the story where the students have to stop reading and predict, notice or figure out, what will happen next. (40 minutes)

F. The student will write their predictions on an index card to share with the class after they finish reading. (20 minutes)

G. Each group has to share out loud some of their predictions, noticing, or figuring out. (10 minutes)

V. Evaluation:

A. The teacher will collect the index cards and evaluate the students' predictions. While it is not important for the prediction to be right, it is important for the prediction to make sense (logical).

VI. Homework:

A. The teacher will ask the students write a paragraph about one time they experienced listening to their echo. The teacher should ask the students to elaborate on the setting of that occasion. The students should elaborate using visualizing skills.
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Brainstorm!!

Have you ever heard an echo?

Make a list of different places you have heard an echo before?

1.
2.
3.

Echo, a beautiful mountain young woman, was a great talker and always had to have the last word. She was a favorite of Artemis, goddess of the hunt. Together they hunted in the woods, swam in mountain pools, and caught fish for meals. But Echo's delightful

Why do you think these words are in bold?
life was destroyed, all because she tried to protect, or defend her friends from Hera's wrath.

1. One day Hera came spying on a group of young women in the woods. She suspected that her husband, Zeus, was in love with one of them and hoped to find out which one he favored, or liked.

2. Echo did not know which woman was Zeus's favorite, and so she started a conversation with Hera in order to let all the other women escape. "Isn't it lovely here?" she said.

3. "Yes, indeed," Hera replied, "but I am very busy right now and have no time for talk."

4. "It seems to me you are busy talking," said Echo, "which is the nicest way to be busy, don't you agree?" She went on and on, and every time Hera tried to get away from her, Echo asked another question. By the time Hera got away and ran to the pool, all the women had fled, or left.

5. "This is your doing," said Hera to Echo. "You kept talking to let them escape. And I shall punish you for that. You shall never be able to speak first, but shall only be able to repeat what others say. You shall always have the last word."
1. Soon after that, Echo fell in love with a handsome young hunter named Narcissus. She followed him through the woods, hoping to make him notice her. But she could not speak first and had to wait for him to speak to her.

2. One day her chance came. Narcissus became separated from his friends and called out, "Is anyone here?"


4. Narcissus could not see her, for she was behind a bush. He shouted, "Come," thinking she was one of his companions, and she called back, "Come."

5. "Let us be together," called Narcissus, for he still could not see anybody.

6. "Let us be together," called Echo, and she ran up to him.
with her arms open, ready to embrace him. But Narcissus said cruelly, "Do not touch me. I would rather perish than let you have power over me."

1. "Have power over me," said Echo pleadingly, or begging, but Narcissus ran away, leaving Echo alone and ashamed. Afterward she lived in a cave, and finally, because of her great grief, she shrank to nothing. The only thing left of her was her voice, which echoed through the mountains, repeating the words of anyone who called.
Aphrodite, goddess of love. On this day unhappy lovers flocked to the temple, praying to Aphrodite that their love would be returned. Pygmalion was among them, and he prayed to the goddess that his statue would come alive and return his love.

Pygmalion hurried home, filled with hope. He touched his statue. She was warm! Was he imagining things? Or was she really alive? He kissed her lips, which were suddenly soft. Then she hugged him back and smiled at him, and her eyes shone with love and joy.

And then at last she spoke to him. "You see, I am alive, and I am yours, for I love you every bit as much as you love me."

Aphrodite had granted his wish! And so Pygmalion and Galatea were married. Aphrodite blessed their union, and soon they had a son, named Paphos, and they all lived happily together.

Echo

Echo, a beautiful mountain nymph, was a great talker and always had to have the last word. She was a favorite of Artemis, goddess of the hunt. Together they hunted in the woods, swam in mountain pools, and caught fish for meals. But Echo's delightful
life was destroyed, all because she tried to protect her friends from Hera’s wrath.

One day Hera came spying on a group of nymphs in the woods. She suspected that her husband, Zeus, was in love with one of them and hoped to find out which one he favored.

Echo did not know which nymph was Zeus’s favorite, and so she started a conversation with Hera in order to let all the other nymphs escape. “Isn’t it lovely here?” she said.

“Yes, indeed,” Hera replied, “but I am very busy right now and have no time for talk.”

“It seems to me you are busy talking,” said Echo, “which is the nicest way to be busy, don’t you agree?” She went on and on, and every time Hera tried to get away from her, Echo asked another question. By the time Hera got away and ran to the nymphs’ pool, all the nymphs had fled.

“This is your doing,” said Hera to Echo. “You kept talking to let them escape. And I shall punish you for that. You shall never be able to speak first, but shall only be able to repeat what others say. You shall always have the last word.”
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“Here,” called Echo.

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Narcissus

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Lesson 3
Oedipus
Oedipus

The modified lesson of Oedipus is designed to last between 75 and 90 minutes. This lesson focuses on making Predictions, Writing and Answering questions, and Parts of Speech. The original text in the story has been digitally modified to enhance comprehension and vocabulary (T.E.R.S. which stands for Technology Enhancing Reading Skills). It is important for the teacher to make the following modifications as the class progresses: slow the normal rate of speech, paraphrase instructions and questions, and allow more time for the students to process and answer.

The teacher must also make sure that all students get to share amongst themselves and with the rest of the class, in other words, this is not silent reading or work.

Finally, it is important for the students to know that the questions and predictions they write are being used to evaluate not only them, but also other students in the class since other students will be answering their questions.
Lesson Plan III
Greek Mythology / Oedipus

Regular Ed. 5\textsuperscript{th} Grade Classroom
Duration: 75 to 90 minutes

I. Content Objectives:

A. The students will read the text-modified story of Oedipus.
B. The students will identify different parts of speech throughout the story.

II. Language Objective:

A. The students will define some vocabulary when reading the modified text.
B. The students will write predictions.
C. The students will write questions.

III. Materials:

A. A copy of the text-modified story of Oedipus
B. Pencil
C. Crayons
D. Paper
E. Index cards
F. Hat

IV. Procedure:

A. The class will be grouped in pairs, and prepared for Pair Reading.
B. The teacher will ask the class to look at the Word Splash in the beginning of the story. The students will be asked to use all of those words in one or two sentences. Model this process for the students. The pairs will write the sentences and share them with the class. (15 minutes)
C. The students will read in pairs and to each other the story. Through out the text, the students are asked to make
predictions. The will stop and write down their predictions which will be shared with the class. (30 minutes)

D. As the students read the story the first time they will underline any words they are not familiar with for later discussion.

E. The teacher will compile on the board the words the students didn't understand, classify them into three or four categories (nouns, verbs, adjectives, adverbs, etc.) and find the clues in the text to define the words. (15 minutes)

F. The students will write one question during the reciprocal teaching portion of the class. These questions will be placed in a hat. Each student will have to put a hand in the hat and answer the question. The reading partner may be of help to answer the question. (20 minutes)

V. Evaluation:

A. The teacher will constantly monitor for the proper use of grammar when the students make their predictions, write, read, and answer the questions out loud.

VI. Homework:

A. The students will write a one paragraph summary of the story of Oedipus. The students will then underline the verbs in blue, nouns in green, and adjectives in red.
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Adapted from the Sheltered Instruction Observation Protocol (SIOP)

Training for All Teachers Program • Southern Connecticut State University
Oedipus

Jocasta, queen of Thebes and wife of King Laius, gave birth to a fine son. But the king did not rejoice, or was happy, for Apollo's oracle at Delphi had told him, "You shall be killed by your own son, who shall inherit, or keep, your throne when you die."

"My son must not live," thought King Laius, and he snatched, or stole, the newborn baby from Jocasta's arms. Then he pierced the baby's foot with a nail and bound, or tied, his feet together. He told a servant, "Take this baby into the mountains and leave him there to die."

Unknown to King Laius, a shepherd found the baby. He carried him to his master, King Polybus of Corinth, who brought him up as his son. The king named the baby Oedipus, which means "swollen foot."

When Oedipus became a young man, he, too, consulted the
Oracle at Delphi, which predicted, "You shall kill your father and marry your mother."

1. Oedipus was horrified, or very scared. Never will I kill my kind father, King Polybus, he thought. And to make sure that this did not happen, he left Corinth and traveled far away.

2. In his travels, Oedipus came to a narrow place where three roads crossed. There he met a chariot carrying a distinguished-looking older man. "Out of my way!" cried the man. "Can't you see that you are blocking the path of an important person?"

3. Oedipus thought, I, too, am an important person, the son of King Polybus, and he did not move. The man in the chariot ordered his driver, "Move ahead!" The wheels of the chariot ran over Oedipus's lame foot, hurting it badly, and Oedipus, angered, killed the driver and the older man. Oedipus had killed his father, King Laius, but he did not know it.

**Figuring Out:**
Whose prediction came true?

**Infer:**
What kind of person was the man riding the chariot? Did he ride alone?

**Reciprocal Teaching:**
Write a question that can be answered by reading any paragraph on this page.
Triumphs of the Gods

1. He continued on his way. It was not long, though, before he was stopped by a dreadful monster with the body of a lion and the head of a woman. This was the Sphinx, who lay in wait for travelers along the roads to the city of Thebes. She told each one, "If you can solve this riddle, I will let you pass. If not, I will kill you."

2. Many travelers had tried, failed, and perished, but Oedipus was not afraid. The terrible Sphinx asked him, "What animal goes on four feet in the morning, two feet at noon, and three feet in the evening?" Oedipus replied boldly, "Man! In babyhood he creeps on all fours, in manhood he walks upright on two feet, and in old age he walks on two feet with the aid of a third, a cane."

3. On hearing the correct answer, the Sphinx hurled herself over a cliff and died. The people of Thebes were overjoyed and proclaimed, or named, Oedipus their savior and king.

4. Not long after, Oedipus married Queen Jocasta, the widow of the murdered King Laius. Oedipus did not know that he had married his mother, as the oracle had predicted, and the two lived happily.

5. Years later the people of Thebes suffered a severe famine and a plague. They consulted the oracle at Delphi. The oracle answered, "Cast out, or kick out, the murderer of King Laius-Only then will the famine and plague be ended."

6. When Oedipus heard this news, he cried, "I shall find that murderer and expel him from the land."
1. No sooner had he said this than Teiresias, a blind seer, who could predict the future, hurried to the throne room. "Oh, King Oedipus," he cried, "I have dreadful news for you and the queen."

2. "Speak!" said Oedipus. "For your knowledge is respected far and wide."

3. "Oh, King, would that I could keep the truth hidden forever. Perhaps I should not have come."

4. "If it is the truth, it must be spoken," said Oedipus.

5. "It has been revealed to me that it is you who have killed King Laius, your father, and married your mother."

6. Upon hearing this, Queen Jocasta uttered a cry of horror and killed herself. Oedipus went mad, or crazy, and, seizing a pin from Jocasta's gown, he blinded himself.

7. Oedipus cast himself out of his kingdom and wandered from one country to another, guided by his daughter, Antigone. When he died, an old man, he was mourned only by his faithful daughter.
not allow it. And so he wandered the earth alone. He sang his sad songs to the rocks and the trees and longed for the time when he, too, would die and be reunited with his beloved Eurydice in the underworld.

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Lesson 4
Persephone
Persephone

The modified lesson of Persephone is designed to last around 85 minutes. This lesson focuses on Reading Strategies and Reciprocal Teaching. The original text in the story has been modified to enhance reading comprehension and vocabulary (T.E.R.S. which stands for Technology Enhancing Reading Skills). It is important for the teacher to make the following modifications as the class progresses: slow your normal rate of speech, paraphrase instructions and questions, and allow more time to process and answer.

The teacher must make sure to read loudly and at a slower pace so all students can follow the reading on the white board. Some of the modification on the text will be read before a paragraph is read. Others will be read after the reading has taken place; thus, plan ahead.

Finally, the teacher should monitor the students as they are working in groups to make sure the students are sharing their ideas, editing their writing, and preparing to report their questions.
Lesson Plan IV
Greek Mythology / Persephone

Regular Ed. 5th Grade Classroom
Duration: 85 minutes

I. Content Objectives:

A. The students will follow as the teacher reads out loud the story of Persephone.
B. The students will conduct reciprocal teaching to demonstrate comprehension.

II. Language Objective:

A. The students will use a variety of reading strategies.
B. The students will use "question words" when they ask questions.

III. Materials:

A. A copy of the text-modified story of Persephone
B. Paper
C. Pencil
D. Small white boards
E. Dry Erase markers
F. Laptop computer
G. Projector

IV. Procedure:

A. The class will be divided in groups of three. Jobs such as reporter, recorder and editor, will be assigned. (5 minutes)
B. The teacher will project the text-modified story of "Persephone" onto the white board.
C. The students will play with the Word Splash. They will try to use every word in the Splash in one sentence. The teacher should model this process. (10 minutes)
D. The students will follow as the teacher reads out loud the story of Persephone.
E. The teacher will ask the students to predict, picture, or connect at various points during the story. These questions and strategies have been embedded into the text.

F. The teacher will ask the students (recorders) to write one question at the end of every page. The answer to the question the students will pose can be found in that page. The editor in the group will edit the question before it is read out loud.

G. The teacher will call on the students (reporters) to read their question, and help paraphrase if needed. Other students in the class will answer the question posed by the students and substantiate their answer with evidence from the story. The teacher may decide to play "Stump the Teacher". The object of this game is to write difficult questions to which the teacher may not know the answer. (Steps D through G 70 minutes)

V. Evaluation:

A. The teacher will evaluate the questions orally and in written form:
   1. The students should be able to read the question out loud.
   2. Each question must start with a "Question Word".

VI. Homework:

A. The students will look for a newspaper article of their choice. They will write five questions with answers that may be found in the newspaper article. Every "Question Word" they write must be underlined.
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Persephone

Word Splash

chariot
hole
horses
deep
riding
gold
split open
kidnap
palace
Persephone

**Figure of Speech:**
Can you guess what it means when the author calls Persephone a "sunny girl"?

**Infer:** What do you think it would mean to be a "gloomy person"?

1. Persephone was a high-spirited, **sunny girl** who loved springtime and flowers and running outdoors with her friends. She was the daughter of Demeter, **goddess of the harvest**, and she and her mother spent more time on earth than on Mount Olympus.

2. One bright day on earth Persephone was **picking** lilies and violets with her friends. She could not gather enough of them, though her basket was overflowing.

3. "Persephone, it is time to go home," called her friends.

4. "Just one minute longer," she called back. "I see the *sweetest* flower of all—a narcissus, I think. I must have one." She wandered into a far corner of the meadow, and just as she was about to pick the narcissus, she heard a **deafening** noise. Suddenly the earth split open at her feet. Out dashed a golden chariot pulled by black horses and driven by a stern-faced, or very serious, man in black armor.

5. Persephone dropped her basket and started to run, but the driver grabbed her by the wrist. He pulled her into his chariot, which descended back into the earth as quickly as it had risen. Then the earth closed up after it.
1. Persephone screamed and wept, but her friends could not hear her. Though they searched for her everywhere, all they found was her basket, with a few crushed flowers lying next to it.

2. Down into the earth the chariot sped, through dark caverns and underground tunnels, while Persephone cried, "Who are you? Where are you taking me?"

3. "I am Hades, king of the underworld, and I am taking you there to be my bride."

4. "Take me back to my mother," screamed Persephone. "Take me back."

5. "Never!" said Hades. "For I have fallen in love with you. Your sunny face and golden hair will light up my dark palace."

6. The chariot flew over the river Styx where Charon, the boatman, was ferrying ghostly souls across the water. "Now we are at the gate to my kingdom," said Hades, as they landed next to the huge three-headed dog who guarded it.

7. Persephone shivered, and Hades said, "Oh, that is Cerberus. He guards the gate so that no live mortals enter and no souls of the dead escape. Nobody escapes from the underworld."

8. Persephone became speechless. Never escape from this terrible place full of pale, shadowy ghosts, wandering through stony fields full of pale, ghostly flowers!

9. Beautiful Persephone, who loved sunshine, became Hades' queen and sat on a cold throne in his cold palace. Hades gave
her a gold crown and bright jewels, but her heart was like ice and she neither talked nor ate nor drank.

*  

1. Persephone's mother, Demeter, knew that something terrible had happened to her daughter. She alone had heard Persephone's screams, which had echoed through the mountains and over the sea.

2. Demeter left Olympus, disguised as an old woman, and wandered the earth for nine days and nine nights, searching for her daughter. She called to the mountains and rivers and sea, "Persephone, where are you? Come back. Come back." But there was never an answer. She did not weep, for goddesses do not
cry, but her heart was heavy. She could not eat or drink or rest, so deep was her grief.

1. Finally she reached a place called Eleusis, not far from the spot where Persephone had disappeared. There a prince named Triptolemus recognized her and told her this story: "Over a week ago, my brother was taking care of the royal pigs. He heard a thundering noise, and the earth opened up. Out rushed a chariot, driven by a grim-faced man. He grabbed a beautiful young girl, and down into the earth they went. They were swallowed up, along with the pigs."

2. "That man must have been Hades," cried Demeter. "I fear that he has kidnapped my daughter."

3. Demeter hurried to the sun, Helios, who sees everything. And the sun confirmed Demeter's fears. Demeter cried, "Persephone, my gay, lovely daughter, is imprisoned in the underworld, never again to see the light of day or the flowers of spring."

4. Then Demeter became stony and angry, and she caused the earth to suffer with her. The earth became cold and barren. Trees did not bear fruit, the grass withered and did not grow again, and the cattle died from hunger. A few men succeeded in plowing the hard earth and sowing seeds, but no shoots sprouted from them. It was a cruel year for mankind. If Demeter continued to withhold her blessings from the earth, people would perish from hunger.
1. Zeus begged Demeter to let the earth bear fruit again, but Demeter said, "The earth will never be green again. Not unless my daughter returns!"

2. Then Zeus knew that he must take action to save people from starvation. "I will see that Persephone returns," he told Demeter, "but only on one condition. She must not have eaten any of the food of the dead."

3. Zeus sent Hermes, messenger of the gods, down to the underworld to ask Hades for Persephone's release. When Persephone saw that Hermes had come to take her home, she became lively and smiled and talked for the first time that year.

4. To her delight, Hades did not protest but said, "Go, my child. Although I love you, I cannot keep you here against Zeus's will. But you must eat a little something before you leave, to give you strength for your journey." Then he gave Persephone several seeds from a red pomegranate, which was the fruit eaten by the dead. He knew that if she ate even one, she would have to return to him.
1. Persephone ate four seeds quickly. Then she climbed into the golden chariot and waved good-by. Hermes drove her to earth, to the temple where Demeter waited, and mother and daughter hugged and laughed and said they would never be parted again. Then Demeter remembered Zeus's warning and said, "I hope you did not eat anything while you were in the underworld."

2. "I was too sad to eat," said Persephone. "I didn't eat or drink all year."

3. "Not anything at all?" said Demeter.
   "Oh, just a few little pomegranate seeds before I left," said Persephone. "Why do you ask?"

4. "Because, my dearest," cried Demeter, "if you have eaten any of the food of the dead, you must return to Hades."

5. Zeus heard the loud wails of Demeter and her daughter, and he decided to compromise. Persephone must spend just four months of each year in the underworld, one for each of
the seeds she had eaten. The rest of the year she could be with her mother on earth.

1. That is why every year, for four months, the earth becomes cold and barren. Persephone is in the dark underworld and Demeter is overcome with grief.

2. And every year, when Persephone returns to earth, she brings spring with her. The earth is filled with flowers and fruits and grasses. And summer and fall, the seasons of growth and harvest, follow in their natural order. Every year Demeter and the whole earth rejoice that Persephone has returned.
Persephone

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Finally she reached a place called Eleusis, not far from the spot where Persephone had disappeared. There a prince named Triptolemus recognized her and told her this story: “Over a week ago, my brother was taking care of the royal pigs. He heard a thundering noise, and the earth opened up. Out rushed a chariot, driven by a grim-faced man. He grabbed a beautiful young girl, and down into the earth they went. They were swallowed up, along with the pigs.”

“That man must have been Hades,” cried Demeter. “I fear that he has kidnapped my daughter.”

Demeter hurried to the sun, Helios, who sees everything. And the sun confirmed Demeter’s fears. Demeter cried, “Persephone, my gay, lovely daughter, is imprisoned in the underworld, never again to see the light of day or the flowers of spring.”

Then Demeter became stony and angry, and she caused the earth to suffer with her. The earth became cold and barren. Trees did not bear fruit, the grass withered and did not grow again, and the cattle died from hunger. A few men succeeded in plowing the hard earth and sowing seeds, but no shoots sprouted from them. It was a cruel year for mankind. If Demeter continued to withhold her blessings from the earth, people would perish from hunger.
Zeus begged Demeter to let the earth bear fruit again, but Demeter said, "The earth will never be green again. Not unless my daughter returns!"

Then Zeus knew that he must take action to save people from starvation. "I will see that Persephone returns," he told Demeter, "but only on one condition. She must not have eaten any of the food of the dead."

Zeus sent Hermes, messenger of the gods, down to the underworld to ask Hades for Persephone's release. When Persephone saw that Hermes had come to take her home, she became lively and smiled and talked for the first time that year.

To her delight, Hades did not protest but said, "Go, my child. Although I love you, I cannot keep you here against Zeus's will. But you must eat a little something before you leave, to give you strength for your journey." Then he gave Persephone several seeds from a red pomegranate, which was the fruit eaten by the dead. He knew that if she ate even one, she would have to return to him.
Triumphs of the Gods

Persephone ate four seeds quickly. Then she climbed into the golden chariot and waved good-by. Hermes drove her to earth, to the temple where Demeter waited, and mother and daughter hugged and laughed and said they would never be parted again. Then Demeter remembered Zeus’s warning and said, “I hope you did not eat anything while you were in the underworld.”

“I was too sad to eat,” said Persephone. “I didn’t eat or drink all year.”

“Not anything at all?” said Demeter.

“Oh, just a few little pomegranate seeds before I left,” said Persephone. “Why do you ask?”

“Because, my dearest,” cried Demeter, “if you have eaten any of the food of the dead, you must return to Hades.”

Zeus heard the loud wails of Demeter and her daughter, and he decided to compromise. Persephone must spend just four months of each year in the underworld, one for each of
the seeds she had eaten. The rest of the year she could be with her mother on earth.

That is why every year, for four months, the earth becomes cold and barren. Persephone is in the dark underworld and Demeter is overcome with grief.

And every year, when Persephone returns to earth, she brings spring with her. The earth is filled with flowers and fruits and grasses. And summer and fall, the seasons of growth and harvest, follow in their natural order. Every year Demeter and the whole earth rejoice that Persephone has returned.

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**Arachne**

Athena, goddess of wisdom, also taught women the art of spinning and weaving. Naturally she thought she wove the most beautiful cloth in all the world. And she was furious when she heard that Arachne, a mortal, thought her own weaving was far superior.

Athena flew down to earth disguised as an old woman. She went to Arachne's hut, where wood nymphs were watching in wonder as Arachne wove an intricate pattern out of rainbow-
Lesson 5
Atalanta
Atalanta

The modified lesson of Atalanta is designed to last around 85 minutes. This lesson focuses on Reading Strategies and Sequence. The original text has been modified to enhance reading comprehension and vocabulary (T.E.R.S. which stands for Technology Enhancing Reading Skills). It is important for the teacher to make the following modifications: slow your normal rate of speech, paraphrase instructions and questions, and allow more time to process and answer.

The teacher must model for the class how to complete a "Sequence Chart". The teacher should also review sequential words by creating a list of these words on the board and the proper punctuation when these words are used.
Lesson Plan V
Greek Mythology / Atalanta

Regular Ed. 5th Grade Classroom
Duration: 85 minutes

I. Content Objectives:
A. The students will read the story of Atalanta.
B. The students will complete a word search before reading the story to enhance comprehension.

II. Language Objectives:
A. The students will complete a "Sequence Chart".

III. Materials:
A. A copy of the text-modified story of Atalanta
B. Paper
C. Pencil
D. Word search
E. Sequence chart
F. Post it notes

II. Procedure:
A. The students will complete a word search using words from the story to enhance comprehension. The words in the word search should not be at a high vocabulary level. (5 minutes)
B. The teacher should model the use of sequential words such as first, then, third, and, etc. (5 minutes)
C. The students will read the story in pairs. However, the class should not be asked to read the whole story at once. The teacher should read with them some of the inserts in the modified text. After each page, the teacher must go back and discuss the inserts with the class and monitor comprehension.
D. As the students read, they will write short notes, on the Post It Notes, of important events that happen in the story and will glue them on the page where they took place. (C and D 45 minutes)

E. The students will transpose the information from the Post It Notes to the Sequence chart. (10 minutes)

F. The teacher will make a Sequence Chart on the board. The students will contribute their findings about major events in the story as the teacher keeps record of these events on the board. (20 minutes)

III. Evaluation:

A. The students will complete the Sequence Chart. The events listed there will be in sequential order, using sequential words and will include enough detail to follow the order of the story.

IV. Homework:

A. Interview- The students will interview a family member or friend. The interview will be about a dish that person likes to prepare. The recipe should not only include a list of ingredients but a sequence on the preparation of the food. The recipe must include sequential words for the cooking process of the dish.
# Sheltered ELL Strategies Checklist

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<thead>
<tr>
<th>Sheltered Features</th>
<th>Present in Lesson</th>
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<tr>
<td><strong>1. Contextualize Lesson</strong></td>
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<tr>
<td>1.a. Visuals (Realia, Manipulatives, Gestures)</td>
<td>X</td>
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<tr>
<td>1.b. Model (Instructions, Processes)</td>
<td>X</td>
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<tr>
<td>1.c. Activate Background Knowledge</td>
<td>X</td>
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<tr>
<td><strong>2. Make Text Comprehensible</strong></td>
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<tr>
<td>2a. Graphic Organizers</td>
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<tr>
<td>2b. Develop Vocabulary</td>
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<td>2c. Simplify Written Text</td>
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<tr>
<td><strong>3. Make Talk Comprehensible</strong></td>
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</tr>
<tr>
<td>3a. Graphic Organizers; Listening Guides (checklists, etc.)</td>
<td>X</td>
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<tr>
<td>3b. Frame Main Ideas</td>
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<tr>
<td>3c. Pace Teacher's Speech</td>
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<tr>
<td><strong>4. Engage: Opportunities for Output</strong></td>
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<tr>
<td>4a. Teacher Questioning and Response Strategies; Instructional Conversations</td>
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<tr>
<td>4b. Small Group Work (including information gap activities)</td>
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<tr>
<td>4c. Meaningful, real-life activities; Students as researchers</td>
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<tr>
<td><strong>5. Engage Appropriate Language Proficiency Levels</strong></td>
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<tr>
<td>5a. Use questions appropriate for language levels</td>
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<tr>
<td>5b. Assign appropriate tasks for varying levels</td>
<td>X</td>
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<tr>
<td><strong>6. Literacy/Academic Development</strong></td>
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<tr>
<td>6a. Allow use of L1 for planning and conceptualization</td>
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<tr>
<td>6b. Lots of real oral and written language</td>
<td>X</td>
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</tbody>
</table>

Adapted from the *Sheltered Instruction Observation Protocol (SIOP)*

Training for All Teachers Program • Southern Connecticut State University
Greek Mythology

8 of 8 words were placed into the puzzle.

Created by Puzzlemaker at DiscoverySchool.com

1. One day long ago, in the mountains of Greece, a she-bear discovered a baby girl crying from hunger. The bear nursed, or took care of, the baby until she grew into an energetic and agile little girl. When she was older, hunters found her and brought her up. She roamed the woods with them, loving the adventure of the hunt and the free, open-air life in the forests.

2. Her name was Atalanta, and soon she could shoot arrows farther and more accurately than any male, outwrestle the strongest of them, and run faster than the fleetest.

3. Atalanta had been abandoned by her father, King Iasus, because he had wanted a son. But when he heard of her
What were Atalanta's favorite past times?
1.
2.

Would you encourage anyone to enter this race? Elaborate!

accomplishments, King Iasus claimed her as his daughter, and she went to live in his palace.

1. Atalanta grew into a beautiful young woman, and one day her father said to her, "My daughter, it is time for you to take a husband."

2. "I shall never marry," said Atalanta. "I much prefer to roam the woods, hunting with my bow and arrow. Men make fine hunting companions, but I have no interest in them as suitors."

3. Nevertheless, a great many suitors pressed Atalanta to marry them. "How tiresome they are!" said Atalanta to her father.

4. "It is you who are tiresome with your silly idea of never marrying," he answered. "It is time for you to settle down, and, besides, I don't know what to tell these fine young men who seek you as a bride."

5. "Tell them that I shall be the bride of whichever suitor beats me in a foot race," she said, certain that nobody could outrun her. "And, furthermore, tell them that any man who enters the race and does not succeed in winning shall lose his life."
1. And so it happened that many a young prince tried to outdistance Atalanta, failed, and lost his life.
2. Then one day, a handsome young man named Hippomenes fell in love with Atalanta and entered the race against her. When Atalanta saw him, she almost hoped that he would beat her in the race and win her hand.
3. Hippomenes knelt down at the starting line. Silently he prayed to Aphrodite, goddess of love. "Help me, Aphrodite, for how else shall I succeed where all others have failed?"
4. Aphrodite heard his prayer and appeared to him, unseen by anyone else. "Take these three golden apples," she said, "and use them to your advantage during the race." And just as the race began, she whispered a plan to him.
5. Atalanta and Hippomenes crossed the starting line and ran forward. With a burst of speed, Atalanta drew ahead of Hippomenes, running as fast and as gracefully as a deer.
6. Now is the time, thought Hippomenes, and he threw one of the golden apples in front of her. Atalanta stopped, amazed, and picked it up. What a lovely thing, she said to herself. Hippomenes raced past her, while the crowd cheered him on.
7. Atalanta resumed, or continued, the race, catching up to him and outdistancing him with ease. Hippomenes threw the second golden apple in front of her,
and, once more, she stopped to pick up the gleaming' treasure.

2. She must not pass me, thought Hippomenes. This is my last chance. He threw the third golden apple to the side of the race-track, into the grass, hoping that Atalanta would stop a third time.

3. Again Hippomenes raced past her, and again she resumed the race. This time the finish line was near, and Atalanta was right behind him.

4. Atalanta hesitated. Should she pursue the golden apple when the end of the race was so near? No, she thought, I must not, and continued, her long hair flying behind her.

5. But just as she came abreast of Hippomenes, Aphrodite whispered in her ear, "That golden apple is the shiniest and
Imost precious of all. I picked it from my garden this morning, and it is for you and you alone."

1. Atalanta veered off the track, scooped up the apple, and returned to the race. But it was too late. Hippomenes had crossed the finish line, and the spectators were shouting, "Long live Hippomenes! Hippomenes has won! Hail to the bride and groom!"

2. And so the two were married, and Atalanta loved her young husband. But happiness was theirs for only a short time. They failed to pay proper respect to Aphrodite, who changed them into a lioness and lion, and yoked them to the chariot of a goddess.

What do YOU think?

Do you think the outcome of the race would have been the same had Hippomenes tossed broccoli and onions on the ground instead of golden apples? Explain your answer!

Atalanta ran $3 \frac{1}{4}$ miles five days a week and $2 \frac{1}{8}$ miles on Saturdays and Sundays to stay in shape to beat **Teacher's Name**. What was the sum of the miles she ran every week? **F.Y.I. Teacher's Name won!!!**
Bellerophon, attempting immortality, tried to fly to Olympus on Pegasus. This angered Zeus, and he caused a gadfly to sting Pegasus. The horse reared and threw its rider, who tumbled through the sky to earth. He landed safely but became lame and blind and roamed the earth alone until his death.

Pegasus, however, flew on to Olympus and became the honored bearer of Zeus's thunderbolts.

---

Atalanta

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Triumphs of the Gods

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