

Level 1
Units 7–12

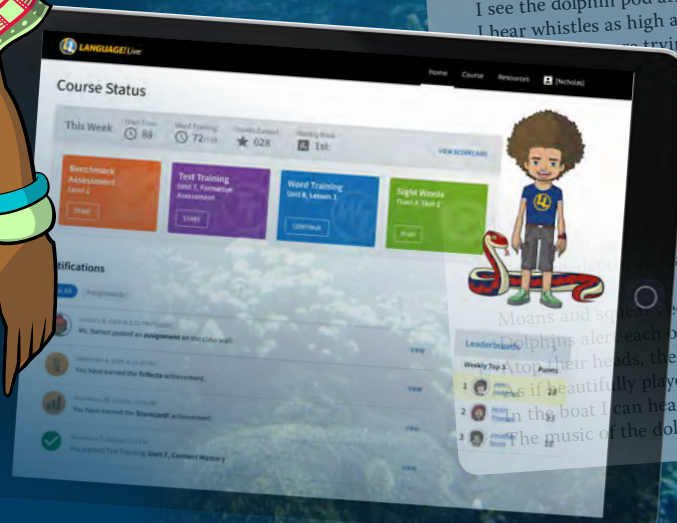
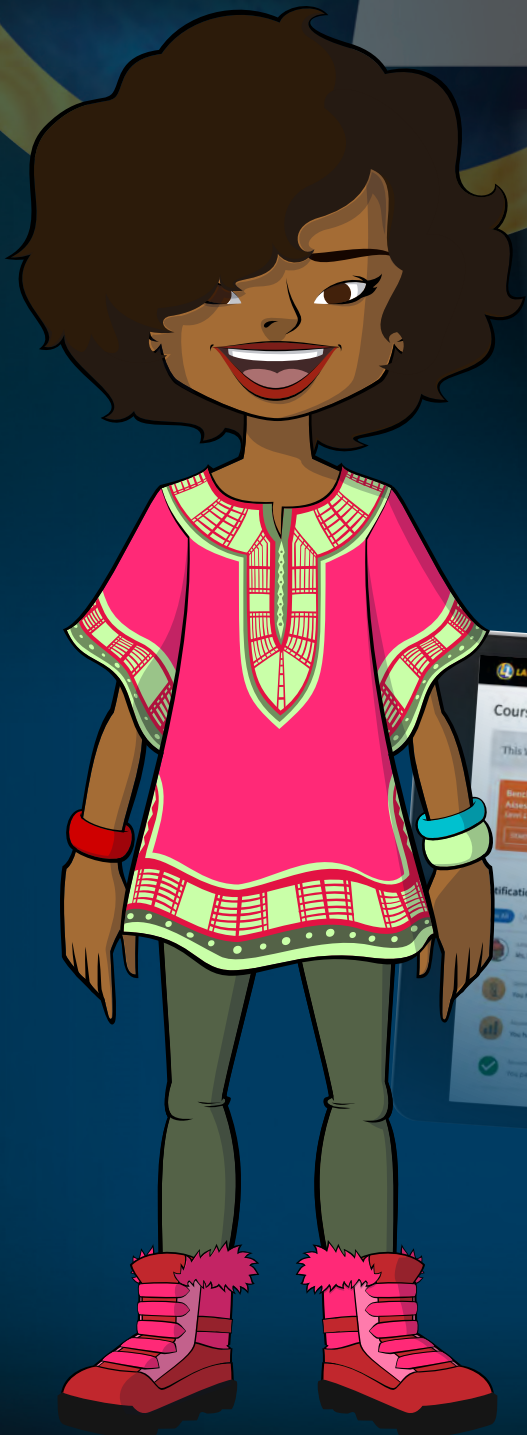
Florida LANGUAGE! Live®

TEACHER EDITION

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Lesson 1 | Reading

SAMPLE Unit Unit 12: Myths and Heroes



Dolphin Talk

Through the glass bottom of my tourist boat
I see the dolphin pod afloat.
I hear whistles as high as the Empire State
building trying to communicate.
The sound
of the tag, while swimming around.
of a quickly spinning wheel.
trying to find its next meal.
dolphin's as blind as a bat.
where it is at.
balls bounce off what's near.
size are what the dolphin can hear.

Moans and squeals echo in the abyss.
Dolphins alert each other of danger in their midst.
to their heads, the blowholes emit sound
if beautifully played instruments abound.
In the boat I can hear many sounds from the sea.
The music of the dolphin is like a song written for me.

Unit 12

Unit Big Ideas

- Why did people create myths?
- How are myths relevant to modern times?

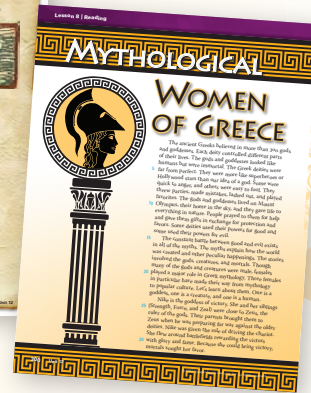
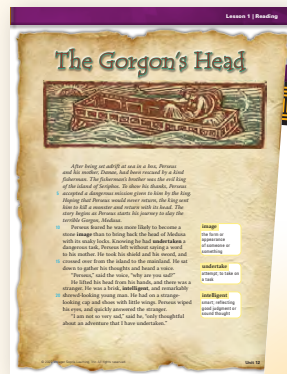
Instructional Texts

“The Gorgon’s Head”

Text type: literature—myth

“Mythological Women of Greece”

Text type: informational



Materials

- Unit 12 video (*Myths and Heroes*)
- Royal Order of Adjectives poster—display in classroom
- READINGSCAPE Songs of Struggle within the Book of Verse
- Six Traits of Writing Scoring Rubric: Narrative (print as needed)

Optional

- Unit 12 Background Information
- Online dictionary
- Progress Monitoring Across the Six Traits scales

Classroom Materials

- Like items of differing sizes for comparison
- Dictionaries
- Highlighters or colored pencils
- Notebook paper
- Computers for word processing
- Art supplies



Instructional Resources

- Unit 12 Reteach
- Handwriting Lessons
- Writing Project: Career Documents
- Progress Monitoring Across the Six Traits scales

Instructional Texts: "The Gorgon's Head"

Text type: literature—myth

"Mythological Women of Greece"

Text type: informational

LANGUAGE! Live Online



See additional practice activities online.

If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand myths and why ancient people told these stories. Post any additions to the Class Wall for students to reference.

| Lesson 1 | Lesson 2 |
|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> Determine the topic of text. Determine the author's purpose. Discuss the topic of text. Build background knowledge to enhance the reading experience. Preview text. Engage effectively in collaborative discussions. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. Make real-life connections to words through usage. Answer questions to facilitate vocabulary acquisition. <p>Reading</p> <ul style="list-style-type: none"> Use text features to preview text. Read a myth. <p><i>* See pg. 469 for additional lesson objectives.</i></p> | <p>Vocabulary</p> <ul style="list-style-type: none"> Determine the meanings of the multiple-meaning words <i>eye</i> and <i>blind</i>. Demonstrate an understanding of words by using them in written sentences. <p>Grammar</p> <ul style="list-style-type: none"> Demonstrate an understanding of forming and using comparative and superlative endings. Demonstrate an understanding of irregular comparative and superlative adjectives. Demonstrate an understanding of how to order adjectives in a sentence. |

| Lesson 6 | Lesson 7 |
|---|--|
| <p>Vocabulary</p> <ul style="list-style-type: none"> Sort words into categories. Define words using a category and one or more attributes. Use context to determine the meaning of words in text. Consult reference materials to clarify the precise meaning of words. <p><i>* See pg. 515 for additional lesson objectives.</i></p> <p>Grammar</p> <ul style="list-style-type: none"> Demonstrate an understanding of the modals <i>could</i>, <i>would</i>, and <i>should</i>. Listen to oral sentences and write them accurately. <p><i>* See pg. 519 for additional lesson objectives.</i></p> <p>Writing</p> <ul style="list-style-type: none"> Write sentences using a variety of adjectives to add interest. Strengthen sentences by choosing language that expresses ideas precisely. Order consecutive adjectives correctly. | <p>Reading</p> <ul style="list-style-type: none"> Review key passage vocabulary. Read with purpose and understanding. Identify and explain explicit details from text. Identify the purpose of interjections in writing. Identify idioms in text. Identify characters, setting, and basic plot elements in a narrative. Describe the plot development of a story and how it affects characters. Determine the theme of a mythological tale and how it develops over time. |

Writing Project: Career Documents



| Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|--|
| <p>Vocabulary</p> <ul style="list-style-type: none"> Acquire and use new vocabulary accurately. Answer questions to solidify understanding of new vocabulary. Demonstrate word knowledge by using words in sentences. Demonstrate an understanding of basic proverbs and their meanings. Gather vocabulary knowledge when considering a word important to comprehension. <p><i>* See pg. 485 for additional lesson objectives.</i></p> <p>Reading</p> <ul style="list-style-type: none"> Use critical thinking skills to analyze a text. Describe the connection between two individuals in a text. Draw inferences from text. Cite text evidence in support of inferences drawn from the text. Connect text to personal experiences. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. Answer questions to solidify understanding of new vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Use critical thinking skills to respond to specific questions about a text. Answer questions about text. Describe the connection between two ideas in a text. Draw inferences from text. Cite text evidence in support of inferences drawn from the text. Develop an opinion based on text information. | <p>Reading</p> <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of text. Use critical thinking skills to respond orally to specific questions about a text. Use critical thinking skills to write responses to prompts about a text. Cite text evidence in support of inferences drawn from the text. Use actions of characters to answer questions about character motivation and plot. |

| Lesson 8 | Lesson 9 | Lesson 10 |
|--|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> Read an informational text. Compare and contrast two or more characters. Determine the meanings of proverbs. Cite textual evidence in support of opinions. Determine the theme of a summarized mythological tale. Compare themes of two summarized mythological tales. Analyze the connection between a mythological tale and a biblical tale. Write opinion pieces in which a point of view is well supported. <p>Grammar</p> <ul style="list-style-type: none"> Use modal auxiliaries to convey various conditions. | <p>Reading</p> <ul style="list-style-type: none"> Analyze allusions to classical literature in a modern song. Engage effectively in collaborative discussions. <p>Vocabulary</p> <ul style="list-style-type: none"> Clarify the meaning of key passage vocabulary. Gather vocabulary knowledge when considering a word important to comprehension. Use knowledge of root words and affixes to identify and understand related words. Use knowledge of individual words to form and understand compound words. Make real-life connections with words through the identification of examples and nonexamples. <p><i>* See pg. 552 for additional lesson objectives.</i></p> | <p>Writing</p> <ul style="list-style-type: none"> Determine a setting, characters, problem, and solution for an original myth. Write a mythological tale. Use dialogue to develop characters in a narrative. Write a narrative with a well-developed story starter, plot sequence, and conclusion. <p><i>* See pg. 555 for additional lesson objectives.</i></p> <p>Reading</p> <ul style="list-style-type: none"> Discuss and answer questions to demonstrate an understanding of literary themes. Demonstrate an understanding of point of view. Analyze the influence of point of view on how events are described. Retell a story from a different point of view. Speak clearly at an understandable pace. |



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online. If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the unit. Post any additions to the Class Wall for students to reference.

- Use each pronoun pair in a sentence: she–him; he–them; they–her.
- Write a sentence using a plural possessive noun.
- Write a sentence about your avatar using a verb with the inflectional ending -es.

Note: Look in *ReadingScope* for Mulan, or allow students to look on the Internet for other myths from different cultures, etc.

Reading

Objectives

- Determine the topic of text.
- Determine the author's purpose.
- Discuss the topic of text.
- Build background knowledge to enhance the reading experience.
- Preview text.
- Engage effectively in collaborative discussions.

Unit Introduction

Direct students to page 259 in their Student Books.

Discuss the content focus of the unit.

Content Focus

mythology

What do you think of when you hear the term *mythology*? (Answers will vary based on prior knowledge of mythology.)

Type of Text

literary

This text is literary. Myths are ancient, or very old, stories filled with adventure. The characters face many challenges and the stories usually involve supernatural creatures. Often the title of a fictional piece does not provide the same clues for content as the title of an expository piece. Have you ever heard of a Gorgon? Knowing that myths typically contain

Unit
12

Lesson 1 | Reading

Let's Focus: "The Gorgon's Head"

| | |
|----------------------------|---------------------------------|
| Content Focus mythology | Type of Text literature—myth |
|----------------------------|---------------------------------|

Author's Purpose: **to entertain; to explain the unknown**

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Why did people create myths?

How are myths relevant to modern times?

Narrative Preview Checklist: "The Gorgon's Head" on pages 261–268.

Title: What clue does it provide about the passage?

Pictures: What additional information is added here?

Margin Information: What vocabulary is important to understand this text?

Reading for a Purpose

1. Why did Perseus accept the king's request to bring him Medusa's head?
2. Why do Hermes and Athena help Perseus, and was it a good decision?
3. What do we know about Perseus based on his dealings with the Three Gray Women?
4. Why does Perseus think Hermes has magical powers?
5. What is the value of the gifts Perseus received from the Nymphs? Could he have succeeded without them?
6. How did Perseus feel when he faced Medusa?
7. How else could the story have ended?

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supernatural creatures, do you think a Gorgon might be a supernatural creature? The title makes me wonder what's so special about its head.

Author's Purpose

The author's purpose is the reason that he or she wrote the text. We learned in previous units that the purpose of informational text is to inform. What is the purpose of literary text? (to entertain) The purpose of literary text is primarily to entertain. In addition to providing entertainment, many myths provide an explanation for things ancient people didn't understand. In Unit 3, we read about constellations and we learned the myth of Gemini, which explained why the stars in the constellation Gemini were in the sky. Knowing that the passage we are about to read is a myth, why do you think the author wrote the story? (Answers will vary.)

Have students write the answer on the page in their Student Books.

Before we read "The Gorgon's Head," we will watch a short video to help build background knowledge. Play the Unit 12 Text Training video. Have partners discuss what they learned.

Play the Unit 12 Text Training video found online.

Note: Additional Background Information can be found in the Unit 12 online materials.

Direct students to page 259 in their Student Books. Read the following Big Idea questions aloud:

Big Ideas

Why did people create myths?

How are myths relevant to modern times?

As a class, consider the two Big Idea questions.

- Encourage students with limited knowledge of Greek mythology to ask for further explanation from peers or the teacher.
- Have students reflect on the Background Information for the unit and ask clarifying questions when needed. Allow students to share information about other mythological traditions they are familiar with.
- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer in their Student Books. We'll come back to these questions after we finish reading the myth. You can edit your answers as you gain information.

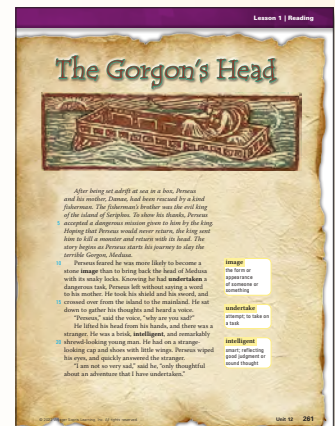
Preview

It's important to preview text features automatically, every time you begin to read. To develop this reading habit, you will preview today's text on your own, and then discuss what you noticed with a partner.

Note: Create a small teacher-led group for students who displayed dependence or confusion with the previewing process in the preceding unit. New students and students with irregular attendance should also join this group until they reach independence.

Before we preview this text, let's review the differences between informational text and literary text. What are some of the typical features found in informational text? (headings, charts, graphs, pictures with captions) In Unit 9, we read an excerpt adapted from *Saving Lucas Biggs*, a literary text selection. Did we find the same text features in literary text that we found in informational text? (no)

Direct students to page 261 in their Student Books to preview the text. Remind them of the Narrative Preview Checklist on page 259. Have individuals preview the text and predict what it will be about. After sufficient time, have partners use the Narrative Preview Checklist to evaluate each other's previewing skills. Gauge individual success as you circulate around the room.



Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.
- Make real-life connections to words through usage.
- Answer questions to facilitate vocabulary acquisition.

Rate Your Knowledge

Direct students to page 260 in their Student Books.

You will rate your word knowledge. The purpose of this activity is to recognize how familiar you are with this unit's Key Passage Vocabulary.

Review the Vocabulary Rating Scale with students.

Vocabulary Rating Scale poster

Vocabulary Rating Scale

0—I have never heard the word before.

1—I have heard the word, but I'm not sure how to use it.

2—I am familiar with the word, but I'm not sure if I know the correct meaning.

3—I know the meaning of the word and can use it correctly in a sentence.

Lesson 1 | Vocabulary

Key Passage Vocabulary: "The Gorgon's Head"
Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

| Vocabulary | Knowledge Rating | Definition | Picture |
|-------------|------------------|--|---------|
| image | 0 1 2 3 | the form or appearance of someone or something | |
| undertake | 0 1 2 3 | attempt; to take on a task | |
| intelligent | 0 1 2 3 | smart; reflecting good judgment or sound thought | |
| proceed | 0 1 2 3 | to begin and carry on an action or movement | |
| recover | 0 1 2 3 | to get back something lost; regain | |
| invisible | 0 1 2 3 | impossible to see; not visible | |
| perceive | 0 1 2 3 | to become aware of through sight or observation | |
| enormous | 0 1 2 3 | very great in size or amount | |

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Read the list of words. Have students repeat each word. Provide time for them to rate their knowledge of each word.

Have partners discuss the words they rated as 3s and tell each other the meanings.

Preteach Vocabulary

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

You've rated your knowledge and talked about what you think the words mean. Now, let's discuss the words.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise if it is challenging.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* Do not provide instruction time to write definitions or draw pictures, but explain that students should complete both as time permits during the unit.

Note: Research has proven that vocabulary is best learned when students represent their knowledge of words in linguistic and/or nonlinguistic ways. Thus, drawing a picture will help students remember the words. This strategy is especially effective for emergent bilinguals.

image

Let's read the first word together. *Image*.

Definition: *Image* means "the form or appearance of someone or something." The form or appearance of someone or something is what? (image)

Example 1: The *image* of a dog is on the bag of dog food.

Example 2: When you look into water, you can sometimes see your *image*.

Example 3: The mirrors in a fun house can distort a person's *image*.

Question 1: An *image* can be someone's face. Yes or no? (yes)

Question 2: Can *images* be in your mind? Yes or no? (yes)

Pair Share: What is your favorite *image* to see when you enter the school?

undertake

Let's read the next word together. *Undertake*.

Definition: *Undertake* means "to attempt or take on a task." If you were to attempt a task you would what? (undertake it)

Example 1: I will *undertake* the project of monitoring our school's recycling program.

Example 2: Before you *undertake* the job of class president, make sure you understand all of the responsibilities.

Example 3: The work you are *undertaking* in this class may be difficult, but it is very important and rewarding.

Question 1: Can you *undertake* a simple task? Yes or no? (yes)

Question 2: If you *undertake* a job, are you attempting to do it? Yes or no? (yes)

Pair Share: Tell your partner a task around the school you would like to *undertake*.

intelligent

Let's read the next word together. *Intelligent*.

Definition: *Intelligent* means "smart, reflecting good judgment or sound thought." If you are smart, or reflect good judgment or sound thought, what are you? (intelligent)

Example 1: The *intelligent* young man made a wise decision regarding his future.

Example 2: Although he was very excitable, the puppy was very *intelligent* and easily understood the trainer's commands.

Example 3: If you study, you will be able to answer the teacher's questions *intelligently*.

Question 1: Are scientists *intelligent*? Yes or no? (yes)

Question 2: Do most teachers think not turning in homework is an *intelligent* decision? Yes or no? (no)

Pair Share: With your partner, discuss which animals you think are *intelligent* and why.

proceed

Let's read the next word together. *Proceed*.

Definition: *Proceed* means "to begin and carry on an action or movement." What is another word for "begin an action"? (proceed)

Example 1: The football player *proceeded* to stretch and warm up for the championship game.

Example 2: The group of dancers will *proceed* with practice even though the director is late.

Example 3: In spite of interruptions by students, I *proceed* with the daily lessons.

Question 1: If the baseball game *proceeded* after the rain delay, did they continue playing the game? Yes or no? (yes)

Question 2: Would members of the track team *proceed* with practice if they had been cut from the team? Yes or no? (no)

Pair Share: Complete this sentence and share it with your partner: In spite of the cold weather, the _____ *proceeded* with _____.

recover

Let's read the next word together. *Recover*.

Definition: *Recover* means "to get back something lost, or regain." If you get back something that was lost you what? (recover it)

Example 1: Scientists hope to *recover* the data lost in the computer crash.

Example 2: I was thankful when I *recovered* my lost watch.

Example 3: Searching through the old house, they *recovered* many valuable family heirlooms.

Question 1: If you found something that was lost, did you *recover* it? Yes or no? (yes)

Question 2: Can you *recover* something that was not lost or taken? Yes or no? (no)

Pair Share: Tell your partner about something you lost and then *recovered*.

invisible

Let's read the next word together. *Invisible*.

Definition: *Invisible* means "impossible to see, or not visible." If you can't see something, what is it? (invisible)

Example 1: A cloudy night makes the stars *invisible*.

Example 2: I saw a movie in which the superhero can make himself *invisible*.

Example 3: Some bugs are *invisible* unless you use a high-power microscope.

Question 1: If something is *invisible*, can you see it? Yes or no? (no)

Question 2: Could you run into an *invisible* force field? Yes or no? (yes)

Pair Share: Tell your partner about a time you wished you were *invisible*.

perceive

Let's read the next word together. *Perceive*.

Definition: *Perceive* means "to become aware of something through sight or observation." If you become aware of something, what do you do? (perceive it)

Example 1: By noticing their tone of voice and facial expressions, I can *perceive* when my parents are happy or upset.

Example 2: As the fog cleared, she was able to *perceive* the city's skyline.

Example 3: After close examination of the building, the engineer *perceived* the extent of the damage caused by the earthquake.

Question 1: Is it easy to *perceive* the difference between a crocodile and an alligator? Yes or no? (no)

Question 2: If you *perceive* the outline of a building, does that mean that you see it? Yes or no? (yes)

Pair Share: Tell your partner the kind of person you *perceived* him or her to be the first time you met him or her.

enormous

Let's read the last word together. *Enormous*.

Definition: *Enormous* means "very great in size or amount." If something is great in size, what is it? (enormous)

Example 1: The *enormous* fire covered hundreds of square miles and caused vast destruction.

Example 2: The elephant is *enormous* compared with an ant.

Example 3: A tsunami is an *enormous* wave that can cause tremendous damage.

Question 1: Would a bug the size of a rabbit be called *enormous*? Yes or no? (yes)

Question 2: Would a cracker be considered an *enormous* feast? Yes or no? (no)

Pair Share: Work with your partner to finish the sentence: The snake was so *enormous* that _____.

Reading


Objectives

- Use text features to preview text.
- Read a myth.
- Demonstrate an understanding of a text by asking and answering questions and referring to key details in the text.
- Recount a Greek myth and determine the central message.

“The Gorgon’s Head”

Direct students to page 261 in their Student Books.

Lesson 1 | Reading



The Gorgon’s Head

After being set adrift at sea in a boat, Perseus and his mother, Demeter, had been rescued by a kind fisherman. The fisherman’s brother was the king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king: Hopping that Perseus would never return, the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon Medusa.

Perseus feared he was more likely to become a monster than to bring back the head of Medusa with its deadly locks. Knowing he had undertaken a dangerous task, Perseus felt without strong support to his mother. He took his shield and his sword, and crossed over from the island to the mainland. He set down to gather his thoughts and heard a voice.

“Perseus,” said the voice, “who are you?”

He lifted his head from his hands, and there was a stranger. He was a tall, intelligent-looking young man. He had an strange-looking cap and a sword with little wings. Perseus eyed him, and quickly assessed the stranger.

“I am not a very nice,” said he, “but thoughtful about an adventure that I have undertaken.”

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 261

Lesson 1 | Reading

23 “Who?” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one, but the name of Hermes suits me as well as any other you may remember. We will talk the matter over, and see what can be done.”

After hearing Perseus’s story, Hermes explained, “I am the very person to help you, if you wish. Can my sister and I tell you of some means to bring you safely through your adventure?”

“I must listen,” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise. I promise you that for me I generally have all my wits about me. If you show yourself bold and cunning, you will not be afraid.”

Being turned into a stone image. First of all, you must publicly show yourself to be a man of courage.

Deciding that Hermes knew better than himself, Perseus immediately set to work. He grabbed the shield and soon it shone like the moon at harvest time.

Hermes looked at it with a smile. He taking off his own short and crooked sword, he gave it to Perseus to wear.

“You need not tell me your purpose,” he said. “You will not tell me through words and leaves as easily as through the diamond ring.” The next thing to do was to find the Three Gray Women.

“The Three Gray Women?” asked Perseus. “They who may the Three Gray Women be?”

“They are those strange old women,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by twilight, or in the dusk of the evening. They never show themselves by the light of the sun or of the moon.”

He smiled. “There are other things to be done before you can find your way to the Gorgons. But after our chat the Three Gray Women, you may be sure that the Gorgons are not far away.”

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 262

Lesson 1 | Reading

25 They set out and walked at a brisk pace; to think, indeed, that Perseus found it rather difficult to keep up with his nimble-footed Hermes. “I see the truth,” he had a suspicion that Hermes had a game of wits on his cap along with wings on his shoes. “I then he looked straight at Hermes, he only saw an old kind of cap, the inside of which was evidently not connected to Hermes. It enabled him to proceed so fast that Perseus, though a remarkably fit young man, began to get out of breath.

“That!” cried Hermes, at last, “take you the staff, for you need it a great deal more than I. As there are better soldiers than you on the island of Seriphos!”

“I could walk pretty well,” said Perseus, glancing up at his companion’s feet, “and I had a pair of winged shoes.”

“But must we not get going, you a pair?” answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lead some of its life to Perseus.

They walked and talked until twilight. Suddenly Hermes appeared. “This is the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but a single eye among the three, it is as sharp-sighted as a hawk’s keen common eye.”

“But what must I do?” asked Perseus, “when we meet them?”

Hermes explained to Perseus how the Three Gray Women mingled with their own eyes. They were in the habit of changing it from one to another, as if it were a pair of spectacles. It is the instant when the eye was passing from hand to hand, some of the good old ladies were able to see a wick. That was where Perseus

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 263

Lesson 1 | Reading

As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but the empty socket of an eye, in the middle of their forehead. In the middle of the third woman’s forehead, there was a very large, bright, and piercing eye, which sparkled like a great diamond.

“That!” cried Perseus, “what eye?”

“The right one,” said the woman in the middle. “You have had it as a prize of war.”

“Let me keep it a moment longer, Sister Nightmares,” answered Perseus. “I thought I had a glimpse of something better than thick boots.”

The other two sisters, Nightmares and Shadowings, began to argue with Sister Scarceness about the eye. In and the minute, old Sister Scarceness took the eye out of her forehead, and held it forth to her hand.

“Take it, one of you,” she cried, “and give the foolish quarrying for my part. I shall be glad to have her forehead, and hold it forth to her hand.”

“While the Three Gray Women were still waddling each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

“My good ladies,” said he, “pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!”

The sisters were terribly frightened. “Oh, what shall we do, sister?” “What shall we do for you as in the dark?” “Give us our eye! Give us our eye! Give us our eye!”

“Following Hermes’ advice, Perseus said patiently, “My dear good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you will when to find the Gorgon.”

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 264

Lesson 1 | Reading

“Goodness, we knew nothing at all about them,” scolded Scarceness. “We saw three unattractive old wicks that go wandering about in the dark.”

All three while the Three Gray Women were going to with their characteristic hump and trying their utmost to get good of Perseus. He took good care to keep out of their reach.

“My respectable ladies,” said he, “I shall keep the eye and you will see where to find the Gorgons.”

“Finding that there was no other way of answering their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clasped it in the vacant socket in one of their foreheads.

He thanked them for their kindness, and took them farewell.

Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmares, Shadowings, and Scarceness. Instead of being old, they were young and beautiful. Instead of one eye among the forehead, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventures that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought him a small piece, made of stone.

skin, and cut into a diamond shape. They urged him to keep the magic wallet safe. The Nymphs next presented a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You will find yourself as light as a feather for the remainder of your journey.”

image Use text to preview text.

underlined Answer to text or question.

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Unit 12 | Page 265

Lesson 1 | Reading

Then the Nymphs gave Perseus the helmet of invisibility. When he placed the helmet on his head, Perseus instantly disappeared! From the helmet, which covered him with its invisibility, had vanished!

Perseus and Hermes looked off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes was visible.

“Who’s getting ready rustling close beside us in the helmet?” repeated Perseus.

“Oh, it is my sister!” answered Hermes. “Athena is coming along with us, as I told you the world. We could do nothing without the help of my sister. You have no idea how true she is. She has such eyes, too. With the can you see, at this moment, just as distinctly as if you were not invisible. If you want to see, she will be the first to discover the Gorgons.”

“As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman’s voice, melodious, but not sweet. It was grave and mild.

“Perseus,” said Athena, “there are the Gorgons.”

“Who?” exclaimed Perseus. “I cannot see them.”

“Oh, the noise of that island beneath me,” replied the voice. “A public, dropped from your hand, would make us in the middle of them.”

“I told you she would be the first to discover them,” commented Hermes, “and there she was!”

Straight downward, and on three thousand feet below him, Perseus perceived a small island, with the sea breaking into white foam all around its rocky shore. The enormous Gorgons lay asleep, washed by the thunder of the sea. The moonlight glimmered on their snaky scales and their golden wings. Their heavy chains were draped out and stretched the wondrous fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would utter a drowsy hiss, and then fall into slumber.

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 266

Lesson 1 | Reading

Exactly for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image as senseless stone.

“Now,” whispered Hermes, as he bowed by the side of Perseus, “in your time to do the deed! He quicks his eye of the Gorgons should make you see no two lies!”

“Which eye as Medusa?” asked Perseus.

Athena replied in a calm voice, “The Gorgon that is staring in her sleep in Medusa. Do not look at her! The right would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield!”

Perseus never understood Hermes’ motive for telling him to pull his shield, in its surface he could easily look at the reflection of the Gorgon’s face. The snakes twisted themselves into convulsions, without opening their eyes.

Perseus flew downward cautiously and lifted his shield, at that very instant, each separate snake upon the Gorgon’s head stretched threateningly upward, and Medusa opened her eyes the awake too. The sword was sharp, and the stroke fell like lightning. The head of the wicked Medusa tumbled from her body!

“Admirable deed!” cried Hermes. “Make haste, and put the head into your magic wallet.”

To the astonishment of Perseus, the small, embossed-wallet instantly grew large enough to contain Medusa’s head. As quick as thought, he snatched it up, with the snakes still working upon it, and thrust it in.

“Your task is done,” said the calm voice of Athena.

“Now fly for the other Gorgons will do their utmost to take vengeance for Medusa’s death.”

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

Unit 12 | Page 267

Lesson 1 | Reading

Perseus flew directly to the island of Seriphos to carry Medusa’s head to King Polydeus.

Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydeus was no longer happy to see him. He had felt certain, in his own mind, that Perseus would be killed by the Gorgons.

The king asked, “How was your journey?”

“I cannot!” cried Perseus, “I have brought you the Gorgon’s head, snaky locks and all!”

“Indeed! Fly to me, my dear son, I am glad to see you!”

“It must be a very curious spectacle, if any that travels all about the world!”

Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

“Show us the head!” Show us the head of Medusa with the snaky locks!” shouted the people.

A feeling of horror and pity came over the wretched Perseus. “O King Polydeus,” cried he, “and by many people, I am loath to show you the Gorgon’s head.”

“Show me the Gorgon’s head, or I will cut off your nose!” proclaimed the king.

Perseus sighed and cried out as a voice like a trumpet, “Behold it, then!”

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that the deed was longer be at risk of the wicked King Polydeus.

image Use text to preview text.

underlined Answer to text or question.

intelligent Answer to text or question.

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Words to Know

In addition to the vocabulary words, here are some words students might have trouble with:

adrift without power to move or anchor to remain

locks hair

shrewd clever

utmost of the greatest or highest degree

wits reason; sense; intellect

nimble quick and light in motion; agile

suspicion the act of thinking something is wrong without proof or evidence; doubt

dozen twelve

dusk the beginning of the darkness of night

socket an opening that holds something

emit to send out or give off

deed task; job

tumultuous tending to cause upheaval or unrest; not calm

haste rapidity of motion

vengeance punishment inflicted in retaliation for injury or offense

pity a sympathetic sorrow for someone who is suffering

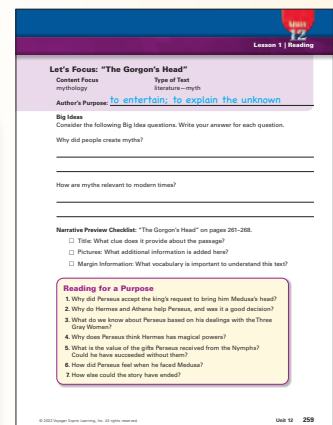
loath unwilling to do something; reluctant

Direct students to page 259 in their Student Books. Have students follow along while you read the prompts aloud.

Reading for a Purpose

1. Why did Perseus accept the king's request to bring him Medusa's head?
2. Why do Hermes and Athena help Perseus, and was it a good decision?
3. What do we know about Perseus based on his dealings with the Three Gray Women?
4. Why does Perseus think Hermes has magical powers?
5. What is the value of the gifts Perseus received from the Nymphs? Could he have succeeded without them?
6. How did Perseus feel when he faced Medusa?
7. How else could the story have ended?

You will become equipped to answer these questions by reading the passage. For now, let the prompts guide your reading. Be on the lookout for information you could use to respond to them. While reading, you also should think about the two Big Idea questions: Why did people create myths? How are myths relevant to modern times?



Direct students to page 261 in their Student Books. **Now, it's time to read. Where is your focus while I read?** (on the text) **Where is your pencil?** (following along, word for word). **Follow the words in your book as I read the text.** Read the passage aloud.

Guiding Students Toward Independent Reading

Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Independent read of small sections with frequent comprehension checks
- Paired read or independent read

The Gorgon's Head

After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman's brother was the evil king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king. Hoping that Perseus would never return, the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.

SE p. 261, paragraph 1

For confirmation of engagement, take 30 seconds to have students share one thing they learned about the characters and the setting with their partner.

Share some of the following details if necessary: **Perseus and his mother, Danae, have already faced danger; they are living on an island ruled by the king; the king doesn't want Perseus around; a Gorgon is a monster.**

Follow along with your pencil erasers as I continue reading the text. Read the entire text without interruption.

SE p. 261,
paragraphs 2–5

Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took his shield and his sword, and crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

“Perseus,” said the voice, “why are you sad?”

He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably shrewd-looking young man. He had on a strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

“I am not so very sad,” said he, “only thoughtful about an adventure that I have undertaken.”

“Oho!” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter over, and see what can be done.”

After hearing Perseus’s story, Hermes exclaimed, “I am the very person to help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure.”

“Your sister?” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise, I promise you; and as for myself, I generally have all my wits about me. If you show yourself bold and cautious, and follow our advice, you need not fear being turned into a stone image. First of all, you must polish your shield until it shines like a mirror.”

Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest time. Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

“No sword but mine will answer your purpose,” he stated. “The blade will cut through iron and brass as easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find the Nymphs.”

“The Three Gray Women!” cried Perseus, “Pray who may the Three Gray Women be?”

SE p. 262,
paragraphs 1–7

SE p. 262,
paragraphs 8–9

“They are three very strange old ladies,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or the moon.”

He added, “There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away.”

SE p. 263,
paragraphs 1–8

They set out and walked at a brisk pace; so brisk, indeed, that Perseus found it rather difficult to keep up with his nimble friend Hermes. To say the truth, he had a suspicion that Hermes had a pair of wings on his cap along with wings on his shoes! When he looked straight at Hermes, he only saw an odd kind of cap. The twisted staff was evidently a great convenience to Hermes. It enabled him to **proceed** so fast that Perseus, though a remarkably fit young man, began to feel out of breath.

“Here!” cried Hermes, at last, “take you the staff, for you need it a great deal more than I. Are there no better walkers than you in the island of Seriphos?”

“I could walk pretty well,” said Perseus, glancing slyly at his companion’s feet, “if only I had a pair of winged shoes.”

“We must see about getting you a pair,” answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some of its life to Perseus.

They walked and talked until twilight. Suddenly Hermes whispered, “This is just the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but a single eye among the three, it is as sharp-sighted as a half dozen common eyes.”

“But what must I do,” asked Perseus, “when we meet them?”

Hermes explained to Perseus how the Three Gray Women managed with their one eye. They were in the habit of changing it from one to another, as if it were a pair of spectacles. At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink. That was when Perseus was to act.

SE p. 264, paragraph 1

As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but the empty socket of an eye, in the middle of their foreheads. In the middle of the third sister’s forehead, there was a very large, bright, and piercing eye, which sparkled like a great diamond.

SE p. 264,
paragraphs 2–9

“Sister! Sister Scarecrow!” cried one, “you have had the eye long enough. It is my turn now!”

“Let me keep it a moment longer, Sister Nightmare,” answered Scarecrow. “I thought I had a glimpse of something behind that thick bush.”

The other two sisters, Nightmare and Shakejoint, began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

“Take it, one of you,” she cried, “and quit this foolish quarrelling. For my part, I shall be glad of a little thick darkness. Take it quickly, or I will clap it into my own head again!”

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

“My good ladies,” said he, “pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!”

The sisters were terribly frightened. “Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our eye!”

Following Hermes’s advice, Perseus said patiently, “My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you tell me where to find the Nymphs.”

“Goodness, we know nothing at all about them,” screamed Scarecrow. “We are three unfortunate old souls that go wandering about in the dusk.”

All this while the Three Gray Women were groping with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

“My respectable dames,” said he, “I shall keep the eye until you tell me where to find the Nymphs.”

Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads. He thanked them for their kindness, and bade them farewell.

SE p. 265,
paragraphs 1–4

SE p. 265,
paragraphs 5–6

Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer skin, and curiously embroidered. They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You will find yourself as light as a feather for the remainder of our journey.”

SE p. 266,
paragraphs 1–9

Then the Nymphs gave Perseus the helmet of invisibility. When he placed the helmet on his head, Perseus instantly disappeared! Even the helmet, which covered him with its invisibility, had vanished!

Perseus and Hermes headed off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes was visible.

“Whose garment keeps rustling close beside us in the breeze?” inquired Perseus.

“Oh, it is my sister’s!” answered Hermes. “Athena is coming along with us, as I told you she would. We could do nothing without the help of my sister. You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I’ll venture to say, she will be the first to discover the Gorgons.”

As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman’s voice, melodious, but not sweet. It was grave and mild.

“Perseus,” said Athena, “there are the Gorgons.”

“Where?” exclaimed Perseus. “I cannot see them.”

“On the shore of that island beneath you,” replied the voice. “A pebble, dropped from your hand, would strike in the midst of them.”

“I told you she would be the first to discover them,” commented Hermes, “and there they are!”

SE p. 266,
paragraph 10

Straight downward, two or three thousand feet below him, Perseus **perceived** a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed by the thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would emit a drowsy hiss, and then fall back asleep.

SE p. 267,
paragraphs 1–9

Luckily for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image in senseless stone.

“Now,” whispered Hermes, as he hovered by the side of Perseus, “now is your time to do the deed! Be quick; for, if one of the Gorgons should awake, you are too late!”

“Which one is Medusa?” asked Perseus.

Athena replied in a calm voice, “The Gorgon that is stirring in her sleep is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield.”

Perseus now understood Hermes’s motive for telling him to polish his shield. In its surface he could safely look at the reflection of the Gorgon’s face. The snakes twisted themselves into tumultuous knots, without opening their eyes.

Perseus flew downward cautiously and lifted his sword. At that very instant, each separate snake upon the Gorgon’s head stretched threateningly upward, and Medusa opened her eyes! She awoke too late. The sword was sharp, and the stroke fell like a lightning flash. The head of the wicked Medusa tumbled from her body!

“Admirably done!” cried Hermes. “Make haste, and put the head into your magic wallet.”

To the astonishment of Perseus, the small, embroidered wallet instantly grew large enough to contain Medusa’s head. As quick as thought, he snatched it up, with the snakes still writhing upon it, and thrust it in.

“Your task is done,” said the calm voice of Athena. “Now fly! For the other Gorgons will do their utmost to take vengeance for Medusa’s death.”

Perseus flew directly to the island of Seriphos to carry Medusa’s head to King Polydectes.

SE p. 268,
paragraph 1

Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydectes was by no means happy to see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, “Have you performed your promise? Have you brought me the head of Medusa with the snaky locks?”

“Yes,” answered Perseus with a casual tone. “I have brought you the Gorgon’s head, snaky locks and all!”

“Indeed! Pray let me see it,” cried King Polydectes. “It must be a very curious spectacle, if all that travelers tell about it be true!”

Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

“Show us the head! Show us the head of Medusa with the snaky locks!” shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. “O King Polydectes,” cried he, “and ye many people, I am loath to show you the Gorgon’s head!”

“Show me the Gorgon’s head, or I will cut off your own!” proclaimed the king.

Perseus sighed and cried out in a voice like a trumpet, “Behold it then!”

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that she need no longer be afraid of the wicked King Polydectes.

For confirmation of engagement, take 30 seconds to have students share an example of the supernatural powers or characters in this story. *While reading, I was struck by the supernatural powers of the Three Gray Women. Your turn: share your thoughts about this mythological adventure with your partner.*

Have students share their answers.

Retell “The Gorgon’s Head”

Retelling a story is a great way to check your comprehension. The retelling should be concise, but should include the main happenings in the story as well as the key details that lead to the central message or the solution to the main problem.

Have partners retell the story in a manner that includes key details and demonstrates an understanding of the lessons that Perseus and the king’s people learned, and how we might still learn from them. Encourage them to retell the story to a parent, sibling, or friend to help solidify their understanding.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Name three of the main characters and three different settings found in "The Gorgon's Head."
- Write sentences with the following possessive nouns: Gorgon's, Medusa's, Perseus's.
- Write a sentence with a possessive noun and a verb phrase with the inflectional ending -ing.

Vocabulary

Objectives

- Determine the meanings of the multiple-meaning words *eye* and *blind*.
- Demonstrate an understanding of words by using them in written sentences.

Multiple-Meaning Words: *eye, blind*

Direct students to page 269 in their Student Books.

In this unit, we are learning about mythological characters and their adventures. Many of these characters are strange, and they possess supernatural abilities. The Three Gray Women had a very special eye. *Eye* is a word that has more than one meaning. The word *eye* can be a noun or a verb.

So, how do we know which definition of the word is being used? It all depends on how it is used in a sentence, or in context. We look for clues around the word to help us.

Lead students in a discussion of the various meanings of the word *eye*. Have them write the meanings and sentences on the map.

Multiple-Meaning Map
Determine the meanings of the word *eye*. Write the definitions in the boxes. Use the word in a sentence on the lines below each box.

| | |
|---|---|
| organ that gives sight | the opening in a needle |
| <u>I covered my eyes to protect them from the bright sunlight.</u> | <u>It was difficult to put the thread through the small eye of the needle.</u> |
| watch carefully or study closely | see "eye to eye" - agree on something |
| <u>I eyed the ominous dark clouds, looking for signs of an approaching tornado.</u> | <u>Because they did not see eye to eye on the issue, they continued to argue.</u> |
| the center of a cyclone | The eye of the hurricane passed directly over the coastal town. |

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Model

Have you ever rubbed your eyes because they were irritated? We often use the word *eye* as a noun referring to the organ that allows us to see. Listen to this sentence: I covered my eyes to protect them from the bright sunlight. Write the definition *the organ that gives sight* on the board, and have students find it on the Multiple-Meaning Map in their Student Books. Have them think of a good sentence for this usage and write it below that definition.

Guided and Independent Practice

Each spring, I enjoy watching the birds in my backyard build their nests. I eye them closely as they fly back and forth with small bits of grass and straw. After eyeing them for a while, I notice the progress they have made on their nests. What is the definition of *eye* used in these sentences? (watch carefully or study closely) Write the definition on the board, and have students write it on their maps. Have them think of a good sentence for this usage and write it below the definition.

Continue the process until the maps are complete. Review the sentences and correct as needed.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Additional Definitions of *eye*

Verb

- contemplate; consider

Idiom

- *an eye for an eye*: if someone does something wrong, they should have the same thing done to them
- *catch someone's eye*: to attract
- *have an eye for*: to be good at noticing a particular thing
- *keep an eye on*: watch

Direct students to page 270 in their Student Books.
Repeat the process with the word *blind*.

Multiple-Meaning Map
Determine the meanings of the word *blind*. Write the definitions in the boxes.
Use the word in a sentence on the lines below each box.

Lesson 2 | Vocabulary

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Additional Definitions of *blind*

Noun

- camouflage for hunters
- people who have lost their sight

Idiom

- *blind date* an arranged meeting for two people who have never met
- *love is blind* inability to see faults in someone you love

Grammar

Objectives

- Demonstrate an understanding of forming and using comparative and superlative endings.
- Demonstrate an understanding of irregular comparative and superlative adjectives.
- Demonstrate an understanding of how to order adjectives in a sentence.

Adjectives: Comparative and Superlative

Collect like items of differing sizes for comparison, for example, three blocks or three books.

When we want to compare two or more things, we can add inflectional suffixes to adjectives to convey the comparison. What can we add to adjectives to compare things? (inflectional suffixes) Yes, the two inflectional suffixes that we will use are *-er* and *-est*. What are the inflectional suffixes we can use? (*-er* and *-est*)

We use *-er* when we compare two things, and we can use *-est* when we compare more than two things. Think about the adjective *small*. Write *small* on the board and hold up the largest of your items. I can use *small* as an adjective to describe (item). The small (item) is in my hand. If I want to compare it with another (item), I could say “The (item 2) is smaller than (item 1).” Write *smaller* on the board. But if I want to compare three (items), I could say “The (item 3) is the smallest of all the (items).” Write *smallest* on the board.

Have partners compare items in the classroom using the comparatives and superlatives of *pretty*, *big*, *nice*, and *wide*. Have volunteers share their sentences.

Unfortunately, some adjectives do not follow this pattern. Some adjectives, like some nouns and verbs, are irregular. *Bad* is an example of an irregular adjective. If I want to compare two foods I don't like, I have to change the word completely. I do not add *-er* to the base word! Write *bad*, *worse*, *worst* on the board.

I think peas are *bad*. They are *worse* than spinach. In fact, I think they are the *worst* vegetable of all. Have partners tell each other about their three least favorite movies using *bad*, *worse*, and *worst*. Have volunteers share their sentences.

Repeat the process with *good* using different foods, like pudding, cupcakes, and ice cream. Have partners tell each other about their three favorite movies using *good*, *better*, and *best*.

Note: Point out the use of *the* in front of *worst* and *best*.

Direct students to page 271 in their Student Books and read the instructions aloud.

Model

Model the activity by completing the two example sentences.

Guided and Independent Practice

Read the remaining sentences aloud, giving students time to write their responses. Review the answers as a class.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Adjectives: Comparative and Superlative

Use the adjective provided for each sentence and rewrite it as a comparative or superlative adjective.

Examples:

Out of all of the boys on my basketball team, Mark is the tallest one. (tall)

Her eyes are greener than her sister's. (green)

1. I am so glad this story is shorter than the last one because I don't have very much time to devote to it. (short)
2. People were wrapped in their coats and gloves as they braced for the coldest day of the year. (cold)
3. The knife is sharper than the fork, so it is a better choice for slicing the meat. (sharp)
4. Melissa was the quickest one on the team, and her accurate responses helped them win the contest. (quick)
5. The path around the lake is longer and more peaceful than the path that cuts behind the school. (long)
6. When it comes to watching scary movies, you are much braver than I am. (brave)
7. Tonight's weather was better than last night's. (good)
8. With an average rainfall of more than 39 feet per year, Mt. Wai'ale'ale on the island of Kaua'i is the wettest spot on the planet. (wet)
9. The tortoise may be slower than the hare, but his steady pace helped him finish first. (slow)
10. We listened to the news about the storm all night, and the latest forecast shows it is beginning to weaken. (late)

Print the Royal Order of Adjectives poster from the online materials and display it where students can easily see it.

Adjective Order

When we expand our subjects by answering the subject painter questions, we typically generate adjectives or adjectival phrases. The next step in the process is putting these descriptors, or painters, into the sentence. We choose the best order by moving the painters around and deciding which way sounds the best. This process helps you figure out the proper order for adjectives.

Today, we will learn the formal rule for the order of adjectives in a sentence. Direct students to Part A on page 272 in their Student Books.

The word bank on the top of this page shows the correct order of adjectives when you want to use more than one descriptor for a noun.

- If you have a number word or article such as *a*, *an*, or *the*, it will always go first.

What is the first number word listed in the word bank? (many)

- Next, you have opinion words. The first word in the word bank is *beautiful*. That is considered an opinion word because people have very different ideas about what they consider beautiful. There's no way to prove that something is or isn't beautiful. What is another word that would fit the opinion category? (Answers will vary, but may include words like *fun*, *lovely*, *fabulous*, *awful*, *terrible*, *easy*, *difficult*.)

Continue reviewing the word bank and ensure that students understand the type of words that fit each category.

Have students chorally read all of the words in the word bank.

Model and Guided Practice

Read the instructions aloud and model the activity using the first noun in the Order of Adjectives chart, *car*. Think about a car and consider words from the word bank that could describe a car. First of all, could we use number word? Yes, the noun is singular, so what number words would be appropriate? (a or the) Write your choice in the first box under Number. Let's consider the opinion words that are listed. Could any of them be used to describe a car? (beautiful or comfortable) We probably wouldn't describe a car as *delicious*, *talented*, or *lively*. Write your choice in the first box under Opinion. You would never have a descriptor from every category when describing a noun. Choose one more descriptor for the car and write it in the appropriate box. I chose

Order of Adjectives

Part A

Read the group of adjectives in each category in the word bank, then read the list of nouns in the Order of Adjectives chart. Choose adjectives to describe each noun and write them in the correct columns. Write noun phrases for each noun.

Answers will vary.

| Word Bank | | | | | | | | | |
|-----------|-------------|-------|-----------|--------|-------|----------|----------|---------------|--|
| Number | Opinion | Size | Shape | Age | Color | Origin | Material | Qualification | |
| many | beautiful | large | narrow | old | blue | Mexican | golden | inspiring | |
| several | comfortable | small | octagonal | mature | green | American | woolen | prepared | |
| six | delicious | huge | square | young | | Italian | silken | hot | |
| a/an | talented | | | | | Chinese | | | |
| the | lively | | | | | | | | |

| Order of Adjectives | | | | | | | | | |
|---------------------|-------------|-------|--------|-------|-------|--------|----------|---------------|---------|
| Number | Opinion | Size | Shape | Age | Color | Origin | Material | Qualification | Noun |
| a | comfortable | | | | blue | | | | car |
| the | delicious | | | | | | | hot | soup |
| a | talented | | | young | | | | prepared | painter |
| the | | large | square | | green | | woolen | | scarf |

- a comfortable blue car
- the delicious hot soup
- a talented young painter
- the green woolen scarf

blue, so my phrase would read: a comfortable blue car. Have volunteers share their phrases aloud.

Independent Practice

Have students complete the chart and write their phrases. Have students share their phrases with their partners.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Direct students to Part B on page 273 in their Student Books and read the instructions aloud. Model the activity using *dog* as the noun. Generate a descriptor for each category except Material.

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Order of Adjectives (cont.)
Part B
 Choose four nouns and write them in the right column of the chart. Then, fill in the chart with adjectives that fit the categories. Write two sentences for each noun. *Answers will vary.*

| Order of Adjectives | | | | | | | | | | |
|---------------------|---------|------|-------|-----|-------|--------|----------|---------------|------|--|
| Number | Opinion | Size | Shape | Age | Color | Origin | Material | Qualification | Noun | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

Unit 12 273

Lesson 2 | Grammar

Example

a funny, short, round, 8-week-old, black-and-white Australian shepherd dog

Have partners complete the chart. Challenge them to generate descriptors in every category. Have students write two sentences for each noun using different adjectives in each. Model with your example on the board.

Example

A funny, short, round, 8-week-old, black-and-white Australian Shepherd dog followed after the flashlight beams.

A funny, short, round, 8-week-old, black-and-white Australian Shepherd dog attended obedience training classes.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences with the word *eye*, using a different meaning in each sentence.
- Write two sentences using the base word *fast*. Use the comparative in the first sentence and the superlative in the second sentence.
- Complete the analogy: Medusa : Gorgon :: Perseus : _____.

Vocabulary

Objectives

- Acquire and use new vocabulary accurately.
- Answer questions to solidify understanding of new vocabulary.
- Demonstrate word knowledge by using words in sentences.
- Demonstrate an understanding of basic proverbs and their meanings.
- Gather vocabulary knowledge when considering a word important to comprehension.
- Use knowledge of root words and affixes to identify and understand related words.
- Use knowledge of individual words to form and understand compound words.
- Make real-life connections with words through the identification of examples and nonexamples.
- Strengthen word knowledge through the identification of synonyms and antonyms.
- Sort words into categories.
- Demonstrate understanding of word relationships through the use of analogies.
- Use knowledge of vocabulary to determine the meaning of figurative language.
- Distinguish between homophones and multiple-meaning words.
- Consult reference materials to enhance word understanding.

Review

Direct students to page 260 in their Student Books.

Review the vocabulary words from the passage “The Gorgon’s Head.” Have students answer in complete sentences.

- Did Hermes and his sister Athena prove to be *intelligent* allies for Perseus? (Yes, Hermes and Athena proved to be intelligent allies for Perseus.) **To be smart and reflect good judgment or sound thought is to be what?** (To be smart and reflect good judgment or sound thought is to be intelligent.)
- Did Perseus wear a helmet that made him *invisible*? (Yes, Perseus wore a helmet that made him invisible.) **To not be visible or seen is to be what?** (To not be visible or seen is to be invisible.)
- When Perseus first received the wallet from the Nymphs, was it *enormous*? (No, the wallet was not enormous when Perseus received it from the Nymphs.) **To be very great in size or amount is to be what?** (To be very great in size or amount is to be enormous.)

| Vocabulary | Knowledge Rating | Definition | Picture |
|-------------|------------------|--|---------|
| image | 0 1 2 3 | the form or appearance of someone or something | |
| undertake | 0 1 2 3 | attempt; to take on a task | |
| intelligent | 0 1 2 3 | smart; reflecting good judgment or sound thought | |
| proceed | 0 1 2 3 | to begin and carry on an action or movement | |
| recover | 0 1 2 3 | to get back something lost; regain | |
| invisible | 0 1 2 3 | impossible to see; not visible | |
| perceive | 0 1 2 3 | to become aware of through sight or observation | |
| enormous | 0 1 2 3 | very great in size or amount | |

- Would looking at Medusa’s face turn someone into a stone *image*? (Yes, looking at Medusa’s face would turn someone into a stone image.) A word meaning the form or appearance of someone or something is what? (A word meaning the form or appearance of someone or something is *image*.)
- Did the Three Gray Women *recover* their eye from Perseus? (Yes, the Three Gray Women recovered their eye from Perseus.) To regain or get back something lost is to what? (To regain or get back something lost is to recover.)
- Did Hermes’s crooked staff help him *proceed* quickly on the journey? (Yes, Hermes’s crooked staff help him proceed quickly on the journey.) To begin and carry on an action or movement is to what? (To begin and carry on an action or movement is to proceed.)
- Did Perseus *perceive* the image of Medusa when he looked in his shield? (Yes, Perseus perceived Medusa when he looked in his shield.) What is to become aware of through sight or observation? (To perceive is to become aware of through sight or observation.)
- Did Perseus *undertake* a dangerous mission to repay the king’s kindness? (Yes, Perseus did undertake a dangerous mission to repay the king’s kindness.) To attempt or to take on a task is to what? (To attempt or take on a task is to undertake.)

Vocabulary Concept: Proverbs

We have been working with idioms as well as other forms of figurative language. We use figurative language to create vivid images and to place emphasis on events or characters. It is not meant to be taken literally. We use phrases such as *blind as a bat* or *stubborn as a mule* to make a point. Today, we’re going to explore a new type of figurative language—proverbs. It’s very possible that you’ve heard proverbs being used, but you may not have completely understood their meaning. They would be difficult to understand if you interpreted them literally. A proverb is a phrase or a saying that gives advice in an unusual way.

To understand a proverb, you first have to figure out the literal meaning of the expression and then consider how that applies to people or a certain situation. Only by extending your thinking can you appreciate the wisdom in a proverb.

Use the proverbs in a multi-sentence example, and have students figure out the meaning. Offer the explanation if it is needed.

- *The early bird gets the worm.* Beth, I know you want to go to the big sale tomorrow. You should get there before the store opens because the early bird gets the worm!
Explanation: Think about birds looking for food in the ground. Earthworms often come out of the ground in the morning when it is cool. The bird who gets there first will likely be the one that gets to eat the worm. In other words, people who arrive first or do things first get the reward.
- *Birds of a feather flock together.* I looked out the window and saw three of the meanest boys in school throwing dirt at each other. It didn’t surprise me because birds of a feather flock together.
Explanation: Think about the wires strung between utility poles. Birds often sit together on the wires, and they are usually the same kind of bird. *Birds of a feather* means “birds that are the same kind.” What do birds of a feather do,

according to this proverb? (flock together) This means that people who are the same type often associate with each other. In this example, the meanest boys are together.

- *Don't put all of your eggs in one basket.* I know you like to play football, and you are good at it, but be sure to try other things and pay attention to your studies. You don't want to put all of your eggs in one basket.

Explanation: Think about how fragile eggs are and how easy it is to break one. So, if all of your eggs were in one basket and you dropped the basket, what would happen to all of the eggs? (All of the eggs would break.) In other words, you put everything into one option and it goes badly, you have lost everything. The proverb means it is good to keep several choices open.

Note: Remember that proverbs, idioms, and other figurative language can be challenging for emergent bilinguals. As necessary, provide explanations or restate the content to clarify understanding.

Direct students to page 274 in their Student Books and read the instructions aloud.

Model

The first proverb is *all that glitters is not gold*. What does that mean? (If something looks good, it doesn't mean that it is good.) Let's look at the events and see if we can find an example of when you might give this advice. Read aloud the events and explain why C is the best answer.

Guided Practice

Guide students in finding the event that matches the second proverb.

Independent Practice

Have partners complete the activity. Review the answers as a class.

Lesson 3 | Vocabulary

Proverbs

Read each proverb and its meaning. Then, find an event that proves the wisdom of the proverb. Write the letter on the line of the appropriate proverb.

| Proverb | Event |
|---|---|
| <p>1. All that glitters is not gold. <i>Meaning: If something looks good, it doesn't mean that it is good.</i></p> <p style="text-align: right; margin-top: 10px;"><u> C </u></p> | <p>A. James wanted to improve his basketball game, so he played every day.</p> |
| <p>2. When in Rome, do as the Romans do. <i>Meaning: When in a new situation or place, follow the customs and practices of that place.</i></p> <p style="text-align: right; margin-top: 10px;"><u> B </u></p> | <p>B. Sara went to a new place for takeout and was not sure of how things worked, so she watched another customer before she ordered.</p> |
| <p>3. A picture is worth a thousand words. <i>Meaning: Pictures capture some emotions and ideas more effectively than written or spoken explanations.</i></p> <p style="text-align: right; margin-top: 10px;"><u> E </u></p> | <p>C. The car looked great, but it turned out to be a very bad buy.</p> |
| <p>4. Actions speak louder than words. <i>Meaning: Don't just talk about something, actually do it.</i></p> <p style="text-align: right; margin-top: 10px;"><u> G </u></p> | <p>D. The old man walking into the bank looked like a beggar. He turned out to be a millionaire!</p> |
| <p>5. Practice makes perfect. <i>Meaning: To become really good at something, you have to practice.</i></p> <p style="text-align: right; margin-top: 10px;"><u> A </u></p> | <p>E. Damon could not describe the destruction caused by the storm. He ended up using his camera to show his friends what was left of the town.</p> |
| <p>6. Beauty is in the eye of the beholder. <i>Meaning: People have different ideas about what is beautiful.</i></p> <p style="text-align: right; margin-top: 10px;"><u> F </u></p> | <p>F. You may not think my purple hair is attractive, but I love it!</p> |
| <p>7. You can't judge a book by its cover. <i>Meaning: Things sometimes look different than they really are, so you need to look more closely before you decide.</i></p> <p style="text-align: right; margin-top: 10px;"><u> D </u></p> | <p>G. Instead of complaining about the trash in the park, I just picked it up myself.</p> |

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Vocabulary Expansion

Direct students to page 275 in their Student Books. Review the definition of each concept in the Vocabulary Expansion chart.

- **Definition:** the meaning of the word
- **Multiple meanings:** other meanings and uses of the word
- **Category:** the broad group to which a word belongs
- **Attributes:** specific characteristics of the word
- **Example:** something that models or patterns the word
- **Nonexample:** something that does not model or pattern the word
- **Synonym:** a word with a similar meaning
- **Antonym:** a word with the opposite meaning
- **Homophone:** a word that sounds the same but is spelled differently and has a different meaning
- **Compound word:** two words combined to make one word
- **Related words:** words with the same root and related meanings
- **Simile:** figurative language comparing two dissimilar things using *like* or *as*
- **Metaphor:** figurative language comparing two dissimilar things by saying one thing is another thing
- **Analogy:** a comparison of two pairs of words that share the same relationship
- **Idiom:** figurative language used in a certain region or by a certain group of people

In this unit, we read a tale from Greek mythology. Write the word *tales* on the board. Let's take a closer look at this word and see if we can use these concepts to create a deeper understanding of the word.

Lesson 3 | Vocabulary

Vocabulary Expansion

Choose a word from the box and write in the circle. Then, fill in each box with the appropriate information. Answers will vary.

gene suit dessert principal bear bowled

| | | |
|-------------------|---------|----------------|
| Definition | | Homophone |
| Multiple meanings | | Compound words |
| Category | ○ | Related words |
| Attributes | | Simile |
| Example | | Metaphor |
| Nonexample | | Analogy |
| Synonym | Antonym | Idiom |

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Unit 12 275

Example Expansion of *tale*

Definition: a story about imaginary events; an exciting or dramatic story

Multiple meanings: n: a falsehood; n: count, or tally

Category: stories

Attributes: exciting, mysterious, unbelievable, funny, adventurous

Example: fable, “Lon Po Po,” “Tortoise and the Hare,” myth

Nonexample: news broadcast

Synonym: story, narrative

Antonym: N/A

Homophone: tail

Compound words: telltale, folktale, fairytale

Related words: tales

Simile: Your life is like a fairytale.

Metaphor: My life is a twisted tale.

Analogy: tale : read :: movie : watch

Idiom: old wives’ tale

*Dictionaries or
online access*

Give each student a dictionary or provide Internet access. Read the instructions, then have students choose a word and use a dictionary (online or print) to complete the process. Explain the use of *N/A* (not applicable) for concepts that don’t apply to the word. Have partners share their word expansions.

Explain that they will use the dictionary again during this unit to help them master the skill.

If time permits, have students determine the etymology of the word and write it under the circle on the page. Then, have them make a guess as to why they think the word came from where it did.

Reading

Objectives

- Use critical thinking skills to analyze a text.
- Describe the connection between two individuals in a text.
- Draw inferences from text.
- Cite text evidence in support of inferences drawn from the text.
- Connect text to personal experiences.

Critical Understandings

Direct students to page 18 in their Student Books, or refer to the Direction Words posters if you have them displayed.

As your reading skills increase, you are better able to answer questions at a variety of difficulty levels and in a variety of forms. Often you are asked to respond to a statement or a prompt instead of a question. Your comprehension of a text is often evaluated by your ability to respond accurately to these different types of prompts or questions. We have worked with prompts that require you to use different levels of thought: conceptual understanding, strategic thinking, and extended thinking. In this lesson, we will review the prompts for all levels of thinking.

We have responded to prompts at these differing levels throughout this program. We know that at each level, it is critical to understand exactly what the prompt is asking.

Critical Understandings posters

Lesson 3 | Reading

Critical Understandings: Direction Words
Read the information in the chart.

| Prompt | How to Respond | Model |
|-------------------------------------|---|--|
| If the prompt asks you to... | The response requires you to... | For example... |
| Categorize | create groups and place information into those groups based on shared characteristics | Categorize different types of mammals. |
| Compare | state the similarities between two or more things | Compare whales and dolphins. |
| Infer | provide a logical conclusion using evidence and prior knowledge | Use the information in the text to infer the reason for the celebration. |
| Interpret | make sense of or explain something in a meaningful way | Interpret information from the map and the chart to explain the topic. |
| Relate | explain the relationship between ideas or concepts | Relate whale songs to food songs. |
| Assess | decide on the value or significance of an idea | Assess the level of danger in time zones. |
| Cite Evidence | support your answer by paraphrasing or using a direct quote | Cite evidence that supports your opinion about how time zones affect biological rhythms in them. |
| Contrast | state the differences between two or more things | Contrast findings with this. |
| Determine | find an answer, decide | Determine the consequences of time zones. |
| Differentiate | highlight or tell the difference between | Differentiate between the life cycle of land fish and the life cycle of halibut. |
| Draw Conclusions | make a judgment or inference based on text, clues and background knowledge | Draw conclusions about the danger of a halibut. |
| Analyze | break down and evaluate or draw conclusions about the information | Analyze the safety plan. |
| Apply | make use of information | Apply death and destruction statistics to determine where most tornadoes occur. |
| Connect | tie ideas together, relate | Connect each storm with its related plan. |
| Create | imagine or produce | Create a tornado-related plan. |
| Evaluate | think carefully before making a judgment, form a critical opinion, get an idea | Evaluate the storm evacuation plan. |
| Prove | provide evidence or show that it is true | Prove that a small tornado can be deadly. |

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Direct students to pages 276 and 277 in their Student Books. **Let's preview the prompts for the short piece of text we will read. I'll read the prompt, and you repeat the direction word in bold.**

1. **Infer** what happened when Odysseus's men jumped out of the Trojan Horse. (*infer*)
2. **Contrast** the mythological characters Odin and Odysseus. (*contrast*)
3. **Assess** the importance of magical powers for mythological heroes. (*assess*)
4. **Prove** that different cultures created their own myths. (*prove*)
5. **Create** a mythological hero that would be able to help you in school. (*create*)

Have partners change each prompt to a question.

Example Questions

1. What do you think happened when Odysseus's men jumped out of the Trojan Horse?
2. How are Odin and Odysseus different?
3. Were magical powers important for mythological heroes? Why or why not?
4. What evidence from the text is proof that different cultures created their own myths?
5. What traits would a mythological hero need to help you in school?

Now that you know what information you are looking for, we will read the text. Focus on the text and listen while I read this short text on mythological heroes. Use your pencil eraser to follow along. Let's begin. Read the text aloud.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Critical Understandings

Review the prompts on the Critical Understandings chart. Read the prompts at the bottom of the page to establish a purpose for reading. Then, read the passage and respond to the prompts.

Heroes from Mythology

The myths created by people from different ancient cultures revolved around heroic characters. These heroes faced special challenges and encounters with supernatural characters. Mythological heroes possessed a variety of unique traits that enabled them to overcome great obstacles.

First of all, most legendary heroes have some kind of superhuman power. The heroes of ancient Greek legends were usually related to the gods. This meant they would be very strong, extremely clever, and very lucky. Hercules, for example, was only a baby when he strangled two snakes that had been sent to kill him.

Also, some heroes used magic. Odin was a very important Norse god. He had an invincible spear called Gungnir. He also had two ravens. They would perch on his shoulder and fly off to spy on his enemies. His son, Thor, had a hammer called Mjolnir ("the destroyer"). The hammer returned like a boomerang whenever he threw it. Thor also had a magic belt. This belt doubled his strength.

Odysseus was a hero who did not have any magic powers. He captured the city of Troy by hiding his army inside a huge wooden horse. The Trojans thought it was a gift from the Greeks, but they got an unpleasant surprise when Odysseus's men jumped out!

In addition, many heroes from myths and legends have a fatal flaw. Few heroes are totally invincible. Most have one weakness that can destroy them. In the case of Achilles, the great Greek warrior of the Trojan War, it was his heel. When Achilles was a baby, his mother dipped him in the magic river Styx. This made his whole body invulnerable—except for his heel where she held him. He finally died when a poisoned arrow struck him on the heel.

Answers will vary.

1. **Infer** what happened when Odysseus's men jumped out of the Trojan Horse. Odysseus's men attacked the people of Troy, and the element of surprise helped them win.

Heroes from Mythology

The myths created by people from different ancient cultures revolved around heroic characters. These heroes faced special challenges and encounters with supernatural characters. Mythological heroes possessed a variety of unique traits that enabled them to overcome great obstacles.

First of all, most legendary heroes have some kind of superhuman power. The heroes of ancient Greek legends were usually related to the gods. This meant they would be very strong, extremely clever, and very lucky. Hercules, for example, was only a baby when he strangled two snakes that had been sent to kill him.

Also, some heroes used magic. Odin was a very important Norse god. He had an invincible spear called Gungnir. He also had two ravens. They would perch on his shoulder and fly off to spy on his enemies. His son, Thor, had a hammer called Mjolnir (“the destroyer”). The hammer returned like a boomerang whenever he threw it. Thor also had a magic belt. This belt doubled his strength.

Odysseus was a hero who did not have any magic powers. He captured the city of Troy by hiding his army inside a huge wooden horse. The Trojans thought it was a gift from the Greeks, but they got an unpleasant surprise when Odysseus’s men jumped out!

In addition, many heroes from myths and legends have a fatal flaw. Few heroes are totally invincible. Most have one weakness that can destroy them. In the case of Achilles, the great Greek warrior of the Trojan War, it was his heel. When Achilles was a baby, his mother dipped him in the magic river Styx. This made his whole body invulnerable—except for his heel where she held him. He finally died when a poisoned arrow struck him on the heel.

Let’s check our comprehension of this passage by responding to the prompts that require different levels of thinking. For some prompts, you will need to consider things you have learned that are not specified in the text to support your answer.

Model

Read the first prompt aloud.

1. **Infer** what happened when Odysseus’s men jumped out of the Trojan Horse.

We can change this prompt into a question to determine how best to respond. Have partners share their questions. The question would be, What do you think happened when Odysseus’s men jumped out of the Trojan Horse?

To respond, we need to check back in the text and see if we can find any clues. Look at the fourth paragraph. The text tells us Odysseus “captured the city of Troy” and that the men of Troy were in for “an unpleasant surprise.” These clues confirm that Odysseus and his men fought the Trojans and won the battle because of the element of surprise. So, the answer would be, Odysseus’s men attacked the men of Troy, and the element of surprise helped them win.

Guided Practice

Read the next prompt aloud.

2. **Contrast** the mythological characters Odin and Odysseus.

Have partners share their questions. The question would be, How are Odin and Odysseus different? Remember, when you see the word *contrast*, focus on the differences, not the similarities. Think about origin, magic, and status when looking for the differences between these two characters. Write the words *origin*, *magic*, and *status* on the board.

What is their origin, or where were they from? Did they have magical powers? What was their status, meaning were they gods, creatures, or mortal men? Have partners answer the question. While students are working, write the following answer on the board:

Odin was a god from Norse mythology, whereas Odysseus was a man from Greek mythology. Odin had magical powers, but Odysseus had to rely on his wits.

Compare student responses.

Independent Practice

Have partners complete the remaining prompts. Review the answers as a class to ensure students understand what each prompt is asking.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Critical Understandings (cont.) Answers will vary.

2. Contrast the mythological characters Odin and Odysseus.
Odin was a god from Norse mythology, whereas Odysseus was a man from Greek mythology. Odin had magical powers, but Odysseus had to rely on his wits.

3. Assess the importance of magical powers for mythological heroes.
Magical powers were not important for all mythological heroes. Some heroes found ways to face and overcome their challenges without magic. Odysseus was clever and brave. However, Odin relied on a magical spear and ravens, and Thor relied on a magical hammer.

4. Prove that different cultures created their own myths.
Line 1 of the text says, "myths created by people from different ancient cultures." The text also makes reference to Odin, a god from Norse mythology, and Odysseus, a hero from Greek mythology. This proves that myths were created across cultures.

5. Create a mythological hero that would be able to help you in school.
Possible Answer: Scinia is a Greek heroine who is the daughter of Athena and Hercules. She is very wise and strong. Her ball of wisdom allows her to explain concepts to me in a way I will understand. Her strength keeps me safe from bullies. Her fatal flaw is that she is so open-minded there is actually a gap in her skull.

Provide these alternative questions and sentence starters for those who need additional help.

3. Were magical powers important for mythological heroes? Why or why not?

Magical powers _____ *important for all mythological heroes.*
Some heroes _____
Characters like _____

4. What evidence from the text is proof that different cultures created their own myths?

Line _____ *of the text says, "_____."*
This proves _____

5. What traits would a mythological hero need to help you in school?

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *What do you think the following proverb means? People who live in glass houses should not throw stones.*
- *Write one sentence about Medusa and her snakes. Then write a second sentence replacing the nouns with pronouns. Example: Medusa fed her snakes. She fed them.*
- *Complete these analogies: piece : whole :: ____ : ____; occur : happen :: ____ : ____.*

Vocabulary

Objectives

- Review key passage vocabulary.
- Answer questions to solidify understanding of new vocabulary.

Recontextualize Passage Vocabulary

Direct students to page 260 in their Student Books.

Review the vocabulary words from “The Gorgon’s Head.”

- A word meaning “to move forward with an action or movement” is what? (proceed) If I began my homework, did I *proceed* with my work? (yes) What do you do when you begin to do something? (proceed)
- If something is huge or very big, what is it? (enormous) If I cut a thin slice of cake, would it be small or *enormous*? (small) Another word for *huge* is what? (enormous)
- A word meaning “very smart” is what? (intelligent) Would studying for an upcoming exam be an *intelligent* or dumb choice? (intelligent) If you are smart, you are what? (intelligent)
- What is another word for “become aware of something through sight or observation”? (perceive) If you *perceive* that someone is becoming annoyed with your behavior, are you aware of how you are making someone feel? (yes) To become aware of something is what? (perceive)
- If something can be seen, it is called visible. If something cannot be seen, what is it? (invisible) Ink that doesn’t show up on the paper is what kind of ink? (invisible) What word is the opposite of *visible*? (invisible)
- A word meaning “to get something back or regain” is what? (recover) If you lost your wallet and found it, did you *recover* it? (yes) If you get something back, what do you do? (recover it)
- What is another word for “the form or appearance of someone or something”? (image) If you see yourself in the mirror, is that your *image*? (yes) When you see someone’s appearance, you see what? (an image)

| Vocabulary | Knowledge Rating | Definition | Picture |
|-------------|------------------|--|---------|
| image | 0 1 2 3 | the form or appearance of someone or something | |
| undertake | 0 1 2 3 | attempt; to take on a task | |
| intelligent | 0 1 2 3 | smart; reflecting good judgment or sound thought | |
| proceed | 0 1 2 3 | to begin and carry on an action or movement | |
| recover | 0 1 2 3 | to get back something lost; regain | |
| invisible | 0 1 2 3 | impossible to see; not visible | |
| perceive | 0 1 2 3 | to become aware of through sight or observation | |
| enormous | 0 1 2 3 | very great in size or amount | |

- If you attempt or take on a task, what do you do? (undertake) When you put off starting on your science project, are you *undertaking* the project? (no) What is another word for “attempt a task”? (undertake)

Reading

Objectives

- Use critical thinking skills to respond to specific questions about a text.
- Answer questions about text.
- Describe the connection between two ideas in a text.
- Draw inferences from text.
- Cite text evidence in support of inferences drawn from the text.
- Develop an opinion based on text information.

Critical Understandings

Direct students to pages 278–280 in their Student Books.

Let’s preview some prompts that require critical thinking about myths from different cultures. I’ll read each prompt, and you repeat the key word in bold. Ready? Let’s begin.

1. **Categorize** the gods and heroes according to their cultural origins. (categorize)
2. **Draw conclusions** about why people turned to myths for answers. (draw conclusions)
3. **Cite evidence** that shows similarities between Odin’s son Thor and Zeus’s son Hercules. (cite evidence)
4. **Evaluate** Thor’s title of “god of thunder.” (evaluate)
5. **Connect** Odin to the idea of sacrifice. (connect)

Lesson 4 | Reading

Critical Understandings

Read the prompts below the passage to establish a purpose for rereading. Then, read the passage and respond to the prompts.

Myths from Ancient Cultures

The people of Norway, the people of Greece, and the people of Rome had something in common. They all created myths to help them understand the world around them.

Odin and Thor are two heroes from Norse mythology. Odin was the Norse god of war and wisdom. He rode upon an eight-footed horse, Sleipnir. Odin had only one eye. He loved learning so much that he traded one of his eyes for a drink from the well of wisdom. This drink gave him knowledge. Thor, Odin’s son, was the Norse god of thunder. He was large and powerful. He had a red beard and eyes of lightning. Despite his threatening appearance, he was very popular. He protected both the gods and humans from the forces of evil. Thor got into frequent fights with giants. One of them was Skrymir, a huge frost giant. The giant was so big that Thor slept in the thumb of his empty glove—thinking he was inside a house.

In Greek mythology, 12 gods ruled the universe and they lived on Mount Olympus. Zeus was the supreme god of the Olympians and he had several sons, one of whom was Perseus. The ancient Greeks admired cunning and trickery. Many of their gods and heroes possessed a gift for deception. Hercules was famous for the 12 tasks, or labors, set for him by King Eurystheus of Tiryns. These tasks included killing monsters, cleaning a stable by diverting a river, and taming a herd of man-eating horses. He proved his amazing strength many times. Once, he even held up the sky in place of the giant named Atlas. Jason was another Greek hero who set out to capture the Golden Fleece, the hide from a magical ram. With the help of a witch and many other heroes, he was finally able to take the fleece and claim his rightful place as king.

Have partners change each prompt to a question.

Example Questions

1. What culture does each god or hero come from?
2. Why did people turn to myths for answers?
3. How is Thor similar to Hercules, and what textual evidence supports the comparison?
4. Why was Thor called the “god of thunder”? Was this a good name for him?
5. How is Odin connected to the idea of sacrifice?

Focus on the text and listen while I read this short text on myths from different cultures. Use your pencil eraser to follow along. Let's begin. Read the text aloud.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Note: This unit is specifically taught around these cultures. If you would like to study additional cultures or cultural myths, have students share myths from their own cultures or search for additional myths.

Myths from Ancient Cultures

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The Romans also told about their gods in myths. Many of their gods were based on gods from Greek mythology, but the Romans gave them different names. Saturn was one of their gods, the god of time. Saturn had three sons: Jupiter, Neptune, and Pluto. Jupiter ruled the air and was the king of the gods. He was the strongest god. Juno was Jupiter's wife, and the goddess of husbands and wives. Neptune ruled the seas. He gave the waves the white caps and made the waters still. He held the fate of ships in his hands, so a trip could be safe or unsafe. His brother, Pluto, ruled over the dead. His kingdom was a dark and gloomy land. Pluto ruled over all who entered his kingdom. Once the dead entered Pluto's underworld, they could never leave.

People in all three cultures created stories about their gods and the challenges faced by heroic characters. These stories helped them make sense of their world. The stories were thrilling as well as entertaining and offered the common person a sense of hope in overcoming life's many challenges.

Let's check our comprehension of this passage by responding to some prompts that require different levels of thinking.

Model

Read the first prompt aloud.

1. **Categorize** the gods and heroes according to their cultural origins.

Have partners share their questions. *The question would be, What culture does each god or hero come from? I can look through the text to find this answer fairly quickly. Work with your partner to answer the question in sentence format. Consider creating a chart to help you sort.*

While students are working, draw this chart on the board. Ask the students to name the characters that fit into each category.

| <i>Norse Mythology</i> | <i>Roman Mythology</i> | <i>Greek Mythology</i> |
|------------------------|------------------------|------------------------|
| | | |

Critical Understandings (cont.)

The Romans also told about their gods in myths. Many of their gods were based on gods from Greek mythology, but the Romans gave them different names. Saturn was one of their gods, the god of time. Saturn had three sons: Jupiter, Neptune, and Pluto. Jupiter ruled the air and was the king of the gods. He was the strongest god. Juno was Jupiter's wife, and the goddess of husbands and wives. Neptune ruled the seas. He gave the waves the white caps and made the waters still. He held the fate of ships in his hands, so a trip could be safe or unsafe. His brother, Pluto, ruled over the dead. His kingdom was a dark and gloomy land. Pluto ruled over all who entered his kingdom. Once the dead entered Pluto's underworld, they could never leave.

People in all three cultures created stories about their gods and the challenges faced by heroic characters. These stories helped them make sense of their world. The stories were thrilling as well as entertaining and offered the common person a sense of hope in overcoming life's many challenges.

1. **Categorize** the gods and heroes according to their cultural origins.

| Norse Mythology | Roman Mythology | Greek Mythology |
|-------------------------|---|-----------------------------------|
| Odin Thor Skrymir | Saturn Jupiter Neptune Pluto Juno | Zeus Perseus Atlas Jason |

Critical Understandings (cont.)

2. **Draw conclusions** about why people turned to myths for answers.
People from different cultures turned to myths because they wanted to make sense of their world. People from ancient cultures didn't have access to books and the Internet to explain things. Myths helped them feel more secure in a world they didn't understand.
3. **Cite evidence** that shows similarities between Odin's son Thor and Zeus's son Hercules.
Both Thor and Hercules were incredibly strong and powerful. Thor is described as "large and powerful," and Hercules has "amazing strength." Thor had "frequent fights" with giants, and Hercules succeeded in "killing monsters."
4. **Evaluate** Thor's title of "god of thunder."
Thor was called the god of thunder because he was very powerful, like thunder. He had eyes of lightning and was threatening—both of which are connected to thunder. Thunder is the sound of lightning, and thunder is heard as a threat of an impending storm.
5. **Connect** Odin to the idea of sacrifice.
To sacrifice means to give up something that you need. Odin sacrificed his vision to be able to learn more. I would say Odin made a huge sacrifice for something he desperately wanted.

Guided Practice

Read the second prompt aloud.

2. **Draw conclusions** about why people turned to myths for answers.

Have partners share their questions. The question would be, Why did people turn to myths for answers? Have partners answer the question.

While students are working, write the following sentence frame on the board. Work with students to formulate an answer, and have them record it.

People from different cultures turned to myths because _____.

Help students understand that the first part of the answer is found in the text. The second part of the answer offers a conclusion not found in the text but that is based on information in the text.

Independent Practice

Have partners complete the remaining prompts. Review the answers as a class to ensure students understand what each prompt is asking.

Provide these alternative questions and sentence starters for those who need additional help.

3. How is Thor similar to Hercules, and what textual evidence supports this comparison?

Both Thor and Hercules were _____.
Thor _____, *and Hercules* _____.

4. Why was Thor called the “god of thunder”? Was this a good name for him?

Thor was called the god of thunder because _____.
Thunder _____.

5. How is Odin connected to the idea of sacrifice?

To sacrifice means _____.
Odin sacrificed _____.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Review Key Passage Vocabulary; add to definitions and complete pictures.
- Use the word *recover* in a sentence.
- If you had a choice, would you rather learn scientific or mythological explanations about the natural world? Explain your answer.

Reading

Objectives

- Ask and answer questions to demonstrate understanding of text.
- Use critical thinking skills to respond orally to specific questions about a text.
- Use critical thinking skills to write responses to prompts about a text.
- Cite text evidence in support of inferences drawn from the text.
- Use actions of characters to answer questions about character motivation and plot.

Guided Reading of “The Gorgon’s Head”:

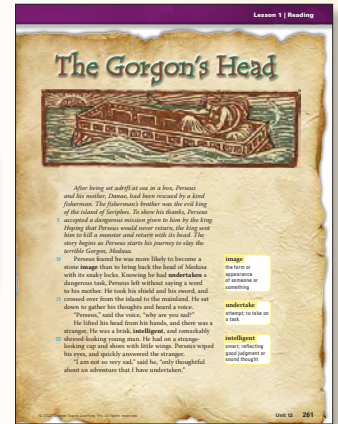
Ask and Answer Questions

You know that it’s important to preview the text for features such as headings, bold-faced or italicized text, and illustrations. Always reread text slowly and carefully to gain a better understanding of the text. Remember to monitor your thinking while reading to be sure that each sentence and paragraph makes sense. Also, continue to think about the Big Idea questions as you read, and look for information that will help you formulate your answers. What are our two Big Idea questions for this text selection? Remember you can turn back to page 259 in your Student Books to find the questions. (Why did people create myths? How are myths relevant to modern times?)

As you read, remember to ask yourself and others questions about the reading. These questions help you clarify your understanding and extend your thinking about the text. Challenging questions enable you to combine information found in the text with what you already know about the subject. This level of questioning helps you improve your own comprehension. After listening to the questions of others, ask yourself new questions. This time, when we read “The Gorgon’s Head,” we will ask questions about the text. We will also answer the questions we ask, and this should clear up any confusion we have about the text.

Direct students to page 261 in their Student Books, or have them tear out the extra copy of “The Gorgon’s Head” from the back of their books.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.



Let’s reread “The Gorgon’s Head” thinking about asking and answering questions that will further our comprehension.

Remember to track the text while your pencil points to the words. While reading, be aware of questions that come to your mind and questions that you could ask others. Let’s begin.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Read the first paragraph.

The Gorgon’s Head

SE p. 261, paragraph 1

After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman’s brother was the evil king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king. Hoping that Perseus would never return, the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.

Direct students to page 281 in their Student Books.

Think about the text. What questions do you have? What should your peers have learned about Perseus and his mission in paragraph 1?

- Consider starting your question with *Where*.
- For more of a challenge, consider writing a prompt that uses *Infer*.
- Write the question or prompt on the page in your Student Books. Be prepared to answer your question or prompt orally. What end mark is required for a question? (question mark) What end mark is required for a prompt? (period)

Lesson 5 | Reading

Ask and Answer Questions

Reread "The Gorgon's Head." After each section, write a question or prompt for your partner to answer using question or direction words that you have learned so far. Try not to use the same word twice. Be prepared to answer your questions orally. Use the Critical Understandings chart or the poster to help you.

Answers will vary.

Introduction (lines 1–9) *Where?* *Infer*

1. _____

Lines 10–108 *Why?* *Cite evidence*

2. _____

Lines 109–194 *How?* *Assess*

3. _____

Lines 195–283 *When?* *Determine*

4. _____

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Direct students back to the passage. [Now, we will read the next section.](#)

*SE p. 261,
paragraphs 2–5*

Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took his shield and his sword, and crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

“Perseus,” said the voice, “why are you sad?”

He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably shrewd-looking young man. He had on a strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

“I am not so very sad,” said he, “only thoughtful about an adventure that I have undertaken.”

“Oho!” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter over, and see what can be done.”

After hearing Perseus’s story, Hermes exclaimed, “I am the very person to help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure.”

“Your sister?” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise, I promise you; and as for myself, I generally have all my wits about me. If you show yourself bold and cautious, and follow our advice, you need not fear being turned into a stone image. First of all, you must polish your shield until it shines like a mirror.”

Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest time. Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

“No sword but mine will answer your purpose,” he stated. “The blade will cut through iron and brass as easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find the Nymphs.”

“The Three Gray Women!” cried Perseus, “Pray who may the Three Gray Women be?”

*SE p. 262,
paragraphs 1–7*

SE p. 262,
paragraphs 8–9

“They are three very strange old ladies,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or the moon.”

He added, “There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away.”

SE p. 263,
paragraphs 1–8

They set out and walked at a brisk pace; so brisk, indeed, that Perseus found it rather difficult to keep up with his nimble friend Hermes. To say the truth, he had a suspicion that Hermes had a pair of wings on his cap along with wings on his shoes! When he looked straight at Hermes, he only saw an odd kind of cap. The twisted staff was evidently a great convenience to Hermes. It enabled him to **proceed** so fast that Perseus, though a remarkably fit young man, began to feel out of breath.

“Here!” cried Hermes, at last, “take you the staff, for you need it a great deal more than I. Are there no better walkers than you in the island of Seriphos?”

“I could walk pretty well,” said Perseus, glancing slyly at his companion’s feet, “if only I had a pair of winged shoes.”

“We must see about getting you a pair,” answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some of its life to Perseus.

They walked and talked until twilight. Suddenly Hermes whispered, “This is just the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but a single eye among the three, it is as sharp-sighted as a half dozen common eyes.”

“But what must I do,” asked Perseus, “when we meet them?”

Hermes explained to Perseus how the Three Gray Women managed with their one eye. They were in the habit of changing it from one to another, as if it were a pair of spectacles. At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink. That was when Perseus was to act.

SE p. 264, paragraph 1

As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but the empty socket of an eye, in the middle of their foreheads. In the middle of the third sister’s forehead, there was a very large, bright, and piercing eye, which sparkled like a great diamond.

Direct students to page 281 in their Student Books and repeat the process for paragraphs 2–23.

- Choose a different direction or question word. Try using *Why* or *Cite evidence*.
- Write the question or prompt on the page. Be prepared to provide answers orally.

Direct students to back to the passage. *Now we will read the next section.*

SE p. 264,
paragraphs 2–9

“Sister! Sister Scarecrow!” cried one, “you have had the eye long enough. It is my turn now!”

“Let me keep it a moment longer, Sister Nightmare,” answered Scarecrow. “I thought I had a glimpse of something behind that thick bush.”

The other two sisters, Nightmare and Shakejoint, began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

“Take it, one of you,” she cried, “and quit this foolish quarrelling. For my part, I shall be glad of a little thick darkness. Take it quickly, or I will clap it into my own head again!”

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

“My good ladies,” said he, “pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!”

The sisters were terribly frightened. “Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our eye!”

Following Hermes’s advice, Perseus said patiently, “My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you tell me where to find the Nymphs.”

“Goodness, we know nothing at all about them,” screamed Scarecrow. “We are three unfortunate old souls that go wandering about in the dusk.”

All this while the Three Gray Women were groping with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

“My respectable dames,” said he, “I shall keep the eye until you tell me where to find the Nymphs.”

SE p. 265,
paragraphs 1–3

SE p. 265,
paragraphs 4–6

Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads. He thanked them for their kindness, and bade them farewell.

Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer skin, and curiously embroidered. They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You will find yourself as light as a feather for the remainder of our journey.”

Then the Nymphs gave Perseus the helmet of invisibility. When he placed the helmet on his head, Perseus instantly disappeared! Even the helmet, which covered him with its invisibility, had vanished!

Perseus and Hermes headed off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes was visible.

“Whose garment keeps rustling close beside us in the breeze?” inquired Perseus.

“Oh, it is my sister’s!” answered Hermes. “Athena is coming along with us, as I told you she would. We could do nothing without the help of my sister. You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I’ll venture to say, she will be the first to discover the Gorgons.”

Direct students to page 281 in their Student Books and repeat the process for paragraphs 24–41.

- Choose a different direction or question word. Try using *How* or *Assess*.
- Write the question or prompt on the page. Be prepared to provide answers orally.

SE p. 266,
paragraphs 1–4

Direct students back to the passage. [Now we will read the next section.](#)

*SE p. 266,
paragraphs 5–10*

As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman’s voice, melodious, but not sweet. It was grave and mild.

“Perseus,” said Athena, “there are the Gorgons.”

“Where?” exclaimed Perseus. “I cannot see them.”

“On the shore of that island beneath you,” replied the voice. “A pebble, dropped from your hand, would strike in the midst of them.”

“I told you she would be the first to discover them,” commented Hermes, “and there they are!”

Straight downward, two or three thousand feet below him, Perseus **perceived** a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed by the thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would emit a drowsy hiss, and then fall back asleep.

*SE p. 267,
paragraphs 1–5*

Luckily for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image in senseless stone.

“Now,” whispered Hermes, as he hovered by the side of Perseus, “now is your time to do the deed! Be quick; for, if one of the Gorgons should awake, you are too late!”

“Which one is Medusa?” asked Perseus.

Athena replied in a calm voice, “The Gorgon that is stirring in her sleep is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield.”

Perseus now understood Hermes’s motive for telling him to polish his shield. In its surface he could safely look at the reflection of the Gorgon’s face. The snakes twisted themselves into tumultuous knots, without opening their eyes.

SE p. 267,
paragraphs 6–9

Perseus flew downward cautiously and lifted his sword. At that very instant, each separate snake upon the Gorgon's head stretched threateningly upward, and Medusa opened her eyes! She awoke too late. The sword was sharp, and the stroke fell like a lightning flash. The head of the wicked Medusa tumbled from her body!

"Admirably done!" cried Hermes. "Make haste, and put the head into your magic wallet."

To the astonishment of Perseus, the small, embroidered wallet instantly grew large enough to contain Medusa's head. As quick as thought, he snatched it up, with the snakes still writhing upon it, and thrust it in.

"Your task is done," said the calm voice of Athena. "Now fly! For the other Gorgons will do their utmost to take vengeance for Medusa's death."

Perseus flew directly to the island of Seriphos to carry Medusa's head to King Polydectes.

Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydectes was by no means happy to see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, "Have you performed your promise? Have you brought me the head of Medusa with the snaky locks?"

"Yes," answered Perseus with a casual tone. "I have brought you the Gorgon's head, snaky locks and all!"

"Indeed! Pray let me see it," cried King Polydectes. "It must be a very curious spectacle, if all that travelers tell about it be true!"

Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

"Show us the head! Show us the head of Medusa with the snaky locks!" shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. "O King Polydectes," cried he, "and ye many people, I am loath to show you the Gorgon's head!"

"Show me the Gorgon's head, or I will cut off your own!" proclaimed the king.

Perseus sighed and cried out in a voice like a trumpet, "Behold it then!"

SE p. 268,
paragraphs 1–10

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that she need no longer be afraid of the wicked King Polydectes.

Direct students to page 281 in their Student Books and repeat the process for paragraphs 42–67.

- Choose a different direction or question word. Try using *When* or *Determine*.
- Write the question or prompt on the page. Be prepared to provide answers orally.

Share Questions or Prompts

Have partners read their questions or prompts to each other and answer them orally, correcting each other if needed. Each pair shares with another pair, then those four share with four others if time permits. Have volunteers share their questions or prompts and responses with the class.

Passage Comprehension

Direct students to the questions on pages 282–284 in their Student Books. Now, we will respond to prompts about “The Gorgon’s Head” for more practice. Some of the prompts may be similar to the prompts you already responded to, which should make them easier to answer.

- Read each prompt. Identify and underline the direction word(s).
- Use the Critical Understandings chart on page 18 or the Critical Understandings posters to review the type of information required by each prompt.
- Locate the information you need to answer the question.
- Reread the section to retrieve exact information to use as text evidence. Use the direction word to formulate a response.

Critical Understandings posters

Lesson 5 | Reading

Passage Comprehension

Underline the direction word in each prompt. Then, respond to each prompt using a complete sentence. Provide line numbers for the text evidence.

1. Determine the reason Perseus accepts the king's request to bring him Medusa's head.
Perseus accepts the king's request to show his thanks for being rescued and for being able to live on the island.
Text Evidence: Lines 4–5
2. Analyze Hermes and Athena's decision to help Perseus.
Hermes and Athena helped Perseus because they liked helping young men who were bold and willing to follow their advice. The decision was good because Perseus was successful and the reward for Perseus was greater than he imagined.
Text Evidence: Lines 31–40
3. Assess Perseus's character based on his dealings with the Gray Sisters.
Perseus was an honorable and intelligent hero when dealing with the Gray Sisters. He listened to Hermes's advice and watched them carefully as they groped for their eye. He spoke to them respectfully, yet he was not deceived by their denial of knowledge. To prove he is a man of his word, he returned the eye once the sisters told him where to find the Nymphs.
Text Evidence: Lines 123–156

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Model

Read the first prompt aloud.

1. Determine the reason Perseus accepts the king's request to bring him Medusa's head.

What is the direction word? (determine) How do we respond to a prompt that asks us to determine? (find out; verify; or decide) If I change this to a question, it would be, Why does Perseus accept the king's request to bring him Medusa's head? Let's use part of the prompt as our sentence starter. Call on a student to help you write the sentence starter. Write the sentence starter on the board.

Perseus accepts the king's request _____.

Have students write the answer in their Student Books.

Next, we need to go into the text to find out why he accepted the king's request. Take a look at the introductory paragraph. What does the text tell us? (to show his thanks) Why would he feel the need to show thanks? (They have been living on the island since their rescue from a box set adrift on the sea.) Write the answer on the board and read it aloud.

Perseus accepts the king's request to show his thanks for being rescued and for being able to live on the island.

Guided Practice

Read the next prompt aloud.

2. Analyze Hermes and Athena's decision to help Perseus.

What is the direction word in this prompt? (analyze) How do we respond to a prompt that asks us to analyze? (evaluate and draw conclusions about the information) If I change this to a question, it would be, Why did Hermes and Athena help Perseus, and was it a good decision? Work with your partner to use part of the prompt as a sentence starter. Have a volunteer provide the sentence starter and write it on the board:

Hermes and Athena helped Perseus because _____.

The decision was _____ because _____.

Now, work with your partner to find the answer in the text. If students need help finding the answer, direct them to lines 31–40. After giving students time to formulate their responses, call on a student to help you finish the answer. Write the answer on the board and read it aloud.

Hermes and Athena helped Perseus because they liked helping young men who were bold and willing to follow their advice. The decision was good because Perseus was successful and the reward for Perseus was greater than he imagined.

Passage Comprehension (cont.) Answers will vary.

4. Evaluate Perseus's conclusion that Hermes possessed magical powers. Cite evidence to support your position.

Perseus believed that Hermes had magical powers because although Perseus was young and physically fit, he couldn't keep up with Hermes and this made him suspicious. Hermes confirmed that his shoes were magical when he responded to Perseus saying, "We must see about getting you a pair." When Hermes gave him his staff, Perseus noticed that "the stick seemed to be alive in his hands and to lend some of its life to Perseus."

Text Evidence: Lines 65–85

5. Evaluate the value of the gifts Perseus received from the Nymphs and decide if he could have succeeded without them. Provide reasons as well as cite evidence to support your position.

The gifts Perseus received from the Nymphs were critical to his success in killing Medusa. The winged sandals allowed him to travel swiftly: "the two companions flew onward, . . . they were flying over a great ocean." They also allowed him to get close to Medusa. "Perseus flew downward cautiously and lifted his sword." They also helped him to escape. Being invisible was critical for approaching the Gorgons and Medusa. The wallet expanded magically allowing him to place the head in it. "To the astonishment of Perseus, the small, embroidered wallet instantly grew large enough to contain Medusa's head."

Text Evidence: Lines 169–180, 182, 195, 235–248

Passage Comprehension (cont.)

6. Imagine what Perseus was feeling when he faced Medusa in battle and describe the emotions, citing evidence from the text where possible.

Perseus must have felt many different things when he faced Medusa. Appreciative of the advice from Hermes, he must have been relieved to understand the role the shield played in his success, which made him more confident. Athena's wise and soothing voice should have helped him act with courage. It must have been a terrible surprise when he saw Medusa open her eyes. He felt relief when his sharp sword cut her head off so quickly.

Text Evidence: Lines 225, 230–233, 236–240

7. Create an alternate ending to "The Gorgon's Head" in which Perseus and his mother still gain their freedom from the king.

Upon returning to the island, Perseus goes to find his mother. He leaves the magic wallet holding Medusa's head with the guards. He warns them not to look inside. The guards cannot resist and they look. They are immediately turned to stone. The king sends guards to find Perseus. The guards bring back the bag and pull out the head. Everyone in the room turns to stone. When Perseus returns with his mother, he finds the palace eerily quiet. He warns his mother to cover her eyes, and he uses his shield to guide him. He finds the stone king and his guards and returns Medusa's head to the wallet. The people of the island beg Perseus to remain as their king.

Independent Practice

Have students find and use text evidence to answer the remaining prompts independently.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Provide these alternative questions and sentence starters for those who need additional help.

3. What do we know about Perseus based on his dealings with the Three Gray Women?

*Perseus is _____ when dealing with the Gray Sisters.
He _____.*

4. Why does Perseus think Hermes has magical powers? How do you know?

Perseus believes that Hermes has magical powers because _____.

5. What is the value of the gifts Perseus received from the Nymphs? Could he have succeeded without them? What proof is in the text?

The gifts Perseus received from the Nymphs were _____.

6. How did Perseus feel when he faced Medusa?

Perseus must have felt _____.

7. How else could the story have ended?

Upon returning to the island, _____.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write one *Masterpiece Sentence* about Thor and one *Masterpiece Sentence* about Hercules. If possible, combine the sentences using a conjunction.
- Use the word *perceive* in a sentence.
- Write a mythological explanation for night. In other words, if you didn't know about the earth's rotation, how would you explain the change from light to darkness about every 12 hours?

Vocabulary

Objectives

- Sort words into categories.
- Define words using a category and one or more attributes.
- Use context to determine the meaning of words in text.
- Consult reference materials to clarify the precise meaning of words.
- Demonstrate an understanding of word analogies by completing written analogies.
- Identify various types of word analogies.
- Demonstrate understanding of words by relating them to their synonyms or antonyms.
- Identify connections between words and their uses.
- Use the relationship between particular words to better understand each word.

Define It

Direct students to page 285 in their Student Books.

We have learned that, to define words, we need to understand the words' categories and attributes. Categories are the broad groups to which words belong. Attributes are descriptors such as size, shape, color, texture, and function.

Model

Direct students to the third sentence in "The Gorgon's Head" and have them find the word *mission*.

We may not know what a *mission* is, but we can look at the context around the word to determine its category and attributes. The text says that the king sent Perseus to kill a monster

Lesson 6 | Vocabulary

Define It
Determine the category and attributes of each word. Then, write the definition.

| Word | Category | Attributes |
|---------|---------------|-------------------------|
| mission | = job or task | + often requires travel |

Definition: A mission is a job or task that often requires travel.

| Word | Category | Attributes |
|-------|-----------------|-----------------------------------|
| brisk | = pace or speed | + difficult to keep up with; fast |

Definition: Brisk is a pace that is fast and difficult to keep up with.

| Word | Category | Attributes |
|---------|----------|--|
| whisper | = sound | + barely able to hear; usually a human voice |

Definition: A whisper is a sound usually made by a human voice that is barely able to be heard.

| Word | Category | Attributes |
|------|----------|------------|
| | | |

Definition: _____

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and return with its head. Killing a monster was his specific job or task. That is the category.

Now, let's read the rest of the surrounding text and see if we can generate attributes or descriptors for a mission. Killing a monster sounds like a dangerous task. However, when the word *mission* is used in the text, it is described as dangerous. So, I don't think all missions are dangerous, otherwise they wouldn't have needed the adjective. Let's keep looking. Because the king hoped he would "never return," we know that means he had to leave. So a mission must require travel. That is an attribute. I didn't have to know anything about a mission; I just had to read closely. Now that I have my category and attributes, I can write a definition: *A mission is a job or task that often requires travel.*

Guided and Independent Practice

Dictionaries

Repeat the process for the second word, allowing students to provide the category, attributes, and definition for you. Then, have partners complete the activity. Explain that they may choose and define any unknown word from the passage for the last item. Have partners use a dictionary to verify their definitions and make corrections as needed.

Vocabulary Concept: Analogies

We have been working on different types of analogies in the past two units. We learned that analogies are logic problems based on two pairs of words that have the same relationship. What is an analogy? (a logic problem based on two pairs of words that have the same relationship)

Antonym and Synonym Analogies

We explored antonym analogies and synonym analogies. Words that are antonyms have what kind of meanings? (opposite meanings) Words that are synonyms have what kind of meanings? (similar meanings) Write the following analogies on the board:

dark : light :: hot : cold

blanket : quilt :: slacks : pants

Look at the two analogies on the board. Read the first analogy. What kind of analogy is this? (an antonym analogy) Correct, because both sets of words are antonyms. They have opposite meanings. Read the second analogy. What kind of analogy is this? (a synonym analogy) Yes, both pairs of words have similar meanings.

Part-to-Whole Analogies

Words can be related in different ways. Another way words are related is that they can give us more information about an object. It can name a part of an object or tell how something is used. Write the word *desk* on the board.

Look at my desk. One part of my desk is its legs. Write the word *book* on the board. One part of a book is its cover. So I could create an analogy that describes parts of things. Complete the analogy so it reads *leg : desk :: cover : book*.

This is a part-to-whole analogy. It's important to note the word order in an analogy. It would not be correct to say *desk* is to *leg* as *cover* is to *book*. Each word pair has to mirror the same word order or relationship. I could say *leg* is to *desk* as *cover* is to *book* because now both pairs start with the part and end with the whole. Think about computers and video game systems. Work with your partner to create a part-to-whole analogy. After sufficient time, have volunteers share their analogies.

Function Analogies

We can also create relationships between words by talking about their function or use. Write the word *pens* on the board. What do we use pens for? (to write) Write *pens : write* on the board. Correct, so we have the first part of an analogy based on the purpose or function of something.

Write *feet* on the board. What do we use our feet for? (to walk) Add *:: feet : walk* to complete the analogy on the board. Now, we can say *pens* are to *write* as *feet* are to *walk*.

Direct students to Part A on page 286 in their Student Books and read the instructions aloud.

Model

Listen as I read the first analogy. *Finger* is to *hand* as *leaf* is to *tree*. I have to ask myself what the relationship of *finger* to *hand* and *leaf* to *tree* is. Hands have fingers, and trees have leaves. I realize this is a part-to-whole analogy. Write the following sentence on the board:

*A finger is part of a hand,
and a leaf is part of a tree.*

Have students write the explanation in their Student Books.

Guided and Independent Practice

Read the remaining analogies and guide students in developing their explanations.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Lesson 6 | Vocabulary

Analogies
Part A
Read each analogy and determine the relationship between the pairs of words. Write a sentence that explains the relationship.

- finger : hand :: leaf : tree
A finger is part of a hand, and a leaf is part of a tree.
- glasses : see :: cane : walk
Glasses help you see, and a cane helps you walk.
- spend : save :: give : get
The opposite of spend is to save, and the opposite of give is to get.
- great : good :: strange : odd
If something is great it is good, and if something is strange it is odd.
- moan : whale :: chirp : bird
Whales communicate through moans, and birds communicate through chirps.

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Direct students to Part B on page 287 in their Student Books and read the instructions aloud. Have students choral read the words in the word bank.

Model

Listen as I read the first part of the analogy: *gloves are to hands*. I know gloves are something you wear on your hands, so this could be a function analogy. The next word is *socks*, so I am going to look for a word that tells what you do with socks. I think *feet* is my best choice because you wear socks on your feet. I'll put *feet* on the line. The analogy is, *Gloves are to hands as socks are to feet*. I need to check my analogy by explaining the relationship. *Gloves are worn on hands, and socks are worn on feet*. That makes sense, and my word order is consistent.

Guided Practice

Guide students in completion of the second analogy, asking students to help you determine the missing word and dictate an explanation sentence.

Independent Practice

Have students complete the remaining analogies independently. Review the answers as a class.

Lesson 6 | Vocabulary

Analogies (cont.)
Part B
Use the word bank to complete the analogies.

Word Bank

| | | | | |
|-----------|------|----------|------|------|
| movie | bus | necklace | soft | dog |
| transport | easy | axe | book | feet |

- gloves : hands :: socks : feet
- now : later :: easy : hard
- rap : music :: horror : movie
- ring : finger :: necklace : neck
- kitten : cat :: puppy : dog
- music : listen :: book : read
- rock : hard :: velvet : soft
- hammer : strike :: axe : cut
- shield : protect :: car : transport
- boat : river :: bus : pavement

Unit 12 287

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Grammar

Objectives

- Demonstrate an understanding of the modals *could*, *would*, and *should*.
- Listen to oral sentences and write them accurately.
- Follow multistep directions.
- Use modals in written sentences.
- Demonstrate an understanding of the conditional tense.
- Write sentences using the conditional tense.

Phrase Dictation: Modals

We've been working with helping verbs and learning how they enhance the meaning of the base, or main, verb. Helping verbs are sometimes used as a way to express time or tense. We've learned how to place events in the past, present, and future. One thing we haven't talked about is expressing the possibility that something "might" happen.

Write the following sentence on the board and read it aloud.

I will clean my room.

Look at the sentence on the board. What is the verb? (will clean) What tense is *will clean*? (future tense) This sentence is about something I plan to do in the future. However, there *might* be something that keeps me from doing it.

Write the following sentences on the board and read them aloud.

I know I should clean my room. I would clean it today, if I could open the door.

The words *should*, *would*, and *could* are being used. Notice that nothing is happening in the sentences. The first sentence with *should* is simply advice. I know that my room needs to be cleaned, so I should do it. The next word, *would*, shows that I have a desire to clean it. The remainder of the sentence uses the word *could*—which means something is possible. In this instance, it is being used to say that if it were possible to open the door, I would clean my room.

Write the following explanations on the board.

could = possibility

would = desire

should = advice

The differences are not huge, but they are there. When we speak, listen, and read, we need to pay attention to these subtle differences in meaning. Little clues sometimes make a big difference in the outcome of an event. As readers, we can anticipate where an author is going with greater certainty when we pay attention to all of the clues.

Model

Begin students with this starter: *If I take/took a trip to the beach, _____*. Then, have them complete the sentence using *could*, *would*, or *should*.

Example Sentences

- I could swim in the ocean.
- I should pack plenty of sunscreen.
- I would enjoy the sand and the sun.

Begin students with this starter: *If I get/got a puppy, _____*. Then, have them complete the sentence using *could*, *would*, or *should*.

Example Sentences

- I could take it on walks.
- I should feed it twice a day.
- I would love it so much.

Guided and Independent Practice

Direct students to page 288 in their Student Books. Read the instructions aloud and remind students of the procedure for sentence dictation, but explain that this time it will be different because you will only be telling them part of the sentence, and they will be completing the sentence on their own. Have students repeat the steps of the procedure.

Dictation Procedure

- Teacher reads the sentence starter.
- Students repeat the sentence starter.
- Students write the sentence starter and complete the sentence.
- Teacher reads the sentence starter a second time as students check their work.

Lesson 6 | Grammar

Sentence Dictation: Conditional Tense Answers will vary.

Listen to each sentence starter and repeat it. Write the sentence starter on the line, then complete the sentence using *could*, *would*, or *should*.

1. *If you do not clean your hands well, the germs could make you sick.*
2. *If I had time, I would spray the flowers with a fine mist.*
3. *If you want to get an A on your test, you should study the night before.*
4. *If I could travel to another place, I would go to Tahiti.*
5. *If you want to get there on time, you should leave by 9:00.*
6. *If you eat too much candy, you could get a stomachache.*
7. *If you want to get a cat, you should go to the animal shelter.*
8. *If he opens the door quickly, you could get knocked over.*
9. *If you work hard in school, you could get a scholarship.*
10. *If I were old enough to drive, I would get a fast car.*

Dictate the following sentence starters, and have students complete the sentences using *should*, *could*, or *would*.

1. If you do not clean your hands well, _____.
2. If I had time, _____.
3. If you want to get an A on your test, _____.
4. If I could travel to another place, _____.
5. If you want to get there on time, _____.
6. If you eat too much candy, _____.
7. If you want to get a cat, _____.
8. If he opens the door quickly, _____.
9. If you work hard in school, _____.
10. If I were old enough to drive, _____.

Have volunteers share their answers. Notice that the sentence in #10 starts “If I were . . .” This is called the subjunctive tense. You will learn about it later, but for now, just know that when verbs show something contrary to fact, the form of *to be* needs to be *were* rather than *was*. Thus, when you hear “If I were . . .,” you know that the speaker is not actually whatever is described (in this case, old enough to drive).

Sentence Structure and Conditional Tense

Let’s review what we have learned about modals and conditional tense. Write the words *could*, *should*, and *would* on the board. Ask students to tell you the implications of using each modal. (Answers need to include the following: *could* implies possibility, *would* implies intent, *should* implies advice or a directive.)

Unlike any other helping verbs we’ve worked with, these words don’t change based on the point of view—first, second, or third person. They are not changed in any way to fit into the sentence. If you think about the verb *be*, you will realize how this simplifies the use of these modals. Write *be* on the board along with the pronouns *I*, *you*, *he*, *we*, *they*.

Help me use the verb *be* with these pronouns, keeping it in the present tense. I (am), you (are), he (is), we (are), they (are). Nice job. You know that these would change again if we wanted to talk about something that has already happened, or the past tense.

While we've worked with these words and examined how they impact meaning, we really haven't focused on the structure of sentences written with words. We will start with the basic sentence structure that contains an *if* clause. By starting with the word *if*, the writer immediately lets you know that a *then* is coming. With the conditional tense, you start with the situation or condition and then you end with a specified action. Tell me if this is a complete thought or sentence: If you want to win the race. (no) It doesn't sound finished, does it? I need to finish the thought. Right now, I have a question still unanswered in my head: What do I have to do if I want to win the race? Listen and tell me if I now have a complete sentence: If you want to win the race, you should become familiar with the track. (yes) It is a complete thought. I now know what I need to do if I want to win the race. What is it recommended I do? (become more familiar with the track) Yes, so we need two parts, or elements, to a sentence written in the conditional tense.

Direct students to Part A on page 289 in their Student Books and read the instructions. Let's take a look at these sentences. The *if* phrase contains a subject noun and a verb, but it cannot stand alone. The word *if* is a signal that this group of words is dependent on other words to make it complete.

Model

Follow along as I read the first sentence. Read the first sentence.

What is the *if* part of the sentence? (if you had made your bed) Right, underline that part of the sentence once. Is it a complete thought? (no) It leaves me with the question: what could/would/should happen if I had made my bed? How is the question answered? (you could go to the park) Yes, I could go to the park if I had made my bed. Is *you could go to the park* a complete thought? Yes, it is. Even though I don't know what would make it possible, it can stand alone. Underline that part of the sentence twice.

The last thing I want to point out in this type of sentence is the need for a comma. Find the comma in the sentence and circle it. You need a comma to separate the *if* statement from the rest of the sentence. Remember, a comma signals us to pause, and it helps us separate the introductory part of the sentence from the rest of the sentence. Complete the process with the remaining sentences.

Direct students to Part B. Now, we will use information to practice writing this type of sentence. Listen to this sentence: *We cannot go to the park because you did not finish your chores.*

Lesson 6 | Grammar

Sentence Structure and Conditional Tense

Part A

Read the following sentences and underline the *if* statement once and the remainder of the sentence twice. Circle the comma.

- If you had made your bed, you could go to the park.
- If you wanted to have some extra money, you should have cut the grass yesterday.
- If you practiced free throws every day, you would score more points during the game.

Part B

Turn each one of the following sentences into a conditional sentence.

Example: We cannot go to the park because you did not finish your chores.
If you had finished your chores, we could go to the park.

- Our class will not win the contest because we didn't read enough books.
If our class had read more books, we would have won the contest.
- Too many students were talking, so we did not finish the lesson in class.
If students had not been talking so much, we could have finished the lesson in class.
- You must not have wanted to make the team because you were not at tryouts.
If you wanted to make the team, you should have been at tryouts.
- Not many people were at the party, so the hosts will not have it next year.
If more people had come to the party, the hosts would have it again next year.
- People were making too much noise in the hall because they were not aware of the testing.
If the people had been aware of the testing, they would not have made so much noise.

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What were you supposed to do, but didn't? (finish my chores) Right, and what would have happened had you finished your chores? (we could go to the park) Yes, we can use the information in this sentence to write a sentence that states the condition, or is in the conditional tense. The *if* statement tells what you were supposed to do: *If you had finished your chores*. Then we place a comma and tell what could/would/should have happened. In this sentence, what would have been the outcome? (we could go to the park)

Guided Practice

Complete the first two sentences with students, asking questions to guide them in constructing the new sentences.

Independent Practice

Have students work with their partner to complete the remaining sentences. When they have completed the sentences, check responses as a class to ensure understanding.



Assign online practice. Be sure to select the correct class from the drop-down menu.

Note: Base the number of modeled and guided examples on student ability and progress. Challenge students with independent practice when appropriate.

Writing

Objectives

- Write sentences using a variety of adjectives to add interest.
- Strengthen sentences by choosing language that expresses ideas precisely.
- Order consecutive adjectives correctly.

Masterpiece Sentences

Direct students to page 290 in their Student Books. Today, you will work on Step 4: Paint the Subject using a variety of adjectives. You will need to pay special attention to the order of your chosen adjectives. After answering the painter questions, write your final sentences on the lines. Have students share their final sentences with the class.

Masterpiece Sentences poster

Lesson 6 | Writing

Masterpiece Sentences: Paint the Subject

Answer the subject painter questions to expand each sentence. Write your final sentence on the line and use the Royal Order of Adjectives chart to make sure the adjectives are in the right order. Answers will vary.

- The **shield** protected Perseus.
 - Which one? that was a gift from Hermes
 - What kind? sparkling
 - What kind? golden

Final sentence: The sparkling golden shield that was a gift from Hermes protected Perseus.
- The **sisters** argued loudly.
 - What kind? blind
 - What kind? ancient
 - How many? three
 - Which ones? who shared an eye

Final sentence: The three ancient blind sisters who shared an eye argued loudly.
- The **stranger** helped Perseus.
 - What kind? kind
 - What kind? mysterious
 - Which one? with magical powers

Final sentence: The kind, mysterious stranger with magical powers helped Perseus.

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences in conditional tense about Perseus, Medusa, and Hermes.
- Write a sentence describing Athena using at least three adjectives. Remember the royal order.
- If you could have a “super power,” what would it be and why?

Reading

Objectives

- Review key passage vocabulary.
- Read with purpose and understanding.
- Identify and explain explicit details from text.
- Identify the purpose of interjections in writing.
- Identify idioms in text.
- Identify characters, setting, and basic plot elements in a narrative.
- Describe the plot development of a story and how it affects characters.
- Determine the theme of a mythological tale and how it develops over time.

Close Reading of “The Gorgon’s Head”

Today, we’re going to reread “The Gorgon’s Head.” We will pay close attention to how the author develops the plot or story. We will note how the characters are introduced and how they contribute to the story.

Good writers use characters to help develop their plot or story line. They use dialogue and descriptors to make the characters believable. As you read, pay attention to the details shared by authors because these details provide clues about how the story will develop.

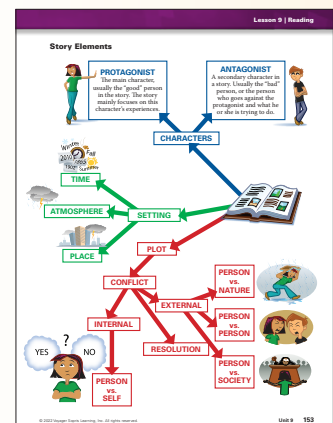
As we read today, we will mark places in the text that illustrate the story elements. This will include setting, characters, and events that contribute to the development of the plot.

Direct students to the Story Elements chart on page 153 in their Student Books. Review the story elements.

The major elements of this chart are setting, characters, and plot. Under the plot, notice we have a conflict and a resolution. Every story needs a problem, something that prompts the characters into action in an attempt to solve the problem. In some stories, the characters never really solve their problem, but in “The Gorgon’s Head,” Perseus succeeds in accomplishing a very dangerous mission.

Direct students to page 291 in their Student books. Have students get out a colored pencil or highlighter. Listen and mark each bold vocabulary word as I read it aloud. I will pause after

Highlighters or
colored pencils



every word to give you time to process whether you know the word and its meaning. We will review your ratings from Lesson 1 after we finish.

- **image**—*Image* means “the form or appearance of someone or something.” Say *image*. (image) Perseus saw Medusa’s *image* reflected in his shield.
- **undertake**—*Undertake* means “to attempt or take on a task.” Say *undertake*. (undertake) If Perseus had not made the decision to *undertake* the mission, he and his mom would have likely been treated poorly by the king for many more years.
- **intelligent**—Someone who is *intelligent* is smart or reflects good judgment or sound thought. Say *intelligent*. (intelligent) Perseus made the *intelligent* decision to follow Hermes’s advice.
- **proceed**—*Proceed* means “to begin and carry on an action or movement.” Say *proceed*. (proceed) With Hermes’s help, Perseus agreed to *proceed* with the dangerous mission, though he was clearly scared.
- **recover**—*Recover* means “to get back something lost or to regain.” Say *recover*. (recover) The Three Gray Women were able to *recover* their stolen eye.
- **invisible**—*Invisible* means “impossible to see or not visible.” Say *invisible*. (invisible) The *invisible* Athena flew beside Perseus without being noticed.
- **perceive**—*Perceive* means “to become aware of through sight or observation.” Say *perceive*. (perceive) Though she was invisible, Perseus was able to *perceive* Athena’s presence because of a sound.
- **enormous**—If something is *enormous*, it is very great in size or amount. Say *enormous*. (enormous) The Gorgons were *enormous*, though they appeared to be small from the sky above.

Talk with your partners about any vocabulary word that is still confusing for you to read or understand. Share your ratings from Lesson 1. Were you honest about your word knowledge? Now is the time to do something about it!

Now, you will reread the text “The Gorgon’s Head” one section at a time. After each section, you will monitor your understanding by circling the check mark or the question mark. I will provide specific instructions on how to mark the text that will help you with your comprehension and writing.

Note: Because this is the final unit and students should have mastered the concepts in the Close Reading, line numbers have been omitted intentionally. If you feel your students cannot handle the task of highlighting important information without line numbers, please provide them for students.

Close Reading

Read the text and complete the tasks.

The Gorgon's Head

✓ After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman's brother was the evil king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king. Hoping that Perseus would never return, 5 the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.

✓ Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took 10 his shield and his sword, and crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

"Perseus," said the voice, "why are you sad?"

He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably shrewd-looking young man. He had on a 15 strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

"I am not so very sad," said he, "only thoughtful about an adventure that I have undertaken."

Close Reading (cont.)

✓ "Oho!" answered the stranger. "I have helped a good many young men 20 through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter over, and see what can be done."

After hearing Perseus's story, Hermes exclaimed, "I am the very person to 25 help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure."

"Your sister?" repeated Perseus.

"Yes, my sister Athena," said the stranger. "She is very wise. I promise you; and as for myself, I generally have all my wits about me. If you show 30 yourself bold and cautious, and follow our advice, you need not fear being turned into a stone image. First of all, you must polish your shield until it shines like a mirror."

✓ Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest 35 time. Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

"No sword but mine will answer your purpose," he stated. "The blade will cut through iron and brass as easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find 40 the Nymphs."

✓ "The Three Gray Women!" cried Perseus, "Pray who may the Three Gray Women be?"

"They are three very strange old ladies," said Hermes, laughing. "They have but one eye among them, and only one tooth. Moreover, you must 45 find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or the moon."

He added, "There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away."

Focus on the text and listen to each section as it is read to you. Use your pencil eraser to follow along. Let's read the introductory paragraph, lines 1–6. Read the paragraph.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

The Gorgon's Head

After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman's brother was the evil king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king. Hoping that Perseus would never return, the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the characters referenced in this paragraph. (Perseus, Danae, kind fisherman, king)

- Mark the setting. (Seriphos)
- This paragraph is an introduction. It gives you the background plot information necessary to pick the story up in the middle. The plot of a story is the series of events. Underline the two main events that put Perseus in contact with the evil king. (set adrift; rescued by a kind fisherman)
- Mark Perseus's mission given to him by the king. (slay the terrible Gorgon)
- Mark the king's hope. (Perseus would never return.) Think about what that means. Did the king think it was possible to kill Medusa? (no)

Let's read the next section. Read the section.

Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took his shield and his sword, and crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

"Perseus," said the voice, "why are you sad?"

He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably shrewd-looking young man. He had on a strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

"I am not so very sad," said he, "only thoughtful about an adventure that I have undertaken."

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark why Perseus did not tell his mother good-bye. (knowing he had undertaken a dangerous task)
- Mark how you know Perseus was sad, despite his response. (wiped his eyes)

Let's read the next section. Read the section.

“Oho!” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter over, and see what can be done.”

After hearing Perseus's story, Hermes exclaimed, “I am the very person to help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure.”

“Your sister?” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise, I promise you; and as for myself, I generally have all my wits about me. If you show yourself bold and cautious, and follow our advice, you need not fear being turned into a stone image. First of all, you must polish your shield until it shines like a mirror.”

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Look at the first word of the section. This is an interjection. Interjections express emotion but aren't necessary to understand what is going on. What emotion do you think he is trying to express? (disbelief; confidence)

Expanding Instruction:

Interjections can be found in many different types of texts. In order to foster the use of interjections in student writing, it is important to point them out during text reading so students can “feel” the emotion and impact of the use of these words. Other interjections to be on the lookout for: *huh, wow, darn, gee, goodness, hey, yikes, please, ouch, oops.*

- Mark the names of the new characters. (Hermes, Athena)
- Mark character traits of Athena. (She is very wise)
- Mark character traits of Hermes. (I generally have all my wits about me)
- Mark what is required of Perseus to keep himself from becoming stone. (show yourself bold and cautious, follow our advice)
- Mark his first task. (polish your shield)
- Mark the simile that describes how the polished shield should look. (like a mirror)
- In the margin, write the plot development that has changed the course of Perseus's adventure. (Perseus joins forces with Hermes and Athena.)

Let's read the next section. Read the section.

Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest time. Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

“No sword but mine will answer your purpose,” he stated. “The blade will cut through iron and brass as easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find the Nymphs.”

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the simile that describes the brightness of the shield. (shone like the moon at harvest time)
- Mark how you know Hermes is pleased with Perseus's work. (Hermes looked at it with a smile)
- Mark how you know his sword is sharp. (cut through iron and brass as easily as through the slenderest twig)
- Mark the next thing they must do. (find the Three Gray Women)
- Mark what they hope to learn from the Three Gray Women. (where to find the Nymphs)

Let's read the next section. Read the section.

“The Three Gray Women!” cried Perseus, “Pray who may the Three Gray Women be?”

“They are three very strange old ladies,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or the moon.”

He added, “There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away.”

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark what is unusual about the Three Gray Women. (have but one eye, one tooth, never show themselves by the light of the sun or the moon)
- Mark why Perseus can't go straight to the Gorgons. (There are other things to be done)

Let's read the next section. Read the section.

They set out and walked at a brisk pace; so brisk, indeed, that Perseus found it rather difficult to keep up with his nimble friend Hermes. To say the truth, he had a suspicion that Hermes had a pair of wings on his cap along with wings on his shoes! When he looked straight at Hermes, he only saw an odd kind of cap. The twisted staff was evidently a great convenience to Hermes. It enabled him to **proceed** so fast that Perseus, though a remarkably fit young man, began to feel out of breath.

"Here!" cried Hermes, at last, "take you the staff, for you need it a great deal more than I. Are there no better walkers than you in the island of Seriphos?"

"I could walk pretty well," said Perseus, glancing slyly at his companion's feet, "if only I had a pair of winged shoes."

"We must see about getting you a pair," answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some of its life to Perseus.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the evidence that proves they were moving too fast for Perseus. (difficult to keep up; out of breath)
- Mark the attributes of Hermes that enabled him to move so quickly. (pair of winged shoes, wings on the side of his head, staff)
- Mark the description of Perseus. (remarkably fit; young)
- Mark the way Perseus looked at Hermes's feet. (slyly)
- Mark words that describe the power of the staff. (alive in his hand, and to lend some of its life)

Close Reading (cont.)

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The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some of its life to Perseus.

65 They walked and talked until twilight. Suddenly Hermes whispered, "This is just the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but a single eye among the three, it is as sharp-sighted as a half dozen common eyes."

"But what must I do," asked Perseus, "when we meet them?"

70 Hermes explained to Perseus how the Three Gray Women managed with their one eye. They were in the habit of changing it from one to another, as if it were a pair of spectacles. At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink. That was when Perseus was to act.

75 As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but the empty socket of an eye, in the middle of their foreheads. In the middle of the third sister's forehead, there was a very large, bright, and piercing eye, which sparkled

80 like a great diamond.

Close Reading (cont.)

85 "Sister! Sister Scarecrow!" cried one, "you have had the eye long enough. It is my turn now!"

"Let me keep it a moment longer, Sister Nightmare," answered Scarecrow. "I thought I had a glimpse of something behind that thick bush."

85 The other two sisters, Nightmare and Shakejoint, began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

"Take it, one of you," she cried, "and quit this foolish quarrelling. For my part, I shall be glad of a little thick darkness. Take it quickly, or I will clap it

90 into my own head again!"

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

95 "My good ladies," said he, "pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!"

The sisters were terribly frightened. "Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our eye!"

100 Following Hermes's advice, Perseus said patiently, "My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you tell me where to find the Nymphs."

"Goodness, we know nothing at all about them," screamed Scarecrow. "We

105 are three unfortunate old souls that go wandering about in the dusk."

All this while the Three Gray Women were groping with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

Let's read the next section. Read the section.

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- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.

- Mark the word that indicates Hermes didn't want to be noticed. (whispered)
- Mark what the women do with the eye. (changing it from one to another)
- Mark the proof that they can see very well with their eye. (as sharp-sighted as a half dozen common eyes)
- Mark the line that tells when Perseus should grab the eye. (At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink.)
- Mark what Perseus spotted through the dusk of the evening. (the Three Gray Women)

Let's read the next section. Read the section.

"Sister! Sister Scarecrow!" cried one, "you have had the eye long enough. It is my turn now!"

"Let me keep it a moment longer, Sister Nightmare," answered Scarecrow. "I thought I had a glimpse of something behind that thick bush."

The other two sisters, Nightmare and Shakejoint, began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

"Take it, one of you," she cried, "and quit this foolish quarrelling. For my part, I shall be glad of a little thick darkness. Take it quickly, or I will clap it into my own head again!"

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the evidence that Scarecrow may have known Perseus was near. (I thought I had a glimpse of something behind that thick bush.)
- Mark the evidence that proves Scarecrow was right about something hiding in the bushes. (Perseus leaped from behind the bushes)
- Mark the five words that mean fight or fighting that explain what the sisters often do. (argue, dispute, quarrelling, scolding, quarrel)
- Mark the reciprocal pronouns in the last paragraph used to indicate that all three women were acting in the same way toward the other. (each other)
- Mark the names of the sisters. (Scarecrow, Nightmare, Shakejoint)
- Mark what the sisters did, unaware that Perseus had their eye. (began their quarrel anew)

Let's read the next section. Read the section.

“My good ladies,” said he, “pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!”

The sisters were terribly frightened. “Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our eye!”

Following Hermes's advice, Perseus said patiently, “My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you tell me where to find the Nymphs.”

“Goodness, we know nothing at all about them,” screamed Scarecrow. “We are three unfortunate old souls that go wandering about in the dusk.”

All this while the Three Gray Women were groping with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the subject pronouns in line 95. Above them, write who they are referring to. (he, I; Perseus)
- In the same paragraph, mark the reciprocal pronouns used by Perseus to explain that he does not want any of the ladies to show anger toward another lady. (one another)
- Mark an assumption that the sisters made. (You have two of your own!)
- Mark evidence that Perseus is attempting to flatter the ladies. (honor, dear, good, admirable)
- Mark what Perseus wants in exchange for the eye. (where to find the Nymphs)
- Mark how Perseus describes the eye. (very brilliant and excellent eye)
- Mark the lie that the sisters told. (we know nothing at all about them)
- Mark how Scarecrow describes herself and her sisters. (three unfortunate old souls that go wandering about in the dusk)

Close Reading (cont.)

✓ "My respectable dames," said he, "I shall keep the eye until you tell me
7:110 where to find the Nymphs."

Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads. He thanked them for their kindness, and bade
115 them farewell.

✓ Hermes and Perseus went on their way. The old dames had given them
7: such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the
120 sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer skin, and curiously embroidered.
125 They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

"Put them on, Perseus," said Hermes. "You will find yourself as light as a feather for the remainder of our journey."

Then the Nymphs gave Perseus the helmet of invisibility. When he placed
130 the helmet on his head, Perseus instantly disappeared! Even the helmet, which covered him with its invisibility, had vanished!

Close Reading (cont.)

✓ Perseus and Hermes headed off to find the Gorgons. As the two
7: companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes
135 was visible.

"Whose garment keeps rustling close beside us in the breeze?" inquired Perseus.

"Oh, it is my sister's!" answered Hermes. "Athena is coming along with us, as I told you she would. We could do nothing without the help of my sister.
140 You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I'll venture to say, she will be the first to discover the Gorgons."

✓ As they were flying over a great ocean, a voice spoke in the air close by
7: Perseus. It seemed to be a woman's voice, melodious, but not sweet. It was
145 grave and mild.

"Perseus," said Athena, "there are the Gorgons."

"Where?" exclaimed Perseus. "I cannot see them."

"On the shore of that island beneath you," replied the voice. "A pebble, dropped from your hand, would strike in the midst of them."

150 "I told you she would be the first to discover them," commented Hermes, "and there they are!"

Straight downward, two or three thousand feet below him, Perseus
perceived a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed by the
155 thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would emit a drowsy hiss, and then fall back asleep.

Let's read the next section. Read the section.

"My respectable dames," said he, "I shall keep the eye until you tell me where to find the Nymphs."

Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads. He thanked them for their kindness, and bade them farewell.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Go to line 113. Mark the pronoun and write the noun that it is replacing above it. (it; the eye)
- Mark the synonym for *empty*. (vacant)
- Mark the phrase that means the same as "said good-bye." (bade them farewell)
- Mark how Perseus showed he was a man of his word. (immediately; clapped it into the vacant socket)
- Consider the happenings in the recent sections. What major plot development has occurred? (Perseus got directions to the Nymphs from the Three Gray Women.)

Let's read the next section. Read the section.

Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer skin, and curiously embroidered. They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You will find yourself as light as a feather for the remainder of our journey.”

Then the Nymphs gave Perseus the helmet of invisibility. When he placed the helmet on his head, Perseus instantly disappeared! Even the helmet, which covered him with its invisibility, had vanished!

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark who Hermes and Perseus found. (the Nymphs)
- Mark the details that create the image of the three Nymphs. (young and beautiful, two exceedingly bright eyes, looked very kindly at Perseus)
- Mark the evidence that they knew Hermes. (They seemed to be acquainted with Hermes.)
- Mark the evidence that they were eager to help Perseus complete his mission. (they did not hesitate to give him what he needed)
- Mark the three items Perseus received from the Nymphs. (small purse, pair of slippers with a nice little pair of wings at the heel of each, helmet of invisibility) This is a major plot development because Perseus now has the tools necessary to defeat the Gorgon.
- Mark the synonyms in lines 130 and 131. (disappeared; vanished)

Let's read the next section. Read the section.

Perseus and Hermes headed off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes was visible.

“Whose garment keeps rustling close beside us in the breeze?” inquired Perseus.

“Oh, it is my sister’s!” answered Hermes. “Athena is coming along with us, as I told you she would. We could do nothing without the help of my sister. You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I’ll venture to say, she will be the first to discover the Gorgons.”

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark how Perseus knew someone was flying next to him besides Hermes. (thought he could hear the rustle of a garment close by)
- Mark the proof in lines 134 and 135 that Athena is invisible. (yet only Hermes was visible)
- In line 138, mark the interjection that isn’t necessary to the sentence. (Oh)
- Mark how Hermes describes his sister. (how wise she is, has such eyes)
- Mark why Athena will be the first to discover the Gorgons. (she can see you, at this moment, just as distinctly as if you were not invisible)

Let's read the next section. Read the section.

As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman's voice, melodious, but not sweet. It was grave and mild.

"Perseus," said Athena, "there are the Gorgons."

"Where?" exclaimed Perseus. "I cannot see them."

"On the shore of that island beneath you," replied the voice. "A pebble, dropped from your hand, would strike in the midst of them."

"I told you she would be the first to discover them," commented Hermes, "and there they are!"

Straight downward, two or three thousand feet below him, Perseus **perceived** a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed by the thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would emit a drowsy hiss, and then fall back asleep.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the words that describe Athena's voice. (melodious; not sweet; grave and mild)
- Mark the proof that Athena has superior vision. (I cannot see them.)
- Go to line 153. Mark the word that means "became aware of." (perceived) *Perceived* is similar to the words *saw* or *knew*, but it lies somewhere in between. There is an added layer of meaning to this word. The use of this word implies that one saw something that made him realize a truth that others already know.
- Mark where they found the Gorgons. (a small island, sea breaking into white foam all around its rocky shore)
- Mark the words and phrases that paint an image of the Gorgons. (steely scales, golden wings, brazen claws, snakes that served as hair, emit a drowsy hiss)

Let's read the next section. Read the section.

Luckily for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image in senseless stone.

“Now,” whispered Hermes, as he hovered by the side of Perseus, “now is your time to do the deed! Be quick; for, if one of the Gorgons should awake, you are too late!”

“Which one is Medusa?” asked Perseus.

Athena replied in a calm voice, “The Gorgon that is stirring in her sleep is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield.”

Perseus now understood Hermes's motive for telling him to polish his shield. In its surface he could safely look at the reflection of the Gorgon's face. The snakes twisted themselves into tumultuous knots, without opening their eyes.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the part of the Gorgons that Perseus could not look at. (faces)
- Mark what would have happened to Perseus had he looked at one of the Gorgon's faces. (fallen heavily out of the air, his image in senseless stone)
- Go to line 170. Mark the synonym for reason. (motive)
- Mark how Perseus used his shield. (in its surface he could safely look at the reflection of the Gorgon's face)
- Mark how the snakes are described. (twisted themselves into tumultuous knots, without opening their eyes)

Close Reading (cont.)

✓ 160 Luckily for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image in senseless stone.

165 "Now," whispered Hermes, as he hovered by the side of Perseus, "now is your time to do the deed! Be quick; for, if one of the Gorgons should awake, you are too late!"

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Athena replied in a calm voice, "The Gorgon that is stirring in her sleep is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield."

170 Perseus now understood Hermes's motive for telling him to polish his shield. In its surface he could safely look at the reflection of the Gorgon's face. The snakes twisted themselves into tumulous knots, without opening their eyes.

✓ 175 Perseus flew downward cautiously and lifted his sword. At that very instant, each separate snake upon the Gorgon's head stretched threateningly upward, and Medusa opened her eyes! She awoke too late. The sword was sharp, and the stroke fell like a lightning flash. The head of the wicked Medusa tumbled from her body!

180 "Admirably done!" cried Hermes. "Make haste, and put the head into your magic wallet."

To the astonishment of Perseus, the small, embroidered wallet instantly grew large enough to contain Medusa's head. As quick as thought, he snatched it up, with the snakes still writhing upon it, and thrust it in.

"Your task is done," said the calm voice of Athena. "Now fly! For the other Gorgons will do their utmost to take vengeance for Medusa's death."

Close Reading (cont.)

✓ Perseus flew directly to the island of Seriphos to carry Medusa's head to King Polydectes.

190 Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydectes was by no means happy to see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, "Have you performed your promise? Have you brought me the head of Medusa with the snaky locks?"

"Yes," answered Perseus with a casual tone. "I have brought you the Gorgon's head, snaky locks and all!"

"Indeed! Pray let me see it," cried King Polydectes. "It must be a very curious spectacle, if all that travelers tell about it be true!"

✓ Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

200 "Show us the head! Show us the head of Medusa with the snaky locks!" shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. "O King Polydectes," cried he, "and ye many people, I am loath to show you the Gorgon's head!"

205 "Show me the Gorgon's head, or I will cut off your own!" proclaimed the king.

Perseus sighed and cried out in a voice like a trumpet, "Behold it then!"

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that she need no longer be afraid of the wicked King Polydectes.

Let's read the next section. Read the section.

Perseus flew downward cautiously and lifted his sword. At that very instant, each separate snake upon the Gorgon's head stretched threateningly upward, and Medusa opened her eyes! She awoke too late. The sword was sharp, and the stroke fell like a lightning flash. The head of the wicked Medusa tumbled from her body!

"Admirably done!" cried Hermes. "Make haste, and put the head into your magic wallet."

To the astonishment of Perseus, the small, embroidered wallet instantly grew large enough to contain Medusa's head. As quick as thought, he snatched it up, with the snakes still writhing upon it, and thrust it in.

"Your task is done," said the calm voice of Athena. "Now fly! For the other Gorgons will do their utmost to take vengeance for Medusa's death."

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark what happened as Perseus lifted his sword. (each separate snake upon the Gorgon's head stretched threateningly upward, and Medusa opened her eyes!)
- Mark the simile that describes the quickness of the sword. (fell like a lightning flash)

- Mark how you know that Perseus is surprised by the size of the wallet. (to the astonishment of Perseus)
- Mark the simile that describes how quickly Perseus picks up Medusa's head. (as quick as thought)
- Mark why Perseus was still in danger. (the other Gorgons will do their utmost to take vengeance for Medusa's death.)
- All the events have now come together. As readers, we understand why everything happened. Each event and gift given to Perseus was important to this moment. Killing Medusa was the climax, or high point, of this story. However, as readers, we understand that something else must happen. We know Perseus must return the head to the king. The conclusion of the story is yet to come.

Let's read the next section. Read the section.

Perseus flew directly to the island of Seriphos to carry Medusa's head to King Polydectes.

Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydectes was by no means happy to see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, "Have you performed your promise? Have you brought me the head of Medusa with the snaky locks?"

"Yes," answered Perseus with a casual tone. "I have brought you the Gorgon's head, snaky locks and all!"

"Indeed! Pray let me see it," cried King Polydectes. "It must be a very curious spectacle, if all that travelers tell about it be true!"

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark where Perseus goes. (to the island of Seriphos)
- Mark the true purpose the king sent Perseus on the mission. (Perseus would be killed)
- Mark how you know the king is not an honorable man. (by no means happy to see him; felt certain, in his own evil mind, that Perseus would be killed by the Gorgons)
- Mark the descriptors for the Gorgon's head. (snaky locks and all, a very curious spectacle)
- Mark the interjection that is unnecessary but alerts the reader of the feeling of entitlement expressed by the king. (Indeed!)

Let's read the last section. Read the section.

Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

"Show us the head! Show us the head of Medusa with the snaky locks!" shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. "O King Polydectes," cried he, "and ye many people, I am loath to show you the Gorgon's head!"

"Show me the Gorgon's head, or I will cut off your own!" proclaimed the king.

Perseus sighed and cried out in a voice like a trumpet, "Behold it then!"

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that she need no longer be afraid of the wicked King Polydectes.

- Circle the check mark or question mark for this section. Draw a question mark over words or phrases that confuse you.
- Mark the evidence that Perseus knows what will happen and feels bad about it. (A feeling of sorrow and pity; I am loath to show you the Gorgon's head)
- Mark the interjection in his statement that shows he is woeful. (O)
- Mark why Perseus's mother need no longer be afraid. (the king and all of his subjects were turned into stone) This is the final piece of the plot, or the conclusion.

Have partners compare text markings and correct any errors. Then, as a class, sequence the plot on the board from being set adrift to King Polydectes turning to stone. Include the rescue, the partnering with Hermes and Athena, the meeting of the Three Gray Women, the gift of the Nymphs, the help of Athena, and the killing of Medusa. Be sure students identify the lesson or moral and the key details that help get the message across.

Story Elements and Plot Development

Discuss story elements with students, then lead them in completing the plot analysis map for “The Gorgon’s Head.”

Setting: Time and place of story

Characters: People, animals, or things that interact in the story

Initiating Event: Problem that starts the story

Conflict: Plot or sequence of events

Climax: Turning point

Resolution: The solution to the problem

Conclusion: The situation at story’s end

Direct students to page 299 in their Student Books and read the instructions aloud. Have partners use key details from the Close Reading to describe the characters, setting, and major events. Have them explain how Perseus reacts to each new event in the plot sequence.

When finished, have individuals complete the plot map. Assist students as needed.

Let’s talk about the characters in the story. How are the Three Gray Women different in their approach to Perseus from the Nymphs? (The Three Gray Women were bitter and unwilling to help Hermes, whereas the Nymphs were kind and extremely helpful.) The introduction of each character propels the action in the story. Explain how the action is propelled by Hermes, the Three Gray Women, the Nymphs, and Athena. (When Hermes is introduced to the story, the quest officially begins.

Prior to that, Perseus wasn’t moving because he was unsure how to begin. The Three Gray Women propel the action by giving Perseus the means to get to the Nymphs. The introduction of the Nymphs not only puts Perseus closer to the Gorgons, but also outfits Perseus with all the necessary items to defeat Medusa. Athena’s introduction brings the gift of vision to Perseus. Because he encountered her, he is able to find the Gorgons without getting close enough to see them.)

What happens to Perseus after he invites the king’s subjects to see the head? (he feels guilty; remorseful) How does the character of the king bring about a bitter end? (Because the king is so mean, Perseus has no choice but to show him the head, even though he knows it will turn him to stone.)

Lesson 7 | Reading

Plot Analysis

Refer to the Close Reading to complete the plot map.

Story Title: The Gorgon’s Head

Setting:
Seriphos, the woods, the island where the Gorgons lived

Characters:
Perseus, Danae, King Polydectes, Hermes, Athena, Three Gray Women, Nymphs, Medusa

Problem (rising action):
 King Polydectes sends Perseus to kill Medusa and bring back her head.
 Perseus leaves the island to begin his journey.
 is helped by Hermes and Athena
 meet the Three Gray Women
 find Nymphs, get helmet, sandals, wallet
 find Gorgon’s island

Resolution (falling action):
 Perseus and his mom no longer need to be afraid of the king.
 Perseus kills Medusa and puts her head in the wallet.

Climax!
Perseus kills Medusa and puts her head in the wallet.

Resolution
King is turned to stone in retribution for cruelty toward Perseus and his mom.

Conclusion
Perseus and his mom no longer need to be afraid of the king.

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There are lessons to be learned in this story. The lesson of a story can also be called the theme. The theme is what the reader learns from reading the text. In a fairy tale or a myth, this is sometimes called the moral of the story. The lesson should be global and applicable to other situations, not just this one. Themes are universal and repeated throughout literature. Often, one piece of literature can have multiple themes.

So, let's briefly talk about the story in order to figure out what lessons can be learned.

First of all, we know that the king was evil. Perseus probably wanted to do something mean to the king, but instead went on an impossible mission, believing he would never survive. What do you think Hermes and Athena taught Perseus? (to rely on others; accept help) This is definitely a theme of the story. However, as the story progresses, the theme changes. When Perseus defeats Medusa, does he use his strength or his wisdom? (wisdom) That is another theme of the story—wisdom is more powerful than strength. Finally, there is a lesson to be learned by the actions of the king. What is the lesson to be learned at the end of the story? (listen to the advice of others; be careful what you wish for)

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Use the word *brisk* in a sentence.
- If you were a god or goddess, what part of nature would you want to control?
- Complete the analogies.
 thorns : roses :: bark : _____
 car : window :: tiger : _____

Reading

Objectives

- Read an informational text.
- Compare and contrast two or more characters.
- Determine the meanings of proverbs.
- Cite textual evidence in support of opinions.
- Determine the theme of a summarized mythological tale.
- Compare themes of two summarized mythological tales.
- Analyze the connection between a mythological tale and a biblical tale.
- Write opinion pieces in which a point of view is well supported.

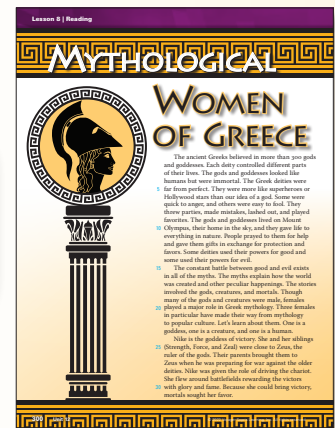
Secondary Text: “Mythological Women of Greece”

Direct students to pages 300 and 301 in their Student Books, or have them tear out the extra copy of “Mythological Women of Greece” from the back of their books.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.

To gain a better understanding of Greek mythology and deepen your knowledge of mythological characters, we have a second text selection for this unit. With the exception of Athena, all of the characters you have met through the text readings have been male. This text explores the role of women in Greek mythology. You will read about three different kinds of mythological characters: goddesses, creatures, and humans.

To ensure engagement, let’s get ready to read. You know what that means. It means focus and pencils on text. It also means to constantly question your understanding of the text as it is being read. Remember to monitor your comprehension through this type of questioning. Ready? Let’s begin.



Read the text aloud.

Note: Although the lessons are written for a teacher read-aloud, it is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations or data. This is a good opportunity to stretch students, but if they become frustrated, return to the read-aloud method.

Mythological Women of Greece

SE p. 300, paragraph 1

The ancient Greeks believed in more than 300 gods and goddesses. Each deity controlled different parts of their lives. The gods and goddesses looked like humans but were immortal. The Greek deities were far from perfect. They were more like superheroes or Hollywood stars than our idea of a god. Some were quick to anger, and others were easy to fool. They threw parties, made mistakes, lashed out, and played favorites. The gods and goddesses lived on Mount Olympus, their home in the sky, and they gave life to everything in nature. People prayed to them for help and gave them gifts in exchange for protection and favors. Some deities used their powers for good and some used their powers for evil.

SE p. 300,
paragraphs 2–3

The constant battle between good and evil exists in all of the myths. The myths explain how the world was created and other peculiar happenings. The stories involved the gods, creatures, and mortals. Though many of the gods and creatures were male, females played a major role in Greek mythology. Three females in particular have made their way from mythology to popular culture. Let's learn about them. One is a goddess, one is a creature, and one is a human.

Nike is the goddess of victory. She and her siblings (Strength, Force, and Zeal) were close to Zeus, the ruler of the gods. Their parents brought them to Zeus when he was preparing for war against the older deities. Nike was given the role of driving the chariot. She flew around battlefields rewarding the victors with glory and fame. Because she could bring victory, mortals sought her favor.

SE p. 301,
paragraphs 1–4

Medusa was once very beautiful and gained the attraction of many men, including gods. Poseidon was particularly enamored with Medusa and approached her in the temple of the goddess Athena. Athena, already in conflict with Poseidon and jealous of Medusa's beauty, was outraged by Poseidon's attraction to the beautiful mortal, so Athena disfigured Medusa because she was the object of Poseidon's desire. Athena turned Medusa's beautiful locks of hair into snakes and made her so ugly that whoever looked at her eyes would turn to stone. Nobody, including Poseidon, would find her beautiful again for as long as she lived.

Pandora, the first mortal woman, was created by the gods and was given many gifts. She was beautiful, charming, cunning, deceitful, skillful, and very curious. She was created to punish Prometheus, a god who liked humans. Prometheus had stolen fire from the gods and given it to humans against the wishes of the gods. Zeus decided to punish Prometheus and humans with the creation of Pandora, whom he offered to Prometheus's brother as a gift.

Zeus gave Pandora a box, which she was forbidden to open. Pandora always wondered what was in the box, and finally, her curiosity overcame her. She opened the box, and from it flew hate, anger, sickness, poverty, and every bad thing in the world. Luckily, before she was able to slam the lid down, the final thing escaped—hope. If hope had been left in the box, people would have struggled against all of these bad things without hope for something better. As Zeus had intended, Pandora's opening of the box brought great despair to Prometheus. To watch humans suffer was just as bad as suffering himself.

Ancient Greeks believed the gods and goddesses held the world in their hands and that they controlled all of nature and the people on Earth. Their punishments were cruel and ruthless, but the morals of the stories have survived the test of time.

Have partners discuss the text.

Making Connections with Text

Guide students to make connections with the text using the following conversation starters.

Let's discuss the women we have learned about and how they are connected to pop culture. What is Nike the goddess of? (victory) What did she bring to soldiers on the battlefield? (glory and fame) Why do you think the founder of the popular athletic brand named his company Nike? (He wanted consumers to believe that by wearing his shoes, they would be victorious and have glory and fame.)

The name Medusa is often referred to in songs and art, but the most interesting thing about her story is the moral that is being taught. According to this story, what comes to women who are the object of desire? (disgrace; suffering) Have you read any other stories or watched any movies with the same moral? (Answers will vary.)

Pandora has connections to other pieces of literature as well as pop culture. The story of Pandora's curiosity and disobedience toward a god is a familiar story. What other books/characters tell a similar story, in which a woman disobeys a god and allows all that is bad to enter the world? (Eve in the Bible) Why do you think it is women in both stories? (Answers will vary.) Now, let's think of the Internet radio website. This site allows you to type in artists or musical styles you like, then the site plays music by similar artists you may not have heard of. Why do you think the company chose the name Pandora? To answer this question, take into consideration all Pandora was gifted with. (Pandora was gifted with curiosity. According to Pandora's website: "Unlike those gods of old, we celebrate that virtue and have made it our mission to reward the musically curious among us with a never-ending experience of music discovery.")

Making Character Connections

Let's think about Medusa for a moment. Do you believe she was punished for her own wrongdoings or for the wrongdoings of Poseidon? (Answers will vary.) Does knowing that it was Athena who changed this beautiful woman into a hideous monster and her reason change your opinion of the story of Perseus? (Answers will vary.) What about Pandora? Do you believe her curiosity was wrong? (Answers will vary.) How are Medusa and Pandora similar? (beautiful, mortals with relationships with the gods) In the end, how are Pandora and King Polydectes similar? (They refused to listen to the warnings of others, which led to their demise.) How are Medusa and Pandora similar? (beautiful, mortals, disobeyed the gods)

Grammar

Objective

- Use modal auxiliaries to convey various conditions.

Modal Verbs

We've talked about the modal verbs *could*, *would*, and *should*, and how they express possibility, desire, and advice. Now, we will focus on other modal verbs. The purpose of modal verbs is to allow the speaker to express obligation, necessity, possibility, willingness, ability, and so on. As we have learned with *could*, *would*, and *should*, modal verbs can mean different things, so you must look at the context of the sentence to gain the full meaning. The meanings are often subtle.

Direct students to page 303 in their Student Books. This chart lists some common modal verbs.

Modal verbs come before the main verb. They are sometime called *modal auxiliary verbs* because they don't change their form according to the subject, like other verbs. They don't change to indicate tense either. In other words, you can't add an *-s*, *-ed*, or *-ing* to any of these verbs.

We've already learned that *could* expresses possibility. *Might* and *may* function in a similar way. Write the following sentence on the board. Then, cross out *could* and replace with *might* then *may*, pointing out that the meanings are similar.

I could help Jason repair his computer today.

We've learned that *would* expresses what? (desire) *Will* can also be used to show desire, as well as to indicate willingness and make a prediction. Write the following sentence on the board, then cross out *would* and replace with *will*.

I would be happy to feed your ferret while you are on vacation.

We've learned that *should* expresses what? (advice) *Must* and *ought to* can also be used to express advice, as well as necessity or obligation. Write the following sentence on the board, then cross out *should* and replace with *must* then *ought to*.

My brother should shower more often.

These are just a few examples of how modal verbs can be used. Remember, most modal verbs can express different things depending on the context of the sentence. It's important to look for context clues and interpret subtle meanings.

Modal Verbs

| Modal Verb | Function |
|------------|--|
| can | <ul style="list-style-type: none">• ask permission• make a request• show ability |
| could | <ul style="list-style-type: none">• express possibility• ask permission• make a request |
| may | <ul style="list-style-type: none">• ask permission• express possibility• express a wish |
| might | <ul style="list-style-type: none">• express possibility |
| must | <ul style="list-style-type: none">• express necessity |
| ought to | <ul style="list-style-type: none">• give advice• express obligation |
| should | <ul style="list-style-type: none">• give advice• express obligation |
| will | <ul style="list-style-type: none">• express willingness• express desire• make a prediction |
| would | <ul style="list-style-type: none">• express desire |

Model

Direct students to Part A of page 304 in their Student Books and read the instructions aloud.

Listen to the example: *I _____ love to go to the dance with Sasha.*

The function is *express desire*, so we know that the person in the sentence wants to go to the dance with Sasha. He is not saying that he could or that he should. He is expressing desire, so the appropriate modal verb is *would*.

Guided Practice

Listen as I read the first sentence. *Mom, _____ I invite Chris to dinner?*

The function of our modal is *ask permission*. We know that the person would like to invite a friend to come over. The person is requesting an answer from his mom, so what verbs would work in this sentence? (can, could, may) Often, more than one modal verb will work in a sentence. Use the one that sounds most natural to you.

Independent Practice

Have partners complete the remaining sentences. Remind students that there may be more than one verb that makes sense in the sentence. Tell them to choose the verb that sounds the most natural. Review the answers as a class.

Then, direct students to Part B and read the instructions aloud. Due to the difficult nature of the activity, complete Part B as a class. Remind students that there may be more than one verb that makes sense in the sentence and to choose the verb that sounds the most natural.

Lesson 8 | Grammar

Using Modal Verbs

Part A

Complete each sentence with a modal verb that accomplishes the function in parentheses.

Example: I would love to go to the dance with Sasha. (desire)

1. Mom, can, may I invite Chris to dinner? (permission)
2. I would love to eat ice cream right now. (desire)
3. Waiter, can, could you bring me a menu? (request)
4. Tony may, might see the movie about fast cars tonight if he has time. (possibility)
5. Mom will let me borrow her car tomorrow. (willingness)
6. At this café, you must pay in cash because credit cards are not accepted. (necessity)
7. May you have a happy birthday! (wish)
8. Kara should work on her cooking skills before she makes dinner again. (advice)

Part B

Read the passage. Underline the incorrect modal verbs, then write the correct verbs on the lines.

Summertime is almost here! Here are some things you would do to enjoy the summer months. should

First, put all your coats away and get out your shorts and flip-flops! If you don't have any sunglasses, you will get some. ought to They must come in handy while you walk down those sunny sidewalks! will

Next, plan to go to the beach, lake, or river. You ought to be lucky enough to live close to the water. may If you don't, then you will head to the nearest pool instead. can This should be a pool at the city park or at a friend's place. could Nothing feels better than a nice dip in cool water!

Then, make some summertime snacks. Have you ever made ice cream at home? You would do this with an ice cream machine or just a large bowl, a whisk, and salt. can If you don't like ice cream, you should want to try freezing fruit. might Mashed frozen banana is quick and easy.

Try these tips for a super fun summer!



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences in conditional tense about Pandora, Nike, and Medusa.
- Write a sentence describing Pandora using at least three adjectives. Remember the royal order.
- Write a sentence to compare your avatar to your true self. Use the conjunction but.

Reading

Objectives

- Analyze allusions to classical literature in a modern song.
- Engage effectively in collaborative discussions.

Literary Allusions

Refer students to the Songs of Struggle book within the Book of Verse, which can be found in ReadingScape online. Have them read the songs' lyrics.

Once students have completed the readings, have small groups engage in a collaborative discussion about any allusions to literary texts they have read that are evident within the songs' lyrics. (They should point out the allusion to Medusa in "Every Glance.")

Have them connect what they know about Medusa to the song "Every Glance" and discuss their interpretation of the song and how the song writer took the theme of Medusa's story (a woman with the ability to turn a man to stone simply from one glance) from classical mythology and gave it new life.

- Encourage students with limited knowledge of the vocabulary in the song to ask for further explanation from peers and ask clarifying questions when needed.
- Provide opportunities for students to explain their ideas and interpretations by ensuring they follow the rules for class discussion, which can be printed in poster form.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

When small groups have finished discussing the song, continue the discussion as a whole class, and allow students to explain their interpretations.



*Class Discussion
Rules poster*

*Collegial Discussion
poster*

Vocabulary

Objectives

- Clarify the meaning of key passage vocabulary.
- Gather vocabulary knowledge when considering a word important to comprehension.
- Use knowledge of root words and affixes to identify and understand related words.
- Use knowledge of individual words to form and understand compound words.
- Make real-life connections with words through the identification of examples and nonexamples.
- Strengthen word knowledge through the identification of synonyms and antonyms.
- Sort words into categories.
- Demonstrate understanding of word relationships through the use of analogies.
- Use knowledge of vocabulary to determine the meaning of figurative language.
- Distinguish between homophones and multiple-meaning words.
- Consult reference materials to enhance word understanding.

Review

Direct students to page 260 in their Student Books. Remind them of the review procedure. Have partners review the Key Passage Vocabulary.

Review Procedure

- Student A reads the word.
- Student B tells the meaning.
- Students swap roles for each word.

Have students revisit their rating of the words. If they cannot change all ratings to a 3, pull them aside to discuss the vocabulary words they do not know.

Lesson 1 | Vocabulary

Key Passage Vocabulary: "The Gorgon's Head"
Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

| Vocabulary | Knowledge Rating | Definition | Picture |
|------------|------------------|--|---------|
| image | 0 1 2 3 | The form or appearance of someone or something | |
| undertake | 0 1 2 3 | attempt; to take on a task | |
| indignant | 0 1 2 3 | smart; reflecting good judgment or sound thought | |
| proceed | 0 1 2 3 | to begin and carry on an action or movement | |
| recover | 0 1 2 3 | to get back something lost; regain | |
| invisible | 0 1 2 3 | impossible to see; not visible | |
| perceive | 0 1 2 3 | to become aware of through sight or observation | |
| immense | 0 1 2 3 | very great in size or amount | |

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Vocabulary Expansion

Direct students to page 305 in their Student Books. Review the definition of each concept in the Vocabulary Expansion chart.

- **Definition:** the meaning of the word
- **Multiple meanings:** other meanings and uses of the word
- **Category:** the broad group to which a word belongs
- **Attributes:** specific characteristics of the word
- **Example:** something that models or patterns the word
- **Nonexample:** something that does not model or pattern the word
- **Synonym:** a word with a similar meaning
- **Antonym:** a word with the opposite meaning
- **Homophone:** a word that sounds the same but is spelled differently and has a different meaning
- **Compound word:** two words combined to make one word
- **Related words:** words with the same root and related meanings
- **Simile:** figurative language comparing two dissimilar things using *like* or *as*
- **Metaphor:** figurative language comparing two dissimilar things by saying one thing is another thing
- **Analogy:** a comparison of two pairs of words that share the same relationship
- **Idiom:** figurative language used in a certain region or by a certain group of people

In this unit, we have been reading about heroes in ancient tales. Another kind of hero from English folklore is a knight. Write the word *knight* on the board. Arthur and his Knights of the Round Table dedicated their lives to rescuing innocent people who were in danger. Let's take a close look at this word, and see if we can use the concepts in the Vocabulary Expansion chart to create a deeper understanding of this word.

Lesson 9 | Vocabulary

Vocabulary Expansion

Choose a word from the box and write in the circle. Then, fill in each box with the appropriate information. Answers will vary.

| | | | | | |
|-------------------|--------|---------|-------|------|----------------|
| ring | tolled | mane | write | beat | counsel |
| Definition | | | | | Homophone |
| Multiple meanings | | | | | Compound words |
| Category | | ○ | | | Related words |
| Attributes | | | | | Simile |
| Example | | | | | Metaphor |
| Nonexample | | | | | Analogy |
| Synonym | | Antonym | | | Idiom |

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Example Expansion of *knight*

Definition: a warrior of ancient times who fought on horseback, served a king, and swore to behave in a noble and honorable way

Multiple meanings: military rank; a chess piece; rank of English nobility; a member of an order or society

Category: person/rank of distinction

Attributes: brave, honorable, dedicated, proficient horse rider, armed to defend, usually wears armor

Example: Sir Lancelot, Knight of the Round Table

Nonexample: a villain

Synonym: advocate, champion, supporter, defender

Antonym: enemy, foe, rival

Homophone: night

Compound word: N/A

Related words: knighthood; knightly, knighted

Simile: You are as noble as a knight from King Arthur's Round Table.

Metaphor: He is my defender, my knight.

Analogy: knight : horse :: pilot : jet

Idiom: knight in shining armor; a white knight

Dictionaries or
online access

Give each student a dictionary, or provide Internet access. Read the instructions, then have students choose a word and use a dictionary (online or print) to complete the process. Explain the use of N/A (not applicable) for concepts that don't apply to the word. Have partners share their word expansions.

If time permits, have students determine the etymology of the word and write it under the circle on the page. Then, have them make a guess as to why they think the word came from where it did.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write four meaningful sentences with the vocabulary words from this unit. Each sentence will contain two vocabulary words. (*image, undertake, intelligent, proceed, recover, invisible, perceive, enormous*)
- Write three sentences about your favorite mythological character we have learned about in this unit.
- *Mythology is a part of our everyday world. Where have you heard the names of mythological characters in your daily life?*

Writing

Objectives

- Determine a setting, characters, problem, and solution for an original myth.
- Write a mythological tale.
- Use dialogue to develop characters in a narrative.
- Write a narrative with a well-developed story starter, plot sequence, and conclusion.
- Use descriptive language and dialogue to enhance a story.
- Revise and edit to strengthen writing.
- Use technology to produce and publish writing.

Prepare to Write

Direct students to Part A on page 306 in their Student Books. Read the instructions and guide students through the steps to identify the topic, directions, and purpose for writing.

Plot Map

Direct students to Part B on page 307 in their Student Books. Explain that the plot map will provide support for students who may struggle with ideas for writing.

The plot map is your story organizer. Before you start writing your story, you need to decide on these critical elements. We analyzed “The Gorgon’s Head” and found all of these elements for that story. The author made the story more vivid by including descriptions of the settings and characters. The author also started with a problem for the main character. What was Perseus’s problem? (He had to kill a dangerous monster and bring back her head.) Perseus received unexpected help with his problem. As it turns out, he probably would never have returned to the island of Seriphos without that help.

Everyone’s story will start in the same place, Seriphos, so everyone can put that as one of the settings in their story.

Who is the main character? (Perseus) Yes, so put his name as one of the characters.

You must decide on a problem before you think about other settings and characters. What problems could Perseus, and possibly his mother, Danae, face? Do you think they will stay on the island of Seriphos or try to get back home? If they choose to leave the island, how will they travel? Could something bad happen to them along the way?

Take a few minutes and talk to your partner about some ideas for the problem in your story.

Lesson 10 | Writing

Prepare to Write

Part A. Study the Prompt

Read the prompt and identify the topic, directions, and purpose for writing.

Write a myth that tells about another adventure of Perseus. Choose a god to help Perseus succeed in his quest and a creature for Perseus to fight. Use descriptive language, and make sure to include dialogue.

Topic: Adventure myth *Answers will vary.*

Directions: Write a myth that contains Perseus, a god, and a creature that Perseus must fight.

Purpose for writing: Develop a story with a clear beginning, middle, and end that has good character and plot development.

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Lesson 10 | Writing

Prepare to Write (cont.)

Part B. Determine the Plot

Complete the simple plot map to establish the setting, characters, problem, and solution.

| Introduction | |
|---|--|
| Setting: island of Seriphos, Gorgons' island | Characters: Perseus, Danae, Simon, Gorgons, Athena, Nike |

↓

Problem:
Simon, seeking to avenge Medusa's death, comes to the island of Seriphos to kill Perseus and bring back Medusa's head to her island home.

↓

Solution:
Nike agrees to protect Perseus from Simon's dark magic and help him defeat Simon.

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After students have been given time to discuss their ideas, have them write the problem for their story in their Student Books. Have volunteers share their ideas.

Example Problem

On the way home, Perseus encounters a monster loyal to the Gorgons who wants to avenge Medusa's death. He kidnaps Perseus's mother and will exchange her only for Perseus's life.

How will Perseus solve his problem? Will he meet another god or creature that will offer him help? Think about the Greek gods we read about when we worked on responding to prompts. Have students brainstorm gods, characters, and creatures from Greek mythology and write them on the board. (Possible responses: Hermes, Athena, Pandora, Nike, Strength, Force, Zeal, Hercules, Zeus, Atlas, Jason, Odysseus, Prometheus.) If students have any background knowledge, allow them to share other deities or characters from other Greek myths.

Have students discuss possible solutions with their partners. As they discuss, write your example solution on the board. After students have been given time to discuss their ideas, have them write their solution on the map. Have volunteers share their ideas.

Example Solution

Perseus is befriended by Nike, the goddess of victory, and learns about the creature’s weakness. He pours salt water over the creature and that turns him back into a man. He had been cursed by one of the gods for his friendship with Prometheus.

In creating my problem and solution, I figured out who some of my characters would be and also more details about my setting. You should have as well. Fill in these details as I fill in mine. Give students a few minutes to add their characters and setting.

Example Settings

ocean, woods

Example Characters

creature – Neron; Nike, Prometheus, Danae

Story Starters

Now that you have identified your problem and decided on how the problem will be resolved, you are ready to start filling in the details. Direct students to Part C on page 308 in their Student Books. Read the ideas for ways to start a story. As you read each one, write an example from your myth to provide another illustration of each strategy. Ask students to brainstorm other examples as you discuss each story starter.

Lesson 10 | Writing

Prepare to Write (cont.)
Part C: Write the Opening Paragraph: Choose a “Story Starter”
 Write the opening paragraph by choosing one of the following strategies.

| Ways to Start a Story | |
|--|---|
| Provide a Where or When Let your readers know where or when the story takes place. | “My oldest memories are of a simple, yet comfortable cottage in the Hartz Mountains. I lived with my father, brother, and sister. In summertime the landscape was beautiful; but during the severe winter, it was desolate.” (Captain Frederick Marryat, “The White Wolf of the Hartz Mountains”) |
| Provide an Action Write a sentence that describes an action. | “Almost at the edge of the circle of light cast by Central Fire—Wolf was standing. His eyes reflected the fire’s warmth with a colder light. Wolf stood there, staring at the fire.” (Paula Underwood, <i>Who Speaks for Wolf</i>) |
| Introduce a Character Tell your reader about a character(s) in your story. | “She was a large woman with a large purse that had everything in it but a hammer and nails.” (Langston Hughes “Thank You, M’am”) |
| Start a Dialogue Use dialogue. | “We have work! Mr. Sullivan said we can stay there the whole season,” she said, gasping and pointing to an old garage near the stables. (Francisco Jimenez, “The Circuit”) |

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Example Story Starters

Provide a Where or When

The woods were lit with an eerie light, as Perseus and his mother walked along the narrow path.

Provide an Action

Perseus's heart leapt with fear when the huge shadow appeared on their path.

Introduce a Character

The enormous creature stood in front of Perseus and his mother, looking menacingly at the two of them.

Start a Dialogue

As Perseus slowly sat up, rubbing the knot on his head, he heard a soft voice. "Don't fear for your mother's life, Perseus. I have been watching you and know you are worthy of my help."

Have partners discuss possible beginnings. **Getting started is often the hardest part of writing a story. Once you've decided how to you will begin, write your opening lines on a blank sheet of paper.** After students have had time to decide on their beginning, have volunteers share their story starters.

Develop the Plot

You have made some important decisions about your story, and you should be ready to write your rough draft. Remember, this is just your rough draft, so develop your characters and your story, knowing you will have an opportunity to refine your wording and check for mechanics like spelling and punctuation later. Remember to skip lines on your notebook paper, so you will be able to edit your writing more easily.

Notebook Paper

Steps for Paragraph Writing poster

Prior to starting, direct students to page 310 in their Student Books and review the 4 row of the six traits rubric. Have students keep the traits in mind as they draft their story. Remind them that in good literary writing, the plot events unfold naturally. Give students time to work on their stories. If students seem to struggle with getting started, encourage them to use your ideas on the board.

Six Traits of Writing: Narrative

| | Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
|---|--|--|--|---|--|--|
| 4 | Clear plot events, as well as a readily identifiable conflict/problem and setting. The climax and resolution are clear. Rich details and sensory description make characters come to life. No irrelevant material. | Beginning grabs reader's attention. Logically sequenced plot. Story transitions link events. Conclusion caps off story and does not leave the reader hanging. | Strong sense of person and purpose behind the words. Brings story to life. | Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment. | Writes complete sentences with varied sentence patterns and beginnings. | There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation. |
| 3 | Identifiable plot events. Conflict/problem may not be entirely clear. The climax or resolution may not be clear. Some details/sensory description. Characters present but may not be fully developed. Setting may be missing. Limited irrelevant material. | Beginning interests reader. Plot somewhat logically sequenced but may lack one story element such as climax or satisfying conclusion. Story transitions link some events. | Some sense of person and purpose behind the words. | Words are correctly used but may be somewhat general and unspecific. | Writes complete sentences with some expansion. Limited variety. | There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation. |
| 2 | Limited plot and/or the conflict/problem is not clear. The setting, climax, and/or resolution may not be apparent. There are insufficient details and description. Characterization is weak. Too repetitious or too much irrelevant material. | Beginning does not capture reader's interest. Plot underdeveloped and two or more story elements (setting, initiating event, climax, resolution) missing. Story transitions missing. | Little sense of person and purpose behind the words. | Word choice limited. Words may be used inaccurately or repetitively. | Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments. | There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation. |
| 1 | Does not address the prompt or the plot, conflict/problem are not discernible. Description, details, and characterization are missing. | Text has no evident structure. Lack of organization seriously interferes with meaning. | No sense of person or purpose behind the words. | Extremely limited range of words. Restricted vocabulary impedes message. | Numerous run-ons and/or sentence fragments interfere with meaning. | There are many spelling and grammar errors. There are many errors in capitalization and punctuation. |

Lesson 10 | Writing

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Write the Closing Paragraph

Direct students to Part D on page 309 in their Student Books. Read the ideas for ways to end a story. As you read each one, write an example from your myth to provide another illustration of the strategy. Remind them that they need to provide a sense of closure to the writing and not “leave the audience hanging.”

Prepare to Write (cont.)

Part D: Write the Closing Paragraph: Choose a “Story Ending”

Write the ending paragraph of your story by choosing one of the following strategies.

| Ways to End a Story | |
|---|---|
| Feel a Feeling Make an emotional connection. | “That day I could hardly wait to get home to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.” (Francisco Jimenez, “The Circuit”) |
| Remember a Character Focus on the impact of a character in a story. | “The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn’t even say that as he turned at the foot of the barren stoop and looked up at the large woman in the door. Then she shut the door.” (Langston Hughes “Thank You, Mam”) |
| Get Your Point Across Understand the message of the story. | “Now the question remains whether I am to pay the penalty of the vow my father made on his wedding day. I am convinced that, in some way or another, I shall.” (Captain Frederick Marryat, “The White Wolf of the Hartz Mountains”) |
| Think About the Story Reflect on the message of the story. | “Johann smiled at Michael, and they sat down between the boys. They would talk all afternoon, and in the morning two boys would embark on their journey to meet the Good Master.” (Barbara McSwain, <i>The Mountain</i>) |

Example Story Endings

Feel a Feeling

Relief washed over Perseus as he held his mother in his arms. He couldn’t help but wonder what other challenges would face them as they continued their journey home.

Remember a Character

As the three of them continued on the journey home, Perseus thought of Nike and her encouraging voice when he had been overcome by fear. Looking around with a little smile on his face, he hoped she was still watching over them.

Get Your Point Across

True to his character, Perseus invited Neron to join them on their journey home. He had learned the value of friendship and hoped to be a friend to others in need.

Think About the Story

Perseus knew how kind and fickle the gods could be. He walked slowly down the path with his mother and new companion. He had the strange feeling that if they were to encounter more danger along their journey, he would also encounter a new ally to help him in his battle.

Decide how you will end your story. Once you have written it, read it aloud to your partner. Work together to see if you can strengthen your endings.

Exemplar Writing: Myth

Simon sat on the beach at the feet of the terrifying Gorgons and wept. He had been a frequent visitor to their rocky beach and never had to worry about being harmed by them. Simon had known Medusa when she was still beautiful, and he had fallen in love with her. Simon still loved her, even though Athena had turned her into a hideous creature. Armed with powerful dark magic, he stepped into his small boat. He promised the Gorgons that he would avenge Medusa's death. He had learned that Perseus had succeeded due largely to the help of Hermes and Athena. He had waited a long time to find a way to punish Athena for what she had done to his beloved Medusa, and now he hoped he could get his revenge by killing Perseus. Athena had obviously thought Perseus was worthy of her help, and now Simon would make him pay. He knew he had to travel a great distance in his small boat and thought he would put the time to good use to plot his attack.

On the island of Seriphos, Perseus was proving to be a very wise ruler. The decent people of the island had not come to see the spectacle at the palace and had been spared from Medusa's deadly glare. They were grateful to Perseus for ridding them of their evil king and the wicked members of the court. Knowing that Perseus was brave and fair, they had persuaded Perseus to stay on the island as their ruler. Perseus refused to be called king, but he agreed to rule over the island and its people. Perseus began to ask his mother many questions about his father and how they came to be adrift at sea. Danae's answers were very vague and unsatisfying. Eager for news of the world, he spent a great deal of time talking with sailors who brought their goods to trade with the people of the island.

One day, a small boat landed on the shores of Seriphos and a dark, brooding man stepped ashore. People wondered what he was doing on their island, as he had no goods to trade or sell. Instead, he said he had interesting news about Perseus's father and wondered if they could tell him how to find Perseus. Eager to hear news of his father, Perseus sent word to invite the stranger to have dinner with him that evening.

As soon as the messenger left the palace with the invitation, Perseus heard a familiar voice. "Perseus, beware of this stranger," the wise and gentle voice of Athena sounded in his ear. Startled, Perseus spun around and found her standing there. Her elegant pale blue gown matched her intense eyes. A calm but concerned gaze met his stare.

"This stranger has come with an unspoken agenda," warned Athena. "I know him. He's hoping to catch you with your guard down. Do not be tempted to follow him in search of your father." Athena told Perseus about Simon and his love for Medusa. "He is protected by dark magic, so you need someone more accustomed to battle than I am," she said.

"But you helped me successfully kill the most horrible monster I had ever seen. Who could be more knowledgeable than you in such matters?" asked Perseus in disbelief.

"Nike, the goddess of victory, will see you through this fight," proclaimed Athena. "And she has arrived just in the nick of time." Suddenly the room filled with a bright flash, and Perseus beheld the most beautiful warrior he had ever seen. Dressed in armor that sparkled like silver, she moved across the room as lightly as air and as quickly as thought.

"Perseus, we have but a few hours to prepare you for the most dangerous fight of your life. Simon, the mysterious stranger, has powerful magic to help him in his attempt to avenge Medusa's death. His voice is like a siren song, and you will find his words

irresistible. Against all reason, you will believe his news and be ready to follow him anywhere,” explained Nike in words that came tumbling out as if in a race against time.

“What can I possibly do to protect myself from his bewitching voice?” asked Perseus urgently.

“Put these small pieces of cloth in your ears. They will not stop you from hearing, but they will protect you from the spell he casts with his words,” advised Nike as she handed over the small balls of pale gauze. “You must act as if you are under his spell and then strike quickly. As with Medusa, it will take a special blade to cut through his protective shield. Take my sword and keep it hidden under your clothing.”

“How will I ever get close enough to use it before he does me harm?” asked Perseus, afraid to admit his doubts about the plan.

“Ah,” said Nike as she handed him a golden tunic, “this will protect you from his blade. You must let him draw you near and you must lean forward as if to whisper in his ear. There will be but a split second that you can catch him unaware and successfully penetrate his defenses. Serve your best wine and be patient. Simon loves to hear his own voice, so it’s easy to get him to elaborate on a tale.”

Simon entered the palace ready to make good on his promise to the Gorgons. He believed that Perseus was completely unaware of his true identity and that the evening would bring him the head of his beloved Medusa. Perseus graciously welcomed Simon into his palace and urged him to quickly share his news of Perseus’s father. As Danae sat spellbound by Simon’s words, Perseus acted as if he too were under the storyteller’s powers. After dinner, Perseus decided to tell Simon about his battle with Medusa. He watched Simon become more agitated and impatient. He told him of Medusa’s horrendous power to turn people to stone, knowing that this would only upset Simon. When he mentioned the fact that Athena had helped him succeed in his quest, Simon almost came unglued. Perseus leaned forward and whispered to Simon, “Do you want to see her grotesque face?”

Simon screamed as if in pain, “She was beautiful, so beautiful . . .,” but he didn’t finish his sentence because Perseus drove Nike’s sword into his chest. Simon fell with a look of disbelief on his face.

Athena and Nike instantly appeared and in unison said, “Simon, you should have known that we would continue to protect the brave and good warriors of Greece. The dark magic of the Gorgons could never match ours.” Echoing in his head, these were the last words Simon heard.

“Once again, I am in your debt,” said Perseus as he bowed low to both women. He sent Simon’s body out to sea in the small boat. Nike and Athena used their skills to push the boat back to the rocky beach of the Gorgons’ island. The Gorgons began to shriek and cry out against the gods and became even more determined to seek their revenge.

Student Handwriting: Handwriting lessons are provided in manuscript and cursive. These explicit lessons, found online, can be taught systematically during Writing lessons to strengthen legibility and fluency.

Evaluate Writing

Reread your rough draft and make changes that strengthen your story. Use the Writer's Checklist on page 311 in your Student Book to help you. Decide whether you need to add more details about your characters. Make sure you have written meaningful dialogue that advances the story and develops the characters.

Give students time to work independently, reading over their rough draft and using the checklist to make edits. Then, have students type or write a revised version of their story.



Note: Use Six Traits of Writing: Narrative scoring rubric on page 578 to assess students' writing. A printable version of the rubric is located online.

| Six Traits of Writing: Narrative | | | | | | |
|----------------------------------|--|--|---|---|---|--|
| | Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
| 4 | Clear plot events, as well as a well-identified conflict, problem and setting. The ideas and problems are clear. Rich details and sensory description make characters come to life. The conflict is central. | Beginning, middle and end are clearly organized and logical. The events and transitions are clear. Conclusion ties up the reader's feelings. | Strong sense of person and purpose behind the words. Story stays to life. | Words are specific, so words and words. Word choice reflects meaning and reader's engagement. | Writes complete sentences with correct sentence structure and beginnings. | Capitalization & Punctuation Use correct punctuation. Grammar Usage & Conventions Spelling & Letter |
| 3 | Identifiable plot events. Conflict/ problem may not be clearly clear. The ideas or problem may not be clear. Some descriptive details and sensory description are used but not fully developed. Setting may be missing. Limited conflict central. | Beginning, middle and end are somewhat logically organized but may lack one key element such as a clear conclusion. Some transitions may be missing. | Some sense of person and purpose behind the words. | Words are correctly used but may be somewhat general and repetitive. | Writes complete sentences with some repetition. Limited variety. | Capitalization & Punctuation Use correct punctuation. Grammar Usage & Conventions Spelling & Letter |
| 2 | Limited plot and/or the conflict/ problem may not be clear. The ideas, events, and/or reactions may not be apparent. There are some descriptive details and sensory description. Characters may be weak. Some repetition or too much conflict central. | Beginning does not capture reader's interest. The middle developed and may not be clear. Some descriptive details and sensory description are missing. Some transitions missing. Some repetition may be present. | Little sense of person and purpose behind the words. | Word choice is weak. Words may be used repetitiously. | Writes mostly single and/or awkwardly constructed sentences. May be hard to read. | Capitalization & Punctuation Use correct punctuation. Grammar Usage & Conventions Spelling & Letter |
| 1 | Does not address the prompt OR the plot/conflict/ problem are not discernible. Description, details, and characterization are missing. | Text has unclear structure. Lack of organization. Sentences repetitive with missing. | No sense of person or purpose behind the words. | Extremely limited range of words. Repetitive and/or inappropriate language. | Non-sense use and/or awkward sentences. Repetitive and/or awkward sentences with missing. | Capitalization & Punctuation Use correct punctuation. Grammar Usage & Conventions Spelling & Letter |
| Value | | | | | | |
| Comments | | | | | | |

Illustrate a Myth

Have students use their myths to create illustrated books. This can be done on the computer. When the books are complete, create a library in your classroom and have students read one another's myths.

The Writer's Checklist

| Trait | Yes | No | Did the writer . . . ? |
|----------|-----|----|--|
| R | | | include characters, setting, plot |
| | | | create an opening that grabs the reader's attention |
| | | | include enough description so that the reader can picture the characters and setting |
| E | | | include dialogue between characters |
| | | | create an initiating event, conflict (or rising action), and climax |
| | | | include a resolution, as well as a conclusion that ties everything up |
| V | | | create a clear sequence of events |
| | | | think about the audience and purpose for writing |
| | | | write in a clear and engaging way that makes the audience want to read the work; select a point of view (1st or 3rd person) and maintain it consistently |
| I | | | find a unique way to say things |
| | | | use words that are lively and specific to the content |
| S | | | write complete sentences |
| | | | expand some sentences using the steps of Masterpiece Sentences |
| E | | | use compound sentence elements and compound sentences |
| | | | capitalize words correctly: |
| D | | | capitalize the first word of each sentence |
| | | | capitalize proper nouns, including people's names |
| | | | punctuate correctly: |
| I | | | end sentences with a period, question mark, or exclamation point |
| | | | use an apostrophe for possessive nouns and contractions |
| | | | use commas and/or semicolons correctly |
| T | | | use grammar correctly: |
| | | | use the correct verb tense |
| | | | make sure the verb agrees with the subject in number |
| | | | use correct spelling |

Reading

Objectives

- Discuss and answer questions to demonstrate an understanding of literary themes.
- Demonstrate an understanding of point of view.
- Analyze the influence of point of view on how events are described.
- Retell a story from a different point of view.
- Speak clearly at an understandable pace.

Big Idea and Point of View

Direct students to page 259 in their Student Books.

Before we began reading “The Gorgon’s Head,” we answered two Big Idea questions. Take a minute to look over your answers. Now that we have read the story and learned more about mythological characters and different cultures’ myths, how have your earlier ideas changed? What information can you add to your answers?

Discuss the questions and answers with the class. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 388 of their Student Books.

“The Gorgon’s Head” is a Greek myth. We learned that Greek mythology is a series of elaborate stories about gods, goddesses, and creatures and their interactions with humans. These stories sought to explain the natural world and why things happen. Often they were written to teach the reader a lesson. In ancient Greece, people relied on the stories to teach difficult life lessons. The mythological tales helped people know right from wrong and how to behave.

Think back on the myths that we read about. What was the lesson learned from Pandora? (be careful what you wish for; don’t give in to your urges; don’t be greedy; curiosity leads to trouble) What was the lesson learned from Medusa? (don’t be vain; be humble; curiosity can sometimes lead to trouble) What was the lesson learned from King Polydectes? (be kind or it may come back to bite you; listen to the warnings of others; good prevails over evil)

The lessons taught in stories are referred to as themes. Themes are universal and repeated throughout literature. As you read other stories, pay close attention to the way they address themes such as greed, pride, and good vs. evil. References from Greek mythology can be found in pop culture, literature, music, and art. The lessons the ancient authors wanted to teach are a part of our daily lives.

Unit 12
Lesson 1 | Reading

Let's Focus: "The Gorgon's Head"

| | |
|-----------------------------------|--|
| Content Focus mythology | Type of Text literature—myth |
|-----------------------------------|--|

Author's Purpose: to entertain; to explain the unknown

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Why did people create myths?

How are myths relevant to modern times?

Narrative Preview Checklist: "The Gorgon's Head" on pages 261–268.

- Title: What clue does it provide about the passage?
- Pictures: What additional information is added here?
- Margin Information: What vocabulary is important to understand this text?

Reading for a Purpose

1. Why did Perseus accept the king's request to bring him Medusa's head?
2. Why do Hermes and Athena help Perseus, and was it a good decision?
3. What do we know about Perseus based on his dealings with the Three Gray Women?
4. Why does Perseus think Hermes has magical powers?
5. What is the value of the gifts Perseus received from the Nymphs? Could he have succeeded without them?
6. How did Perseus feel when he faced Medusa?
7. How else could the story have ended?

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In many of the previous units, we have discussed point of view. As a review, tell your partner the three perspectives from which you can write. (first person, second person, third person)

What was the point of view of “The Gorgon’s Head?” (third person) Consider how the story might have been different if it had been told from Perseus’s point of view, or even Medusa’s.

Point of view is a powerful tool for a writer. Choose a character from “The Gorgon’s Head” and think about a scene from the story and how it might have sounded had it been told from that character’s point of view. For example, how would the scene with the Three Gray Women have been different if Shakejoint had told the story? She wouldn’t have known what happened after they gave Perseus the information about the Nymphs. Because the story was being told from the third person, the reader knew everything that was going on as it happened.

Work with your partner to retell one of the scenes from a different character’s point of view. Be prepared to share. If time permits, have students identify the scenes and the character’s point of view for their retell.

Progress Monitoring



End-of-Unit Online Assessments

Monitor students’ progress in the unit by utilizing online assessments. Students should prioritize these assessments over successive Word Training units.

- Assign Unit 12 Form A Formative Assessment to assess skills taught in this unit.

All assignments can be made online from the *LANGUAGE! Live* teacher dashboard.

Reteach

Based on students’ performance, extra practice may be needed.



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