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# Language Arts 4 B Unit 3: A World of Gods and Heroes

## Lesson 1: Seriously Funny: Genre

Introduction

#### Learning Goals:

In “A World of Gods and Heroes,” your student will read modern versions of some Greek myths. Your student will also build their reading comprehension and learn spelling, phonics, grammar, and handwriting skills. There are 15 learning goals:

1. Listen to/identify the central idea of a myth.
2. Find examples of personification in literary texts.
3. Identify words with Greek roots.
4. Fluently write uppercase *T* and *F* in cursive.
5. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
6. Find examples of hyperbole in literary texts.
7. Fluently write uppercase *S* and *G* in cursive.
8. Pronounce words with Greek roots.
9. Paraphrase similar myths presented in diverse media and formats, including orally.
10. Find examples of onomatopoeia in literary texts.
11. Read a text that interests you independently or with your Learning Coach and establish the purpose for reading.
12. Refer to details in a myth when drawing inferences.
13. Use personification, hyperbole, or onomatopoeia when writing.
14. Spell words with Greek roots.
15. Identify and describe structural elements that define myth.

Each learning goal will be addressed in a multipart lesson. Prior to each lesson section, review the Learning Coach guides for that section.

Your student’s learning within “A World of Gods and Heroes” will be assessed with the following items:

A World of Gods and Heroes: Genre Quick Check

A World of Gods and Heroes: Comprehension Quick Check

A World of Gods and Heroes: Speak/Listen Quick Check

A World of Gods and Heroes: Fluency Quick Check

A World of Gods and Heroes: Synthesize Quick Check

#### Spark

1. Have your student read the title aloud. Look at the picture together and ask your student to read the caption aloud. Ask what the remains of Greek temples can show us about ancient Greece. (Sample answer: Gods and religion were an important part of life in ancient Greece.)
2. Ask your student to read the first paragraph. Make sure your student understands the meanings of the words ancient and myths and can pronounce the words. Encourage your student to identify clues in the text that support the meaning of each word before checking the definition. Discuss the function of myths in ancient Greece.
3. Have your student read Question 1. Together, discuss what helps people understand the world today. (Sample answer: science) Then, ask your student to answer the question. **IF** your student has difficulty, **THEN** review what helps people understand the world today, and ask whether people in ancient Greece had access to the same information.
4. Ask your student to read the first paragraph. Point out that people in ancient Greece believed in many gods. According to the myths, these gods were often connected by complex family ties.
5. Introduce the video and have your student watch it. After the video, have your student answer the question. **IF** your student has trouble responding, **THEN** watch the video again and have your student listen for what gods and goddesses represent and what mythical stories do.

#### Activate Prior Knowledge

1. Have your student read the first paragraph. Ask if they have ever read any Greek myths or stories based on Greek myths. Then, point out that even if we know the myths are not true, they still reflect human nature and human ideas.
2. Have your student read the second paragraph. Make sure they understand the activity. When they are finished, review the drawing and caption with your student. Ask questions about details they have included, and check that the caption tells what is compelling or relatable about the person or character they drew.
3. Read the remaining text and bulleted items with your student. Tell your student that the list explains what they will do and learn about over the next few lessons. Discuss with your student what they are most interested in learning about, what they already know about any of the topics in the list, and which topics are unfamiliar.

### Objective: In this lesson, you will identify the central idea of a myth.

#### Key Word:

* myth – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers

#### Explain

1. Read the introduction with your student. If necessary, make sure your student understands the meaning of the term *central idea*. **IF** they need help with the concept, **THEN** refer to the image of the knot. Point out how it is in the center and holding all the different threads together—like the central idea ties together the elements of the story.
2. Your student should be able to answer the question. If necessary, have them reread the section.
3. Review the features of a myth with your student. Help them to understand that a central idea—especially a lesson—is a key feature of the genre.
4. Introduce your student to *Theseus and the Minotaur*. Explain that a Minotaur is a made-up beast—part bull and part human.
5. Read aloud the first two paragraphs of the story to your student or play the recording for your student.
6. Discuss the question.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

#### Check-In

1. Read aloud pages 24–25 of *Theseus and the Minotaur* or play the recording.
2. Have your student respond to the questions on a sheet of paper. **IF** your student has difficulty, **THEN** ask clarifying questions:
   1. Why has no one made it out of the labyrinth before?
   2. Do you think Theseus will take help from the princess? Why or why not?
   3. How would you feel if you were asked to go into the labyrinth?

#### Practice

1. Read aloud pages 26–27 of Theseus and the Minotaur or play the recording.
2. Have your student answer the questions. Review your student’s work. IF your student has difficulty, THEN read the questions aloud and discuss the responses.

### Objective: In this lesson, you will identify examples of personification in literary text.

#### Key Word:

* **personification** – giving human qualities to something that is not human

#### Explain

1. Have your student read the introduction. Invite them to read the sample sentences aloud. Discuss how the personification adds interest to the sentences. For example, say these two sentences:
   1. The wind blew.
   2. The wind danced through the trees.
2. Ask your student which sentence creates a more interesting picture in their head. Discuss how personification adds interest because it allows readers to create more interesting mental pictures of what is being described.
3. Then, have your student read the sample paragraph aloud. Have them stop right after the sample paragraph. Challenge them to name the examples of personification before reading about them.
4. Point out to your student that personification can be found in literature and is used to add expression and feeling to a text. Personification can also be used to help a reader create a mental picture of, or visualize, a scene. It can also help a reader use their imagination.

#### Check-In

1. Have your student read the directions before completing each activity. The sentences provided in each item make up a sample paragraph. Your student will find the sentences that have an example of personification in them.
2. Review your student’s answers. IF they did not choose the correct answer, THEN remind them that personification is the use of details that make an object or animal take on human qualities. Have your student ask themselves how flowers act and whether they can beg, speak, or dance in real life.

#### Practice

1. Have your student read the directions before answering the questions. By answering the questions, your student will identify three examples of personification in the sample paragraph.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** have them read the paragraph again. As needed, point out that one example of personification is about the camera, one is about the dog, and the last one is about the shadows. Have your student identify the human qualities expressed about each object (loves, smiles, dances).

### Objective: In this lesson, you will identify words with Greek roots.

#### Key Word:

* **root** – a basic word part from which words can be formed; is usually not a word that can stand on its own

#### Learning Coach Tip:

A Greek root is a word part that comes from a Greek word. Each Greek root is derived from a word in the Greek language and has its own meaning. Greek roots can be joined with words, other Greek roots, prefixes, and suffixes to form words.

Here are some common Greek roots:

* *bio,* which means “life”
* *geo,* which means “Earth”
* *graph*, which means “write”
* *logy,* which means “the study of”
* *meter,* which means “measure”
* *micro,* which means “small”
* *phone*, which means “sound”
* *tele*, which means “far”
* *scope*, viewing instrument
* *therm,* which means “heat”

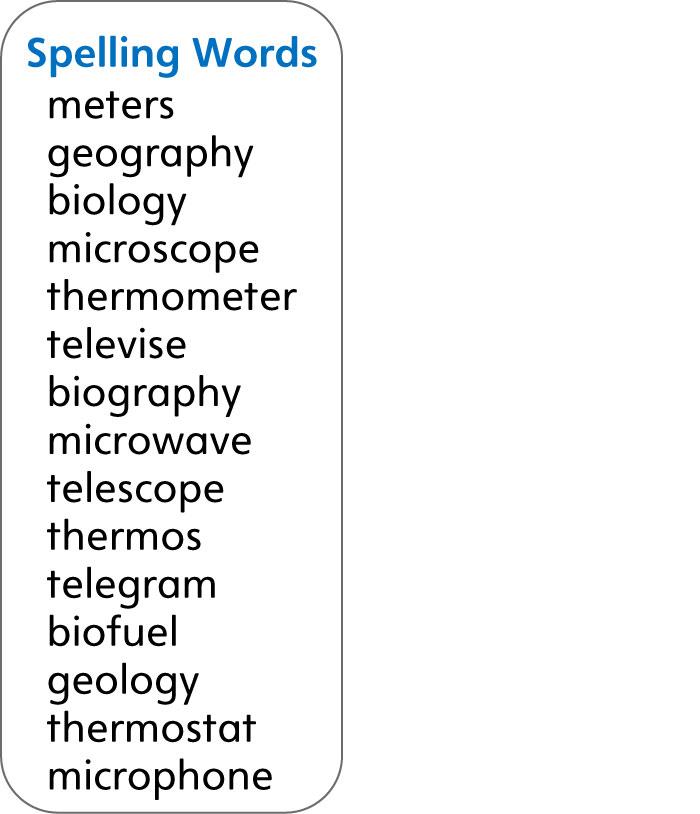
Words with Greek Roots

1. Have your student read the introduction. Explain that many English words come from words in other languages and that Greek roots come from words in the Greek language.
2. Have your student read the chart and discuss the meanings of the Greek roots. Then, have your student examine the word *telescope*to identify how the Greek roots *tele* and *scope* are joined to form the word. Discuss how the meaning of *telescope* reflects the meaning of the Greek roots in the word.
3. Continue by having your student read the words *microscope*, *graphic*, and *telephone* and use the questions to identify the Greek roots and their meanings. **IF** your student has difficulty identifying the Greek root in a word, **THEN** review the chart to help your student identify the letters that spell the Greek root or roots in the word and match them with the Greek root in the chart.

Longer Words with Greek Roots

1. Help your student apply what they have learned about Greek roots to reading longer multisyllabic words. Explain that a Greek root is a word part that has one or more syllables. Tell your student that most words with Greek roots have two or more syllables. Have your student examine the word *headphone*. Then, have your student answer the questions to identify the Greek root *phon* and the syllables of the word.
2. Continue by having your student apply what they have learned to reading the word *autograph*. Have your student answer the questions to identify the Greek root *graph* and the syllables of the word.

Introduce Spelling Words



Introduce the spelling words. Say each word with your student. Then, have your student say the sound each letter makes in the word. Ask your student to name each letter to spell the words.

#### Check-In

Have your student read the sentences and identify the words with Greek roots. Have them write the words in a notebook. **IF** your student has difficulty identifying words with Greek roots, **THEN** use the chart in the lesson to review the spellings and meanings of the Greek roots.

#### Practice

Read each sentence and have your student identify the spelling word. Then, have your student write each word on a sheet of paper or in a notebook. Tell your student to underline the Greek root or roots in each word.

1. They will **televise** the choir’s performance. (televise)
2. She uses a **microscope** to see the tiny cells. (microscope)
3. I read the **biography**that tells his life story. (biography)
4. They use a **telescope** to view the stars. (telescope)
5. We use a **thermostat** to keep our home heated in the winter. (thermostat)
6. The family received a **telegram** with good news about their son. (telegram)
7. The submarine will dive several **meters** deep. (meters)
8. They study rocks and minerals to learn about the **geology** of the mountain. (geology)
9. They use wood as a **biofuel** to warm their home. (biofuel)
10. We study various maps of countries during our **geography** class. (geography)
11. The speaker talks into the **microphone** so everyone can hear the speech. (microphone)
12. The nurse uses the **thermometer** to check my temperature. (thermometer)
13. They study the fish and plants to learn about the **biology** of the pond. (biology)
14. I put my soup in the **thermos** to keep it hot. (thermos)
15. We use the **microwave** oven to reheat the food. (microwave)

### Objective: In this lesson, you will write uppercase **T** and **F** in cursive.

#### Explain

1. Ask your student to read the introduction and then study the cursive uppercase letters *T* and *F*.
2. Have your student answer the question. Discuss your student’s observations of the similarities and differences. Review the sample answer.

**How to Write Cursive Uppercase T**

1. Watch the video with your student to understand how to properly form cursive uppercase *T*. Ask your student to follow along by tracing the letter in the air.
2. Have your student review the letter model and read through the steps for writing cursive *T*.
3. Remind your student that cursive uppercase *T* does not connect to the next letter.

**How to Write Cursive Uppercase F**

1. Watch the video with your student to learn how to write cursive *F***.** Have your student practice the strokes in the air.
2. Ask your student to study the letter model and read through the steps for writing cursive *F*.
3. Remind your student that cursive uppercase *F* does not connect to other letters.

#### Check-In

If your student’s hand gets tired while writing, they may benefit from doing hand exercises before they begin or when they need a break. Suggest such exercises as pretending to cut with scissors, twirling their wrist in circles, and wiggling their thumbs.

1. Print the worksheet for Cursive Uppercase *T* and *F* before reading the directions. If you do not have a printer, provide a sheet of lined paper for your student, and write any models or letters that will be need to be traced.
2. Review the steps for writing each cursive letter as your student follows the tracing lines.
3. Observe as your student completes the worksheet. **IF** your student has difficulty writing cursive uppercase *T* or *F*, **THEN** have them retrace the letters before practicing independently.

[Cursive Uppercase T and F](https://cite-media.pearson.com/legacy_paths/8afea99e-5a0b-40f0-84ff-da24a4ea9488/cur_cap_T_F.pdf)

#### Practice

1. Print the Handwriting Practice page. Have your student read the directions. If you do not have a printer, provide a sheet of lined paper for your student, and write any models or letters that will be need to be traced.
2. Make sure your student remembers not to connect cursive uppercase *T* or *F* to other letters.
3. Review your student’s work. **IF** your student has trouble forming cursive uppercase *T* or *F*, **THEN** review the tracing models or demonstrate the letter strokes.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

## Lesson 2: A World of Gods and Heroes: Comprehension

### Objective: In this lesson, you will determine the meaning of words and phrases as they are used in a myth.

#### Key Word:

* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers

#### Explain

1. Read the introduction with your student.
2. Review the steps your student can take to determine the meaning of unfamiliar words. Point out that a dictionary can be both print and digital. Help your student locate a reliable online dictionary, if necessary.
3. Watch the video with your student. **IF** your student has trouble remembering what a myth is, **THEN** go over the definition with them.

Read the Text

1. Discuss the vocabulary words with your student. Your student can create a notebook to track the meanings of the words they encounter.
2. Read the Use the Dictionary sidebar together. Point out that careful readers read all the definitions before they determine which one applies to the text.
3. Help your student preview the text and set a purpose for reading *Theseus and the Minotaur*. First link to the book and talk about the genre, title, and the pictures.
4. Remind your student to think about unknown words as they read.
5. After reading, make sure your student understands that the text is about a challenge set up by King Minos.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

#### Check-In

1. Direct your student to the passages from *Theseus and the Minotaur* to answer the questions.
2. **IF** your student has difficulty determining how each passage contributes to the definition of the word *Minotaur*, **THEN** reread the passages together.
3. Review your student’s response to Question 3. If necessary, help them create their own definition, using details from the text. Then, assist them in using a dictionary—either online or in print—to compare their definition.
4. **IF** time allows and your student needs a challenge, **THEN** extend the activity by discussing the parts of the word *Minotaur*. Prompt with these questions:
   1. Whose name do you recognize in the first part of the word? (King Minos)
   2. The word part *taur* is from the word *Taurus*, which means “bull.” What happens when you put the meaning of those two word parts together? (I understand that the Minotaur is King Minos’s bull.)

#### Practice

1. Read the directions with your student.
2. Have your student use [*Theseus and the Minotaur*](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)and the [chart](https://cite-media.pearson.com/legacy_paths/7f6b430b-cb9d-42ab-a4c0-842673e7cc3a/ELA_4B_0261_PM_GO_Chart_4_Column_si.pdf) to identify unknown words in the text and determine their meanings.
3. In the first column, have them write down any words that they do not understand. Be sure to have them note the page number for easy reference later.
4. In the second column, have your student write down the sentence—or sentences—in which the unknown word is found. Your student should use this information for context.
5. In the third column, your student should write down their own definition.
6. The last column is for the dictionary definition.
7. The sample chart shows one example of how a full row would look. Review the sample with your student, if necessary.

### Objective: In this lesson, you will use online tools to research words from myths to determine their meaning.

#### Key Words

* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers
* **paraphrase** – to restate a text, using different words

#### Explain

1. Read the first few paragraphs with your student.
2. Allow time for your student to read or reread *Theseus and the Minotaur* and then answer the question.
3. Discuss online dictionaries. **IF** your student needs help with technology, **THEN** work with them to find a reliable online dictionary.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

#### Check-In

1. Read the directions with your student. Then, have them read the passage. If necessary, read the passage aloud to your student.
2. Have your student use the passage to answer the first two questions. **IF** they have difficulty, **THEN** return to the passage together to find the answers.
3. Your student should use what they learned from the passage and the sentence to answer the last question.

#### Practice

1. Read the directions with your student. Point out that they will need to do several things: research the words and write definitions for them and then research each word’s connection to a Greek myth.
2. Some dictionaries might provide information about connections to Greek myths. If not, work with your student to research the associated myth. One way to do this is to type “words from Greek mythology” in a search engine. Or type the selected word and “Greek mythology” in a search engine.
3. Review your student’s responses. If necessary, help them make a connection between the common meaning and its origin in Greek mythology. Ask questions such as these:
   1. How does the meaning of the word tie back to the Greek myth?
   2. What is similar about the meaning and the Greek myth? What is different?

### Objective: In this lesson, you will identify examples of hyperbole in literary text.

#### Key Word

* **hyperbole** – a big exaggeration made for effect

#### Explain

1. Ask your student to read the introduction. Be sure they understand that hyperbole is an extreme exaggeration. Point out that hyperbole is used most often in fictional works.
2. Explain that authors use hyperbole for effect or to make a point. Discuss the example “I am so hungry I could eat a horse.” This is not meant to be taken literally. The author uses this hyperbole to make a point about being very hungry.
3. Explain that identifying hyperbole involves finding something that is exaggerated so much that it could not be true.

#### Check-In

1. Have your student read the directions. Have them compare the two sentences in each answer choice to decide which one contains hyperbole. Remind them that hyperbole is an exaggeration that the reader is not expected to believe.
2. Review your student’s answers.**IF** they did not choose the correct sentence, **THEN** review the correct answer and talk about why it is an exaggeration. Remind your student that a sentence with hyperbole includes something that cannot logically be true when taken literally. For example, while Grandma’s cooking might be delicious, it is unlikely that it is the best in the world.

#### Practice

1. Have your student read the directions. Your student will identify three examples of hyperbole in the sample paragraph.
2. Review your student’s responses. **IF** they do not answer correctly, **THEN** have them read the paragraph again and ask themselves which sentences contain exaggerations that the reader is not expected to take literally. Encourage them to point out things that could not logically be true.

### Objective: In this section, you will write uppercase **S** and **G** in cursive.

#### Explain

1. Ask your student to read the introduction and then study the cursive uppercase letters *S* and *G*.
2. Discuss your student’s observations of the similarities and differences between the two.

How to Write Cursive Uppercase S

1. Watch the video with your student so they understand how to accurately form cursive uppercase *S*. Ask your student to trace the letter in the air.
2. Note the last stroke does not touch the first slant line.
3. Have your student review the letter model and read the steps for writing cursive uppercase *S*.
4. Remind your student that cursive uppercase *S* will not connect to the next letter.

How to Write Cursive Uppercase G

1. Watch the video with your student to learn how to write cursive uppercase *G.*Have your student practice writing the letter in the air.
2. Point out how the cursive uppercase *G* crosses through the first stroke before stopping short.
3. Have your student review the letter model and read the steps for writing cursive uppercase *G*.
4. Remind your student that cursive uppercase *G* also does not connect to other letters.

#### Check-In

**Learning Coach Tip**

Your student will need time to memorize the accurate strokes to form all the cursive uppercase and lowercase letters. Provide practice using various writing tools. For example, have your student write using chalk, gel pens, or dry erase markers.

1. Print the worksheet for Cursive Uppercase *S* and *G* and ask your student to read the directions. If you do not have a printer, provide a sheet of lined paper for your student, and write any models or letters that will be need to be traced.
2. Review the steps for writing each cursive letter as your student follows the tracing lines.
3. Observe your student’s tracing and writing. **IF** your student has difficulty writing cursive uppercase *S* or *G*, **THEN** have them retrace the letters before practicing independently.

[Cursive Uppercase S and G](https://cite-media.pearson.com/legacy_paths/b445478b-b04c-4814-a55a-1d1bb70f4554/cur_cap_S_G.pdf)

#### Practice

1. Print the Handwriting Practice page. Have your student read the directions. If you do not have a printer, provide a sheet of lined paper for your student, and write any models or letters that will be need to be traced.
2. Make sure your student remembers that cursive uppercase *S* and *G* do not connect to the next letter in a word.
3. Review your student’s handwriting. **IF** your student has trouble writing cursive uppercase *S* or *G*, **THEN** review the tracing models or demonstrate the letter strokes.

[Handwriting Practice](https://cite-media.pearson.com/legacy_paths/5a58f346-6b96-4ade-8923-de54995f8ca1/TripleTrack_lines_blank_7.pdf)

### Objective: In this lesson, you will pronounce words with Greek **roots.**

#### Key Word

* **root –** a basic word part from which words can be formed; is usually not a word that can stand on its own

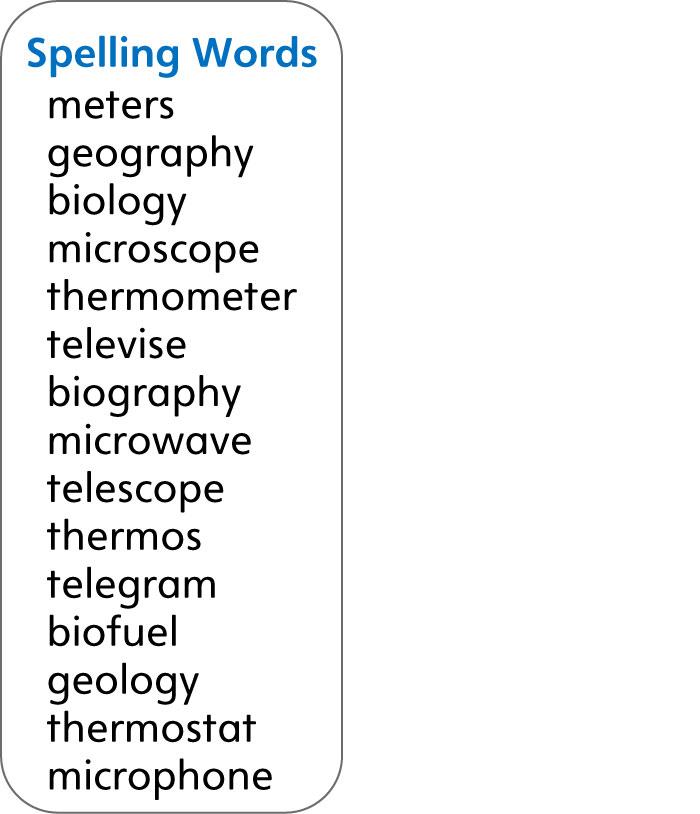
#### Explain

**Learning Coach Tip**

Helping your student recognize Greek roots will help them pronounce words. A Greek root is a word part that has its own meaning. Greek roots can be joined with words, other Greek roots, prefixes, and suffixes to form words.

1. Review that a Greek root is a word part that comes from a Greek word and that each Greek root has its own meaning. Remind your student that Greek roots can join with words, other Greek roots, prefixes, and suffixes to form words. Review the chart with your student to identify the Greek roots and their meanings.
2. Have your student examine the words *microwave* and *smartphone*. Then, have your student answer the questions to identify the Greek roots and pronounce the words correctly. Direct your student to read the words *microscope* and *microscopic*. Have your student answer the questions to recognize that the pronunciation of the Greek root *scope* can change based on the spelling of the word. Make sure that your student is saying the words correctly.
3. Explain that recognizing Greek roots will help your student pronounce unfamiliar words. Have your student use the Greek roots to help them say the words *microchip* and *thermometer* correctly. **IF** your student is not saying the words correctly, **THEN** work with your student to identify the Greek roots of the words.

Read Spelling Words



Have your student continue to practice spelling this week’s spelling words. Read the spelling words together. Then, have your student write each word on a sheet of paper or in a notebook. Have your student underline the Greek root introduced in this lesson in each spelling word. Then, have your student sort the words by number of syllables.

|  |  |  |
| --- | --- | --- |
| **2 Syllables** | **3 Syllables** | **4 Syllables** |
| thermos  meters | microscope  televise  microwave  telescope  thermostat  microphone  telegram | biology  thermometer  biography  biofuel  geology  geography |

#### Check-In

Have your student read the directions. Then, have your student underline the Greek root or roots and divide the word into syllables. **IF** your student has difficulty dividing a multisyllabic word, **THEN** work together to identify any Greek roots and the syllables of the word. Note that the letter e in the Greek root *phone* is sometimes dropped.

1. **sym-pho-ny**
2. **tele-phone**
3. **therm-o-stat**
4. **pho-no-graph**
5. **mi-cro-scope**

#### Practice

Use the activity to confirm that your student can say words with a Greek root. Have your student say the set of words and then identify the words that have the same Greek root. **IF** your student has difficulty identifying the words with the same Greek root, **THEN** work together to say each syllable of the words in each word set. Guide your student in identifying words with the same Greek root.

## Lesson 3: A World of Gods and Heroes: Speak/Listen

### Objective: In this lesson, you will restate myths in your own words.

#### Key Words

* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers
* **paraphrase** – to restate a text, using different words

#### Explain

1. Read the introduction with your student. Review the concept of paraphrasing. Point out that thorough paraphrasing uses key details. It makes the text easy to understand.
2. Ask your student to restate the lines from the myth in their own words. **IF** your student has difficulty, **THEN** go over each sentence with them. Ask if they can think of another clear way to say the sentence.
3. Watch the video with your student.
4. Review the concept of with your student. They should understand that reading more than one version of the same myth helps add to their understanding.

#### Check-In

1. Read the directions with your student.
2. Have your student read the passages. If necessary, read the passages aloud to your student.
3. Have your student restate, or paraphrase, each passage. **IF** your student has difficulty, **THEN** go over each line of the passage with them.
4. Engage your student in a discussion to compare the two versions. Your student should be able to explain where details do or do not overlap.

#### Practice

1. Read the directions with your student.
2. Allow time for your student to read the text.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

1. Have your student paraphrase the text for you. **IF** your student has trouble paraphrasing the entire myth, **THEN** have them paraphrase a page at a time.
2. Help your student locate a video version of *Theseus and the Minotaur* online. There are several versions just for kids. Watch the video together.
3. Have your student paraphrase the video version of the myth. Remind them to keep it simple.
4. Discuss how the printed and video versions are similar and how they differ. Point out any details that help paint a bigger picture of the myth.

### Objective: In this lesson, you will use paraphrasing to clearly communicate the key ideas of similar myths.

#### Key Words

* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers
* **paraphrase** – to restate a text, using different words

#### Explain

1. Read the introduction with your student. If necessary, remind your student that a myth is a traditional tale that often follows a hero’s journey.
2. Read the boys’ dialogue with your student. Talk about how the boys did not explain every detail of each movie. Rather, they worked to explain the movies as simply as possible.
3. Review the definition of *paraphrase* and the steps in the process. Point out that a thorough paraphrase communicates clearly to the listener what the text is about.

#### Check-In

1. Read the directions with your student.
2. Have your student complete the activity. **IF** your student has difficulty, **THEN** have your student review the proper sequence for paraphrasing.

#### Practice

1. Read the directions with your student. Explain that they will be listening to two versions of the same myth.
2. Read the myth *Theseus and the Minotaur* to your student, or have them listen to the recording.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

1. Have your student paraphrase the text in their notebook. **IF** your student has trouble paraphrasing the entire myth, **THEN** have them paraphrase a page at a time.
2. Have your student listen to the podcast of the myth.

### Objective: In this lesson, you will find examples of onomatopoeia and alliteration in literary text.

#### Key Words

* **alliteration**– two or more words that begin with the same sound
* **onomatopoeia** – words that imitate sounds

#### Explain

1. Have your student read the introduction. Make it clear that onomatopoeia imitates the sounds that they hear and associate with objects, actions, or animals. Provide additional examples, such as the purring of a kitten or the yelping of a dog. Use other sound words as examples also, such as *pow* for a loud hitting sound or *hum* for a soft sound.
2. Point out that words expressed as onomatopoeia are sometimes used as a one-word sentence, such as “Zap!” or “Crash!” or “Gobble.”

#### Explain

1. Read the text with your student. Try saying the tongue twister aloud before continuing reading. Make note of the beginning sounds.
2. Have your student identify the beginning sounds of the three examples. If you have time, look for other tongue twisters.
3. Ask your student why it is important to hear an alliteration (even in your head) rather than just reading it. Ask what other consonants have more than one pronunciation. (There are seven: C, G, D, S, Y, and X.)

#### Check-In

1. Have your student read the directions. Make sure your student understands that they should choose between the two sentences to identify the one that uses onomatopoeia or alliteration. You may want to have your student read the sentences aloud to help identify words that imitate sounds.
2. Review your student’s answers. **IF** they did not choose the correct sentence, **THEN** review the meaning of *onomatopoeia* and *alliteration* and look over the examples in the introduction to remind them of what they are trying to identify.

#### Practice

1. Have your student read the directions. The questions invite your student to find three examples that are used in the paragraph. Ask your student to recall what onomatopoeia and alliteration are before they answer the questions.
2. Review your student’s responses.**IF** they do not answer correctly, **THEN** ask them to read the paragraph again and identify words that make sounds. This will help them identify examples of onomatopoeia or alliteration as they read the sample paragraph.

### Objective: In this lesson, you will practice reading fluently.

#### Practice

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

## Lesson 4: A World of Gods and Heroes: Fluency

### Objective: In this lesson, you will use details from the text to make inferences.

#### Key Words

* **inference** – a conclusion based on known facts from the text and prior knowledge
* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers

#### Explain

1. Read the introduction with your student. If necessary, make sure your student understands that an inference is something that is not directly stated in the text by the author.
2. Look at the cover of *Arachne Spins Her Web* with your student. Point out that details from the title and the illustration help answer the question, but your student's own knowledge about spiders is also key.

Using Leveled Readers to Support Student Reading

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

* [Arachne Spins Her Web (A)](https://cite-media.pearson.com/legacy_paths/f8cff100-ebb9-4741-8ee3-38e0edbd7ece/ArachneSpinsHerWeb_A.pdf)
* [Arachne Spins Her Web](https://cite-media.pearson.com/legacy_paths/79d763fe-2126-4395-8153-d668a4a77209/Arachne%20Spins%20Her%20Web.pdf)
* [Arachne Spins Her Web (B)](https://cite-media.pearson.com/legacy_paths/0d12c29f-61c6-478c-aa4f-7f81c31ce458/ArachneSpinsHerWeb_B.pdf)Next, tell your student that you will watch a video together. Ask them to listen for ways in which the student in the video makes connections between prior knowledge and details in the text to make inferences.

Reading Myths with Accuracy

1. Help your student understand that they can improve accuracy with practice.
2. Listen to your student read the first page of the text. Help them define any unknown words. Encourage them with positive feedback.

#### Check-In

1. Have your student answer the questions by finding text details and accessing prior knowledge.
2. **IF** your student has difficulty with Question 3, **THEN** tell them that Mount Olympus is the home of the Greek gods and goddesses.

#### Practice

1. Read the question with your student. Remind your student to look for details in the text that tell what happens to Arachne. They should combine those details with their own knowledge to support an answer to the question.
2. Review your student’s work. **IF** your student failed to use text evidence, **THEN** return to the text together and ask which details best support their inference.

### Objective: In this lesson, you will use details from illustrations to make inferences.

#### Key Words:

* **inference** – a conclusion based on known facts from the text and prior knowledge
* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers

#### Explain

1. Read the introduction with your student. Make sure that your student understands that a myth is a traditional story that is sometimes told aloud and sometimes written down.
2. Review how to make an inference. Remind your student that authors do not explicitly state everything in the text. The reader will need to bring their own experiences and prior knowledge to the text to help build understanding.
3. Look at the illustration with your student. Point out that illustrations can add important details to stories, including myths. Help your student understand they can use these details—along with details from the text—to make inferences when answers are not directly stated in the text.
4. Next, have your student make an inference about the illustration. **IF** they have difficulty, **THEN** work with them to find details from the illustration to add to their own knowledge of soccer and playing on a team.

#### Check-In

1. Review the directions with your student.
2. Allow time for your student to read *Arachne Spins Her Web*. If necessary, read the text with your student. Point out that the myth is illustrated like a graphic novel.
3. Have your student use the text, illustrations, and prior knowledge to answer the questions. **IF** your student has difficulty, **THEN** work with them to find details in the illustrations.

Using Leveled Readers to Support Student Reading

During this lesson, students will read independently a text that has been designed specifically around grade level expectations. There are three different reading levels:

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

* [Arachne Spins Her Web (A)](https://cite-media.pearson.com/legacy_paths/f8cff100-ebb9-4741-8ee3-38e0edbd7ece/ArachneSpinsHerWeb_A.pdf)
* [Arachne Spins Her Web](https://cite-media.pearson.com/legacy_paths/79d763fe-2126-4395-8153-d668a4a77209/Arachne%20Spins%20Her%20Web.pdf)
* [Arachne Spins Her Web (B)](https://cite-media.pearson.com/legacy_paths/0d12c29f-61c6-478c-aa4f-7f81c31ce458/ArachneSpinsHerWeb_B.pdf)

#### Practice

1. Provide a copy of the flowchart. Read the directions with your student, making sure they are looking at page 6 of *Arachne Spins Her Web*. Explain what belongs in each box of the first three boxes of the flow chart: details from the text, details from the illustration, and then information based on your student’s prior knowledge and experience. The last box should be your student’s inference.
2. Review your student’s work. **IF** your student failed to use text or illustration evidence, **THEN** return to the text together and ask which details best support their inference.

[Flowchart](https://cite-media.pearson.com/legacy_paths/e9a3f949-2e41-477e-84be-7e84e3c522e7/ELA_4B_0268_21C_GO_Flowchart_1_Page_si.pdf)

### Objective: In this lesson, you will paraphrase sections of myths using certain kinds of figurative language.

#### Review

Remind your student that myths are folk stories that often explain the origins of natural things. Review the meaning of *paraphrase* (to restate or summarize something in one's own words).

Read the introduction with your student.

Point out the illustration and have your student read the caption. Explain that they will read about Atlas in Show What You Know.

#### Show what you know

1. Give your student time to read the two myths.
2. Then, have your student respond to the questions independently.
3. Assess how successful your student was in completing the activity by considering the following:
   1. **Very Successful** – My student was able to answer all questions completely and correctly.
   2. **Moderately Successful** – My student was able to answer most questions correctly.
   3. **Less Successful** – My student needed significant help to answer the questions.

#### Try This

Use your assessment of your student’s performance in the Show What You Know activity to guide their approach to completing the Try This activities.

* **Less Successful** – Review the Core Reading lessons. Then, return to the questions in Show What You Know and have your student respond to any they previously missed.
* **Moderately Successful** – Review the meaning of hyperbole and allow your student to complete Activity 1 in writing.
* **Very Successful** – Have your student complete Activity 2 independently.

**Activity 1**

1. Read the directions with your student. Remind them that hyperbole is the use of exaggeration to make a point.
2. Have your student develop a short paragraph in response to the prompt. **IF** your student needs inspiration, **THEN** offer this sentence as a story starter: When Great Turtle dipped his head to drink, water splashed upward for nearly a mile.

**Activity 2**

1. If your student is ready for Activity 2, review the prompt and give them time to brainstorm ideas before they begin to write. Review the definitions of onomatopoeia, personification, and hyperbole from Show What You Know.
2. Judge the response primarily on how well your student understands the myth genre and incorporates figurative language into the myth.

### Objective: In this lesson, you will spell words with Greek roots.

#### Key word

* **root** – a basic word part from which words can be formed; is usually not a word that can stand on its own

#### Explain

1. In this lesson, your student will focus on spelling words with the Greek roots *bio, geo, graph, logy, meter, micro, phone, scope, tele,* and *therm*. Review the spelling tips with your student. Explain that the tips will help your student correctly spell words with one or more Greek roots.
2. Use the questions to apply the tips to the spelling words. **IF** your student has difficulty identifying a Greek root, **THEN** have your student identify the spelling of the Greek root or roots in the word and review the meaning of the root in the chart. Work with your student to connect the meanings of the words to define the word with the Greek root or roots.

#### Check-In

Read the directions with your student. Explain that your student will spell a word by joining a Greek root with the bold word or word part and completing the sentences. Direct your student to write each word with the Greek root in a notebook or on a sheet of paper. **IF** your student has difficulty identifying the Greek root that can be used to form a word, **THEN** reread the sentence and guide your student in finding context clues that help to identify the meaning of the missing word. Then, review the Greek roots and their meanings. Guide your student in identifying the Greek root with a meaning that fits with the meaning of the sentence.

#### Practice

Review the directions with your student before your student completes the activity independently. Have your student underline each Greek root and write a word with the same Greek root. **IF** your student has difficulty spelling a new word with the same Greek root, **THEN** encourage your student to identify a spelling word with the same Greek root and review the spelling of the word.

**Weekly Spelling Test:** Use the following sentences to test the week’s spelling words.

|  |  |
| --- | --- |
| * **thermometer** | My doctor uses a **thermometer**to take my temperature. |
| * **microphone** | She speaks into the **microphone**so everyone can hear her speech. |
| * **telescope** | They look through the **telescope**to see the stars. |
| * **geology** | We study rocks to learn about the **geology**of the canyon. |
| * **thermos** | I pour the tea into the **thermos**to keep it hot. |
| * **geography** | We learned all the state capitals in our **geography** class. |
| * **telegram** | She sent an urgent **telegram** to her family. |
| * **biofuel** | The **biofuel**we use for power comes from trees and other plants. |
| * **thermostat** | We turn on the **thermostat**to heat our house in winter. |
| * **microscope** | They use a **microscope**to see the details of the tiny creatures. |
| * **televise** | The network is going to **televise** the big game. |
| * **meters** | That basketball hoop is about three **meters**high. |
| * **biography** | The **biography**is a book about her life. |
| * **microwave** | The **microwave**oven heats the food quickly. |
| * **biology** | They study many living things in their **biology**class. |

## Lesson 5: A World of Gods and Heroes: Synthesize

### Objective: In this lesson, you will describe key characteristics that define myths.

#### Key Word

* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers

#### Explain

1. Read the first few paragraphs with your student. Explain that long ago, most people could not read or write, so storytelling was an oral tradition.
2. Review the different purposes for myths: they are explanations for the origins of the world, nature, and natural occurrences, or they are explanations of human behavior. Point out that reliance on facts and the study of science was limited long ago.
3. Next, tell your student that you will watch a video together. Ask them to listen for ways in which the student in the video identifies and defines characteristics of myths. **IF** your student does not know what a characteristic is, **THEN** explain that it is a special quality or trait that makes something part of a particular group (and makes a group different from other groupings).

#### Check-In

1. Read the questions with your student.
2. Have your student answer the questions. **IF** your student has difficulty, **THEN** return to the start of the lesson and work with them to find the answers.

#### Practice

1. Read the directions with your student. Allow time for your student to reread *Theseus and the Minotaur* and *Arachne Spins Her Web*. Remind your student to look for examples in the texts that match key characteristics of a myth.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

Using Leveled Readers to Support Student Reading

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

* Approaching Level (noted with an “A” next to the title)
* On Level (with no letter next to the title)
* Beyond Level (noted with a “B” next to the title)

Work alongside your student to help them select the Leveled Reader that is best suited to their ability as an independent reader. To help with this, use the Five-Finger Test below.

The Five-Finger Test

Help the student select the best leveled reader for their reading level using the five-finger test.

* [Arachne Spins Her Web (A)](https://cite-media.pearson.com/legacy_paths/d7740179-a88b-4173-b268-da68ec70762b/ArachneSpinsHerWeb_A.pdf)
* [Arachne Spins Her Web](https://cite-media.pearson.com/legacy_paths/79d763fe-2126-4395-8153-d668a4a77209/Arachne%20Spins%20Her%20Web.pdf)
* [Arachne Spins Her Web (B)](https://cite-media.pearson.com/legacy_paths/e7371e05-c5d1-4002-b64e-5032df55d209/ArachneSpinsHerWeb_B.pdf)

Have your student complete the activity.

1. Review your student’s work. **IF** your student failed to match the characteristic to the correct text, **THEN** return to the texts together to find evidence of the characteristic.

### Objective: In this lesson, you will analyze characteristics of other cultures through myths.

#### Key Words

* **culture** – how a group of people see and think about the world
* **myth** – a traditional story, especially one concerning a hero or explaining some natural event, and often involving gods and their powers
* **value** – a strongly held belief of a group of people, especially about how people should behave

#### Explain

1. Read the introduction with your student. Explain that the word “*myth*” comes from the ancient Greek word meaning “story” or “plot.”
2. Point out the map of Greece. Explain that the myths your student has read in this unit come from the people who lived in ancient Greece. Explain that myths can come from the cultures of people everywhere.
3. **IF** your student needs help understanding the concept of cultural values, **THEN** guide them to brainstorm a list of values important to them. Prompt brainstorming with these questions:
   1. What is something that is important to you?
   2. What do you think is something that people should do? Why?
   3. What is something that you think people should not do? Why?
4. Your student should be able to recognize that bravery was an important value in ancient Greece.

#### Check-In

1. Have your student read the passage and then answer the questions.
2. **IF** your student has difficulty,**THEN** remind them to look for details about cultural values. Ask questions such as: Why do you think Arachne is described as not being humble?

#### Practice

1. Read the directions with your student. Then, allow time for them to read *Theseus and the Minotaur*.
2. Review your student’s response. **IF** your student failed to use text evidence, **THEN** return to the text together and ask which details best support their response.

[Theseus and the Minotaur](https://cite-media.pearson.com/legacy_paths/63437869-0c48-42a4-b758-4e959a0320e3/Theseus%20and%20the%20Minotaur.pdf)

### Objective: In this lesson, you will practice reading fluently.

#### Practice

You can use the simultaneous oral reading method, the repeated reading technique, and partner reading to increase reading speed, enhance comprehension, and enable students to become independent and self-confident readers. Use one of these strategies daily.

Simultaneous Oral Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Explain that the two of you will read a section of the text together.
4. Read a section of the text aloud, using good expression, while your student follows along with a finger or pencil eraser.
5. Read the text aloud together, trying to keep your voices the same. Track the text with your finger, leading your student along.
6. Repeat Step 5 two or three times, until your student is ready to read the text independently.
7. Have your student read aloud to you.

Repeated Readings

1. Identify a short story or passage your student can read with no more than one error.
2. Preview the text by discussing the title, topic, illustrations, and any challenging vocabulary.
3. Ask your student to read aloud for one minute.
4. Count and record how many words your student read correctly within one minute.
5. Over the next two days, have your student read the same passage. Each time they read the passage, count and record the number of words read within one minute.
6. When your student has increased the number of words read within one minute by ten percent or more, choose a new passage.

Partner Reading

1. Identify a short story or passage your student can read with no more than one error.
2. Explain to your student they will be the “Reader” and you will be the “Coach”.
3. Sit side-by-side and hold the text with your student.
4. Have your student read an agreed-upon section of the text.
5. As the Coach, follow along and watch for mistakes. When the Reader makes a mistake, either provide the word or ask the Reader to “check that word” and try again.
6. When the text is finished, return to the beginning and, page by page or section by section, ask the Reader what happened or what each part was about.
7. Exchange roles with your student, allowing your student to become the Coach.
   1. Role-play making mistakes and remind the Coach what to say when a mistake is made.
   2. Demonstrate reading at a comfortable speed, reading with expression, and understanding what is read.
   3. When the text is finished, return to the beginning and allow the Coach to ask what each page or section was about.

#### Review

1. Review each learning goal with your student.
2. Read the information on the page with your student. For each skill area, suggest your student go back into the lessons they have completed and make a concept web. In each outer square, your student should write important information about a topic. Your student can review the concept webs when it is time to take the unit test.
3. **IF** your student struggles with certain topics, **THEN** review the lessons that cover the topics together. Be sure to revisit all the activities, including Check-In and Practice items.
4. Encourage your student to think about the strategies that were most helpful in learning the new skills. If your student needs prompting, ask about examples from the following list:
   1. connecting new material to previously learned material
   2. drawing a picture of a new vocabulary word
   3. making a concept web
   4. quizzing yourself
   5. reading an explanation
   6. setting a goal for each learning session
   7. talking through the answer to a question
   8. trying a new way to solve a problem when you are stuck
   9. watching a video

[Concept Web](https://cite-media.pearson.com/legacy_paths/747dca11-8bf9-4234-9b6a-4dc26b70796e/GO_Concept_Web_4_Square.pdf)

#### Reflect

Guide your student to write a reflection using the sentence starters provided on the slide. **IF** your student has trouble identifying an area of difficulty or an area where more practice is needed, **THEN** refer back to earlier practice activities and scored assignments. **IF** your student struggles with the writing portion of the activity, **THEN** work with them to choose a sentence starter and complete it together. Have your student write the rest of the sentences independently. Read their paragraph and give praise for their effort and thoughtful work.

Example Reflection

I learned that myths use a lot of figures of speech. There are different kinds of figures of speech. Sometimes it is hard for me to keep them straight. I would like to go back and review the lessons on personification, hyperbole, and onomatopoeia. Then, I can ask my Learning Coach some questions about what I learned.