

## About the Book

Text Type: Fiction/Myth Page Count: 20 Word Count: 1,770

### Book Summary

*Odysseus and the Bag of Winds* tells about Odysseus's place in the stories of Greek mythology. He became known as one of the greatest Greek heroes after winning the Trojan War. However, his journey back home to Ithaca was doomed as he and his men were suddenly blown off course. This story shows how jealousy, greed, and distrust can lead even the most confident people astray. Illustrations and maps support the text.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Summarize to understand text
- Analyze characters in the text
- Recognize and use adverbs
- Recognize and understand homophones

### Materials

Green text indicates resources available on the website

- Book—*Odysseus and the Bag of Winds* (copy for each student)
- Chalkboard or dry-erase board
- [Analyze character, adverbs, homophones worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: **endure** (v.), **masterpiece** (n.), **mortals** (n.), **pleaded** (v.), **relinquish** (v.), **stowed** (v.)

Enrichment: **capsizing** (v.), **epilogue** (n.), **helm** (n.), **Homer** (n.), **prologue** (n.), **wake** (n.)

## Before Reading

### Build Background

- Cut out illustrations from the front cover and pages 8 and 16 of *Odysseus and the Bag of Winds*. Provide multiple copies of these illustrations for groups of students to review.
- Have students use the illustrations to discuss what they already know about the adventures of Odysseus. Ask students whether they have heard of Odysseus and for what he might be famous. Ask what they think the *Bag of Winds* might be.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Ask students to turn to the table of contents. Remind them that the table of contents provides an overview of what the book is about. Ask students what they expect to read about based on what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in each chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read pages 4 through 6 aloud to students and model summarizing.  
*Think-aloud: To summarize, I need to decide which information is the most important to remember in a chapter. To do this, I can consider who and what the chapter was about, what happened, and when and why it happened. Then I can organize that information into a few sentences. As I read pages 4 through 6, the pages are mostly about mythology. The author explains that mythology is a set of stories from a culture's distant past. I will write mythology and stories from a culture's distant past under the heading What. The ancient Greeks believed stories about fantastic events and supernatural beings. One of the most famous stories is about Odysseus and his struggles. I will write supernatural beings and Odysseus under the heading Who and ancient Greece under the heading Where. The purpose of mythology is to entertain, teach lessons, and help explain how the world works. I will write to entertain, teach lessons, and help explain how the world works under the heading Why. When I organize all of this information, a summary of the prologue of the story might be: Greek mythology is a set of made-up stories from the culture's distant past. Mythology is often about fantastic events and supernatural beings, and its purpose is to entertain, teach lessons, and help explain how the world works. One of the most famous of these stories is about Odysseus and his struggles.*
- Write the summary on the board. Discuss how you used the information in the chart, along with your own words, to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this chapter.

### Introduce the Comprehension Skill: **Analyze character**

- Explain to students that there are many ways to learn about a character in a story. One way is to examine a character's words or thoughts. Another way is to examine the actions of the character. Explain to students that an author uses a character's words, thoughts, and actions to give the reader insight into a character's personality, relationships, and motivations, as well as the conflicts he or she may face.
- Review the prologue of the story with students. Model how to analyze a character based on his or her actions.  
*Think-aloud: As I read the prologue, I found out that Odysseus won a war for the Greeks by tricking the Trojans. It also says that his journey home took ten years and was filled with adventure. Based on these clues, Odysseus appears to be brave, resourceful, and diligent. This information provides insight into his personality.*
- Write the character traits from the discussion on the board.

## Lesson Plan *(continued)*

## Odysseus and the Bag of Winds

- Introduce and explain the **analyze character worksheet**. Have students write the information discussed in the prologue on their analyze character worksheet. Then have them write clues from the text that support their answers on their worksheet (*using a large wooden horse to trick the Trojans, journey home took ten years, and so on*).

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *mortals*, *masterpiece*, and *endure*.
- Point out to students that they have already read these words while reading the prologue. Give groups of students three pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Review or explain that the glossary contains a list of vocabulary words and their definitions.
- Model how students can use the glossary or a dictionary to find a word's meaning. Have students locate the glossary at the back of the book. Invite a volunteer to read the definition for *mortals* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 4 as you read the sentence in which the word *mortals* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


### Set the Purpose


- Have students read the book to find out more about Odysseus and his adventures. Encourage students to underline information in each chapter that answers the questions *who*, *what*, *when*, *where*, and *why*.


## During Reading


### Student Reading

- **Guide the reading:** Have students read from page 7 to the end of page 10. Encourage those who finish before others to reread these chapters.
- Model summarizing important information in the first chapter, "A Visit with an Old Friend."  
**Think-aloud:** *I made sure to stop reading after the first chapter to summarize what I'd read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the important information into a few sentences. In this chapter, I learned that Odysseus and his men stopped to visit Aeolus, the god of the winds, after victoriously leaving Troy. I underlined Odysseus and his men, Aeolus, and victoriously leaving Troy. I also learned that Aeolus offered Odysseus a magical gift to speed him on his way home. I underlined magical gift and speed him on his way home in the story. I read that the god of the winds had gathered all of the wild and dangerous winds and forced them into an ox-hide bag, which he gave to Odysseus, leaving out only a steady west wind to speed Odysseus and his men homeward. I will also underline the words wild and dangerous winds, ox-hide bag, steady west wind, and speed Odysseus homeward in the story.*
- Write the underlined information on the chart on the board. Have students share any additional information they underlined that answers the questions *who*, *what*, *when*, *where*, and *why*. Write this information on the chart. Create a summary with students based on the information in the chart. (*On their way home from Troy, Odysseus and his men stopped to visit Aeolus, god of the winds. Aeolus gathered all of the wild and dangerous winds and forced them into a magical ox-hide bag. He left out a steady west wind, which would speed Odysseus and his men homeward.*)
- Have students review pages 7 through 10 to identify more of Odysseus's personality traits (untrusting, determined, and so on). Instruct students to write the information discussed in Chapter 1 and Chapter 2 on their analyze characters worksheet. Then have them write clues from the text that support their answers on their worksheet (untrusting: did not trust his men to understand the gift, hid the gift from his men, did not relinquish the helm; determined: sailed at the helm for nine days and nights). Have students share examples from the text that support their responses.

 **Check for understanding:** Have students read pages 11 through 13. As they read, remind them to underline information that answers the questions *who*, *what*, *when*, *where*, and *why*. Then have students work with a partner to write a brief summary of the chapter on a separate piece of paper. Have them share and discuss their summaries.

 Have students add additional personality traits to their analyze characters worksheet. Instruct them to write the information and clues from the text that support these traits on their worksheet. Check individual worksheets for understanding.

 Have students read the remainder of the book. Have them underline information in each chapter that answers the questions *who*, *what*, *when*, *where*, and *why*.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Divide students into small groups. Assign groups one of the remaining chapters from the book ("Jealousy and Greed" or "Epilogue"). Have each group discuss the information they underlined in their chapter. Have them use the information to write a group summary of the chapter on a separate piece of paper. When students have finished, share and discuss their summaries aloud.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know that I will remember more about Odysseus because I summarized as I read the book.*

## Reflect on the Comprehension Skill

- **Discussion:** Review the characteristics of Odysseus that students identified from the beginning of the story (brave, resourceful, diligent, and so on). Review Odysseus's other character traits that students identified later (distrusting, determined, and so on). Discuss how his distrusting and selfish character played a part in the outcome of the story.
- **Independent practice:** Have students complete the analyze characters worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, Odysseus was distrustful of his crew, which led them to become more rebellious and distrustful of him. Now that you know this information, why is trust an important character trait? How might Odysseus's tale have ended if he had trusted his men?

## Build Skills

### Grammar and Mechanics: Adverbs

- Review or explain that *adverbs* are words that describe or modify verbs, adjectives, or other adverbs. They usually tell *how*, *when*, or *where* something happens.
- Write the question *How?* on the board. Have students turn to page 9 and read the following sentence aloud: *Aeolus's gift worked perfectly at the beginning of their journey.* Ask students how Aeolus's gift worked (*perfectly*). Explain that *perfectly* is an adverb that describes the verb *worked*. Ask students what the root or base word of *perfectly* is (*perfect*). Explain that many adverbs are formed by adding *-ly* to the end of a word.

## Lesson Plan *(continued)*

## Odysseus and the Bag of Winds

- Write the question *When?* on the board. Have students return to page 9 and read the following sentence aloud: *Of course we can steer the ship just as well as Odysseus, they often said to themselves.* Ask students when the sailors in the story said this to themselves (*often*). Explain that *often* is an adverb that describes the verb *said*. Point out that this is an example of an adverb that does not end in *-ly*.
- Write the question *Where?* on the board. Have students turn to page 11 and read the following sentence aloud: *Odysseus could recognize the shape of his beloved island anywhere, and his heart leaped up into his throat to see its familiar curves and points.* Ask students where Odysseus was able to recognize the island (*anywhere*). Explain that *anywhere* is an adverb that describes the verb *recognize*. Point out that this is another example of an adverb that does not end in *-ly*.
- **Check for understanding:** Write the words *careful*, *never*, and *quiet* on the board. Have student volunteers come up to the board and add *-ly* to the root or base words that need the suffix to become an adverb (*carefully*, *quietly*). Then have students use the three adverbs in oral sentences.
- **Independent practice:** Introduce, explain, and have students complete the [adverbs worksheet](#). If time allows, discuss their answers.

### Word Work: **Homophones**

- Have students turn to page 6. Read the following sentence aloud: *It was Odysseus who won the war for the Greeks by using a large wooden horse to trick the Trojans into opening the gates of their city, not knowing that Greek warriors lay hidden inside.* Write the word *won* on the board. Ask students to explain what the word *won* means (beat all other opponents).
- Read the following sentence from page 6 aloud: *What should have been a simple trip became one of the most famous journeys in all of literature.* Write the word *one* on the board. Ask students to explain what the word means (a single thing or unit).
- Ask students to identify which words in the sentences sound the same but are spelled differently and have different meanings (*won*, *one*). Write these words on the board. Explain to students that words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Repeat the process above for *see* (page 11: *...see its familiar curves and points*) and *sea* (page 17: *...blown over the furious sea[s] away from Ithaca...*).
- Write the homophones *won/one* and *see/sea* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Check for understanding:** Write the homophones *tale/tail* and *son/sun* on the board. Have students use each word in a sentence on a separate piece of paper. Allow them to use dictionaries, if necessary, to identify the meaning of each word. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their responses.

### **Build Fluency**

#### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss with someone at home how to summarize as they read each chapter.

### ***Extend the Reading***

#### **Social Studies Connection**

Have students locate books about Greek mythology in the library. Have each of them choose a myth. Lead a round-table discussion where students retell and compare and contrast the myths they shared aloud.

#### **Myth Writing Connection**

Review with students the definition of a myth (a story about heroes or individuals with supernatural powers that explains the origin of human behavior or an occurrence in nature). Have students use what they learned about the characteristics of myths from their reading in the Social Studies Connection to write their own myth. Invite them to share their myths aloud.

#### **Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

### ***Assessment***

#### **Monitor students to determine if they can:**

- accurately use details from the text to create chapter summaries during discussion and on a separate piece of paper
- accurately analyze the words, thoughts, and actions of the main character; identify traits in a character's personality during discussion and on a worksheet
- correctly recognize and use adverbs during discussion and on a worksheet
- correctly identify and understand homophones during discussion and on a worksheet

#### **Comprehension Checks**

- **Book Quiz**
- **Retelling Rubric**