

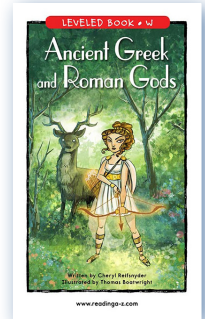
### Focus Question:

*What did the ancient Greeks believe about their gods?*

### Book Summary

Text Type: Nonfiction/Informational

*Ancient Greek and Roman Gods* is an informational text that describes the gods worshipped by Greeks and Romans. They were a lot like humans . . . except larger, stronger, more beautiful, and immortal. The stories and beliefs about these gods have played a role in how people think and act today. This book describes several of the most important gods and can also be used to teach about author's purpose and pronoun agreement.



### Lesson Essentials

#### Instructional Focus

- ☐ Ask and answer questions to understand informational text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations and labels
- ☐ Identify and understand the use of pronoun agreements
- ☐ Arrange words in alphabetical order

#### Materials

- ☐ Book: *Ancient Greek and Roman Gods* (copy for each student)
- ☐ KWLS / ask and answer questions, author's purpose, pronoun agreement worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *disguised* (v.), *immortal* (adj.), *mythology* (n.), *realm* (n.), *temples* (n.), *underworld* (n.)

**Enrichment:** *chariot* (n.), *mischievous* (adj.), *nymphs* (n.), *scepter* (n.), *Titans* (n.), *trident* (n.)

- **Academic vocabulary:** *believed* (v.), *created* (v.), *involved* (v.), *protected* (v.), *role* (n.), *several* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the words *Greek and Roman Gods* on the board. Ask students whether they can name any of them and invite them to share what they know about them. Explain that the gods were a huge part of ancient Greek and Roman society. Both societies told stories about the adventures enacted by their immortal gods.
- Create a KWLS chart on the board and introduce and explain the **KWLS / ask-and-answer-questions worksheet**. Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for information we learned, and the *S* stands for what we still want to know about the topic. Fill in the first section (*K*) on the board with the details students already shared, and invite students to add more. Have students complete the same section on their KWLS / ask-and-answer-questions worksheet.
- Ask students what they would like to know about the ancient gods. Have them fill in the second section (*W*) of their worksheet. Invite students to share questions with the rest of the class and write their questions on the class chart.

##### Introduce the Book

- Give students their copy of *Ancient Greek and Roman Gods*. 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 (genre, text type, and so on) 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 on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Guiding the Reading (cont.)

#### Introduce the Reading Strategy:

##### Ask and answer questions

Explain to students that asking and answering questions while reading can help readers understand the information in a book. Have students look at the table of contents on page 3 and use the section titles to help develop more questions for the book. Have them add any additional questions they might have about ancient gods to their KWLS / ask-and-answer-questions worksheet. Record shared questions on the class chart.

#### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that an author has a reason or purpose for writing a book. The purpose could be to *entertain*, to *inform*, or to *persuade*. Explain that to *entertain* means to amuse someone, to *inform* means to give someone information about something, and to *persuade* means to convince someone to think or act a certain way.
- Have students discuss with a partner what they think the author's purpose is for writing *Ancient Greek and Roman Gods*. Invite students to share their predictions and their reasoning.

##### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

##### Set the Purpose

- Have students read to find out more about Greek and Roman gods. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- What was the most important quality that the gods possessed that humans did not? (level 1) page 4
- How would you describe Poseidon? (level 1) page 6
- How would you compare and contrast Hermes and Hades? (level 2) pages 7 and 8
- What is the sequence of events that led up to Hephaestus winning Aphrodite's hand in marriage? (level 2) pages 11 and 12
- How would you organize all of the characteristics the gods possessed? (level 3) multiple pages
- What would have happened if Zeus and his brothers didn't overthrow their father, Kronos? (level 3) multiple pages
- What conclusions can you draw about the influence the gods had on Greek and Roman societies? (level 3) multiple pages

#### Text Features: Illustrations and labels

Explain to students that labels provide readers with specific information about illustrations, photographs, charts, or maps. Have students locate the illustration on page 5. Ask students: *How is the label helpful in understanding what the illustration is about? How does the label and illustration help you better understand the text? Does the illustration or label prompt any more questions or answers that you can add to your KWLS worksheet?* Have students look at the rest of the illustrations and labels with a partner and discuss these questions for each one. Invite volunteers to share their answers with the rest of the class.

#### Skill Review

- Model for students how you answer a question on the KWLS chart. Have students discuss what they learned about the ancient gods in each section. As they read, have students write the answers to these questions in the L column of their worksheet. Ask students to share with the class what they added to their worksheet. Invite students to fill in the final section (S) with information they would still like to know about ancient Greek and Roman gods.
- Model evaluating details to determine the author's purpose.  
**Think-aloud:** *The book has a lot of information on the Greek and Roman gods. These facts and details give me information on a topic that is new to me, so I think the author's main purpose is to inform. I also find some of the stories about the gods to be very entertaining, so that might be a second purpose. I will continue to read and think about all the stories and details.*
- Have students work with a partner to discuss the details of the book and their effect on the reader. Have them share their opinion on the author's purpose for writing the book.
- Model how to complete the **author's purpose worksheet**. Have students underline or highlight details in the book as they read. Then have

### Guiding the Reading (cont.)

them compare their details with a partner's and determine the author's purpose for the book.

### 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.

### Skill Review

#### Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Ask students to call out the author's purposes for this book. Write the words *inform* and *entertain* on the board. Discuss with students their reasoning for choosing these as the author's purpose for writing.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include information about the gods being similar to humans, but stronger, larger, more beautiful, and immortal.)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics: Pronoun agreement

- Explain or review that a *pronoun* is a word *used in place of a noun*. Write examples of pronouns on the board: *I, he, she, it, her, they, his, and we*. Explain that when you use a pronoun, you first have to have an antecedent, which is the word that the pronoun is referring to or replacing.
- Write the following sentence on the board: *Poseidon summoned storms, and Poseidon used a magic trident.* Circle the second noun, *Poseidon*. Invite a volunteer to reread the sentence, replacing the underlined name with the appropriate pronoun (*Poseidon summoned storms, and he used a magic trident.*) Explain that the pronoun *he* replaces *Poseidon*, and that this keeps the reader from repeating the word *Poseidon* over and over and makes the writing flow better.

- Explain to students that it is necessary for the pronoun to agree with its antecedent. If the antecedent is singular, then the pronoun needs to be singular, and a plural antecedent needs a plural pronoun. Write the following examples on the board: *The boy scratched his head. The boys scratched their heads.* Invite a volunteer to circle the pronouns in both sentences. Have students discuss with a partner whether the pronoun agrees with its antecedent.
- **Check for understanding:** Have students turn to page 11. Read the following sentence aloud: *Hephaestus fell to the ocean far below, where sea goddesses found him and gave him shelter.* Have students identify and underline both times a pronoun was used (*him, him*). Invite volunteers to write above each one the word the pronoun stands (*Hephaestus*). When students are finished writing, encourage them to read their new sentence aloud. Discuss with students which sentence reads more smoothly and why.
- **Independent practice:** Introduce, explain, and have students complete the **pronoun agreement worksheet**. If time allows, discuss their answers.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students that if the first letter of two or more words is the same, they must compare the second letter in each of those words instead.
- Write the words *realm* and *immortal* on the board. Invite a volunteer to explain which word would come first in alphabetical order and why (*immortal* because *i* comes before *Rr* in the alphabet).
- Write the words *mischievous* and *mythology* on the board. Point out that these two words begin with the same letter. Invite a volunteer to explain which word would come first in alphabetical order and why (*mischievous* because the second letters in the two words are *i* and *y*, and *i* comes before *y* in the alphabet).
- Write the words *trident* and *treasures* on the board. Have students discuss with a partner which word would come first in alphabetical order and why (*treasures* because when the first and second letters in each word are the same, you have to look at the third letters, which are *i* and *e*, and *e* comes before *i* in the alphabet).
- **Check for understanding:** Write the words *sky, trident, scepter, underworld, temples, and sculptures* on the board. Have students write the words in alphabetical order on a separate sheet of paper, and also have them justify their answer. Discuss answers aloud.

### Connections

- See the back of the book for cross-curricular extension ideas.