



About the Book

Text Type: Fiction/Informational Page Count: 16 Word Count: 887

Book Summary

Acropolis Adventure is told from a young man's perspective as he and his parents vacation in Greece. He meets Dimitri, an old friend of his father's, who shows him some of the famous local landmarks. Most importantly, Dimitri teaches Brady how to appreciate the details and beauty that surround him. Brady leaves Greece a different person. Illustrations and a map support the text.

Book and lesson also available at Levels W and Z.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Visualize to understand text
- Compare and contrast
- Identify initial and final consonant *st*-blends
- Recognize and use possessive nouns
- Identify and understand similes and metaphors

Materials

Green text indicates resources available on the website

- Book—*Acropolis Adventure* (copy for each student)
- Dictionaries
- **Visualize, compare and contrast, possessive nouns, similes and metaphors 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: **ancient** (adj.), **Athens** (n.), **columns** (n.), **Greek** (adj.), **landmark** (n.), **struggled** (v.)

Enrichment: **Acropolis** (n.), **admiring** (v.), **comedy** (n.)

Before Reading

Build Background

- Ask students to tell what they know about Greece and the Acropolis. Ask a student to locate Greece on a classroom map. Ask if anyone knows any other famous landmarks in Greece and, if so, to tell about them.
- Ask students to close their eyes and visualize, or picture in their mind, a two-story-high marble octagon with eight carved figures on top. Ask them to share what they see.

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 (genre, text type, fiction or nonfiction, 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).
- Preview 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 based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about the topic.
- Ask students to close their eyes and listen carefully. Read page 4 aloud to them. Model how to visualize.
Think-aloud: Whenever I read a book, I pause often to create a picture in my mind of the information I've read. This helps me organize the important information and understand the ideas in the story. For example, on page 4, the author describes the setting. I pictured an outdoor cafe with people sitting at tables. I also pictured the bright morning sunshine glaring down on Dimitri's bald head.
- Reread page 4 aloud to students, asking them to use the words in the story to visualize. Introduce and explain the [visualize worksheet](#). Have students draw what they visualized from the text on page 4 on their worksheet. Invite them to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way to understand concepts in a story is to tell how the information is similar and different.
- Cut out the illustration from page 4 and show students the two characters, Brady and Dimitri. Model how to compare and contrast using clues from the illustration and the text on page 4.
Think-aloud: In this illustration, I see two people. I see that some things about them are the same, and some things are different. I notice that both characters are male and that they are both reaching out to shake hands. However, it seems as if one of the characters is much older than the other. On page 4, I read, "Over here, young man." Therefore, I know that Brady must be the young man. The title on page 4 is "Dimitri the Greek," so I know that the older man sitting down is Dimitri and that he is Greek. Page 4 also mentioned that Dimitri was tall, bald, tanned, and welcoming.
- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *Brady* and the right circle *Dimitri*. Explain that information telling how Brady and Dimitri are similar is written where both circles overlap. Information that is only true of Brady is written in the left side of the left circle. Information that is only true of Dimitri is written in the right side of the right circle.
- Have students identify other similarities and differences between Brady and Dimitri. Add this information to the Venn diagram.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *ancient, Athens, and landmark*.


- Point out that these three words can be found in the text and that knowing what they mean will help students understand what's happening as they read the book. Give groups of students three pieces of blank paper and have them write one of the three vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *ancient* in the dictionary. Invite a volunteer to read the definition for *ancient*. Have students compare the dictionary definition with the glossary definition, pointing out the similarities and differences (glossaries only contain definitions for vocabulary words in that particular story, dictionaries contain longer and sometimes multiple definitions, and so on). Have them compare these with their prior knowledge of the word.
- Have students follow along on page 5 as you read the sentence in which the word *ancient* is found to confirm the meaning. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read the book to learn about the adventure the characters experience at the Acropolis. Remind them to stop and visualize as they read to help them remember and understand what they're reading.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of the section on page 10. Have them draw what they visualized during one or more events of the story on their visualize worksheet. If they finish before everyone else, have them go back and reread.
Think-aloud: *When I read about the Tower of the Winds, I paused to picture in my mind how that would look. I envisioned a marble tower as tall as a two-story building. In my mind, I saw eight flat sides with a carved figure at the top of each and metal rods stretching out from them. I envisioned that this was a giant sundial capturing the Sun's rays each day.*
 - Invite students to share their drawings of what they visualized while reading. Have them explain their drawings aloud.
 - Review with students the details they read on pages 5 through 10 about Brady and Dimitri. Discuss any similarities and differences between the characters. (Similarities: both know and like Brady's dad; both are in Athens; both are looking at and discussing landmarks. Differences: Brady is not interested in history, Dimitri is very interested in history; Brady is unfamiliar with the landmarks, Dimitri is very knowledgeable about the landmarks; Brady is becoming more enthusiastic about what he sees, Dimitri is becoming encouraged by Brady's enthusiasm) Add this information to the Venn diagram on the board from earlier. Save the diagram for future reference.
 - **Check for understanding:** Have students read to the end of page 12. Have them visualize the information in the text as they read. Ask students to draw what they visualized on their visualize worksheet. Invite them to share what they visualized.
 - Have students work with a partner and continue comparing Brady and Dimitri as they read the remainder of the story. Have them write the information on a Venn diagram on a separate piece of paper. Discuss their responses as a class.
-  Have students make a small 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

- Have students share any other questions they had while they were reading. Ask how using the strategy of visualizing helped them understand and remember what they read.
- **Think-aloud:** *When I read about the Parthenon, I paused to picture in my mind a massive stone temple with columns of marble. I envisioned the detailed scenes, including people, animals, and gods, carved into the stone. This picture helped me understand what I had read and helped me remember that part of the story.*
- Have students complete the visualize worksheet. Have volunteers discuss their drawings aloud after everyone finishes.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between Brady and Dimitri. Add any new information to the Venn diagram on the board. Discuss how the information is organized in the Venn diagram.
- **Check for understanding:** Have students provide examples of how the Parthenon and the Tower of Winds are alike and different. Record this information on a new Venn diagram on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#) by comparing ancient Greece to present-day Greece. If time allows, discuss their answers.
- **Enduring understanding:** In this story, you learned about many of the famous landmarks of Greece. Now that you know this information, would you like to visit the country and see sights such as the Parthenon, the Acropolis, the Tower of the Winds, and the Theater of Dionysus? Which would you most like to see, and why?

Build Skills

Phonics: Initial and final consonant *st*-blends

- Write the words *stack* and *stand* on the board and say them aloud with students. Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say each whole word aloud. Ask students which two letters together stand for the /st/ sound in the words *stack* and *stand*. Circle the initial consonant *st*-blend at the beginning of each word. Explain to students that the *st* letter combination represents the /st/ sound in the words *stack* and *stand*.
- Ask students to turn to page 6 in the book and reread the page. Have students circle any words with the initial consonant *st*-blend (*steep, stone, story*). Review their responses as a class.
- Write the words *most* and *coast* on the board and say them aloud with students. Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say each whole word aloud. Ask students which two letters stand for the /st/ sound. Ask students what they notice about the placement of the consonant *st*-blend in these words that is different from the previous words (the consonant blend is located at the end of the word). Have students name other words that have a final consonant *st*-blend.
- Have students turn to page 9 in the book and reread the page. Ask students to circle any words with the final consonant *st*-blend (*cast*).



Check for understanding: Have students reread pages 4 through 9 with a partner. As they read, have students circle any word with the initial or final consonant *st*-blend. On a separate sheet of paper, ask students to record words with initial consonant *st*-blends in one column and words with final consonant *st*-blends in the other.

Grammar and Mechanics: Possessive nouns

- Review or explain that a *possessive noun* is formed by adding an 's to the end of a noun to show ownership, or possession.
- Direct students to page 4. Ask them to find the possessive noun in the last paragraph (*Dimitri's*). Explain the rule of possession indicated by an 's for the phrase *Dimitri's head* (the head belonging to Dimitri). Have students turn to page 6 and find the possessive noun in the first paragraph (*Greece's*). Explain the rule of possession indicated by an 's for the phrase *Greece's most famous landmark* (the famous landmark belonging to Greece).
- Review or explain that a contraction using 's is not the same as a possessive noun. For example, *it's* is a contraction for *it is* and does not show ownership. Have students turn to page 10 and find an example of a contraction using 's that does not show ownership or possession (*That's*).
- Write a volunteer's name on the board and ask that volunteer to name something that he or she owns. Then add an 's to the end of the name before writing the item. (For example, write *Alex*. Then add 's *book*.) Repeat the example for other volunteers who would like to contribute. Choose a name that ends in s to explain that the 's would follow the s. For example, *Marcus* would be changed to *Marcus's*.



Check for understanding: Have students underline the possessive nouns in the book, along with the items that each character owns (*Dimitri's head*, *Greece's most famous landmark*, *Brady's thoughts*, *Brady's jaw*, *Dimitri's voice*, *Brady's shoulder*).

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

Word Work: Similes and metaphors

- Write the word *simile* on the board. Review or explain that a simile is a figure of speech comparing one thing to another by using the word *like* or *as*. Write the following sentence on the board: "*Yes,*" *Brady answered, now noticing lines stretching out from the metal rods like spokes on a wheel.* Ask a volunteer to read the sentence aloud and locate the simile that uses *like* to compare two things. Ask what the stretching lines are being likened to (spokes on a wheel). Write the example *like spokes on a wheel* on the board under the word *simile*.
- Write the word *metaphor* on the board. Review or explain that a metaphor is a figure of speech in which one thing is spoken of as if it were another thing. Write the following sentence on the board: *So, imagine this tower as one giant sundial, but a sundial that also works all year long as a calendar.* Ask a volunteer to read the sentence aloud. Ask what the tower is being likened to (a sundial and a calendar). Write the examples *the tower as a sundial* and *the tower as a calendar* on the board under the word *metaphor*.
- **Check for understanding:** Give pairs of students an index card. Write the following sentence on the board: *Brady had seen the buildings on the hilltop lit up at night, glowing high above the city as if anchored in the ground like a huge cruise ship.* Have students discuss the sentence with a partner, looking for the simile (*like a huge cruise ship*). Have them write the simile on their index card and hold it up for you to check. Add this example to the list on the board under the word *simile*. Ask what the buildings on the hilltop are being likened to (*a huge cruise ship*).
- **Independent practice:** Introduce, explain, and have students complete the [similes-and-metaphors worksheet](#). If time allows, review their responses aloud when everyone has finished working independently.

Build Fluency
Independent Reading

- Invite students to read their book independently. Additionally, partners can 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 students practice visualizing the story with someone at home and then compare the pictures they created in their minds.

Extend the Reading

Informational Narrative Writing Connection

Have students write the next chapter in *Acropolis Adventure* by researching another aspect of ancient Greece (such as art, food, clothing, and so on). Have them continue the story using Dimitri as Brady's guide to Greece's history.

Social Studies Connection

Provide print and Internet resources for students to research the famous landmarks of Greece in more detail. As a group, collect photos, diagrams, and illustrations to create a collage poster. Supply index cards for students to include information about each landmark. Display the collage for all to see.

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:

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- accurately compare and contrast details within the text during discussion and on a worksheet
- consistently identify initial and final consonant *st*-blends in the text
- consistently recognize and use possessive nouns during discussion and independently
- correctly identify and understand similes and metaphors during discussion and on a worksheet

Comprehension Checks

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