

Focus Question:

What are some common elements in Norse myths?

Book Summary

Text Type: Fiction/Myth

The Norse people lived in northern Europe between 700 and 1100 CE, and they had many myths about gods and goddesses living in a sky-world called Asgard. In *Stories from Asgard: Norse Myths*, students are introduced to some of these classic myths, including the story of how Thor received his mighty hammer. Trickery, battles, and shape-shifting will keep students' attention in these engaging stories. Students can also use these stories to analyze plot as well as to make, revise, and confirm predictions to better understand the text.

The book and lesson are also available for levels V and Y.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze plot
- ☐ Understand the importance of illustrations to enhance text
- ☐ Recognize and use prepositional phrases
- ☐ Identify and understand root words and their affixes

Materials

- ☐ Book: *Stories from Asgard: Norse Myths* (copy for each student)
- ☐ Analyze plot, prepositional phrases, root words 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.

• Words to Know

Story critical: *disguise* (n.), *mythology* (n.), *Norse* (adj.), *pranks* (n.), *trickster* (n.), *wager* (v.)

Enrichment: *forge* (n.), *lair* (n.), *pursued* (v.), *talons* (n.), *taunted* (v.), *Vikings* (n.)

- **Academic vocabulary:** *area* (n.), *impossible* (adj.), *period* (n.), *release* (v.), *remain* (v.), *respond* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a picture of Thor from the recent Marvel movies about Thor or The Avengers. Ask students if they have seen or heard of any of these movies, and have them share what they know about them with a partner. Invite a few volunteers to share their answers with the class.
- Explain that Thor is a god from Norse mythology. Point out on a map that the Norse people lived in Scandinavia (modern-day Sweden, Norway, and Denmark) between 700 and 1100 CE. Discuss how they told many stories about the gods and goddesses that lived in the sky-world Asgard, such as Thor, Loki, and Odin. Share with students that they will be reading a few of these myths today.

Introduce the Book

- Give students their copy of *Stories from Asgard: Norse Myths*. 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, authors' names, illustrator's name).

Introduce the Reading Strategy:

Make, revise, and confirm predictions

Explain to students that engaged readers often make predictions, or guesses, about what will happen next in a story. Discuss how these predictions are created on the basis of what they already know, what has happened in the story, and what the characters say and do. Explain to students that as they read they will either confirm or revise the predictions they made. Point out that making and revising predictions helps readers stay engaged with the story. Invite students to review the illustrations from the first myth, "Odin's Search for Wisdom." Then have them turn to a partner and make a prediction about what

Guiding the Reading (cont.)

this myth might be about. Have students share their predictions, and record them on the board. Repeat this for each of the myths students read.

Introduce the Comprehension Skill: **Analyze plot**

- Explain to students that fictional stories have important elements that shape the narrative: characters, setting, plot, and theme. Point out that the *plot* is made of all the events in the story. Write the word *plot* on the board, and read it aloud with students.
- Point out that the plot can be divided into five parts: the introduction, rising action, climax, falling action, and resolution. Record the five elements on the board, and read them aloud with students. Explain to students that the introduction describes the setting and characters, the rising action introduces the problem and describes the events surrounding it, the climax is the most intense part of the story where the problem is often solved, the falling action shows the result of the climax, and the resolution is the conclusion that ties up the story. Explain to students that as they read they should pause often to identify these elements in each myth.

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 the common elements in Norse myths. 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.

- *Who were the Norse people, and where did they live?* (level 1) page 4

- *What is Odin’s problem? How does he try to solve it?* (level 2) pages 6–7
- *Why does Loki cut off Sif’s hair?* (level 1) page 8
- *What is Loki’s consequence for being greedy?* (level 2) pages 9–10
- *How would the tale of Idun’s apples be different if Loki hadn’t gotten angry with the eagle?* (level 3) pages 11–14
- *What common elements do you see in all the Norse myths?* (level 3) multiple pages
- *Why did the Norse people retell these myths over and over again?* (level 3) multiple pages

Text Features: **Illustrations**

Explain to students that illustrations in a fiction story help bring the story to life. Point out that illustrations help readers better understand the characters’ emotions and that they also help readers visualize the setting of the story. Have students look at the illustrations on pages 6 and 7. Ask students: *How do these illustrations help you better understand the characters’ emotions? What would you predict was happening in the story on the basis of these illustrations, without reading the text?* Have students review other illustrations in the book and discuss in groups how these illustrations bring the story to life. Invite volunteers to share their ideas with the class.

Skill Review

- Invite students to pause at various points during each myth to work with a partner to make, revise, and confirm predictions for that myth.
- Model analyzing plot.

Think-aloud: *I know that the plot of a story is made up of all the events that occur. Within the plot, there are five major elements that I will identify. In this book, I will be able to identify the major elements of the plot within each Norse myth. Looking for these elements of the plot helps me understand and remember what I have read. For example, as I read the first myth, “Odin’s Search for Wisdom,” I identified the introduction. The introduction includes the beginning of the story, where it takes place, and the characters. I know this story takes place in Asgard, where Odin lives, and the characters are Odin and the giant who guards the well. I was able to find all of this information on page 5. I also identified the rising action. The rising action is when the problem is introduced as well as the series of events that occur as a result of this problem. After reading the first section, I know the problem is that Odin wants more knowledge because he cannot see everything, so he wants to drink from the giant’s well so he can have all the knowledge of the universe.*

Guiding the Reading (cont.)

- Model how to complete the **analyze plot worksheet**. Have students analyze each element of the plot. Then, have students discuss the details with a partner.

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: **Analyze plot**

Review the analyze plot worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class.

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. Sample: *Some common elements in Norse myths are they are about the gods of Asgard; the gods and the giants are always in conflict; trickery, shape-shifting, and battles are often involved in the plots.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Prepositional phrases**

- Write the following sentence on the board: *Odin gives the giant his eye after he drinks from the well.* Point out the word *after*. Ask students to explain the word's meaning in the sentence (*it explains when something will be done*).
- Review or explain that *after* is a **preposition** and that prepositions are words that show a relationship between things. Point out that they provide information about where, when, how, why, and with what something happens. Ask students to identify possible prepositions that identify where, when, how, why, or with what something happens. Record this list on the board.
- Explain that a **phrase** is a short group of words and that a **prepositional phrase** is a group of words beginning with a preposition and ending with the word that is the object of the preposition. Refer to

the sentence *Odin gives the giant his eye after he drinks from the well*. Ask students to identify the prepositional phrases (*after he drinks* and *from the well*).

- **Check for understanding:** Have students look through the text and circle examples of prepositional phrases. Circle the prepositions listed on the board that students identify in the text, and discuss the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links the words in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their answers.

Word Work: **Root words**

- Write the word **mythology** on the board. Ask students what the word would be if **-ology** were removed, and write **myth** next to **mythology**. Explain that the root word **myth** is a noun. Point out that when the suffix **-ology** is added to the word **myth**, a new word with a new definition is created. Discuss that root words may have a prefix, a suffix, or both added to them.
- Review or explain that a **suffix** is a letter or group of letters added at the end of a word to form another word, often altering or changing its meaning. Share some examples of suffixes with students, such as **-ed**, **-y**, **-s**, **-es**, and **-ing**.
- Review or explain that a **prefix** is a letter or group of letters that is attached to the beginning of a word to modify its meaning. Share some examples of prefixes with students, such as **dis-**, **mis-**, and **un-**.
- Have students turn to page 4 in the text and locate the word **raided**. Ask what this word means on the basis of the root word and suffix. Have students explain how the meaning of the sentence would be changed if the suffix **-ed** were not part of the root word.
- **Check for understanding:** Give students a half-sheet of paper, and write the following words on the board: **kind**, **color**, **belief**, **thoughtful**, and **wise**. Have students identify the meaning of each root word. Then have them add the following suffixes or prefixes accordingly: **un-**, **-less**, **dis-**, **-ly**, and **-est** (**unkind**, **colorless**, **disbelief**, **thoughtfully**, and **wisest**). Have students identify how the meaning of each word changed with the addition of a prefix or suffix.
- **Independent practice:** Introduce, explain, and have students complete the **root words worksheet**. If time allows, discuss their answers.

Connections

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