

About the Book

Text Type: Fiction/Myth Page Count: 16 Word Count: 664

Book Summary

Persephone: A Greek Myth is a retelling of the classic myth about the origin of the seasons. When Hades, king of the underworld, takes Persephone to make her his queen, her mother Demeter is heartbroken. Her grief causes the world to become a cold and barren place. Only Zeus, the king of the gods, can help, but Hades won't let Persephone go that easily. Students will enjoy the classic tale as they practice comparing and contrasting and visualizing. Colorful and detailed illustrations support a rich text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Compare and contrast
- Identify vowel digraphs *ea*, *ee*, *ie*
- Identify names of people as proper nouns
- Identify synonyms and antonyms

Materials

Green text indicates resources are available on the website.

- Book—*Persephone: A Greek Myth* (copy for each student)
- Chalkboard or dry-erase board
- Dictionary
- Thesauri
- World map
- Compare and contrast, proper nouns: names of people, synonyms and antonyms 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: **fate** (n.), **goddess** (n.), **grieved** (v.), **pomegranate** (n.), **tempted** (v.), **underworld** (n.)
 Enrichment: **barren** (adj.), **chariot** (n.), **plunging** (v.)

Before Reading

Build Background

- Locate Greece on a world map and write the word *Greek* on the board. Explain to students that ancient or old stories that originate from the country of Greece are called *Greek myths*. Write the word *myth* on the board. Ask students to share what they know about myths. Explain that a myth is an ancient or old story. Point out that myths often explain the way the world is.
- Explain to students that Greek myths include stories about gods and goddesses. Write the words *gods* and *goddesses* on the board and say them aloud with students. Point out that the gods and goddesses of these myths look like humans but often have special powers that humans do not have.
- Write the following names on the board under the appropriate heading of *gods* or *goddesses*: *Persephone, Hades, Demeter, Zeus*. Read each name aloud to students and have them repeat. Point out that gods are men and goddesses are women. Explain to students that these are the names of the characters, the gods and goddesses that are in the story. Remind students that gods and goddesses in Greek myths often have special powers. Explain to students that they will learn about these special powers as they read the story.

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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, illustrator's name, and author's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers often visualize, or create a picture in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about a topic.
- Ask students to close their eyes and listen carefully. Read page 3 aloud. 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 have read. This helps me to remember and understand the ideas in the story. For example, on page 3, the author describes Persephone out in a field on a sunny spring day collecting flowers. After I read this, I thought about one time when I was in a beautiful field of flowers in Colorado. It was springtime, and the sun was shining. I thought about all the different colors of the flowers and how I picked them to make a bouquet. Making this picture in my mind and using my own experiences helps me to visualize Persephone out in a beautiful field picking flowers with her friends. Visualizing also helps me remember and understand what I have just read. I will continue to make pictures in my mind, or visualize, as I read.*
- Invite students to share what they visualized after listening to page 3. Have students explain how visualizing will help them as they continue to read the text. Explain to students that even though a story contains illustrations, visualizing allows readers to use their imaginations and connect to their own experiences.

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

- Explain to students that one way to understand information or concepts in a story is to tell how the information is similar and different. Write the words *Compare* and *Contrast* on the board. Point out to students that to *compare* information means to look at the similarities and that to *contrast* means to consider the differences.
- Draw a Venn diagram on the board. Review or explain that a Venn diagram is a helpful tool when comparing and contrasting information. Explain that this story explains why we have winter and spring. Write the headings *Winter* and *Spring* above each circle on the Venn diagram.

- Model how to compare and contrast.
Think-aloud: *As I look at the Venn diagram, I know that I will write information that is true about both winter and spring in the space where the circles overlap. I will write information that is only true about winter in the left-hand circle and information that is only true about spring in the right-hand circle. I know that winter and spring are both seasons. I will write this information in the space where the circles overlap. I also know that in winter plants do not bloom. I will write this information in the left-hand circle. In springtime, the weather is warmer, and the plants begin to bloom. I will write this information in the right-hand circle. As I add information to my Venn diagram, it will be easy for me to see the similarities and differences between winter and spring.*
- Invite volunteers to offer similarities between spring and winter. Ask students where on the Venn diagram this information should be recorded. Then, have volunteers share differences between spring and winter. Ask students where on the Venn diagram this information should be recorded. Have students explain how a Venn diagram is helpful to a reader when comparing and contrasting information.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *goddess, tempted, pomegranate, and grieved*.
- Point out that these four words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into four sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and to create a definition using their own prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *goddess* in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *goddess* in the glossary. Have students compare the dictionary definition with the glossary definition. Ask them to compare this definition with their prior knowledge of the word.
- Ask students to locate the word *goddess* on page 4 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words. Ask students to compare and contrast the three sources: the dictionary, the glossary, and the text.

Set the Purpose

- Have students read to find out why the seasons change according the myth of Persephone. Remind them to stop and visualize as they read to help them remember and understand what they are reading.

During Reading

Student Reading


- **Guide the reading:** Have students read to the end of page 6. Invite students to stop and visualize at the end of each page to help them better understand the text. If they finish early, invite them to go back and reread.
Think-aloud: *After I read page 5, I paused to make a picture in my mind about Hades and the underworld. I looked at the illustration to help me create my own picture in my mind using my prior knowledge. When I thought about Hades, I pictured his golden chariot gleaming in the sun and his horses neighing loudly. Since Hades is the king of the underworld, I pictured in my mind a tall king with a red robe and a jeweled crown. As I visualized the underworld, I thought of a cave that I visited once that was cold and dark, and there were no plants.*
- Invite students to share their visualizations from pages 4 through 6. Have them explain why visualizing helps a reader understand the text.
- Review with students the details they read on pages 3 through 6 about Persephone and Hades. Draw a new Venn diagram on the board. Write the following labels above each circle of the diagram: *Persephone, Hades*. Explain to students that comparing and contrasting characters

Lesson Plan *(continued)*

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in a story is a helpful way to understand and engage with the text.

- Discuss with students the similarities and differences between Persephone and Hades. Have volunteers explain where on the Venn diagram this information should be recorded. Ask students if Persephone and Hades have more similarities or more differences and how they know on the basis of the diagram.
- **Check for understanding:** Have students read pages 7 through 11. Remind them to pause at the end of each page to visualize. Once all students have finished reading, have them work with a partner to share their visualizations. Point out to students that everyone will have their own unique pictures in the their mind as they read and that there is no right or wrong image.
- Have students continue to compare and contrast Persephone and Hades as they read pages 7 through 11. Have them write this information on a Venn diagram on a separate piece of paper. Discuss their responses as a class.

 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

- Have students read the remainder of the story. Remind them to stop at the end of each page to visualize.
- **Think-aloud:** *After I read page 12, I visualized the earth coming back to life. I thought about when winter starts to turn to spring; there are buds on the trees, and plants start to poke up from the ground. I thought about how the sun is warmer in the spring and how all the birds return and sing. I also visualized Persephone and Demeter being reunited, and I thought about a time when I saw a friend who I had not seen in a long time. I visualized us hugging and remembered how happy we felt to see each other again. I imaged Persephone and Demeter's beautiful gowns glowing in the sun and how the bright green grass grew under their feet. Creating these images in my mind helped me to understand and remember what I have read.*
- **Independent practice:** Have students work with a partner to share their visualizations from pages 12 through 15. Invite students to explain how visualizing helped them throughout the story.

Reflect on the Comprehension Skill


- Review with students the information they collected on their Venn diagram about the similarities and differences between Persephone and Hades. Add any additional information to the diagram on the board.
- **Check for understanding:** Draw a new Venn diagram on the board. Write the following headings above each circle: *Persephone, Demeter*. Have students share examples of how Persephone and Demeter are similar. Ask a volunteer to explain where on the diagram this information should be recorded. Next, ask students about the differences between these characters. Ask a volunteer where this information should be recorded in the Venn diagram. Ask students if Persephone and Demeter have more similarities or more differences.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). Explain that they will be comparing Persephone's world to the underworld. Have students write the headings *Persephone's world* and *Underworld* above each circle in the spaces provided. If time allows, discuss their responses.


- **Enduring understanding:** Myths are ancient stories that often explain the natural world. For example, this story describes why the seasons occur. Why do you think different cultures have different ways of explaining things that happen in the natural world?

Build Skills

Phonics: Vowel digraphs *ea, ee, ie*


- Write the word *seen* on the board and point to the letters *ee*. Explain to students that the letters *ee* stand for the long vowel /e/ sound they hear in the word *seen*. Explain that the *ee* letter combination is one of the letter combinations that stands for the long vowel /e/ sound. The other combinations are *ea* and *ie*. Explain to students that these combinations of letters together are called *vowel digraphs*.
- Write the words *seed* and *set* on the board and say them aloud. Ask students which word contains the same vowel digraph as in *seen*. Circle the vowel digraph *ee* in the word *seed*. Give other examples if necessary. Ask students to name other words containing the vowel digraph *ee*. Write each example on the board and underline the vowel digraph in each word.
- Have students turn to page 5 and locate two words in the first paragraph that contain the vowel digraph *ee* (*seen, agree*). Then, have students reread page 7 and locate another word with vowel digraph *ee* (*deep*).
- Write the word *neat* on the board and ask students what letter combination in this word makes the long vowel /e/ sound. Circle the vowel digraph *ea* in the word *neat*.
- Write the words *dream* and *dark* on the board and say them aloud. Ask students which word contains the same vowel digraph as in *neat*. Circle the vowel digraph *ea* in the word *dream*.
- Have students reread page 3. Ask students to locate two words that contain the vowel digraph *ea* (*beautiful, leaving*).
- Write the word *piece* on the board and ask students what letter combination in this word makes the long vowel /e/ sound. Circle the vowel digraph *ie* in the word *piece*.
- Write the words *niece* and *nice* on the board and say them aloud. Ask students which word contains the vowel digraph *ie* as in *piece*. Circle the vowel digraph *ie* in the word *niece*.
- Have students turn to page 9 and reread the page. Ask students to locate a word that contains the vowel digraph *ie* (*grieved*).

 **Check for understanding:** Have students work in pairs to reread pages 3 through 7 and circle all the words with vowel digraphs *ea, ee, and ie* (*queen, seen, agree, deep, beautiful, leaving, appeared, leave, reached, gleaming, fields*).

 **Independent practice:** Have students reread pages 8 through 14 and circle all the words with the vowel digraphs *ea, ee, and ie* (*trees, seeds, seemed, three, greener, fear, each, year, leaves, pleaded, eat, each, tears, sealed, grieves, fields*).

Grammar and Mechanics: Proper nouns: Names of people

- Review or explain that a *noun* is a person, place, or thing. Ask students to turn to page 3 and give examples of nouns (*day, fields, friends, Persephone, flowers*).
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Ask students which noun from page 3 is a proper noun (*Persephone*).
- Remind students not to confuse the capital letter in a proper noun with the capital letter used at the beginning of a sentence or in the title of a book. Point out instances in the book where capital letters are being used, but a proper noun is not present.

 **Check for understanding:** Write the following nouns on the board: *girl, boy, man, woman, country*. Ask volunteers to give examples of proper nouns for each word. Record their responses on the board next to the regular nouns.

Lesson Plan *(continued)*

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- **Independent practice:** Introduce, explain, and have students complete the **proper nouns: names of people worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: **Synonyms and antonyms**

- Write the word *strong* on the board. Ask students to suggest a word that means almost the same thing (*powerful*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *strong* (*weak*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 3 and locate the last sentence on the page. Read the sentence aloud and record it on the board: *She wandered far, gathering armloads of beautiful flowers and leaving her friends behind.* Circle the word *beautiful*. Ask students to suggest a word that means the same or almost the same as *beautiful* (*pretty, stunning*). Ask students to suggest a word that means the opposite of *beautiful* (*ugly, unattractive*).
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *dark* and have them name the synonyms listed. If the thesaurus lists antonyms, have them find the antonyms for *dark*. If needed, provide additional practice using the thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow 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 made in their minds.

Extend the Reading

Writing Connection

Discuss with students that the purpose of many myths is to explain how the world is. For example, *Persephone: A Greek Myth* explains why winter comes each year. Explain to students that many cultures have different ways of explaining things such as the change of the seasons. If available, share other myths related to seasonal changes. Invite students to create their own myth about why winter comes each year. Encourage them to be creative and to use the skill of visualizing to help them brainstorm. Provide students with blank paper to record their visualization and then have students translate their illustrations into text. Have students create a final copy with proper punctuation and capitalization. Invite students to share their myths with the class.

Visit WritingA-Z.com for a lesson and leveled materials on writing.

Science and Art Connection

Discuss with students the cycle of the seasons. Have students name the seasons and write them on the board. Give each student a large piece of construction paper. Have each student divide the paper into four sections and label each section with the names of the seasons. Invite students to share ideas about the science behind why the seasons change. Provide nonfiction resources for students to review. Have students work in small groups to discuss why the seasons change. Monitor their discussion. Have students illustrate each season on their paper and write a brief paragraph describing why the seasons change. If time allows, have students share their findings with the class.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy visualizing to comprehend the text during discussion
- correctly compare and contrast information in the text and on a worksheet
- accurately identify vowel digraphs *ea*, *ee*, and *ie* in the text and during discussion
- correctly identify names of people as proper nouns during discussion and on a worksheet
- consistently identify and correctly use synonyms and antonyms in the text, during discussion, and on a worksheet

Comprehension Checks

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