Fantastic Adventures with Dragons, Gods, and Giants

In this sixth six-week unit of third grade, students read fantasies, adventure poetry, mythology, and informational texts about ancient Greece and ancient Rome.

Beginning with fantasy stories and poems about dragons, students learn to summarize and illustrate chapters, seeing how they are building blocks to the ending. They record themselves reading fluently an assigned chapter (i.e., with a video camera or tape recorder). They combine the recording with their illustrated chapter summaries to create a multimedia presentation. They will also hear a variety of myths, both Greek and Roman, and read a book based on Homer’s The Odyssey. Finally, students will research an Olympic sport and compare it to an Olympic sport in the days of ancient Greece.

Essential Question

Why is it important to know mythology?
"I Can" summarize and illustrate the chapters of a book, such as My Father's Dragon by Ruth Stiles Gannett and Ruth Chrisman Gannett or other grade level chapter books.

1. As you read the book My Father's Dragon by Ruth Stiles Gannett and Ruth Chrisman Gannett in shared reading, continue on how each chapter builds on the last to tell the story. See questions at (Reading Literature A-1). Have students take this strategy to their independent reading of chapter books. Have them keep a reading journal wherein their can record such information.

   Independent Reading Journal
   
   7 Factors to successful Independent reading
   
   Independent reading rubric
   
   Student Reading Tracking Card

2. My Father's Dragon by Ruth Stiles Gannett and Ruth Chrisman Gannett)by This is an online book that could be used with a document camera to share the story with students. http://www.gutenberg.org/ebooks/30017
3. Listen to the video of this lapbook
http://www.homeschoolshare.com/my_fathers_dragon.php that can be created about the information from My Father’s Dragon by Ruth Stiles Gannett and Ruth Chrisman Gannett. This is a lapbook of lots of activities that can be used along with the chapter summaries. These can be added to enrich the reading of the book.

4. While reading My Father’s Dragon by Ruth Stiles Gannett and Ruth Chrisman Gannett, continue the focus on how each chapter builds on the last to tell the story. As you finish reading each chapter, have students write down a short summary of what happened and illustrate it with a drawing. Have the students turn this into a mini-book of the larger book. As students write their summaries in this activity, you could teach a strategy for writing succinct summaries such as “Somebody-Wanted-But-So”.

5. Use the poetry in (Poetry G 1) as additional texts for this objective.

6. Graphic Organizers to use in helping students summarize and illustrate their reading.
   1. (Summary Frame)
   2. (Thematic Web)
   3. Sum it Up
   4. Narrative Frame
   5. One Sentence Summary (Writing C1)
7. Other Dragon Books for students to read—*(Reading Literature A-5)*

8. Show artists renditions of Dragons.
   http://www.onmarkproductions.com/html/dragon.shtml Have students
draw a picture of their own dragon, write a description
(Informative/Explanatory) of their dragon, and then
complete a compare and contrast Venn Diagram
between their dragon and one of the dragons they
have read about. Using information in the Venn
Diagram, have students write a compare/contrast
piece about the two dragons
(Informative/Explanatory). Extend this activity by
having students write an (Opinion) piece stating which
of the dragons they have read about or created they
think is the most interesting. State their opinion, give
at least three or four reasons for their choice
(including citations from the texts), and a concluding
statement or section.

9. Note: Be sure you have the support of your building
administrator prior to using this activity in your class!
Create an Avatar from the Voki http://www.voki.com/
web site as away to retell the summary of a chapter
in Father's Dragon, or another dragon story. Another
option for you, use KidPics or other digital resource to
complete the same objective.
10. Ask the question “Where did the concept of Dragons originate? What countries or cultures do we find early use of dragons in tales and legends? Begin the research which cultures use dragons [http://www.onmarkproductions.com/html/dragon.shtml](http://www.onmarkproductions.com/html/dragon.shtml) as a symbol in shared reading and continue through independent research. Bring research back together as you compare and contrast the dragons found in the various cultures. Have students take that information and record the cultural significance of the dragons in (Culture/Dragon Graphic Organizer)

11. **Pop-up book** - Have students create a pop-up page to add to the description of their dragon.

12. Have students choose an animal listed in the book “My Father’s Dragon” research the characteristics, habitats, diet, and interesting facts. Take notes on research, categorize information, write an (Informative/Explanatory) piece telling about their chosen animal, citing facts from the texts, digital and print, and providing a concluding statement or section.

13. **Web Sites for additional Fables, Folktales, and Mythology** that can be used and alternative themes with this objective (Additional Resources (I-1))
14. Other possible read alouds that deal with dragons: Could be Worse by James Stevenson Read or Dragons, Dragons by Eric Carle.

15. Writing Knapsack – Using the backpack cover create a book with paper so that students can record either journal entries on each chapter or summary of chapters in the Knapsack book. Either in dragon or mythology books.

16. Another alternative or additional theme for this objective is Mythology. There is a list of Mythology Books at: (Reading Literature A2) Follow the same sequence of strategies and activities as described for Dragons when using alternative themes. Add these ideas as well: (Reading Literature A4)

17. It Came from Greek Mythology http://community.thinkfinity.org/bookmarks/1085 provide an opportunity to use online resources to further enliven students' encounter with Greek mythology, to deepen their understanding of what myths meant to the ancient Greeks, and to help them appreciate the meanings that Greek myths have for us today.
18. Class Discussion (Speaking-Listening) on the book "Could Be Worse!" by James Stevenson using the following questions to guide your discussion

1. How do you think the children felt when they tried to tell the grandfather of an adventure and he always topped it with a fantastic tale?
2. If you were the grandfather, what story would you have told?
3. Write a “fantastic” grandfather response to this: I fell off the monkey bars on the playground and scraped my knee

19. Using the “RAFT” Strategy students keep a diary of the adventures that happen in each chapter. Father’s Dragon RAFT (Attached)
3rd Grade Unit 6
Fantastic Adventures with Dragons, Gods, and Giants

A - READING LITERATURE

A1 - A-1

My Father’s Dragon
Chapters 1 & 2:
Have a copy of map (found at the back of book) for each child. This will go in the front of their knapsack notebook. Have students use the map to orient themselves to what the cat is talking about. When each chapter is finished have the students summarize the chapter in their Knapsack Notebook. In the second chapter, have the students describe the dragon. Have the students make a list of all the things that are included in the knapsack. Each of these will be crossed off as the father uses them.
Chapters 3 & 4:
In chapter 3, summarize how the father uses the objects in the knapsack. Have students add the tangerines he picks up. Mark the map where the father has been, and summarize the chapter.
In chapter 4, have students keep track of objects, summarize and show progress on map. What were the signs of “the invasion?”
Chapters 5 & 6:
In chapters 5 & 6, continue to cross off objects, follow the map and summarize. Compare how the father gets out of dangerous situations like the tricksters that we studied about earlier. Share stories about when they got out of uncomfortable situations.
Chapters 7 & 8:
In chapter 7 have students predict how he will make the lion happy. In chapter 8 predict how the monkeys will be made happy based on what is left in the knapsack. Finish by summarizing.
Chapters 9 & 10:
Finish reading the book, have the students finish summarizing each chapter. Divide the class up into ten groups. Have each group act out each chapter. Discuss how this story builds on each chapter like Search for Delicious.

(A-2) Mythology Books -

- The One-Eyed Giant (Tales from the Odyssey Book 1) (Mary Pope Osborne and Troy Howell) (E)
- My Father’s Dragon (Ruth Stiles Gannett and Ruth Chrisman Gannett) (E)
- Could Be Worse! (James Stevenson)
- The Miraculous Journey Of Edward Tulane (Kate DiCamillo and Bagram Ibatoulline)
- Vacation Under the Volcano (Magic Tree House Book 13) (Mary Pope Osborne and Sal Murdocca) (E)
- Hour of the Olympics (Magic Tree House Book 16) (Mary Pope Osborne and Sal Murdocca) (E)
- Greek Myths for Young Children (Heather Amery and Linda Edwards)
- D’Aulaires’ Book of Greek Myths (Ingri and Edgar Parin d’Aulaire)
- The Gods and Goddesses of Olympus (Ailiki)
- Favorite Greek Myths (Mary Pope Osborne and Troy Howell)
- Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology (William F. Russell)
- The Orchard Book of Roman Myths (Geraldine McCaughrean and Emma Chichester)
(A-4) After reading each of the myths, have students retell the story with as many key details as they can. Have them partner to retell, helping the partner when he/she forgets what came next. Discuss the following prompts/questions as a class, or have them write down their thoughts for more independent thinking and accountability before discussing as a group.

- As we read the myth and as we retell the stories, let’s think about the message in the myth.
- Why was the myth told during the time of the Ancient Greeks?
- Why is it still told today?

(A-5) Other Dragon books:

- Popcorn Dragon
- How to Raise a Dragon
Dear Student,

This year, you and I will be talking and writing a lot about reading. This will help you learn more about reading and thus become a better reader! Do your best work in this Reader’s Notebook, as you will have it all year to help you see what you have learned about reading.

The first section of this notebook, “Reading List”, is for recording all of the books you read this year. There is also a sheet for you to record books you may want to read in the future.

In the second section, “Letters”, you and I will write letters to each other about the reading that you are doing individually, either at home or during silent reading. Our letters will help us learn together. When you write letters in your Reader’s Notebook, do your best work and share your best thinking.

Write a letter to me every other week, then I will respond to your letter and the process will continue. Your completed letter is due on the day indicated on the Reader’s Notebook list.

The third section, “Guided Reading”, is for responding to books that you read during guided reading. I will give you different reading and writing activities to respond to and then you will put these into your Reader’s Notebook, “Guided Reading”, section.

The last section is for “Vocabulary” work. As we do our vocabulary work, you will place it in this section.

When I read your letters, I will learn from you, and we will learn together about books. What fun we will have getting to know each other while learning about books!

Eager to read your letter,
Books I’ve Read This Year

Record all the books you complete reading. Record the title, author, genre, number of pages and date completed:

<table>
<thead>
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<th>Title</th>
<th>Author</th>
<th>Genre</th>
<th># of pages</th>
<th>Date Completed</th>
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### Reading Interests

<table>
<thead>
<tr>
<th>Topics that Interest Me</th>
<th>Types of Books or Genre that Interest me</th>
<th>Authors that Interest me</th>
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### Books I Would Like to Read

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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</table>
Topics You May Write About

- What you like or dislike about the book?
- All about the character.
- Questions you have about the book.
- Tell why you chose the book.
- Information you already knew or things you have learned from the book.
- How is this book like books you already have read or heard about?
- What connections did you make in this book?
- Why do you think the author chose the title, do you have a better title?
- Interesting parts you are reading about or characters.
- Tell whether you would recommend this book to other students.
- Make predictions and then confirm your predictions.
- What would your change about the book or where would the book go after the ending?
- Tell what the story means to you?
- Is there anything that surprised you in this book?
- How did the illustrations add or detract from the book?
- Why did the author write this book, or what text structure does the book follow?
- Are there other books you have read about either by this author, or theme?
- Do the characters in this book remind you of people you know about in real life?
- How does this book apply to real life or real people?

Make sure your letter:
1. Write the letter in the correct form.
2. Check spelling, capitalizations, and punctuation.
3. Make sure you have a closing, greeting, and date.
4. Be sure to respond about what you have been reading.
5. Reread your letter to make sure it makes sense (read it through a PVC phone)
6. Make sure it has: Date, Greeting, 3 paragraphs, Closing and a signature.
Name ___________________________ Teacher ___________________________
Book Title _______________________ Author ___________________________

One thing I already know about __________________________ is that _______
____________________________________________________________________.
By reading, I learned __________________________________________
____________________________________________________________________
I also learned ___________________________________________
____________________________________________________________________
Another fact I read about was ___________________________________________
____________________________________________________________________
One question I still would like answered is __________________________
____________________________________________________________________
Another was ___________________________________________
____________________________________________________________________
Some new words I learned when I read about _____________ were _____
____________________________________________________________________

**Notebook Sections:**
**Reading List**
**Guided Reading**
**Vocabulary**
**MIR**
**Letters**
**Spelling**
## Genres

### Informational

<table>
<thead>
<tr>
<th>Code</th>
<th>Genre</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Informational</td>
<td>Contains data, facts, resources and reference materials</td>
</tr>
<tr>
<td>B</td>
<td>Biography</td>
<td>Writer tells about the life of a real person</td>
</tr>
<tr>
<td>AB</td>
<td>Autobiography</td>
<td>The author’s own life story</td>
</tr>
<tr>
<td>M</td>
<td>Memoir</td>
<td>Experiences or a part of the author’s own life</td>
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### Narrative

<table>
<thead>
<tr>
<th>Code</th>
<th>Genre</th>
<th>Definition</th>
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<tbody>
<tr>
<td>RF</td>
<td>Realistic Fiction</td>
<td>Stories that can be true to life or has real things in them, but they are made up by the author</td>
</tr>
<tr>
<td>HF</td>
<td>Historical Fiction</td>
<td>Stories that take place in the past and may have some truth to them, but the main story is made up by the author</td>
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<tr>
<td>SF</td>
<td>Science Fiction</td>
<td>Stories that use science and technology but are make-believe</td>
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<tr>
<td>F</td>
<td>Fantasy</td>
<td>Stories typically set in nonexistent realms and features supernatural beings, creative imagination</td>
</tr>
<tr>
<td>M</td>
<td>Mystery</td>
<td>Stories that include secret or unexplained events usually dealing with crimes or problems to solve</td>
</tr>
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</table>
7 Factors for Success in MIR

1. Access to Books
   * Trade books, magazines, comics, newspapers
   * Classroom libraries
   * Book exchanges / trades
   * Trips to the library
   * Book fairs, garage sales, thrift stores, etc.

2. Book Appeal
   * Interesting materials
   * Variety of genre
   * Books on tape
   * Range of readability levels
   * Display materials attractively

3. Distributed time to read
   * At least 15 to 30 minutes a day
   * Every day of the week

4. Conducive environment
   * Relaxed and comfortable
   * Quiet, uninterrupted environment
   * Homey furnishings may be added

5. Encouragement to read
   * Share the research findings on MIR
   * Adult modeling of reading
   * Time to discuss their reading
   * Suggest ideas to support at-home reading

6. Follow-up activities
   * Goals
   * Discussions
   * Projects

7. Safe Environment
   * Non-evaluative atmosphere
   * Browsing boxes to allow choice
   * Emphasis on the pleasure of reading
# Independent Reading Rubric

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<th>4</th>
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<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Outstanding!</td>
<td>Wow!</td>
<td>So-so</td>
<td>Oops!</td>
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</table>

- You read the whole time.
- You stayed in one good reading spot the whole time.
- You have “just right” books. (No pretend game.)
- You are reading way down deep; you are lost in the book.
- You respected the readers around you.
- You stopped when it didn’t make sense.
- You read quietly. Shhh!
- You made predictions.
- You talked back to the book in your mind and on post-its.
- You had a plan for your reading.

- You read most of the time.
- You stayed in one good reading spot the whole time.
- You have “just right” books. (No pretend game.)
- You talked back to the book you are reading at least once.
- You respected the readers around you.
- You tried certain strategies to get through the tricky spots.
- You read quietly. Shhh!
- Your books are making sense or you stop and go back.

- You read some of the time.
- You changed reading spots.
- You had some “just right” books; you could be a little more careful.
- You sort of understand what you read.
- You got through some tricky parts but maybe you just skipped some.

- You wasted precious reading time.
- You moved around a lot.
- You did not have “just right” books; you were not so careful about book choice.
- You played the pretend game.
- You did not respect the other readers around you; you were off track.
- You are not sure if you understand what you read.

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From *The Art of Teaching Reading* by Lucy Calkins, page 78.
PURPOSE: To assure regular, productive student conferences and record appropriate information.

PROCESS: Have a card for each student. As you meet with each one, put card underneath pile and proceed to next student. This assures equal opportunity and gives valuable information on how well the student is reading, vocabulary and comprehension problems, etc. Time indicates fluent or word-by-word reading. Listen to student read a short paragraph (approximately 100 words), ask 4-5 comprehension questions (see below), note word errors and time. Do some mini lessons as needed and provide motivation for reading.

CRITERIA: Student should be making less than 10 word errors in paragraph and comprehension should be at least 80%. Write word errors down so teaching for pronunciation and meaning can occur. Reading rate should be 100 WPM by second grade and 200+ WPM in upper grades. Indicate rate by +, OK, or w/w (word by word).

QUESTION STEMS: Begin questions with

Who?
What?
When?
Where?
How did?
Why do you think?
What does this word mean?

NOTE: By listening to 2-3 students a day, teachers usually complete conferences with total class in about three weeks. These conferences provide time to do some teaching, suggest other books to read, praise effort, diagnose problem areas, and gain information for parents.
STUDENT READING CONFERENCE CARD

NAME_________________  TEACHER______________________________

BOOKS A)_________________  B)______________________________

C)_________________________  D)_______________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>BOOK/PAGE</th>
<th>WORD ERRORS</th>
<th>COMPREHENSION</th>
<th>TIME</th>
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COMMENTS:

*Designed by Nancy Livingston
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<th><strong>So</strong></th>
<th><strong>But</strong></th>
<th><strong>Wanted</strong></th>
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<tbody>
<tr>
<td>He went hungry.</td>
<td>They hid in the brick house.</td>
<td>Pigs for dinner</td>
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<tr>
<td>She died in a concentration camp.</td>
<td>Someone turned her in</td>
<td>To hide from the Nazis</td>
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<tr>
<td>He killed himself when Germany was defeated.</td>
<td>The Allies fought against him</td>
<td>To control all of Europe</td>
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<tr>
<td>He claimed the area for Spain.</td>
<td>He ran into the Caribbean Islands</td>
<td>To sail to India to buy spices</td>
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<tr>
<td>It later led to the electron tube, the basis of electronics industry.</td>
<td>His light bulb blackened (the Edison effect)</td>
<td>To invent the incandescent light bulb</td>
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<tr>
<td>He combined science and math to study black holes in the universe.</td>
<td>His father wanted him to be a chemist</td>
<td>To be a mathematician</td>
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<table>
<thead>
<tr>
<th><strong>Somebody</strong></th>
<th><strong>The Big Bad Wolf</strong></th>
<th><strong>Anne Frank</strong></th>
<th><strong>Adolf Hitler</strong></th>
<th><strong>Christopher Columbus</strong></th>
<th><strong>Thomas Edison</strong></th>
<th><strong>Stephen Hawking</strong></th>
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<tr>
<td>Pigs for dinner</td>
<td>To hide from the Nazis</td>
<td>To control all of Europe</td>
<td>To sail to India to buy spices</td>
<td>To invent the incandescent light bulb</td>
<td>He combined science and math to study black holes in the universe</td>
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G- Poetry

G1 - Poetry

- “Adventures of Isabel” by Ogden Nash [http://www.poemhunter.com/poem/adventures-of-isabel/]

- “A Dragon’s Lament” by Jack Prelutsky [http://dragonsinn.net/Poetry/dragons_lament.htm]

- “The Dragons are Singing Tonight” by Jack Prelutsky [http://dragonsinn.net/Poetry/prelutsky3.htm]

- “Life Doesn’t Frighten Me At All” by Maya Angelou [http://www.swaraj.org/shikshantar/life_mayaangelou.htm]

Poems (Read Aloud)

- “The Tale of Custard the Dragon” by Ogden Nash [http://www.eecs.harvard.edu/~keith/poems/Custard.html]
Sum It Up Instructions

Get a “Sum It Up” sheet.

Read the entire selection (chapter, article, handout, primary source, etc.) and, as you read, list the main idea words on the “Sum It Up” sheet.

Write a summary of the selection using as many of the main idea words as possible. Put one word in each blank. Imagine you have only $2.00 and that each word you use is worth ten cents.

You’ll “sum it up” in 20 words!
The Narrative Frame—Asks yourself these questions when reading a narrative piece.

1. **Who** are the main characters and what distinguishes them from others?

2. **When** and where did the story take place? What were the circumstances?

3. **What** prompted the action in the story?

4. **How** did the characters express their feelings?

5. **What** did the main characters decide to do? Did they set a goal, and, if so, what was it?

6. **How** did the main characters try to accomplish their goal(s)?

7. **What** were the consequences?
One-Sentence Summary Frames

Student's Name: ________________________________

Directions: Use the following sentence frames to develop a one-sentence summary about your reading selection.

1. DESCRIPTION: A __________________________________________ is a kind of __________________________________________.
   that __________________________________________.

2. COMPARE/CONTRAST: ______________________________________ and ________________________________________ are similar in that they both ________________________________________
   , but ________________________________________
   while ________________________________________.

3. SEQUENCE: ______________________________________ begins with ________________________________________
   Continues with ________________________________________, and ends with ________________________________________

4. PROBLEM/SOLUTION: ______________________________________ wanted ________________________________________, but ________________________________________
   ________________________________________, so ________________________________________.

5. CAUSE/EFFECT: ______________________________________ happens because ________________________________________.

Mariely Sanchez © www.sanchezclass.com
3rd Grade Unit 6
Fantastic Adventures with Dragons, Gods, and Giants

A - READING LITERATURE

A1 - A-1

My Father's Dragon
Chapters 1 & 2:
Have a copy of map (found at the back of book) for each child. This will go in the front of their knapsack notebook. Have students use the map to orient themselves to what the cat is talking about. When each chapter is finished have the students summarize the chapter in their Knapsack Notebook. In the second chapter, have the students describe the dragon. Have the students make a list of all the things that are included in the knapsack. Each of these will be checked off as the father uses them.
Chapters 3 & 4:
In chapter 3, summarize how the father uses the objects in the knapsack. Have students add the tangerines he picks up. Mark the map where the father has been, and summarize the chapter.
In chapter 4, have students keep track of objects, summarize and show progress on map. What were the signs of “the invasion?”
Chapters 5 & 6:
In chapters 5 & 6, continue to cross off objects, follow the map and summarize. Compare how the father gets out of dangerous situations like the tricksters that we studied about earlier. Share stories about when they got out of uncomfortable situations.
Chapters 7 & 8:
In chapter 7 have students predict how he will make the lion happy. In chapter 8 predict how the monkeys will be made happy based on what is left in the knapsack. Finish by summarizing.
Chapters 9 & 10:
Finish reading the book, have the students finish summarizing each chapter. Divide the class up into ten groups. Have each group act out each chapter. Discuss how this story builds on each chapter like Search for Delicious.

(A-2) Mythology Books -

- *The One-Eyed Giant* (Tales from the Odyssey Book 1) (Mary Pope Osborne and Troy Howell) (E)
- *My Father’s Dragon* (Ruth Stiles Gannett and Ruth Chrisman Gannett) (E)
- *Could Be Worse!* (James Stevenson)
- *The Miraculous Journey Of Edward Tulane* (Kate DiCamillo and Bagram Ibatoulline)
- *Vacation Under the Volcano* (Magic Tree House Book 13) (Mary Pope Osborne and Sal Murdocca) (E)
- *Hour of the Olympics* (Magic Tree House Book 16) (Mary Pope Osborne and Sal Murdocca) (E)
- *Greek Myths for Young Children* (Heather Amery and Linda Edwards)
- *D’Aulaires’ Book of Greek Myths* (Ingri and Edgar Parin d’Aulaire)
- *The Gods and Goddesses of Olympus* (Aliki)
- *Favorite Greek Myths* (Mary Pope Osborne and Troy Howell)
- *Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology* (William F. Russell)
- *The Orchard Book of Roman Myths* (Geraldine McCaughrean and Emma Chichester)
(A-4) 

After reading each of the myths, have students retell the story with as many key details as they can. Have them partner to retell, helping the partner when he/she forgets what came next. Discuss the following prompts/questions as a class, or have them write down their thoughts for more independent thinking and accountability before discussing as a group.

- As we read the myth and as we retell the stories, let's think about the message in the myth.
- Why was the myth told during the time of the Ancient Greeks?
- Why is it still told today?

(A-5) 

Other Dragon books:

- *Raising Dragons HM (2006)* Theme 3  p. 362
- Popcorn Dragon
- How to Raise a Dragon
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<th>Culture</th>
<th>Types of Dragons</th>
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3rd Grade Unit 6

Fantastic Adventures with Dragons, Gods, and Giants

I — ADDITIONAL RESOURCES

I-1 Web sites — Web Sites for Fables, Folktales, and Mythology:

- Aesop Fables - http://aesopfables.com/
- Fables around the world - http://www.longlongtimeago.com/lita_fables.html
- Fable theme unit - http://www.theteacherscorner.net/thematicunits/talltales.php
- Fable lesson plan and ideas - http://www.suite101.com/content/teaching-aesops-fables-a17680
- Plans and worksheets with Fables - http://www.learningbooks.net/xfables.html
- Fable lesson plans - http://www.lessonplanet.com/directory/language_arts/writing/fables
- Fables - http://ethemes.missouri.edu/themes/1755
- Folktales Unit - http://atozteacherstuff.com/pages/4042.shtml
- American Folklore - http://www.americanfolklore.net/index.html
- Folktales/Fable – eThemes - http://ethemes.missouri.edu/themes/1755
- Greek Mythology - http://www.greekmythology.com/

Terminology

- fantasy
- mythology
- narrative poem
- summary
3rd Grade Unit 6
Fantastic Adventures with Dragons, Gods, and Giants

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A1 - A-1

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- Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology (William F. Russell)
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- As we read the myth and as we retell the stories, let's think about the message in the myth.
- Why was the myth told during the time of the Ancient Greeks?
- Why is it still told today?

(A-5)
Other Dragon books:

- Popcorn Dragon
- How to Raise a Dragon
<table>
<thead>
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<th>Contemporary Hero</th>
<th>Contemporary Behavior</th>
<th>Greek Hero</th>
<th>Greek Behavior</th>
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It Came From Greek Mythology

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<thead>
<tr>
<th>Term from Mythology</th>
<th>Use Today</th>
<th>About the Mythological Character</th>
<th>Why does the term fit?</th>
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</thead>
<tbody>
<tr>
<td>1. Amazon</td>
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<td>2. Arcadia</td>
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<td>4. Calliope</td>
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<td>5. Chaos</td>
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<td>11. Phoenix</td>
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<td>12. Psyche</td>
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<td>13. Python</td>
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<td>15. Styx</td>
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<td>16. Titans</td>
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RAFT Assignment

Unit/Theme: My Father’s Dragon

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Elmer</td>
<td>Self</td>
<td>Diary</td>
<td>Adventures on Wild Island</td>
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Name:________________
"I Can" improve my accuracy and fluency by creating recording my dramatic reading of a chapter in a challenging chapter book, and using it to improve my skills of dramatic reading.

1. As a class create a set of audio recordings of texts you are using in this unit. Using the illustrations from the chapter summaries (see Class Discussion / Literary above), assign to each student a chapter to rehearse reading aloud. With a video camera, garage band computer program, tape recorder, or other digital resources, have students record themselves reading a chapter in their best reading voice, interpreting the parts of each character. Explicitly teach students how to use the recordings to personally evaluate their reading, practice the things they need to improve, re-record reading, evaluate the improvement, and continue the process until they have accomplished the task. When students are given the opportunity to know what good reading sounds like, what their reading sounds like, and what they can do to improve it, they make more progress. Teachers must provide continued support to students as they go through this process.
“I Can” create a multimedia presentation (e.g., a set of Power Point slides) of the recording and the illustrations for the book summaries.

**Note:** For this and other objectives in this unit students should be using note taking. Explicitly teach this skill. This resource could be helpful to students in this process: Note Taking Template

1. Explicitly teach students how to create power point slides through work in shared reading. Use one of the chapter summaries you created in previous objectives in this or other units. Together create a power point with writing and pictures to explain the chapters. This will be completed completing as a whole group.

2. Next have the students work in pairs to create one power point slide on another chapter. These slides will be combined into the power point you began in objective #1.

3. Then, have student create their own power point slide of a chapter of one of the books you have worked with in the is chapter (or a new one). All of their slides will be combined to a total power point.
4. Extend this to have students create their own power point of a chapter book they have read and summarized the chapters. Many will require continued teacher support throughout this process. This activity will have a combination of "with" and "by" throughout. Teachers need to scaffold instruction on an individual basis to meet student needs.
**Graphic Organizers**

**Cornell Notes Template**
Cornell Notes Template beetleNotes.myshopify.com
Save time - Pre Printed templates Stay Organized - Cornell Notebooks

Autism Certificate www.bethel.edu
Certificate in ASD for Teachers Online Classes MN.

Screenwriting Classes www.marilynhorowitz.com
Complete a marketable screenplay in 6 months and learn how to sell it.

Lecture Pad www.lecturepad.net
A online note taking application designed for students

This Cornell Notes template provides space on the left for key ideas, details on the lines to the right and summary of ideas on the bottom.

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Details</th>
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You might also enjoy:
"I Can" write an opinion piece describing the "most interesting" mythical character.

1. Since this unit may be the first time students are introduced to myths, it is helpful to keep a list of the mythological gods, creatures, and characters as you read. By focusing on the outstanding characteristic (e.g., Heracles—Greek, Hercules—Roman—strength) or domain (Poseidon—the sea) of each, students will begin to see the foundational role played by these names and places in word derivations. (Gods Graphic Organizer)

2. If you have not introduced the Mythology texts in objective II, introduce the texts here: (Literature A 2).

3. Explicitly teach the structure of Mythical texts, what cultures they come from, what questions they answered for the people of those cultures. Use charts to record these important details. Use the chart as a resource as the myths are read throughout this objective. Origins of Mythology http://classiclit.about.com/lr/mythology/965744/3/ Questions about Mythology http://wiki.answers.com/Q/FAQ/3517  Simple answers http://www.triviacountry.com/09_Mythology.htm

4. Make a list of the prominent characters in Greek Mythology that you want to focus on in your class. Create a large graphic organizer with the names and descriptions of these characters for student to have access to throughout this unit. Have students create
their own graphic of these and other character they think are important.

5. Use appropriate poetry from *Poetry G 1* as additional texts for tis objective.

6. Create their own Myth with characteristics from myths that would make them the mighty leader in a myth that they will create. You may want to begin with a shared experience before they are asked to create their own myth.

7. Many useful digital sources that can be used by students as they create their myth. This activity should be done over an extended period of time and should be taken through the complete writing process to publishing! This needs continued adult support and scaffolding.

8. Powerful Writing: Description in Creating Monster Trading Cards (ReadWriteThink). Helps students generate a list of descriptive words and phrases to describe them. Note: This lesson could be used for collecting cards of mythical characters or creative dragons.
9. Character Circle (Writing C-2) Have students use the character circle to work on the creation of characters in their myth.

10. Mythic Creation - this web site containing great information that is easy to read, to help students as they create their myth.  http://www.amnh.org/exhibitions/mythiccreatures/

11. Magical Creatures - a ThinkQuest where students choose a magical creature to explore and research.

12. Starfall Greek Myths (simple read aloud stories on the web) This site works well for student who are reading below level, and ESL students.  http://www.starfall.com/n/level-c/greek-myths/play.htm?f

13. StoryNory Free Greek Myth Audio Stories The story of Troy read while students record important information on this Greek Myth.  http://storynory.com/2006/09/17/troy/
<table>
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<th>Domain</th>
<th>Power</th>
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Comparing creation stories

BY PAULINE S. JOHNSON

In this activity, students compare creation stories from three peoples — Cherokee, European, and West African — that met in colonial North Carolina. The first part of the lesson can be done individually or cooperatively in a jigsaw or in small groups. The end of the lesson is a class discussion or a short written assignment (homework or a bellringer the day after the lesson.)

Learning outcomes

- Students will read and analyze three creation stories
- Students will evaluate the impact these different views may have had on the various cultures

Teacher preparation

MATERIALS REQUIRED

- Copies of the three creation stories:
  - “How the World Was Made” (Cherokee)
  - “The Creation and Fall of Man, from Genesis” (European/Judeo-Christian)
  - “The Golden Chain” (Yoruba/West African)

Students can access the creation stories in any of three ways, depending on how you set up your class:

- A computer with internet access for each group, or
- copies of each creation story for one-third of the class (if doing the jigsaw method), or
- copies of each creation story for half the class, if doing the small group method
- A copy of the creation chart for each student.
CLASSROOM TIME REQUIRED

30 minutes if doing the jigsaw method, 50 minutes if doing the small group method.

Procedure

GROUP WORK
First, have the students work in groups to read and analyze the creation stories.

Jigsaw method
1. Determine how many small groups would work in your classroom (4 to 5 students per group). Use that number in step 3. (For example, imagine there will be 6 groups).
2. Give each student a copy of the Creation Chart.
3. Have the students count off by the number of groups you will use (“Count off one through six”).
4. Tell each student to write their number on the back of their chart.
5. Split the class into three large groups and have them move into large discussion circles.
6. Give each group copies of one of the three creation stories or several computers with internet access and assign one of the stories.
7. Allow the students 5 to 10 minutes (this will depend on the reading ability of your students) to read the story. Then have them fill in the appropriate column of their creation chart; discussion in the large group is to be encouraged. The teacher should move between the groups. A sample teacher copy of the chart is included, below.
8. After the students have completed this, have them look at the number on the back of their charts and to move to the new smaller groups. (It is mathematically possible, though not probable, that a group would be missing one of the stories, so you may need to make some adjustments.)
9. The students will share their creation stories with the rest of their small group. They will each fill in the chart as the other students describe their story and share their chart.

Small group method
1. Divide the class into groups of four or five.
2. Give each student a creation chart and each group several copies of the creation stories that you have copied or two computers with internet access.
3. Ask each group to read the three creation stories and to fill in the chart. The groups are expected to work together and share their ideas. This will take approximately 25 to 30 minutes.

FULL-CLASS DISCUSSION
Then, reconvene and discuss the stories as a class.
1. Have a short discussion about the similarities and differences between the stories [all stories begin with water as the pre-earth scenario; the West African and European stories have divine intervention; European story has humans designed to dominate nature]

2. Pose the following questions as a discussion starter or as a short written assignment. The written assignment can be a short homework essay or a bellringer activity for the beginning of the next class period.
   - “How might the differences that you see in these views of the role for humans affect these cultures when they meet in the Americas?”
   - “How might it affect their differing view and treatment of the land?”

Assessment

The first part of the lesson will be assessed by the participation of the students in their groups and by the completed creation chart (see the teacher version, below, for a sample of a completed chart).

The discussion or written questions should include at least the following information:

- The Indians would seem to have a more cooperative relationship with the land, plants, and animals. The Europeans, and to a lesser extent the West Africans, would see the land, plants, and animals as theirs to exploit. In the European view, nature is theirs to use. The West Africans saw the world as being created so that Supreme Being and other heavenly creatures to assist those upon it. This would seem to say that plants and animals were for the use of the “clay creatures” that had been brought to life. Such differences would have made understanding the fundamental relationship to earth and other living creatures extremely difficult for the other cultures to grasp as it was so basic to each civilization.
- As will be discussed later in the digital textbook, the European view of land ownership and the Indian view of everyone owning the land would play an important part in the difficulties between the cultures. The students may not grasp that exact idea, but should realize that there were fundamental cultural differences that would play a major role in the relationship between the two worlds.

SAMPLE CREATION CHART

<table>
<thead>
<tr>
<th>Short description of the way this culture describes the Creation of the world.</th>
<th>Cherokee</th>
<th>European</th>
<th>West African</th>
</tr>
</thead>
<tbody>
<tr>
<td>All is water and the earth was created when the animals, who lived above the sky, needed more room, so the water-beetle brought mud up from the water and this became the island – Earth. Animals and plants were already there, man came later.</td>
<td>All was waters and God, in six days, created day and night, heaven, earth, plants, sun, moon, stars, animals, and humans.</td>
<td>There was the sky and the water far below. One heavenly entity, Obatala, determined to make a world and with the help of the Supreme Being, Olorun, and other heavenly entities, made earth and humans after climbing down on a golden chain.</td>
<td></td>
</tr>
<tr>
<td>Who created the earth in this story?</td>
<td>the Water-beetle (Beaver’s Grandchild)</td>
<td>God</td>
<td>Obatala, with help from orishas (heavenly beings) and the Supreme Being, Olorun</td>
</tr>
<tr>
<td>Question</td>
<td>Cherokee</td>
<td>European</td>
<td>West African</td>
</tr>
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<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Why was the earth created in this story?</td>
<td>The animals, who lived above the sky, needed more room.</td>
<td>God chose to create the earth.</td>
<td>Obatala wanted to help beings that could live on the earth.</td>
</tr>
<tr>
<td>Why were humans created in this Creation story?</td>
<td>It is not specified in the story, only saying that man and woman came after the animals and plants.</td>
<td>God created man and woman, who look like Him, to have control over all plants and animals. Also, to work in the Garden of Eden.</td>
<td>Obatala saw his reflection in a pool and made many clay figures that looked like him.</td>
</tr>
<tr>
<td>What did the creator of the humans in this Creation story see as their proper relationship to the land?</td>
<td>While not directly stated, it is implied that humans were to live and work in a cooperative way with the plants and animals — who are anthropomorphic.</td>
<td>Humans were to take control of the land, plants, and animals. They were there to provide men and women with food.</td>
<td>The humans that Obatala created were to live in the new land and be helped by the powers of the heavenly beings, the orishas.</td>
</tr>
</tbody>
</table>
# Creation comparison chart

<table>
<thead>
<tr>
<th>Question</th>
<th>Cherokee</th>
<th>European</th>
<th>West African</th>
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<tbody>
<tr>
<td>Short description of the way this culture describes the Creation of the world.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Who created the earth in this story?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why was the earth created in this story?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why were humans created in this Creation story?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did the creator of the humans in this Creation story see as their proper relationship to the land?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
North Carolina Curriculum Alignment

SOCIAL STUDIES (2003)

Grade 8

- Goal 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.
  - Objective 1.03: Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.
  - Objective 1.04: Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.

National Standards

In addition to meeting objectives of the North Carolina Standard Course of Study, this lesson plan addresses the following national standards.

U.S HISTORY STANDARDS

Era 1: Three Worlds Meet (Beginnings to 1620)

Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

HISTORICAL THINKING STANDARDS

Standard 2: Historical Comprehension

1. Draw upon the visual, literary, and musical sources

Standard 3: Historical Analysis and Interpretation

A. Compare and contrast differing sets of ideas.
B. Consider multiple perspectives.
C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.

On the web

The golden chain

http://www.learnnc.org/lp/editions/nchist-twoworlds/1.5

This creation story told by the Yoruba of West Africa describes how Olorun (the all-powerful being) lived with heavenly beings called orishas around a young baobab tree in the sky, until a curious orisha asked permission to create something solid in the watery world below.

The creation and fall of man, from Genesis

http://www.learnnc.org/lp/editions/nchist-twoworlds/1.4

The creation story from the biblical Book of Genesis describes how God created heaven and earth, plants, animals, and people; and later how the first people were cast out of the Garden of Eden as punishment for eating from the "tree of knowledge of good and evil."
How the world was made

http://www.learnnc.org/lp/editions/nchist-twoworlds/1.3

This Cherokee creation story, written down in the 1800s, describes how the earth was created from soft mud "when all was water."

More from LEARN NC

Visit us on the web at www.learnnc.org to learn more about topics related to this article, including.

Notes


About the author

PAULINE S. JOHNSON

I am currently the Director of a Teaching American History Grant for Buncombe County Schools, Asheville City Schools, and Madison County Schools. I have taught history and English in the seventh and eighth grades for over twenty-six years at Reynolds Middle School in Asheville, North Carolina. I am currently doing adjunct work for Mars Hill College and Western Carolina University. I have a Masters Degree from Western Carolina University and am Nationally Board Certified in Early Adolescence/Social Studies-History. I am certified to teach K-12 and I also have Academically-Intellectually Gifted certification.
PREVIEW

OVERVIEW

Students discuss types of monsters they know from literature, comics, cartoons, and trading-card games, generating a list of descriptive words and phrases to describe them. Students then use a template to create their own monster trading cards using “powerful,” vivid language to describe their creatures. Descriptive imagery and word choice combine with visual elements to create a cross-disciplinary menagerie in your class.

FEATURED RESOURCES

Monster Trading Card Template: Students can use this template to create their own character trading cards.

FROM THEORY TO PRACTICE

Word play allows students to learn language in a creative environment. Moreover, allowing students to play with the language opens up opportunities to increase their vocabulary and extend it to other disciplines. As Nilsen and Nilsen (2000) point out, “[W]e are suggesting that it’s time to develop a process approach to teaching vocabulary. Because of international communication and new technologies, the English language is changing faster today than it has at any time since the Norman conquest. . . . We need to give students experience not just in memorizing words and their meanings, but in synthesizing, analyzing, and interacting with words” (32).

This lesson asks students to play with words by creating original names for monsters of their own creation while also stressing the use of vivid details in their description of their creations.

Further Reading


STANDARDS

NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They
draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

RESOURCES & PREPARATION

MATERIALS AND TECHNOLOGY

General Classroom Materials (crayons, markers, pencils)

PRINTOUTS

- Monster Trading Card Template
- Rubric for Monster Trading Cards
- Monster Trading Card Example

PREPARATION

Print out the Monster Trading Card Template and, if desired, the Rubric for Monster Trading Cards for each student and provide them with drawing materials. If students have access to computers, they can type in their monster descriptions directly on the template before printing it out.

INSTRUCTIONAL PLAN

STUDENT OBJECTIVES

Students will

- self-edit to see what kind of details they currently use in writing and revise for clarity and creativity.
- give feedback to their peers on use of descriptive language.
- improve the amount and quality of description in their writing based on feedback from their peers.
- make the connection between graphical elements and use of details in writing.

SESSION ONE

1. Begin with a whole-class discussion on the types of monsters students would know from literature, comics, cartoons, and trading-card games such as Yu-Gi-Oh®. Ask them what characteristics they like or dislike about them, why, and how they might change them if they had the chance.
2. Write on the board a list of the words and short phrases the class uses to describe their likes and dislikes. This should not merely be a litany of adjectives; note how they allude to active characteristics such as a monster’s manner of speech, its weaknesses, how and what it eats, and so on, allowing for reference points for when they create their own monsters.

3. Pass out copies of the template (have many extras on hand for those who want to start over) and tell the class that they have an opportunity to be the creator, both artist and writer, of an altogether new monster.

4. Have the kids draw whatever type of monster they choose, giving it a name, type, description, etc., following the template. They should be free to go back and forth from the drawing to the writing, adding details to each to enhance their creature’s uniqueness. This Example Monster Card could serve as a model to get them started.

SESSION TWO

1. Have groups of three to four share their cards, giving feedback on how the details can be enhanced by adding more “powerful” (i.e., vivid and specific) words to describe each monster. You may choose to let each group use the Monster Trading Card Rubric to facilitate their feedback.

2. Students then revise their written descriptions and drawings, if necessary. New templates can be used if the students desire, or if they are happy with their drawings but need to rewrite, they can cut on the fold and keep the drawing but tape or glue a revised description to the back of the original drawing.

EXTENSIONS

- Students can create multiple cards, and their peers (or themselves) can give them “values” based on the Monster Trading Card Rubric or other criteria to trade or compete with each other.

- Have students write a fairy tale featuring their monsters. Encourage them to be creative with place names and other characters’ names, employing similar strategies they used to describe their monsters in this lesson.

- Extend your study of descriptive writing using these Descriptive Writing Techniques and Narrative and Descriptive Writing Prompts.

STUDENT ASSESSMENT/REFLECTIONS

The Monster Trading Card Rubric can be used to assess the students’ final cards. Observation of small-group feedback and individual revision strategies could also play a part in the assessment.

RELATED RESOURCES

LESSON PLANS

Grades | K - 2  | Lesson Plan  | Standard Lesson
---|---|---|---
The Big Green Monster Teaches Phonics In Reading and Writing

A big green monster helps students build their reading fluency and word recognition skills through choral reading, literacy center activities, and writing stories.

COMMENTS
Published Comments

Stephanie
October 26, 2011
This is a great idea! I love that this lesson can be modified for the students I am tutoring for reading. Thank you for the templates as well.

Lauren
March 30, 2011
I am an English teacher in Scotland and have just used this task with my S2 class as part of the study of Frankenstein. My class absolutely LOVED this task. Thank you so much!! I’ll definitely pass this on to others.

Lauren McMahon

Margo Dietrich
April 10, 2010
Thank you Michelle Kimbro. I’m a former teacher taking a Structured English Immersion class to renew my certificate in AZ. I’m going to use this lesson and modify it as a dramatization. It’s been 3 years since I taught, so I need resources such as this one. I like how you based the theme on what kids know; video games and cartoons! You probably didn’t get any blank stares from the kids with this one!

Margo Dietrich
Monster Trading Card Template

INSTRUCTIONS

1. Fill in the descriptive details about your monster in the lower half of the card. There are tips to help you decide what to write.

2. Print the card.

3. Cut the card out along the edges.

4. Fold the card in half on the fold line, and tape or glue the card together.

5. Draw your monster on the front of the card.

FOLD HERE

WRITING TIPS

Name: *What is your monster's first name?*

Monster Type: *What kind or variety of monster is it?*

Description: *What does the monster look and sound like?*

Habitat: *Where does the monster live?*

Prey/Food: *What does the monster eat?*

Other Characteristics: *What other special details stand out about your monster?*
<table>
<thead>
<tr>
<th>モンスターの種類名</th>
<th>MONSTER TYPE NAME</th>
<th>Powerless as a result of a general, unimaginative name.</th>
<th>Power decreased by half as the result of a general or unimaginative name.</th>
<th>Power increased by a specific or imaginative name. Word choice may be fairly obvious.</th>
<th>Maximum power achieved by use of a specific name with creative word choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ユーズオブディテール</td>
<td>USE OF DETAILS</td>
<td>Attack fatally weakened by inconsistencies, misleading and/or general information.</td>
<td>Strong attack flawed by more than a few inconsistencies or general information.</td>
<td>Executes a powerful attack with strong details, but weakened by a few inconsistencies or general information.</td>
<td>A force to be reckoned with, this card uses explicit, vivid details.</td>
</tr>
<tr>
<td>グラフィックエレメント</td>
<td>GRAPHIC ELEMENTS</td>
<td>Card left powerless by missing or inappropriate graphics.</td>
<td>Power of this card decreased by incomplete or inappropriate graphics.</td>
<td>Power of this card increased by the required graphic elements, most of which were appropriate.</td>
<td>Card draws maximum power by including complete and appropriate graphic elements.</td>
</tr>
<tr>
<td>オーバーオールアピール</td>
<td>OVERALL APPEAL</td>
<td>Lack of connection between graphics and details rob this card of all power.</td>
<td>Differences between graphics and details reduce the power of this card.</td>
<td>Power of the card enhanced by some connection between visually appropriate graphics and descriptive details.</td>
<td>Visually striking graphics and related descriptive details meld as one to form a powerful card.</td>
</tr>
<tr>
<td>メカニクス</td>
<td>MECHANICS</td>
<td>Fatally attacked by many spelling, grammar, or punctuation errors.</td>
<td>Direct damage inflicted by several spelling, grammar, and/or punctuation errors.</td>
<td>Minor damage inflicted by 1–2 spelling, grammar, and/or punctuation errors.</td>
<td>Virtually invincible. Cannot be defeated by spelling, grammar, and/or punctuation errors.</td>
</tr>
</tbody>
</table>
Monster Trading Card Example

Name: Herbert
Monster Type: Pink-spotted Winged Dragon

Description: 12 feet tall, friendly male dragon who talks in riddles

Habitat: damp, mossy swamps

Prey/Food: dragonflies

Other Characteristics: hiccups bubbles when talking

Draw your monster here
Fold here
Describe your monster here
Character Circle

Directions: Pick one character from the story and fill in each part of the circle as it is labeled below.

- Name of character and picture of character
- Physical description
- Personality: What was the character like?
- Special Ability
"I Can" retell myths with key details, noting the message of each.

1. After reading each of the myths, have students retell the story with as many key details as they can. Key Details of Myths. Using the following questions to guide your discussion.

Why was the myth told during the time of the Ancient Greeks?

Why is it still told today?

As we read the myth and as retell the story think of the message as a group.

2. Good Art connection for this unit: Greek and Roman Art Collection (The Metropolitan Museum of Art) Introduce some of the art held in the Greek and Roman collection at the Metropolitan Museum of Art. Have students record their origins and characteristics and key details that tell the message.

3. Read a variety of nonfiction readings on the first Olympic games in Ancient Greece and then modern Olympics, especially the games held in modern Greece! Then give the students this prompt: "Using online resources, research one sport from the most recent summer Olympics and tell how it is similar and how it is different from the first games. Create a teaching poster or multimedia slide and report orally on your learning."
<table>
<thead>
<tr>
<th>Keys Details of Myths:</th>
<th>Name of Myth</th>
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<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
"I Can” quote from the text to support the main idea of an informational text.

1. Introduce the book *Boy, Were We Wrong About Dinosaurs!* by Kathleen V. Kudlinski and S.D. Schindler. Explain that this book will teach them about how scientists can change their thinking after new evidence is collected. Tell students that in the discussion after reading, they should be prepared to share two different specific places in the book where this happened. Have them use a white board or Post-It to write down their thinking.

2. Explore other things that have changed over time in the scientific arena. Make a list of things students think have changed. Chart the thinking, questions, answers, and thought. This is best searched on the Internet, but must be monitored by adults!! Teachers should do some of the research before doing it with students. Take the student thinking, google it, identify good sites to use. On a subsequent day, do the research together using your sites. Record your finding on the chart to answer questions and find changes.

3. Have students choose one of their questions and write an (Informative/Explanatory) piece stating their question, the answers with citations from digital or print texts, and a concluding statement.
“I Can” read a variety of informational books on Ancient Greece and Ancient Rome and summarize the information.

1. List of texts to read in shared reading and in independent reading about Ancient Greece and Ancient Rome: (Informational Texts B 1 & B 2)

2. Additional Greece and Rome on line resources:
   - Ancient Civilizations [http://www.fcps.edu/KingsParkES/technology/ancient/index.htm](http://www.fcps.edu/KingsParkES/technology/ancient/index.htm)

3. After reading a variety of texts on Ancient Greece and Ancient Rome have student create a game that is set in Ancient Greece or Rome. Students choose a favorite story and note the details they wish to include in the game. They write a rule book and design and produce the necessary accessories: board, cards, dice, spinners, etc.
4. (Opinion) Piece - Give the students this prompt: “Choose a character that you think is the most interesting of all the characters we have studied. Write about that character. Be sure state your opinion, support your opinion with strong reasons from texts, and connect your writing to specific parts of the myth. Use linking words and phrases (e.g., because, therefore, since, and for example) to connect your opinion and reasons. Provide a concluding statement.”

5. Complete a Something-Happened-and-Then graphic organizer to summarize a non-fiction selection
B - Reading Informational Text

B 1 - Informational Texts

- Boy, Were We Wrong About Dinosaurs! by Kathleen V. Kudlinski and S.D. Schindler
- If I Were a Kid in Ancient Greece (Ken Sheldon, ed.)
- Ancient Greece and the Olympics: A Nonfiction Companion to Hour of the Olympics (Magic Tree House Research Guide 10) by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca
- Rome: In Spectacular Cross Section by Andrew Solway and Stephen Biesty

B 2 - Informational Text (Read Aloud)

Greece

- Ancient Greece (DK Eyewitness Books) by Anne Pearson
- I Wonder Why Greeks Built Temples and Other Questions About Ancient Greece by Fiona MacDonald
- If I Were a Kid in Ancient Greece: Children of the Ancient World (Ken Sheldon, ed.)

Rome

- If I Were a Kid in Ancient Rome: Children of the Ancient World (Ken Sheldon, ed.)
- Tools of the Ancient Romans: A Kid’s Guide to the History & Science of Life in Ancient Rome by Rachel Dickinson
- Science in Ancient Rome by Jacqueline L. Harris
- Ancient Rome (DK Eyewitness Books) by Simon James
<table>
<thead>
<tr>
<th>Something</th>
<th>Happened</th>
<th>And</th>
<th>Then</th>
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</table>
“I Can” research a current Olympic sport and compare and contrast it to a sport in the days of Ancient Greece.

1. Read a variety of informational texts in shared reading and through student independent reading about the first Olympic games in Ancient Greece. Then give the students this prompt: “Using online resources, research one sport from the most recent summer Olympics and tell how it is similar and how it is different from the first games. Cite facts from texts and provide a conclusion. Create a teaching poster or multimedia slide and report orally on your learning.” (Informative/Explanatory)

2. Write a letter to the Olympic Committee to persuade them to hold the Olympics in your town. Have the students research their community and state to identify facts that they can use in their letter. In the letter have them state their opinion that this is the best place to hold the Olympics, and list the reasons based on the facts they have found in their research. Have them end their letter with a concluding statement that sums up their points. (Opinion)
3. Opinion) Why are the Olympics just as popular today as in Ancient Greece? From all of the texts, print and digital that have been read, have students answer this question citing reasons from specific texts and naming those texts and page numbers.

4. Create a Venn Diagram to illustrate how the Ancient Olympic Greek Games are both alike & different than modern day Olympics. [http://www.enchantedlearning.com/royalorganizervenn/](http://www.enchantedlearning.com/royalorganizervenn/)

5. What makes a game good competition or bad competition? Use a Discussion Web Are Athletes Heroes? Debate? Have students individually write a summary of the thoughts on the discussion web, explaining both sides of the question.

6. Website: [http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/)

   3. Modern Day Olympics [http://wiki.answers.com/Q/What_are_the_similarities_and_differences_between_modern_day_Olympics_and_the_Ancient_Greek_Olympics](http://wiki.answers.com/Q/What_are_the_similarities_and_differences_between_modern_day_Olympics_and_the_Ancient_Greek_Olympics)
1. After reading a selection, form groups of three to five students each.
2. Discuss the focus question with your group and come up with evidence to support both a yes position and a no position.
3. Analyze the question and record information and the group’s responses. Jot down only key words and phrases and try to use an equal number of reasons for pros and cons.
4. Work together to come to a consensus by stating your conclusion and reason(s) for your conclusion.
5. Finally, choose a spokesperson to share your group’s point of view with the entire class.

"I Can" write a short fantasy narrative in response to a prompt based on the style of a text, (e.g. Could Be Worse! by James Stevenson.)

1. Lead a class discussion based on Could Be Worse! By James Stevenson, using the following prompts and questions:
   1. How do you think the children felt when they tried to tell the grandfather of an adventure and he always topped it with a fantastic tale?
   2. If you were the grandfather, what story would you have told?
   3. Write a "fantastic" grandfather response to this: I fell off the monkey bars on the playground and scraped my knee.
   4. Then hold a class discussion about the book before moving to the creative writing

2. Have students complete Could be Worse Creative Writing Assignment using some everyday routine (i.e., brushing teeth, riding to school) as the prompt for an imagination adventure. This is a single sitting assignment! You determine the length of time to provide for your students. remind them to state the topic, sequence the routine they are describing, use interesting adjectives and adverbs and temporal words to signal changes, and a concluding statement.
3rd Grade Unit 6

Fantastic Adventures with Dragons, Gods, and Giants

I – ADDITIONAL RESOURCES

I-1 Web sites – Web Sites for Fables, Folktales, and Mythology:

- Aesop Fables - http://aesopfables.com/
- Fables around the world - http://www.longlongtimeago.com/lita_fables.html
- Fable theme unit - http://www.theteacherscorner.net/thematicunits/talltales.php
- Fable lesson plan and ideas - http://www.suite101.com/content/teaching-aesops-fables-a17680
- Plans and worksheets with Fables - http://www.learningbooks.net/xfables.html
- Fable lesson plans - http://www.lessonplanet.com/directory/language_arts/writing/fables
- Fables - http://ethemes.missouri.edu/themes/1755
- American Folklore - http://www.americantfolklore.net/index.html
- Folktale/Fable – eThemes - http://ethemes.missouri.edu/themes/1755
- Greek Mythology - http://www.greekmythology.com/

Terminology

- fantasy
- mythology
- narrative poem
- summary