GREEK MYTHOLOGY VOCABULARY BUILDING

A companion to: A DUAL LITERACY APPROACH FOR KOREAN ENGLISH LEARNERS’ CURRICULUM

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A capstone project submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching

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Unit 1: Decoding Using Greek and Latin Affixes: morphological training

Lesson 1: Introduction to Greek and Latin Root Words........................................p.12-14

Lesson 2: Introduction to Greek and Latin Prefixes.............................................p.15-16

Lesson 3: Introduction to Greek and Latin Suffixes.............................................p.17-19

Lesson 4: Introduction to Arachne’s Web Reader’s Theater................................p.20-22

Unit 2: Activating Vocabulary Knowledge: contextualized meaning making

Lesson 5: Literature Circles Extension to Arachne’s Web......................................p.23-32

Lesson 6: Literature Circles Presentations ............................................................p.33-34

Lesson 7: Performance of Arachne’s Web Literature Circles Presentations........p.35-36

Lesson 8: Creative Extension Writing using Figurative Language presentations ......p.37-42
Introduction

Uribe and Nathenson-Mejia (2008) state that vocabulary is essential for ELL to develop comprehension through concept development and word usage. Vocabulary should not been seen as words lists, rather as the form, use, semantics within a text. Uribe and Nathenson-Mejia (2008) elaborate that vocabulary development goes beyond word definitions and requires interaction and application of contextualized and decontextualized language. This includes syntax, semantics, and phonics. The relationship between these systems and actual communication, or building on background knowledge is a key element of these units.

My guiding question is: How will the use of task-based vocabulary activities to support literacy development affect the vocabulary acquisition of elementary Korean English language learners? This curriculum takes the form of a unit plan adapted from Understanding by Design Backwards (Tomlinson & McTighe, 2006). The unit is driven by core essential questions and the content is always central to the theme of the unit. All learning plans in the curriculum are directly derived from essential questions. I hope that educator find that the units offer a new perspective to ELL vocabulary acquisition that accesses and builds on background knowledge leading to higher comprehension.

Major learnings from my literature review include the following:

Vocabulary instruction for ELL residing in Korea should be reevaluated to make considerations for activating knowledge. Using the language learned is an effective way to do so.
Instead of viewing vocabulary as a two dimensional word list, we need to start seeing it as the building block of the English language.

- ELL vocabulary building literacy does not follow a clear set of rules. Rather, decoding skills develop alongside meaning making and it is meaning making that often allows a word’s meaning to be remembered. The mere looking at a new word and seeing the Korean translation devalues the importance of semantics and syntax within ELL vocabulary education. (Hinkel, 2005, Uribe and Nathenson-Mejia, 2008)

- Korean and English have vastly different morphological structure which proves that morphological training is imperative for Korean ELL education. Korean ELLs likely struggle with vocabulary acquisition due the fact that Korean is an agglutinative language which lacks inflections or isolated elements within words. Thusly, morphological awareness is central to a Korean students’ ability to learn English vocabulary beyond memorization (Marinova-Todd et al., 2013, Cho et al., 2008).

- Vocabulary acquisition in Korea is often based on decoding according to phonics principles and memorization of lists of words. I found research to support the importance of using meaning making strategies in combination with morphological training as an alternative approach (Hinkel, 2005).

- Korean ELLs respond particularly well to task based tactile and visual learning strategies. This confirmed what I have experienced in my teaching experience. This preference is distinctly Korean. This cultural pattern makes the case for taking a culturally sensitive and inclusive approach (Leopold, 2012).
I have found in the past that ELL vocabulary curriculum is often build to help students decode new words in a decontextualized fashion. I wanted to build a curriculum that uses the strength and usefulness of a decoding component with meaning making simultaneously, while encouraging student interaction. I asked myself: How do I connect knowledge about the structure of prefixes, suffixes, and root words of Greek origin with the use of figurative language expressions? How can I connect vocabulary instruction with read-alouds and guided reading? How can I help students build background knowledge and make personal connections to the text? How can I help students express their understanding and thought processes using critical literacy elements?

I have build a task-based vocabulary curriculum that encourages fifth and sixth grade Korean ELL students to learn how roots, prefixes, and suffixes operate so they can decode new vocabulary autonomously with the support of their teacher. Then, I work to offer a follow up unit that pushes students to use critical thinking skills to relate learned vocabulary to personal experience. Uribe and Nathenson-Mejia (2008) confirms that for intermediate ELLs, vocabulary development is the key to progressing academically. Vocabulary education is advised to be balanced between decontextualized morphological training and contextualized meaning making in ELL education.

Although this curriculum set was developed for Korean fifth and sixth grade ELL, I encourage educators to adapt and scaffold the units to fulfill their particular needs. I hope that educators find that the units offer a new perspective to ELL vocabulary acquisition that accesses and builds on background knowledge leading to higher comprehension.

**Evaluation**

Students will be given a pretest and post test to see if the vocabulary set is an appropriate level and to measure acquisition before and after the unit is taught. In addition, student will be interviewed
prior to starting the unit to gauge their attitude and preferred learning preferences for reading and vocabulary learning. Teachers will evaluate students’ Read Alouds, Guided Reading, and Narrative Writing using the designated rubrics. Exit tickets will be dispersed throughout the units so that educators can continue formative assessments throughout the unit. All artifacts and activities are a form of formative assessment and will be accumulated into a vocabulary portfolio.

This project aims I have build a task-based vocabulary building curriculum that encourages fifth and sixth grade ELL students to learn how roots, prefixes, and suffixes operate so they can decode new vocabulary autonomously with the support of their teacher. Then, I work to offer a follow up unit that pushes students to use critical thinking skills to relate learned vocabulary to personal experience

Vocabulary instruction for ELL residing in Korea should be reevaluated to make considerations for activating vocabulary knowledge. Using and practicing English vocabulary is an effective way to do so. Instead of building vocabulary curriculum as a two dimensional word list, a dual process of morphological decoding training mixed with meaning-making task-based activities offers a new way in which to teach vocabulary to ELLs.
UbD/DI Unit 1: Decoding Using Greek and Latin Affixes

Stage 1 - Desired Results

**Established Goal(s):**
- STANDARD / CONCEPT / SKILL: L.5.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- STRAND: Vocabulary Acquisition and Use
- FOCUS / COURSE: MA.L.5.: Grade 5 Language Standards [L]
- STANDARD / CONCEPT / SKILL: RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.
- STRAND: Phonics and Word Recognition
- FOCUS / COURSE: MA.RF.5.: Grade 5 Reading Standards for Foundational Skills [RF]

**Performance Objectives:** L.5.4.b.: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis), RF.5.3.a.: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Vocabulary objectives:** Students will become familiar with root, suffix, and prefixes and be able to identify new words based on learned structure.

**Vocabulary learning strategies:** Students will use conversation, a reader’s theater, graphic organizers, and word play games to learn strategies for learning new words based on affixes.

**Reading objectives:** Read new words and reader’s theater with prosody and automaticity

**Understanding(s):**
*Students will understand that . . .*

Greek and Latin affixes make up a majority of English words and understanding how they work can help us learn vocabulary with a sense of automaticity.

**Essential Question(s):**

How do affixes affect word meaning?

How do I manipulate prefixes, suffixes, and roots to change the meaning of words?
### Knowledge
*Students will know . . .*

An overview of role of prefixes, suffixes, and root words, reflect and build on vocabulary knowledge

### Skill
*Students will be able to . . .*

Use affixes to affect word meaning; that is manipulate prefixes, suffixes, and roots to change the meaning of words

Understand and start to use new vocabulary based on personal experience.

### Stage 2 - Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td><strong>Lesson 1: Introduction to Greek and Latin Root Words</strong> 1. Formative assessment: opening whole group discussion. What do students know already, what have they heard of, what transfers to home language (has equivalent, what does not) 2. Formative assessment: Students will brainstorm words that use each root and share their findings with think-share pairs. Teacher circulates class. 3. Teacher will conduct 5 minute informal interview each student using a segment of a close reading passage 4. Students will take the pretest.</td>
<td>Exit tickets, pre/post unit assessments</td>
</tr>
<tr>
<td><strong>Lesson 2: Introduction to Greek and Latin Prefixes</strong> 1. Formative assessment: opening whole group discussion. What do students know already, what have they heard of, what transfers to home language (has equivalent, what does not) 2. Formative assessment: Students will brainstorm words that</td>
<td></td>
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use each prefix and share their findings with think-share pairs. Teacher circulates class taking notes when necessary.

3. Formative assessment: Then the teacher will record the whole-class findings on a semantic map.

4. Formative assessment: Hot seat game

**Lesson 3: Introduction to Greek and Latin Suffixes**

1. Introduction to suffixes: Students will watch introduction powerpoint presentation about Greek and Latin suffixes: opening whole group discussion. What do students know already, what have they heard of, what transfers to home language (has equivalent, what does not)

2. Students will brainstorm words that use each suffix from the presentation and share their findings with think-share pairs. Then the teacher will record the whole-class findings on a semantic map.

3. Formative assessment: Play root word ladder game. Playing with word structure and constructing their own words helps reinforce meaning and shows them how words are built. Teacher circulates class taking notes when necessary.

4. Formative assessment: Hedbanz Hot seat game: Guess the secret word on the headband on your head. This helps offer language practice and vocabulary reinforcement.

5. Fill out exit tickets

6. Begin to record definitions in Korean and English to Academic Vocabulary, expressions, and any new words from the play using Vocabulary Record Booklet.

**Lesson 4: Introduction to Arachne’s Web Reader’s Theater**

1. Pre Reading Activity: Made predictions about the characters, storyline (beginning, middle, and end), and
look over vocabulary and figurative expressions. Talk about confusions and questions students have.

2. Read the play in roles staying in character. Students reflect how their character may sound like.

3. Teacher assessed students guided reading using rubric.

UbD/DI Unit 2: Activating Vocabulary Knowledge Through Task-based Learning

Stage 1 - Desired Results

Established Goal(s): Common Core Standards:
- STANDARD / CONCEPT / SKILL: L.5.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- STRAND: Vocabulary Acquisition and Use
- FOCUS / COURSE: MA.L.5.: Grade 5 Language Standards [L]
- STANDARD / CONCEPT / SKILL: RF.5.3.: Know and apply grade-level phonics and word analysis skills in decoding words.
- STRAND: Phonics and Word Recognition
- FOCUS / COURSE: MA.RF.5.: Grade 5 Reading Standards for Foundational Skills [RF]

Performance Objectives: L.5.4.b.: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). RF.5.3.a.: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Vocabulary objectives: Continue to build vocabulary using word games such as word ladders

Vocabulary learning strategies: Use literature circles to activate understanding of learned vocabulary and concepts

Reading objectives: Read new words and reader’s theater with prosody and automaticity. Activate understanding the role of prefixes, suffixes, and root words, reflect on vocabulary knowledge based on reader’s theater. Read and understand figurative language and use it as it relates to personal life.

Understanding(s):
Students will understand . . .
the role of root words on vocabulary knowledge.

Essential Question(s):
How can I relate new vocabulary to real-life experience?
When I make a personal connection, how does my vocabulary acquisition change? Is it enhanced?
### Knowledge

*Students will know...*

How to use a word wheel, word matrix, and word ladder to continue to grow word building skills. Students will know how to use a Venn diagram, literature circles, mythical scene creation, and character traits to deepen and activate their understanding of new vocabulary.

### Skill

*Students will be able to...*

Activate their understanding of new vocabulary using syntax and semantics. Read and understand new words containing Greek and Latin affixes and use figurative language comparing and contrasting it as it relates to personal life.

Apply learned vocabulary in context to real-life situations. (Able to use learn vocabulary in contextual and contextual forms.)

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### Stage 2 - Assessment Evidence

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<td>Exit tickets, pre/post unit assessments</td>
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## Learning Objectives Units 1-2/ Lessons 1-8

<table>
<thead>
<tr>
<th>Lessons 1-5</th>
<th>Lessons 6-8</th>
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<tbody>
<tr>
<td><strong>Time Frame:</strong> 50 min per class</td>
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<tr>
<td><strong>Audience:</strong> small groups of 7-8 Korean ELLs</td>
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<tr>
<td><strong>Unit Objective:</strong> Understand an overview of role of prefixes, suffixes, and root words, reflect and build on vocabulary knowledge</td>
<td><strong>Unit Objective:</strong> Understand the role of root words on vocabulary knowledge.</td>
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<tr>
<td><strong>Vocabulary objectives:</strong> Reflect on what a root, prefix, and suffix word is, their function, and roots already learned, then learn new words</td>
<td>Activate understanding the role of prefixes, suffixes, and root words, reflect on vocabulary knowledge based on reader’s theater.</td>
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<tr>
<td><strong>Vocabulary learning strategies:</strong> Use semantic word mapping, think-share brainstorming, group discussion, word games such as word ladders, word maps, worksheet completion</td>
<td><strong>Vocabulary objectives:</strong> Continue to build vocabulary using word games such as word ladders</td>
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<tr>
<td><strong>Reading objectives:</strong> close reading, worksheet completion, interview reflection, exit ticket reflections</td>
<td><strong>Vocabulary learning strategies:</strong> Use literature circles to activate understanding of learned vocabulary and concepts</td>
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<td><strong>Reading objectives:</strong> Read and understand figurative language and use it as it relates to personal life.</td>
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UbD/DI Lesson 1: Introduction to Greek and Latin Root Words

Established Goal(s):
Vocabulary objectives: Reflect on what a root word is, their function, and roots already learned.
Learn how to construct new word meaning using root words.
Vocabulary learning strategies: Use semantic word mapping, think-share brainstorming, group discussion, worksheet completion,
Reading objectives: close reading, worksheet completion, interview reflection, exit ticket reflections

Understanding(s):
Students will understand that . . .
The role of root words result in vocabulary expansion, reflect on vocabulary knowledge.

Essential Question(s):
What are the function and use of root words?
How can they help me learn new vocabulary?

Knowledge
Students will know . . .
How to reflect on how they acquire vocabulary best and what type of reader they are.
Review root words they already know and start to learn new ones.

Skill
Students will be able to . . .
Work with root words, reflect on vocabulary knowledge and acquire new knowledge about roots and how they work
Stage 2 - Assessment Evidence

Teacher will conduct 5 minute informal interview each student using a segment of a close reading passage as a pretest: OH, ERIS (35 minute)

Close Read Passage, 254 words, Myth (fiction), Level T (Grade 3), Lexile 570L available at readinga-z.com

and make a vocabulary reading plan and

Greek root word vocabulary pretest. (35 minutes during interviews of other classmates)

Fill out exit tickets

Stage 3 - Learning Plan

Performance Task(s):

Lesson Timeframe 50 minutes: 7 students.

Students will watch introduction powerpoint presentation about Greek and Latin roots: (15 minutes)
https://docs.google.com/presentation/d/1pgNmyjCWZsaLsZzYpkD_Qed3fC3xISxcIYlwGe3QdSI/edit?usp=sharing

Students will brainstorm words that use each root and share their findings with think-share pairs. Then the teacher will record the whole-class findings on a semantic map. Students are encouraged to ask for translations or comment on words that do not translate directly into their home language.
https://docs.google.com/document/d/1NpjnQw2s3dXQkeIsY5kH2VJmCZJAohWN4RDGev-nMy9g/edit?usp=sharing

Teacher will conduct 5 minute informal interview each student using a segment of a close reading passage as a pretest: OH, ERIS (35 minute)

Close Read Passage, 254 words, Myth (fiction), Level T (Grade 3), Lexile 570L available at readinga-z.com
and make a vocabulary reading plan and
https://docs.google.com/document/d/1ZyF2AMY0KPTYG9FlzDBKD7mnHixQ7yeOJtrxLMOxHQ/edit?usp=sharing

While the teacher is conducting interview students will take the pretest. (35 minutes during interviews of other classmates)
https://docs.google.com/document/d/14nhy2Qt8LEe0PBrjH8jTjoVB26cRsEU46upIlndaSBw/edit?usp=sharing

Homework: Complete root word activity sheet. Work on page 3-7. Workbook will be continued in lesson 3-5:
https://docs.google.com/document/d/1uT1jeA3KAM2WEa_FCDuo9eitzcqhNxWSLgtyPrxxq1Q/edit?usp=sharing

Fill out exit tickets
https://docs.google.com/document/d/1_amrIKFsha3bGWtruD1gLdO6WD5oOy1XRzD0ix2dMMs/edit?usp=sharing

NOTE**: To scaffold for beginners: Start by asking what a literal root is and what is is responsible for doing and make an analogy that extends and pertains to vocabulary.

Some students may need to see a map to see where Greece is. Others may need a reminder.
The significance of Latin and Greek influence on the English language vocabulary may also be discussed. The teacher may also note that Latin is not spoken anymore and is referred to as a dead language. Ancient Greek differs significantly to modern Greek as well.
## UbD/DI Lesson 2: Introduction to Greek and Latin Prefixes

### Stage 1 - Desired Results

**Established Goal(s):** To use task-based vocabulary learning strategies to support literacy of ELLs.
Reflect on what a prefix is, their function, and prefixes already learned

**Vocabulary learning strategies:** Use semantic word mapping, think-share brainstorming, group discussion, worksheet completion,

**Reading objectives:** close reading, worksheet completion, interview reflection, exit ticket reflections

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### Understanding(s):  

*Students will understand that...*

Understand the role of prefixes, reflect on vocabulary knowledge, grow vocabulary

### Essential Question(s):  

*What are the function and use of prefix words?* 

How can they help me learn new vocabulary?

---

### Knowledge  

*Students will know...* 

### Skill  

*Students will be able to...*
How to decipher meaning of new words based on their prefix and think about if there are equivalents in their home language.

They will continue to grow their vocabulary and apply in context.

Stage 2 - Assessment Evidence

Formative assessment: Students will brainstorm words that use each prefix and share their findings with think-share pairs. Then the teacher will record the whole-class findings on a semantic map.

Fill out exit tickets

Summative assessment: Complete prefix worksheet page 1.

Stage 3 - Learning Plan

Introduction to prefixes: Students will watch introduction powerpoint presentation about Greek and Latin prefixes: (15 minutes) [https://docs.google.com/presentation/d/14DZsLxmE9wE8cIV81NT4ogPEAeLWpEidAQ-LBYBk/edit?usp=sharing](https://docs.google.com/presentation/d/14DZsLxmE9wE8cIV81NT4ogPEAeLWpEidAQ-LBYBk/edit?usp=sharing)

Students will brainstorm words that use each prefix and share their findings with think-share pairs. Then the teacher will record the whole-class findings on a semantic map. Students are encouraged to ask for translations or comment on words that do not translate directly into their home language. (10 minutes) [https://docs.google.com/document/d/1NpjnQw2s3dXQKeI5YkH2VJmCZJAohWN4RDf1eVnMy9g/edit?usp=sharing](https://docs.google.com/document/d/1NpjnQw2s3dXQKeI5YkH2VJmCZJAohWN4RDf1eVnMy9g/edit?usp=sharing)

Hot seat game: Guess the secret word. Each prefix card is cut and distributed to each student. One student is in the hot seat in the middle of the class. They must chose a word that describes a word that uses their prefix without saying their prefix. They can use actions or words. The student who guesses correctly is the next to enter the hot seat (10 minutes) [https://docs.google.com/document/d/1rc2y0AXEtPPnDjnlPZ2kQeiepF0OzF4ZpOr1rZxbxMs/edit?usp=sharing](https://docs.google.com/document/d/1rc2y0AXEtPPnDjnlPZ2kQeiepF0OzF4ZpOr1rZxbxMs/edit?usp=sharing)
Fill out exit tickets (5 minute)
https://docs.google.com/document/d/1_amrIKFsha3bGWtruD1gIdO6WD5oOy1XRzD0ix2dmMs/edit?usp=sharing

Homework: Complete prefix worksheet page 1. Workbook will be continued in lesson 3-5:
https://docs.google.com/document/d/1uT1jeA3KAM2WEa_FCDuo9eitzcqhNxsWSLgtyPrxq1Q/edit?usp=sharing

Prefix reading: Read It!(prefixes). A Misadventure. Read and look for familiar prefixes. Circle all of the prefixes and review their meaning.
https://docs.google.com/document/d/19lCSTPoBc7DmIs2lmaAjwshBW4AE6MC4VCe5M2hZu0w/edit?usp=sharing

For more resources see: https://membean.com/treelist
UbD/DI Lesson 3: Introduction to Greek and Latin Suffixes

**Stage 1 - Desired Results**

**Established Goal(s):** To use task-based vocabulary learning strategies to support literacy of ELLs.

**Vocabulary objectives:** Reflect on what a suffix is, their function, and suffixes already learned. Learn how to construct new word meaning using suffixes.

**Vocabulary learning strategies:** Use semantic word mapping, think-share brainstorming, group discussion, worksheet completion,

**Reading objectives:** close reading, worksheet completion, interview reflection, exit ticket reflections

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<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
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<tr>
<td><em>Students will understand that...</em></td>
<td>What are the function and use of suffixes to understand new words?</td>
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<tr>
<td>The role of suffixes within words, reflect on vocabulary knowledge</td>
<td>How can they help me learn new vocabulary?</td>
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<table>
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<tr>
<th>Knowledge</th>
<th>Skill</th>
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<tr>
<td><em>Students will...</em></td>
<td><em>Students will be able to...</em></td>
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Reflect on how they acquire vocabulary best and what type of reader they are.

Review suffixes within words they already know and start to learn new ones.

Work with suffixes within words, reflect on vocabulary knowledge and negotiate the meaning of new words and gain new knowledge about suffixes and how they work.

**Stage 2 - Assessment Evidence**

**Performance Task(s):**
- Formative assessment: record the whole-class findings on a semantic map
- Fill out exit tickets
- Summative assessment: homework worksheets
- Review students answers for definitions in Korean and English to Academic Vocabulary, expressions, and any new words from the play using Vocabulary Record Booklet taking note of students who need additional scaffolding or language support.

**Stage 3 - Learning Plan**

**Learning Plan:**
- Introduction to suffixes: Students will watch introduction powerpoint presentation about Greek and Latin suffixes: (15 minutes) [https://drive.google.com/open?id=1grFjymbSF-FdxtpA-E6Ny7JcBfSI3unqPGrloZaGRew](https://drive.google.com/open?id=1grFjymbSF-FdxtpA-E6Ny7JcBfSI3unqPGrloZaGRew)

  Students will brainstorm words that use each suffix from the presentation and share their findings with think-share pairs. Then the teacher will record the whole-class findings on a semantic map. Students are encouraged to ask for translations or comment on words that do not translate directly into their home language. (10 minutes)

  Play root word ladder game (10 minutes) [https://docs.google.com/document/d/1R5x2Utoh2WMDNWt1Apeoih3fYozv-eumMtEaIcD1WaLM/edit?usp=sharing](https://docs.google.com/document/d/1R5x2Utoh2WMDNWt1Apeoih3fYozv-eumMtEaIcD1WaLM/edit?usp=sharing)

  Hedbanz Hot seat game: Guess the secret word on the headband on your head. Each suffix card is cut and distributed to each student. One student is in the hot seat in the middle of the class. They must guess the secret word that describes written on their head. Students must give hints without saying the suffix. They can use actions or words. The student who guesses correctly is the next to enter the hot seat (10 minutes) [https://docs.google.com/document/d/1ARfDhwyg6nyWsgOGC0r_wzfSPdRMltydpC](https://docs.google.com/document/d/1ARfDhwyg6nyWsgOGC0r_wzfSPdRMltydpC)
Fill out exit tickets (5 minute) 
https://docs.google.com/document/d/1_amrIKFsha3bGWtruD1gIdO6WD5oOy1XRzD0ix2dmMs/edit?usp=sharing

Homework: Complete prefix worksheet page 1. Workbook will be continued in lesson 3-5: 
https://docs.google.com/document/d/1uT1jeA3KAM2WEa_FCDuo9eitzcqhNxWSLgtyPrxxq1Q/edit?usp=sharing

Record definitions in Korean and English to Academic Vocabulary, expressions, and any new words from the play using Vocabulary Record Booklet.

Complete suffix activity sheets work on page 2. Workbook will be continued in lesson 4-5: 
https://docs.google.com/document/d/1uT1jeA3KAM2WEa_FCDuo9eitzcqhNxWSLgtyPrxxq1Q/edit?usp=sharing

NOTE:**Student are encouraged to share examples Korean post positions (suffixes). Since Korean is an agglutinative language, all Korean grammar is indicated by a suffix change.
## UbD/DI Lesson 4: Arachne’s Web Reader’s Theater

**Stage 1 - Desired Results**

<table>
<thead>
<tr>
<th>Established Goal(s): To use task-based vocabulary learning strategies to support literacy of ELLs.</th>
</tr>
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<tbody>
<tr>
<td><strong>Vocabulary objectives:</strong> Reflect on affixes and roots already learned</td>
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<td><strong>Vocabulary learning strategies:</strong> Use semantic word mapping, think-share brainstorming, group discussion, worksheet completion, word ladders, and vocabulary record booklet to organize and learn new vocabulary</td>
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<tr>
<td>Meaning building improves prosody and automaticity</td>
<td>How can I better understand my vocabulary words?</td>
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<td></td>
<td>What role does my understanding have on my prosody and automaticity?</td>
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<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know...</em></td>
<td><em>Students will be able to...</em></td>
</tr>
<tr>
<td>Practice their role in the play considering the personality and motivations of their character</td>
<td>Practice their role in the play considering the personality and motivations of their character. Practice to read with prosody and automaticity for performance.</td>
</tr>
<tr>
<td>Build their vocabulary by recording new vocabulary and figurative expressions from the play.</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2 - Assessment Evidence

**Performance Task(s):** Formative assessment: Introduction conversation reviewing root words. Use this session as a think-aloud to enforce concepts and clarify concepts.

Summative assessment: Review Homework: Students will record definitions in Korean and English to Academic Vocabulary, figurative expressions, and any new words from the play using Vocabulary Record Booklet. Teacher clarified and notes areas that need reinforcement.

Teachers make assessments of guided reading by circulating and using this formative assessment rubric.

Stage 3 - Learning Plan

Lesson Timeframe 50 minutes: 7 students.

Introduction conversation reviewing main points and essential questions: (5 minutes)

Review:
- What are the function and use of root words?
- How can roots help me learn new vocabulary?
- Can you think of an example of a root word? Can you change the prefix or suffix to change the meaning of the word?
- What is something you learned today that surprised you?
- What would you like to know more about?

Hand out self guided vocabulary record booklet and explain the function of each organizer. As the unit progresses, students will autonomously enter new words into a vocabulary organizer. Teacher will take formative assessments by speaking with each student and checking for accuracy. (15 minutes)

https://docs.google.com/document/d/16BuIxy0DNYQdTANMPUnC1DZJq0asSyrrpJrYMKnHr9Q/edit?usp=sharing

Present the play: (20 minutes)

https://docs.google.com/document/d/14stuKxzZkdkgqeVLtq5xLEV04jIpms8EJE5BANcIFuo/edit?usp=sharing
Pre Reading Activity: Made predictions about the characters, storyline (beginning, middle, and end), and look over vocabulary and figurative expressions. Find words and expressions already known and make predictions. Talk about the story elements: characters, setting, possible conflict, and predicted resolution (if possible). Explain that we will be looking for explicit and implicit meaning. (literal and inferred) (10 minute or more)

The play has reading roles for 7 students. Assign roles and get acquainted with their character. Read roles as a group circling new words for later recording. Discuss what their character’s personality is like and hypothesize their motivations. Students are encouraged to adapt the script to include new root words, prefixes, or suffixes they learned. *Note: Teacher may advice students to keep in mind areas of the play that they will want to change for lesson 8. (20 minutes)

Vocabulary recording time: (10 minutes)
Students work in think-share pairs or alone to record new words read within the play. They will use a dictionary to look up new words, translate into home language, and reflect on their meaning. If additional time is needed, it will be completed as homework.

Homework: Record definitions in Korean and English to Academic Vocabulary, figurative expressions, and any new words from the play using Vocabulary Record Booklet.

Complete root word activity sheets work on page 3-7. Workbook will be continued in lesson 4-5: https://docs.google.com/document/d/1uT1jcA3KAM2WEa_FCDu0eitzcqhbNzWSLgtyPrxxq1Q/edit?usp=sharing
Students practice reading lines in the play with the correct intonation with fluency and self corrections. Teacher’s make assessments of guided reading by circulating and using this formative assessment rubric: https://docs.google.com/document/d/1eds4i7L7bianeUtixiGN5zDFKG1_trx-6dmEgYHxhldr/edit?usp=sharing

Complete Venn diagram Athena vs Arachne: https://docs.google.com/document/d/1kFwFrGeuXSv76fGgJvxqo1-VJFPuOoor-y8JiGuY/edit?usp=sharing
# UbD/DI Lesson 5: Literature Circles Extension to Arachne’s Web

## Stage 1 - Desired Results

**Established Goal(s):** To use task-based vocabulary learning strategies to support literacy of ELLs.

**Vocabulary objectives:** Individual objectives as per the literature circle roles (see roles)

**Vocabulary learning strategies:** Individual objectives as per the literature circle roles (see roles)

**Reading objectives:** Individual objectives as per the literature circle roles (see roles)

## Understanding(s):

*Students will understand that . . .*

There are different roles and perspectives when determining meaning. Each perspective will derive different results and all are important.

## Essential Question(s):

*How do I fulfill my role within my literature circle to the best of my ability?*

*What should I look for?*

*Who’s perspective am I representing?*

*How do other perspectives/roles differ? How are they the same?*

## Knowledge

*Students will know . . .*

Compare and contrast different aspect of the play using socratic reasoning within their literature circles.

## Skill

*Students will be able to . . .*

Use critical thinking skills to compare and contrast and reflect on themes, ideas, and perspectives in the play.
They will be able to apply their knowledge to a larger picture within their community and society as a whole.

Stage 2 - Assessment Evidence

Formative Assessment: Think Alouds - Focus on target vocabulary and help enable student participation. Teach students how to honor sharing and listening to personal experience stories. Listen to students and guide them to use target language and critical thinking concepts correctly.

Formative assessment: take notes about student understanding during literature circle.

Students take time to reflect: Exit tickets

Review the artifacts or research and presentation tools students prepared. Grade presentations next class if necessary. Formative assessment using this rubric:


Performance Task(s):

Respond to the reflection questions in small groups of 3-4. Discuss these questions in small group staying in character from your role in the reader’s theater. (10 minutes)

https://docs.google.com/document/d/1DgDA4YI-F78oC7h9sZgaDrBnqcWRSIsphtQC4-p1NI/edit?usp=sharing

Think Aloud: Build on linguistic and cultural backgrounds information. Teacher models how to host a literature circle and demonstrates possible examples using explicit language. This will clarify how to talk about abstract ideas. Focus on target vocabulary and help enable student participation. Teach students how to honor sharing and listening to personal experience stories. (10 minutes)

Literature circles: Student’s build perspective by taking on a specific role and discussing key elements of Arachne’s Web reader’s theatre. There are seven roles in which to analyze the text. They may use tactile comprehension tool box questions (shown below) to brainstorm and explore different perspectives. Students pull questions from the literature circle categories at random to probe one another. Students may use their own discretion to decide who can best answer each question from the toolbox. (25 minutes) Comprehension questions:

https://docs.google.com/document/d/1DjQpAu9dczPkNN3ZAquTDObKKRedfJJUtD9XxXTU8/edit?usp=sharing
Students decide on who is responsible for each role and brainstorm ideas for their role. They can use this time to discuss in the style of a Socratic seminar. The group should work together to brainstorm, edit, compare and contrast, present ideas to group, then edit, and prepare a final draft based on an important takeaway from the play. Artifacts will be specific to students’ role. For example: The artist may make a comic book representation of the storyline or themes of Arachne’s Web or the summarizer may make a PowerPoint presentation about the storyline and major themes. Students are encouraged to use creativity and may need teacher guidance. Students will read their roles carefully and brainstorm ways to effectively carry out their role. This is a perfect time to scaffold and brainstorm with students how to accomplish their goal.

Students take time to reflect: Exit tickets: (5 minutes)

Homework: Each group of two will present ending to the class and discuss choices during questions and answer session next class. Prepare any necessary artifacts or research and presentation tools. Finish presentations next class if necessary. Research and prepare their findings.
What does the author mean by exact words lead me to this meaning?

What is the author telling me here?

My Comprehension questions tools

Why did the author choose to represent the character as that particular socioeconomic class? How would the story differ from the opposite perspective?
**Comprehension Toolbox Questions:**
Take turns pulling a tool from the toolbox. On the back of each tool is one of these questions. They take turns answering the questions about the play based on their role within their literature circle. Students can decide and interpret which role is responsible for each question.

1. What is the author *telling* me here?
2. Are there any hard or important *words*?
3. What does the author want me to *understand*?
4. How does the author play with *language* to add to meaning?
5. Who is speaking in the passage?
6. Who seems to be the main audience? (To whom is the narrator speaking?)
7. What is the first thing that jumps out at me? Why?
8. What’s the next thing I notice? Are these two things connected? How? Do they seem to be saying *different* things?
9. What seems important here? Why?
10. What does the author mean by ____? What exact words lead me to this meaning?
11. Is the author trying to convince me of something? What? How do I know?
12. Is there something missing from this passage that I expected to find? Why might the author have left this out?
13. Is there anything that could have been explained more thoroughly for greater clarity?
14. Is there a message or main idea? What in the text led me to this conclusion?

15. How does this sentence/passage fit into the text as a whole?

16. Why did the author choose to represent the character as that particular sex? How would the story differ from the opposite perspective?

17. Why did the author choose to represent the character as that particular socioeconomic class? How would the story differ from the opposite perspective?

18. Why did the author choose to represent the character as that particular racial background?

19. Who’s in power? How would the story change from another point of view?

(Adapted from Boyles, 2012-13)

As cited by Tracey et al.)
Arachne’s Web - Reflection Questions

Discuss these questions in small group staying in character from your role in the reader’s theater:

What has happened in the play so far?

What was Arachne’s special talent?

Why did the two weavers have a contest?

Why did Arachne get in trouble?

Why was Arachne considered disrespectful? Do you agree or disagree with this verdict?

What was the result of the verdict?

What are the differences in the two finished tapestries?

Why do you think Athena act as she did? What would you have done in her shoes?

Which character do you agree with and why?
Did Arachne’s arrogance lead to her fall? Why or why not? If so, give an example of her arrogance.

What adjectives would you use to describe Arachne? How about Athena?
## Literature Circles

Each group member will take on a role within the literature circles. Chose one and start to research your topic. Write your finding in a notebook.

<table>
<thead>
<tr>
<th>The Discussion director</th>
<th>The Passage Master</th>
<th>The Vocabulary Enricher</th>
</tr>
</thead>
<tbody>
<tr>
<td>lists three thought-provoking questions that the students’ group might want to discuss relative to the reading assignment.</td>
<td>This student locates three special sections of the assigned reading to bring to the group’s attention during literature circles. The idea is to help students in the group reexamine the sections of the text that are especially important or interesting.</td>
<td>The Vocabulary Enricher locates and defines five words that are unfamiliar or especially important to understanding the meaning of the assigned reading. Helps students translate into home language and look for cognates, parallel meanings, and differences between English and home language.</td>
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<td>Name:____________________</td>
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<td>Name:____________________</td>
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</table>

<table>
<thead>
<tr>
<th>The Artist</th>
<th>The Connector</th>
<th>The Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes up with a creative or graphic response. An artistic response can be a sketch, cartoon, diagram, flowchart, collage, mobile,</td>
<td>The Connector identifies meaningful connections between the assigned reading and real-world experiences. The connections may be related to the student’s personal life or to events in the classroom, school, community, or larger world.</td>
<td>The Investigator’s job is to locate additional, new information related to the assigned reading. Examples include magazine and newspaper articles, books, or information from the internet.</td>
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<td>Name:____________________</td>
<td>Name:____________________</td>
<td>Name:____________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Summarizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>This student prepares a summary of the assigned reading and shares it with the group during the literature circle.</td>
</tr>
<tr>
<td>Name:____________________</td>
</tr>
</tbody>
</table>
## Literature Circles Response Record

<table>
<thead>
<tr>
<th>The Discussion director</th>
<th>The Passage Master</th>
<th>The Vocabulary Enricher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three thought-provoking questions</td>
<td>Three section that are especially important or interesting.</td>
<td>Locates and defines five words that are unfamiliar or especially important to understanding the meaning</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Artist</th>
<th>The Connector</th>
<th>The Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative or graphic response idea: It is a : sketch, cartoon, diagram, flowchart, collage, mobile ( circle one) and attach sketch</td>
<td>Identifies meaningful connections between the assigned reading and real-world experiences. Connection:</td>
<td>I found additional information in a: magazine and newspaper articles, books, or information from the internet. ( circle one) and attach elaboration</td>
</tr>
<tr>
<td>The Summarizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--</td>
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</tr>
<tr>
<td>Summary:</td>
<td></td>
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</tbody>
</table>
## UbD/DI Lesson 6: Literature Circles Presentations

### Stage 1 - Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>To use task-based vocabulary learning strategies to support literacy of ELLs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary objectives:</strong></td>
<td>Individual objectives as per the literature circle roles (see roles)</td>
</tr>
<tr>
<td><strong>Vocabulary learning strategies:</strong></td>
<td>Individual objectives as per the literature circle roles (see roles)</td>
</tr>
<tr>
<td><strong>Reading objectives:</strong></td>
<td>Individual objectives as per the literature circle roles (see roles)</td>
</tr>
</tbody>
</table>

### Understanding(s):

*Students will understand that...*

There are different roles and perspectives when determining meaning. Each perspective will derive different results and all are important.

*How to present finding to the class.*

### Essential Question(s):

*How do I communicate my role within my literature circle to the best of my ability to the class?*

*How do I invite dialogue?*

*Who’s perspective am I representing?*

*How do other perspectives/roles differ? How are they the same?*

### Knowledge

*Students will know...*

How to compare and contrast different aspect of the play using socratic reasoning within their literature circles.

### Skill

*Students will be able to...*

Present their findings to the class and invite students to discuss using critical thinking skills to compare and contrast and reflect on themes, ideas, and perspectives in the play.

They will be able to apply their knowledge to a larger picture within their community and society as a whole.

### Stage 2 - Assessment Evidence
Performance Task(s):

Review students literature circle response records

Review the artifacts or research and presentation tools students prepared. Grade presentations next class if necessary. Formative assessment using this rubric: https://worksheetplace.com/mf_pdf/Literature%20Circle%20Worksheet%20J%20Roll%20Rubric.pdf

Stage 3- Learning Plan

Reflect and refine the research to be presented. (10 minutes)

Student present to class: The group of seven will present ending to the 7th (or 5th grade class) and discuss choices during questions and answer session. (10 minutes) Finish presentations next class if necessary.
UbD/DI Lesson 7: Performance of Arachne’s Web

Stage 1 - Desired Results

Established Goal(s): To use task-based vocabulary learning strategies to support literacy of ELLs.
Vocabulary objectives: pinpoint new words and identify Greek and Latin affixes and roots to construct meaning.
Vocabulary learning strategies: Continue to use vocabulary record booklet to record and learn new words
Reading objectives: Focus to improve prosody and automaticity while reading or reciting part in play

Understanding(s):
Students will understand that . . .
Understand that understanding improves prosody and automaticity.
They will practice their lines and work on improving their prosody and automaticity.

Essential Question(s):
How can I better understand my vocabulary words?
What role does my understanding have on my prosody and automaticity?

Stage 2 - Assessment Evidence

Performance Task(s): Teachers take formative assessment notes based on students progress while circulating during class during read-alouds.

Homework: Reflect on the character traits of the character represented and fill out adjectives that pertain to your character. (10 minutes)
https://docs.google.com/document/d/1L2MAksNjaK7mHTTv8_334AMERiMc_q-MR_sSXmptJiw/edit?usp=sharing

Students brainstorm alternative endings with consideration to essential questions: (5 minutes)
What are the key characteristics of my character?
What would I like to see changed in the play? Why?
How will I change the play? What effect will that have on the overall storyline and themes? Students may choose to use a story mapping graphic organizer shown below.
Essential questions:
https://docs.google.com/document/d/1dsiWVFPez9EOFcMYCp9vyVkfjAoLqhs1aBV86yLUhG4/edit?usp=sharing
Write a rough draft of alternative ending personal narrative by adding another Greek or Roman God (see chart below) Present to partner, edit, and prepare a final draft. (25 minutes)

Fill out exit tickets and log important feedback.

Stage 3 - Learning Plan

Read roles as a group circling any remaining new words for later recording. (20 minutes)

Perform the Reader’s Theatre play: Teacher records the performance to show parents. 
https://docs.google.com/document/d/14stuKzxZkdgkqeVLtq5xLEVo4jIPms8EJE5BANcIEuo/edit?usp=sharing

Vocabulary recording time: (5 minutes)
Students work in think-share pairs or alone to record new words read within the play. They will use a dictionary to look up new words, translate into home language, and reflect on their meaning. If additional time is needed, it will be completed as homework.

Complete Word ladder root words timed competition in small groups of 2-3 people. (10 minutes) There are 4 in total. The remaining ladders are reserved as homework each day.

Fill out exit tickets (5 minute)
https://docs.google.com/document/d/1_amr1KFsha3bGWtruD1gIdO6WD5oOy1XRzD0ix2dmMs/edit?usp=sharing

Teachers take formative assessment notes based on students progress while circulating during class: 
https://docs.google.com/document/d/1paNTPCnmz4svtvwvlso-QQ2LWPsoJTsWRLOX_0IoFDQ/edit?usp=sharing
# UbD/DI Lesson 8: Creative Extension Writing Presentations

## Stage 1 - Desired Results

**Established Goal(s):** To use task-based vocabulary learning strategies to support literacy of ELLs.

**Vocabulary objectives:** Apply learned figurative expressions, academic vocabulary, and learned Greek and Latin prefix, suffix and root words

**Vocabulary learning strategies:** Writing with the inclusion of figurative expressions, academic vocabulary, and learned Greek and Latin prefix, suffix and root words to construct personal meaning

**Writing objectives:** Include personal perspectives when writing with the inclusion of figurative expressions, academic vocabulary, and learned Greek and Latin prefix, suffix and root words to construct personal meaning

## Understanding(s):

*Students will understand that . . .*

- Different perspectives or reaction will change the outcome of any action.

- Apply figurative expressions, academic vocabulary, and learned Greek and Latin prefix, suffix and root words when writing an alternative ending.

## Essential Question(s):

*What are the key characteristics of my character and other characters from the play?*

- How would Greek gods react in different situations?

- What would I like to see changed in the play? Why?

- How will I change the play? What effect will that have on the overall storyline and themes?

## Knowledge

*Students will know . . .*

- How to compare and contrast different aspect of the play using socratic reasoning within their literature circles and understand their alternative ending choice.

- How to apply figurative expressions, academic vocabulary, and learned Greek and Latin prefix, suffix and root words when writing an alternative ending.

## Skill

*Students will be able to . . .*

- Use critical thinking skills to compare and contrast and reflect on themes, ideas, and perspectives in the play.

- Apply their knowledge to a larger picture within their community and society as a whole when writing an alternative ending.
suffix and root words when writing an alternative ending.

Talk about their choices using Socratic seminar tactics.

Stage 2 - Assessment Evidence

Summative assessment: Post test:
https://docs.google.com/document/d/14nhy2Qtf8LEc0PBBrjH8jTjoVB26cRsEU46upIIndaSBw/edit?usp=sharing

Summative assessment: Alternative ending personal narrative writing. Student narrative personal writing evaluation:
https://docs.google.com/document/d/1N_RTRt_7FzqoBsmZAX5Ed4YO8gqZB6kbS_96EAqyTdM/edit?usp=sharing

Other formative assessments: story mapping, character traits adjective worksheet

Stage 3- Learning Activities

Conversation Cards: Students chose a role from the task cards. Write and perform a conversation in pairs by responding to one of the task cards situations between Greek gods from Arachne’s Web Reader’s theater. (20 minutes)
https://docs.google.com/document/d/1UqoTR0zFSrVlGrM4sfsxu7yEx2vJ7Vf2czuNQ_qYdnk/edit?usp=sharing

Each group of two will present ending to the class and discuss choices during questions and answer session. (30 minutes) Finish presentations next class if necessary.

Post Test: (10 minutes) Complete next class if necessary
Mythical Alternative Ending Scene

Is there something that you wish happened in the play that didn’t? Create an alternative ending to the play by adding another Greek or Roman God (see chart below), what do they contribute to the plot? You should also use 5 academic vocabulary words, 5 Greek/Latin root words or affixes, and 5 figurative expressions from the list. Work in small groups.

Perform the scene with your group and explain your choices.

Name__________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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Other Greek Gods
Use these additional gods as resources and inspiration for your mythical writing.

<table>
<thead>
<tr>
<th>Greek Name</th>
<th>Power and responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aphrodite</td>
<td>Goddess of love and beauty</td>
</tr>
<tr>
<td>Apollo</td>
<td>God of music, of the sun, medicine, healing, and prophecy</td>
</tr>
<tr>
<td>Ares</td>
<td>God of war and violence</td>
</tr>
<tr>
<td>Artemis</td>
<td>God of the hunt and moon</td>
</tr>
<tr>
<td>Eros</td>
<td>God of love</td>
</tr>
<tr>
<td>Hades, Pluto</td>
<td>King of the underworld, ruler of the dead</td>
</tr>
<tr>
<td>Hephaestus</td>
<td>God of fire, blacksmith of the Gods</td>
</tr>
<tr>
<td>Hera</td>
<td>Queen of the gods</td>
</tr>
<tr>
<td>Hermes</td>
<td>Messenger of the gods</td>
</tr>
<tr>
<td>Hypnos</td>
<td>God of sleep</td>
</tr>
<tr>
<td>Iris</td>
<td>Goddess of the rainbow</td>
</tr>
<tr>
<td>Nemesis</td>
<td>Goddess of retribution and justice</td>
</tr>
<tr>
<td>Persephone</td>
<td>Queen of the underworld</td>
</tr>
<tr>
<td>Poseidon</td>
<td>God of the sea</td>
</tr>
<tr>
<td>Zeus</td>
<td>King of gods and goddess</td>
</tr>
</tbody>
</table>

(adapted from Evan-Moor, 2003.)
Character Traits

Draw how you believe the characters might look like. What words describe the characters in this play? Under each figure, write three words that describe that character. The first one has been done as an example.

<table>
<thead>
<tr>
<th>Athena</th>
<th>Arachne</th>
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<tbody>
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<tr>
<td>Echo</td>
<td>Narcissus</td>
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</tr>
<tr>
<td>(adapted from Evan-Moor, 2003.)</td>
<td></td>
</tr>
</tbody>
</table>
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(unknown photographer) Words(unknown date)[Digital image]. Retrieved from Google images.
(Unknown photographer) New York City. Then and now. (unknown date) [Digital image]. Retrieved from Google images.

(Unknown photographer) Twin babies. (unknown date) [Digital image]. Retrieved from Google images.

(Unknown photographer) Thumbs up and down. (unknown date) [Digital image]. Retrieved from Google images.

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