

Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for EBs/ELs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below.

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
UNIT 1: Into the Deep				
LESSON 1: Testing the Waters	Science Social Studies	Predictions	Roots and Root Words	Letter to the Editor
LESSON 2: Life at the Bottom of the Sea	Science	Conclusions	Subject and Verb	Summary
LESSON 3: Journey Across the World	Science Language Arts	Point of View	Multiple-Meaning Words	Personal Narrative
UNIT 2: It's Elementary!				
LESSON 4: The Master Detective	Math Science	Sequence	Figurative Expressions	Biography
LESSON 5: Sir Arthur Conan Doyle	Language Arts Science	Main Idea	Irregular Verbs	Problem and Solution
LESSON 6: Mystery Solved	Science Language Arts	Genre	Infinitives	Review
UNIT 3: From Here to There				
LESSON 7: A New Beginning	Social Studies	Inferences and Conclusions	Homophones	Description
LESSON 8: Going North	Social Studies	Cause and Effect	Adverb	Persuasive Paragraph
LESSON 9: Traveling on the Mississippi	Social Studies Language Arts	Figurative Language	Pronouns	Travel Account
UNIT 4: Cultures Around the World				
LESSON 10: Roman Technology	Science Social Studies	Cause and Effect	Antonyms	Opinion
LESSON 11: People of the Sea	Science Social Studies	Compare and Contrast	Prepositions	Summary
LESSON 12: Norse Myths	Social Studies Language Arts	Author's Purpose	Commas	Retelling

TITLE Norse Myths
GENRE Literary Text (myth)

LESSON OBJECTIVES

- Read, discuss, and write about Norse mythology
- Identify author’s purpose
- Recognize independent and dependent clauses
- Write a myth

Content Standards Connection

- The Language of Social Studies
- The Language of Language Arts

ELPS Student Expectations

Reading

- Ask and answer questions to demonstrate understanding of a text
- Determine meaning of words and phrases
- Give textual evidence to support analysis of the text
- Use information gained from photographs and charts to demonstrate understanding of a text
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine how a text structure develops ideas
- Identify main ideas and details that support main ideas
- Cite text to support inferences
- Use language related to cause and effect to demonstrate understanding of events in a text
- Analyze a particular point of view or culture experience that is reflected in a work of world literature
- Analyze how characters with conflicting motivations interact with other characters
- Analyze how characters and their actions advance the plot or develop a theme
- Recognize and understand a myth

Speaking and Listening

- Follow instructions
- Respond to and pose questions about a text
- Engage in collaborative discussions
- Participate in conversations
- Use language related to cause and effect
- Express ideas clearly and concisely
- Present claims emphasizing facts, details, and examples

Writing

- Use descriptive language
- Develop and strengthen writing by planning and editing
- Create and structure a piece of writing
- Write a retelling of a myth
- Use language to explain sequence

Grammar and English Conventions

- Use knowledge of language and its conventions when writing
- Demonstrate an understanding of word relationships
- Use commas correctly in complex sentences
- Identify independent and dependent clauses in sentences
- Identify and write complex sentences

ACADEMIC LANGUAGE OF LESSON

Tier 1	anonymous, attired, groggily, swashbuckling
Tier 2	acquiesce, contorted, convened, deliberate, donning, turmoil, uproariously, vengeful, voracious
Tier 3	Asgard, dependent clause, Freyja, Jotunheim, Loki, myth, Thor



TOTAL TIME: 45 Minutes

My Learning Goals: 5 Minutes

Working with Page 171: 15 Minutes

Working with Page 172: 20 Minutes

Check My Goals: 5 Minutes

OBJECTIVE

- Understand a myth and the language used in it
- Use language to ask questions and contribute to a conversation

ACADEMIC LANGUAGE

Tier 1: swashbuckling **Tier 2:** turmoil, vengeful **Tier 3:** Asgard, Loki, Thor

MY LEARNING GOALS

Direct students' attention to My Learning Goals. Chorally read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

WORK WITH THE PAGE

Explain to students that they will listen to a myth two times. The first time they hear the myth, they should just listen carefully. As they listen a second time, they should take notes on the web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

Say: Listen as a myth is read. You will listen to the myth two times. Listen carefully the first time. The second time you listen, take notes on the web about what you hear.

Play the audio CD two times. Pause after the first play to discuss the myth and any questions the students may have.

Full audio script on the next page.

If students cannot complete the activity, provide a script of the audio so they can follow along. Then replay the audio.

Have volunteers provide answers from their webs.

Answers will vary.

LISTENING

Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a retelling of a myth.
- discuss characteristics of a character.

Listen to a myth about a character in a Norse myth. While you listen the second time, take notes on the web below.

Answers will vary.

Loki charmed his way into Asgard.

Loki loved mischief.

Cut the earth-mother's hair

Odin claimed Sleipnir, the fastest horse.

Persuaded dwarves to make new hair from gold

Gods chained him in a cave.

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UNIT 4 ★ Lesson 12 **171**



AUDIO SCRIPT

God of Fire, God of Change

a retelling from a Norse myth by Katrin Thomson

Loki was not a god but a giant, of the race of mortal enemies of the Aesir, one of two classes of gods. He is said to have charmed his way into Asgard, the realm of the gods and goddesses, by swearing blood brotherhood with Odin, chief of the gods, who slashed his arm and bound it to Loki's in a solemn and unbreakable oath. Given a place among the gods, Loki set forth on a swashbuckling career. He was clever and handsome, but he loved mischief. He was always creating turmoil, getting the gods in trouble and out of it again. Loki was a shape-shifter who could change even his sex at will. He could give birth. He was father and mother both to Hel, goddess of death and the queen of the underworld, and to the monstrous Jormungand, the snake with its tail in its mouth that encircled the world of human beings. There was the time he came up with the scheme to cheat the architect-giant, the builder of Asgard, out of his payment. The gods had promised this giant the sun, the moon, and the beautiful goddess Freyja as a bride if he completed the work on time. But necessary for the job was the giant's mighty stallion Svadilfaeri. Loki assumed the shape of a mare and led the stallion into a dalliance so that the giant could not fulfill his contract. For this act of trickery alone the gods would have been grateful, but then Loki gave birth to the eight-legged Sleipnir, the fastest horse in the world, which Odin claimed as his own.

Many of Loki's tricks benefited gods and mortals alike. There was the time he cut off the beautiful golden hair of Sif, the earth-mother, wife of the sky-god Thor. When Thor found out about it, he was vengeful enough to kill Loki. But the fire-spirit traveled to the home of the dark elves and persuaded the dwarves to make new hair for Sif, this time of real gold, which grew like her own hair. Thus mortals reap the golden grain at harvest time, but it grows back in the spring.

Finally, though, Loki played one trick that was unforgiveable. He brought about the death of the most beloved of the gods, the gentle Balder, son of Odin. Fleeing the wrath of the gods, Loki turned himself into a salmon and hid in a waterfall. But the gods came after him with a fishnet, and Thor caught him by the tail. The gods chained him up in a cave and set stone slabs over him, so he could do no more mischief except causing earthquakes whenever he strained against his bonds. There he would remain until Ragnarok, the twilight of the gods, when he would bring about the Aesirs' downfall and all the Nine Worlds would change.



WORK WITH THE PAGE

Tell students they will now have a conversation about what they have heard and read. Have students ask and answer questions with a partner, or select volunteers to model the question and answer in front of the class.

You can model the conversation by using sentence frames to ask and answer questions about the myth.

Ask: What characteristics of Loki are evident in this story?

Sentence Starters

Loki is _____. [the god of mischief]

Loki is not a _____ but is a _____. [god; giant]

You can choose to extend the conversation by asking more questions about Norse mythology.

Sentence Starter

How is this retelling of the myth of Loki similar to other stories or myths you have heard or know?

The myth of Loki is _____.

CHECK MY GOALS

Ask students to turn back to My Learning Goals at the beginning of the section. Have students assess whether they have met these goals. Students should be able to check all goals. If they cannot, spend one-on-one time to provide additional support.

Listen and Discuss

What characteristics of Loki are evident in this story?

Odin riding his eight-legged horse, Sleipner, to Asgard.

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LANGUAGE DIFFERENTIATION

Intermediate	Encourage students to complete sentences about Norse mythology, using sentence starters.
Advanced	Provide sentence frames and encourage students to model a conversation about Norse mythology.
Advanced High	Challenge students to extend the conversation by asking additional questions and responding without using sentence frames.