<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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| **Pre-Assessment**  
Conduct reading records on students as you circulate getting to know them. Note reading behaviors. Assess levels.  
**Mentor Text**  
**Lightning Thief**  
**Small reads: Greek gods/goddess** | **Session 5**  
Compare and contrast the treatment of similar themes and topics in stories, myths and traditional literature.  
**Teaching Point:**  
Greek allusions, and the reasons Greeks created myths |
| **Bend 1:**  
**Session 1**  
Identify mythology as traditional literature.  
**Teaching Point:**  
What is mythology? | **Bend 2:**  
**Session 2**  
Identify one purpose of Greek myths as an explanation of natural phenomena  
**Teaching Point:**  
Myths provided explanation.  
**Session 3**  
**CCSS.ELA-LITERACY.RL.4.4**  
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  
**Teaching Point:**  
Greek allusions refer to something from Greek mythology.  
**Session 4**  
Compare and contrast the treatment of similar themes and topics in stories, myths and traditional literature.  
**Teaching Point:**  
Greek allusions, and the reasons Greeks created myths |
| **Session 7**  
Hero’s Journey Cycle  
**Teaching Point:**  
Components included in a hero’s journey graphic organizer | **Session 8**  
**Session 9**  
**Teaching Point:**  
Discuss the theme of the myth and whether or not it includes the elements of a hero quest.  
**Theme:**  
pattern of the hero quest  
**Identifying any theme of good vs evil in literature**  
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and that this literary pattern is still seen in literature today.

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<tr>
<th>Week 3</th>
<th>Session 10</th>
<th>Bend 3: Pourquoi</th>
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<tbody>
<tr>
<td></td>
<td>Greek allusions</td>
<td>Session 11. Identify pourquoi tales as a form of traditional literature.</td>
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<tr>
<td></td>
<td>Teaching Point: explain the Greek allusion “A Trojan Horse”</td>
<td>Teaching Point: Explain that a pourquoi story is a folk tale, part of traditional literature. that explains how or why something came to exist and how beliefs and customs might influence the narrative and the moral of a story.</td>
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<tr>
<td></td>
<td>“The Story of Lightning and Thunder.”</td>
<td>“The Legend of the Blue Bonnet”</td>
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<tr>
<th>Session 12</th>
<th>Identify the purpose of pourquoi tales as the reason to why or how something came to be</th>
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<tbody>
<tr>
<td>Session 13</td>
<td>Identify the purpose of pourquoi tales as the reason to why or how something came to be</td>
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<tr>
<th>Session 14</th>
<th>Identify the purpose of pourquoi tales as the reason to why or how something came to be</th>
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<tbody>
<tr>
<td></td>
<td>Teaching Point: Think aloud about how people of ancient civilizations did not have scientific explanations for the reasons why things came to be. Pourquoi tales provided explanation. Tell students to be on the lookout for an explanation of something in this tale.</td>
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<tr>
<td></td>
<td>“How the Stars Fell into the Sky”</td>
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<td>Why the Sun and the Moon Live in the Sky”</td>
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<th>Week 4</th>
<th>Session 15</th>
<th>Session 16:</th>
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Identify the purpose of pourquoi tales as the reason to why or how something came to be.

Teaching Point: Think aloud about how people of ancient civilizations did not have scientific explanations for the reasons why things came to be. Pourquoi tales provided explanation. Tell students to be on the lookout for an explanation of something in this tale. “The Green Frogs”

Celebration: Trading Card Battle - opponent research, battle template