# Lesson 18 Teacher's Guide

## Tales from the Odyssey

by Johanna Knowles

Fountas-Pinnell Level Z

### Myth

**Selection Summary**
The adventures of Odysseus have entertained people since the days of the Ancient Greeks. The adventures that Odysseus faced and the characters and creatures that he met and endured on his adventures make for exciting tales shared for many generations.

### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Myth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative divided into chapters</td>
</tr>
<tr>
<td></td>
<td>Mixture of half and full pages of text</td>
</tr>
<tr>
<td></td>
<td>Sidebars offer additional information</td>
</tr>
<tr>
<td>Content</td>
<td>Tales of the adventures of Odysseus</td>
</tr>
<tr>
<td></td>
<td>Greek mythology</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>A good leader is clever and persistent.</td>
</tr>
<tr>
<td></td>
<td>The wrath of nature is a major theme in Greek myths.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Figurative language</td>
</tr>
<tr>
<td></td>
<td>Narratives follow quest formulas</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mixture of short and complex sentence patterns</td>
</tr>
<tr>
<td></td>
<td>Dialogue</td>
</tr>
<tr>
<td></td>
<td>Dashes, questions, exclamations</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Greek characters that students may be unfamiliar with: Cyclops, Helios, Calypso</td>
</tr>
<tr>
<td>Words</td>
<td>Multisyllabic words: prophecy, vanquished</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Full color illustrations</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Sixteen pages of text with illustrations on some pages</td>
</tr>
<tr>
<td></td>
<td>Sidebars</td>
</tr>
<tr>
<td></td>
<td>Pronunciation guides</td>
</tr>
</tbody>
</table>

Tales from the Odyssey by Johanna Knowles

Build Background
Help students use their knowledge of Greek or other myths to visualize the story. Build interest by asking a question such as the following: What Greek myths are you familiar with? Read the title and author and talk about the cover illustration. Explain that the tales in the book are a myth describing the adventures of Odysseus and his quest to return to his home. Ask students what kinds of challenges they might expect a mythic hero to have on such a quest.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Have students look at the Introduction.
Suggested Language: Read the first three sentences. What can you tell about Odysseus's character from these lines? Find the word cunning. What's another word for cunning?

Page 4: The text explains that Odysseus faced many obstacles on his journey home from the war, including the Cyclopes. Have students locate the word and find the sentence with the definition.

Page 5: Read the second sentence in the first paragraph. “The men stared at Odysseus openmouthed, waiting for their wise king to lead them.” Ask: Why might the men look to Odysseus to save them?

Page 11: Explain that the Sirens, as described, lure men to their death by singing to them. The Sirens present another obstacle to Odysseus and his men. Tell students that while reading they can begin to look for structural patterns in the way the tales in this book are presented.

Now turn back to the beginning of the story and read to find out what happens to Odysseus and his men as they make their home from the war.

Expand Your Vocabulary

- cunning – clever at tricking people, p. 3
- Cyclopes – a mythical creature with one large eye in the center of its forehead, p. 4
- impulsive – acting on impulse, p. 4
- prophecy – a prediction, p. 12
- vanquished – to defeat or conquer an enemy in battle, p. 17
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy and to use text clues to figure out what the author means or what might happen in the future.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the story.
Suggested language: In what way is Odysseus like other heroes you have read about?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Odysseus and his men faced many adventures in their 20-year quest to return home.</td>
<td>• A leader should be clever and persistent.</td>
<td>• The map offers visual representations of the information provided in the text.</td>
</tr>
<tr>
<td>• Odysseus gets help from some gods and is blocked by others.</td>
<td>• The wrath of nature is a major theme in Greek myths.</td>
<td>• Sidebars help to provide additional information about the history and background of the content of the text.</td>
</tr>
<tr>
<td>• Odysseus believed he would return to his family, and the belief saw him through many obstacles.</td>
<td></td>
<td>• The tales are broken into sections so readers can follow the action easily.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• Fluency Invite students to choose a passage from the text to read aloud in a readers’ theater. Suggest that they read their lines as if narrating a slideshow or other visual presentation. Remind them to adjust their pacing as they read to speed up delivery of descriptive or digressive passages and to slow for passages requiring more dramatic effect.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Explain to students that some words contain r-controlled vowels, such as matter (p. 4) and number (p. 6). Remind students that a syllable often consists of one vowel sound. Have them look through the book for other examples of words with syllables consisting of r controlled vowel sounds.
Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 18.9.

Responding

Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure  
Remind students that authors use details about characters, setting, and plot to create the structure of the story. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

**Think Aloud**

*The characters in the story include Odysseus and the Cyclopes. Add those details to the chart under Character. The story takes place in the Mediterranean Sea, so record that under Setting. Odysseus survives the Sirens by blocking his men’s ears with wax. Note this conflict and resolution in the last box. The author uses all these details and others to create the story’s structure.*

Practice the Skill

Have students identify other details of character, setting, and conflict/resolution that contribute to the story’s structure.

Writing Prompt: Thinking About the Text

Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts

- What is the meaning of *vanquished* on page 17?
- What is an effect of Odysseus facing so many obstacles on his quest to reach home?
- What can readers conclude about the character of Odysseus?
Critical Thinking
Read and answer the questions. Possible responses shown.

1. Think within the text: What is Polyphemus?
   He is a Cyclops, a creature with only one eye.

2. Think within the text: How long does Odysseus stay on the island with Calypso?
   He stays on the island for seven years.

3. Think beyond the text: What can you infer about Greek culture from reading this selection?
   They valued cleverness but not pride. They believed the gods interfered in human affairs.

4. Think about the text: Many Greek stories show people getting into trouble because of their hubris, or excessive pride. What example of Odysseus’s hubris can you find in the story?
   He wants Polyphemus to remember his name. This allows Polyphemus to seek revenge.

5. Making Connections: What is another long journey you have read about? What adventures happened on that journey? How does it compare with Odysseus’s journey?
   Write your answer in your Reader’s Notebook.

Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think within the text: What is Polyphemus?
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English Language Development

Reading Support: Make sure the text matches the students’ reading level. Language and content should be accessible with regular teaching support.

Cognates: The story includes many cognates. Explain the English word and its Spanish equivalent: impulsive (impulsivo), prophecy (profecía), abandon (abandonar), labyrinth (laberinto), and massive (masivo).
Tales from the Odyssey

Thinking About the Text

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

How is each tale of Odysseus similar? How are they different? Use examples from the text to compare and contrast the tales in this selection.
Critical Thinking

Read and answer the questions.

1. **Think within the text**  What is Polyphemus?

2. **Think within the text**  How long does Odysseus stay on the island with Calypso?

3. **Think beyond the text**  What can you infer about Greek culture from reading this selection?

4. **Think about the text**  Many Greek stories show people getting into trouble because of their hubris, or excessive pride. What example of Odysseus’s hubris can you find in the story?

**Making Connections**  What is another long journey you have read about? What adventures happened on that journey? How does it compare with Odysseus’s journey?

**Write your answer in your Reader’s Notebook.**
### Tales from the Odyssey • LEVEL Z

**Lesson 18: Tales from the Odyssey**

**Running Record Form**

<table>
<thead>
<tr>
<th>Page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>As their ship approached the islands, Odysseus said, “The Sirens are deceitful creatures and will try to lure us to our deaths. But I have a plan. Take these pieces of wax and put them in your ears to block out their deadly song.” Each man on board took some wax until there was none left. “What about you, Odysseus?” the men asked. “Tie me to the mast of the ship so that I may hear the Sirens’ song without risk of death. I want to hear it for myself.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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**Behavior** | **Code** | **Error**
---|---|---
Read word correctly | ✓ | 0
Repeated word, sentence, or phrase | © | 0
Omission | cat | 1

**Behavior** | **Code** | **Error**
---|---|---
Substitution | cut | 1
Self-corrects | cut © cat | 0
Insertion | the cat | 1
Word told | © cat | 1

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{90} \right) \times 100
\]

<table>
<thead>
<tr>
<th>Total Self-Corrections</th>
</tr>
</thead>
</table>

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**Grade 6**

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