

# Norse Mythology

## PRIMARY FOCUS OF LESSON

### Language

Students will categorize words using different spelling patterns for /k/.

✦ **TEKS 3.2.B.iv**

✦ Students will identify homophones. **TEKS 3.3.D**

### Reading

Students will make predictions about characters from Norse mythology.

✦ **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A**

## FORMATIVE ASSESSMENT

### Activity Page 1.1

### Mid-Year Assessment

✦ **TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A**

### Journal Entry

**Predictions** Make predictions about characters from

✦ Norse mythology. **TEKS 3.6.C**

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Mid-Year Assessment (30 min.)</b>			
Assessment	Independent	30 min.	<input type="checkbox"/> Activity Page 1.1
<b>Language (15 min.)</b>			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Spelling Chart (Digital Projections)
<b>Reading (30 min.)</b>			
Introducing the Reader	Whole Group	20 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> world map
Making Predictions	Independent	10 min.	
<b>Take-Home Material</b>			
Family Letter			<input type="checkbox"/> Activity Page 1.2

## ADVANCE PREPARATION

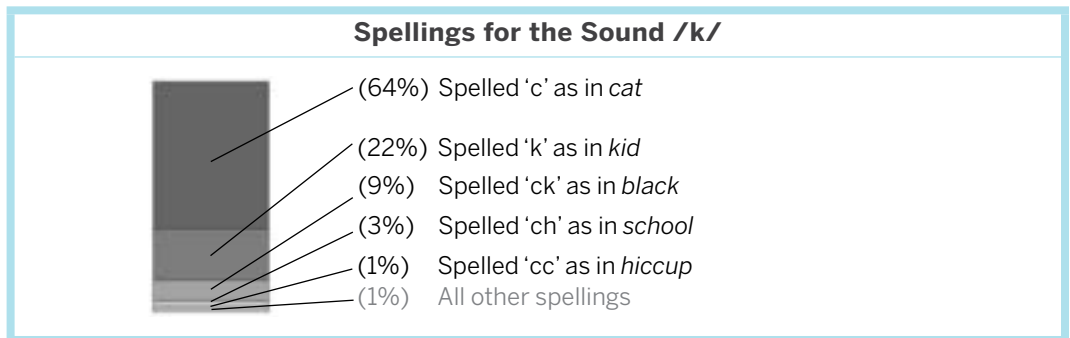
### Language

- On chart paper, create the following chart or prepare to display Digital Projection DP.U6.L1.1.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

**Note:** During this week, you will review spellings of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc'. Students should be familiar with all of these spellings, as they were taught in Grades 1 and 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
  - The spelling 'c' is found at the beginning, in the middle, or at the end of syllables (cat, act, attic).
  - The spelling 'k' is found at the beginning, in the middle, or at the end of syllables (kite, skin, cook).
  - The spelling 'ck' is found at the end of syllables, after short vowel sounds (back, slick, rocking).
  - The spelling 'ch' is found at the beginning, in the middle, or at the end of syllables (chaos, anchor, stomach).
  - The spelling 'cc' is always found in the middle of words (raccoon, soccer)
- In this unit, students will focus on three academic vocabulary words: *devise*, *formulate*, and *appropriate*. Academic vocabulary words are ones that support reading comprehension and may appear across a variety of materials, in

language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on year-end assessments that Grade 3 students may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- To *devise* means to think of a way to create something.
- We define *formulate* as to devise an idea and then state it in a clear way.
- *Appropriate* means suitable, fitting, or right.
- We encourage you to define these words for students and use all three of these words throughout the school day so that students may experience multiple uses of them.

## Reading

- During this unit, students will be writing every day in response to their reading. You may want to have students create a small journal or portfolio, or use a notebook to keep each day's writing.

## Universal Access

- Display a world map and locate Scandinavia.
- Locate *Stories of Ancient Rome* from The Ancient Roman Civilization unit to review myths.

Start Lesson

## Lesson 1: Norse Mythology

# Mid-Year Assessment



### ASSESSMENT (30 MIN.)

TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A

- During this week, you will be administering the Mid-Year Assessment to students. This is a valuable time to pause and reflect on the progress that students have made and plan to address any deficiencies that may be appearing at this point in the year.

**TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

## Activity Page 1.1



### Support

Circulate throughout the room providing encouragement as students work but do not assist students with the assessment.

- At the end of Lesson 2, you will find a guide that will assist you in determining the areas of concern and success for each student for silent reading comprehension and word reading in isolation.
- Ask students to turn to Activity Page 1.1.
- Tell students this is a long assessment, and it is very important they do their best. Tell students that they will be working for only 30 minutes today, and they will most likely not finish today. Tomorrow they will finish anything they did not finish today.
- Remind students to take their time, work carefully, and check their work.
- Tell students that this assessment consists of three reading selections. Each reading selection is followed by comprehension questions.
- Tell students to silently read the first selection and then answer the comprehension questions. Tell them they should refer back to the reading selection if needed as they answer the questions. When they finish the first selection and set of questions, they should start the second selection and set of questions. When they finish the second selection, they should start the third selection and set of questions.
- Tell students to work until you tell them to stop or until they see the stop sign.
- Collect students' activity pages and staple them together. You will need to give the activity pages back to students during the next lesson if they have not finished.

## Lesson 1: Norse Mythology Language



**Primary Focus:** Students will categorize words using different spelling patterns

- ✦ for /k/. **TEKS 3.2.B.iv**
- ✦ Students will identify homophones. **TEKS 3.3.D**

### INTRODUCE SPELLING WORDS (15 MIN.)

- Tell students that this week they will review all the spellings of /k/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

✦ **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

1. coarse	12. quickly
2. thickness	13. candle
3. snowflake	14. attack
4. occur	15. character
5. anchor	16. course
6. soccer	17. kangaroo
7. calendar	18. accomplish
8. kindness	<b>Challenge Word:</b> <i>example</i>
9. occupy	<b>Challenge Word:</b> <i>mountain</i>
10. lookout	<b>Content Word:</b> <i>Loki</i>
11. stomach	

- Go back through the list of words, having students read the words and tell you what letters to circle for /k/.

1. <b>c</b> oarse	12. quick <b>l</b> y
2. thi <b>ck</b> ness	13. <b>c</b> andle
3. snowfla <b>k</b> e	14. att <b>ack</b>
4. <b>oc</b> cure	15. <b>ch</b> aracter
5. an <b>ch</b> or	16. <b>c</b> ourse
6. soc <b>cc</b> er	17. <b>k</b> angaroo
7. <b>c</b> alendar	18. <b>ac</b> complish
8. <b>k</b> indness	<b>Challenge Word:</b> <i>example</i>
9. <b>oc</b> cupy	<b>Challenge Word:</b> <i>mountain</i>
10. look <b>o</b> ut	<b>Content Word:</b> <i>Loki</i>
11. stom <b>ach</b>	

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *example* and *mountain*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: “An *example* of a color is red.” “The athlete climbed the *mountain* for exercise.”
- Remind students that this week they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and don't get it right, they will not be penalized. Simply correct it as you do the

other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is that they tried something that was a stretch for them academically.)

- Tell students that the Content Word, *Loki*, does follow the spelling pattern for this week, as the 'k' is pronounced /k/. *Loki* is a content-related word. Loki is a character in the Norse myths who is a trickster, or one who is full of mischief. He is a main character in *Gods, Giants, and Dwarves*.
- Point out to students that two of the spelling words sound alike but are spelled differently. (*course, coarse*)
- Tell students that words like these are called homophones.
- Remind students that homophones are words that sound alike but are spelled differently and have different meanings. Students learned the homophones *been* and *bin* in a previous unit.
- Tell students that one definition of *course* is a part of a meal served by itself, and the definition of *coarse* is having a rough surface or texture. Read these sentences to students: "The main *course* was a pasta dish." "Sandpaper has a *coarse* surface."
- If there is time, you might generate a short list of homophones with students. The list may include some of the following. There are certainly many more pairs of homophones that can be generated by your class. Select the ones that best suit students. **TEKS 3.3.D**

1. there/their
2. two/to/too
3. pair/pare/pear
4. hear/here
5. your/you're

- Draw the following table on the board, or use previously prepared chart DP.U6.L1.1.

**➤ Projection DP.U6.L1.1**

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

**➤ TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Ask students to refer to the spellings for /k/ on the Individual Code Chart. Point out that there are five spellings for /k/.
- Point out that this week they have spelling words that use all five of the different spellings for /k/.
- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/
coarse	snowflake	thickness	anchor	occur
calendar	kindness	quickly	stomach	soccer
candle	lookout	attack	character	occupy
course	kangaroo			accomplish
	Loki			

- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Activity Page 1.2 with this week's spelling words to share with a family member.

## Lesson 1: Norse Mythology

# Reading



**Primary Focus:** Students will make predictions about characters from Norse mythology. **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A**

### INTRODUCING THE READER (20 MIN.)

- Make sure that each student has a copy of the Reader, *Gods, Giants, and Dwarves*. Explain that this Reader includes myths from the ancient Scandinavian countries.
- Tell students that the word *Norse* comes from the word *north*; the warriors who lived in the north were called Vikings. The Vikings passed down the Norse myths in this Reader through many generations.
- Ask students what they already know about Vikings.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.





Reading  
Reading Closely

**Beginning**

Provide students with sentence frames to describe the images such as “Thrym is bigger than \_\_\_\_” or “Sif has hair that is \_\_\_\_.”

**Intermediate**

Pair students and have them describe the images.

**Advanced/Advanced High**

Pair students to describe the images and make predictions about one character.

**ELPS 4.F**

- Remind students that, in the earlier unit on Ancient Rome, they read several Roman myths; ask them to name and briefly describe these myths (for example, “Cupid and Psyche” and “Androcles and the Lion”).
- Ask students to describe what myths are. (Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. The violence often found in myths reflects the harsh realities of ancient times.)
- Have students turn to the table of contents.
- Either read several chapter titles from the table of contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about what the Reader might be about.

### Introducing the Kingdoms of Norse Mythology

- Have students turn to **page 7** of *Gods, Giants, and Dwarves*. Point to each of the following kingdoms, or lands, of Norse mythology in the image on **page 7** and introduce them to students using the following explanations.

**Note:** There is a pronunciation key on **page 6** of the Reader that includes information about how to say the names of the kingdoms and the characters in Norse mythology. The first name in the following list is not included in the pronunciation key but does appear in the Reader.

- Yggdrassil [EEG-dro-sil]—A giant tree said to hold up the whole universe. It has three roots—one root stretched to the land of ice; one root to Asgard, the land of the gods; and one to Jotunheim, the land of the giants.
- Asgard—The land of the gods.
- Valhalla—A place where brave men who had died feasted while Valkyries served them; the “Hall of the Slain” where the brave men would be honored as heroes.
- Jotunheim—The land of the giants that was very mountainous.
- Midgard—Earth, which was connected to Asgard by the Rainbow Bridge.
- Hel—The underworld; also the name of the goddess of the underworld.
- Nidavellir—The underground land of the dwarves.

## Introducing the Characters in Norse Mythology

- Have students turn to **pages 8–9** of *Gods, Giants, and Dwarves*. Point to each of the following characters in the image and, using the following explanations, introduce them to students. Tell students to listen carefully to the explanation of each character and decide which character might be their favorite.
  - Odin—Also called Woden and many other names; the ruler of the gods; lived in Asgard; had an eight-legged horse; also had two ravens who flew around the world each day and returned at night to report the happenings of the world; often magically transformed his appearance. One saga says that Odin transformed himself to appear like a wandering traveler in order to drink from the Well of Wisdom. To drink from the Well of Wisdom, Odin had to sacrifice his eye, symbolizing his willingness to gain the knowledge of the past, present, and future. As he drank, he saw all the sorrows and troubles that would fall upon men and the gods. He also saw why the sorrows and troubles had to come to men.
  - Frigga—Odin’s wife, queen of Asgard; mother of Balder and Hod; stepmother of Thor; personification of “Mother Earth.”
  - Balder—Son of Odin and Frigga and one of the most loved gods in Asgard; he was considered a shining god of light.
  - Hod—Balder’s twin brother, who was blind.
  - Valkyries—Maidens who waited on and served Odin at Asgard and the brave, dead men in Valhalla; also said to hover around battlefields during war so that they could transport brave Norsemen killed in battle to Valhalla.
  - Tyr—God of war.
  - Freya—Goddess of love and beauty; had a chariot drawn by two cats; had a beautiful necklace of gold and jewels made by the dwarves; also had a cloak of falcon feathers; loaned feathers from her cloak to the other gods when they needed to travel or fly somewhere quickly.
  - Sif—Thor’s wife.
  - Thor—Son of Odin; the strongest god; the thunder god; had a magic hammer and a magic belt that he used to fight the giants, who were enemies of the gods. The hammer could hit any target. After hitting its target, the hammer returned to Thor’s right hand all by itself. When Thor put on the magic belt, he became twice as strong. Thor rode in a chariot

pulled by two goats. Whenever Thor rode in his chariot, people could hear the noise from the wheels (thunder) and see the strong sparks the wheels sent out as they sped across the sky (lightning). Others said the mighty sparks came from his hammer. Humans called this thunder and lightning.

- Loki—Son of the giants (who were actually the enemies of the gods), but Odin invited him to live at Asgard as his “blood brother”; a trickster, full of mischief; often got into trouble; could transform his appearance to trick others; in the images in this Reader, Loki appears smaller than other giants and more like the size of gods.
- Siguna—Loki’s wife.
- Thrym—A giant who was in love with Freya; stole Thor’s hammer.

### Challenge

Ask students how the illustrations reveal clues about the characters.

- Have students identify which characters would live in each of the realms on the tree, Yggdrasil, on **page 7**. (Valhalla—Valkyries; Asgard—Odin, Frigga, Balder, Hod, Tyr, Freya, Sif, Thor, Loki, Siguna, Heimdall; Jotunheim—Thrym; Nidavellir—dwarves)
- Tell students that, during the next lesson, they will begin reading the adventures of some of the Norse gods.

### MAKING PREDICTIONS (10 MIN.)

### Support

Remind students that the plot of a text is all the events that happen in the story.

- Turn and Talk: Have students turn to a partner and tell him or her which of the Norse characters is their favorite and why. Encourage students to predict what they think their favorite character might be like and what they might do in the upcoming stories.
- Have several students share with the whole class.
- Direct students to their notebook, journal, or blank paper.
- Explain to students that for this unit they will be doing various writing activities for each one of the myths in the Reader. Tell students that they will be analyzing characters, settings, and plots of the texts they read.
- Have students record the name of the character that they think will be their favorite.

### Journal Entry



- Below the name of their favorite character, students should explain the following using complete sentences:
  - This is my favorite character because \_\_\_\_\_.
  - I would describe this character as \_\_\_\_\_.
  - I think this character will \_\_\_\_\_.

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End Lesson  
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### Lesson 1: Norse Mythology

# Take-Home Material

- Have students take home Activity Page 1.2 to share with a family member.

### Challenge

For students that do not need sentence starters, encourage them to write a complete paragraph using a topic sentence and adding details.

### Activity Page 1.2

