

Read Words in Context

Materials Needed

- Student Workbook, p. 172
- Transparency 3

Vocabulary Words

cereal
echo
fatality
fury
January
jovial
martial
mentor
mercurial
muse
odyssey
panic
siren
titanic
vulcanize

Getting Started



Mystery Word of the Week Clue 1

It is fun to buy fancy bath products, but plain soap is all you need for purposes of _____.

- See page 14 for routines for using the Mystery Word of the Week Clue. The mystery word of the week is *hygiene*.

Model/Teach

- Have students open their workbooks to page 172.
- Ask a volunteer to read the Word Learning Tip. Explain that some words in English are based of myths or legends from the ancient Greeks and Romans. In some cases, the name of a character in a myth or legend illustrates a trait or idea so clearly that the character's name came to stand for that trait. Knowing the history or story behind a word can help students better understand it.
- Invite students to read the Vocabulary Building Strategy. Tell them that they can use their knowledge of myths and legends to understand new words they encounter that come from them. It is a two-way process: Knowing the vocabulary helps them understand the myths, and knowing the myths helps them understand the vocabulary.
- Have students read the passage on their workbook page. Read the text aloud once.
- Before you read the text a second time, do the **Think Aloud** on page 181 to model how to find the meaning of a word based on a myth or legend.

Think Aloud

I'll model how to understand the first vocabulary word in this passage. "It was Monday morning. I gulped down my bowl of breakfast **cereal** and milk, because I was late for work." If I didn't know the word *cereal*, I would think it has an unusual spelling. That is a clue that it probably comes from a foreign language. I think of what this unusual-looking word would have to mean in the sentence by thinking of an English word I know that would fit in that same spot: I eat *granola* in a bowl with milk for breakfast. *Cereal* must be a word from another language that means a type of breakfast food eaten with milk. If I want to know more I can go to a dictionary to find the exact meaning and language in which the word originated. Then, if I know that the word comes from Ceres, the name of the ancient Greek goddess of agriculture, that helps me understand why we call food grains by this name.

- Put Transparency 3 on the overhead projector. Tell students that as you pause at each boldface word, you want them to tell you what is special about the word. In other words, what mythological character is it connected with? Did it come from Greek or Latin, the language of the ancient Romans? Then you will ask them to tell you how they are going to remember the word and what it means.
- Read the story a second time. As students discuss each word, add their responses to the transparency.
- Distribute copies of the flashcards. Allow students to work in small groups to reinforce word meaning.

English Language Learners

- Spanish speakers may have trouble with the *j* sound in *January* and *jovial*, and with the /*k*/ sound of *ch* in *echo*. Make up a few sentences containing two or three of these words, such as, "January is not a jovial month," and, "Her jovial voice echoed through the hall." Have students practice saying the sentences aloud.

Independent Activity

- ★ **Continue the Story** Ask students: What do you think happens when the narrator meets with Mr. Zeus? Then have them write one or two paragraphs continuing the story. Tell them to use at least five vocabulary words and to underline each vocabulary word in their story.

Answer Key

See page 215–216 for definitions.

Connect Words and Meanings

Materials Needed

- Student Workbook, pp. 173–174

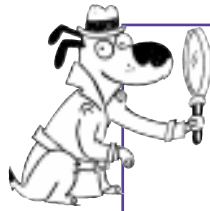
Think Aloud

Read the first word history silently as I read it aloud: “Echo—tragic nymph who could repeat only what was said to her. When she fell in love with a beautiful young man who didn’t love her, she stayed in a cave and withered away until only her voice was left.” That’s an interesting story and this is what I take away from it: *echo* relates to voice or repeating the last words. Now let’s look at the definition: repetition of a sound produced by the reflection of sound waves off a surface.” Well, that’s an *echo*. I see that the name of the nymph became a word in English that relates to the idea of Echo repeating the last words someone says. So I write *echo* in the blank.

Answer Key

1. echo
2. siren
3. fury
4. martial
5. mercurial
6. cereal
7. vulcanize
8. mentor
9. titanic
10. odyssey
11. fatality
12. jovial
13. muse
14. January
15. panic

Getting Started



Mystery Word of the Week Clue 2

Keeping your home clean is important for _____ as well as for appearance.



Review and Share Invite student volunteers to share their **story continuations** from the activity on page 181 in the teacher’s edition. Keep a running list of all of the vocabulary words they use. As an extra challenge, ask them to explain why Mr. Zeus is a good name for the boss in the story.

Model/Teach

- Have students turn to page 173 in their workbooks.
- Before students begin the activity, do the **Think Aloud**.
- Tell students to complete the rest of the items independently and then share their responses. Ask them to talk about the connection between the English word and the myth.

Independent Activities



Message from a Myth Students should use their imaginations in composing brief first-person paragraphs in the voices of the characters associated with their chosen words. Look for statements that express understanding or insight into the meanings of the English words. Advanced students may wish to write passages for two, three, or more words. Struggling students may benefit from working in pairs.

- **Learn About the Days of the Week** Tell students that the names for the days of the week come from Greek, Roman, and Norse mythology. Divide the class into groups of seven students each. Have each student choose one day to research. Tell them to find out the story behind the word. (Check that all words are covered within a group.) Then allow time for each group to share their findings.

Materials Needed

- Student Workbook, p. 175

Use Words in Context

Getting Started



Mystery Word of the Week Clue 3

In the class called _____, we learned basic principles of how to stay healthy.

- ★ **Review and Share** Have students read aloud the passages they wrote in the voices of **mythic characters** from the activity on page 174. Tell the class to evaluate the passages based on how well they express the character's feelings about being associated with English words.

Model/Teach

- Ask students turn to page 175 in their workbooks.
- Do the **Think Aloud** to introduce the activity.
- Tell students to complete the rest of the activity on their own. Then have them work with a partner to share their answers.

English Language Learners

- Encourage English language learners to share words based on myths or legends in their first languages and their native cultures. For example, the influence of the novel *Don Quixote* in Spanish-speaking cultures is so great that people know what it means to call someone a Sancho Panza or a Dulcinea.

Independent Activity

- ★ **Invent Words** Point out that students may use American culture as a source of words based on myths and legends. They may even use the names of real people whose fame has made them almost legendary. For example, the word *Ruthian* was coined decades ago to describe athletes whose power was reminiscent of Babe Ruth's.

Think Aloud

Let's look at the first item together: "It's fun to be with a **jovial** person because _____." Well, I remember that the word *jovial* is based on the name of the head of the Roman gods, Jove. People thought he brought them happiness, so his name is connected with being happy or cheerful. Now that I understand the history of the word, let me try to complete the sentence. I know that a jovial person would be cheerful, so I write: "It's fun to be with a jovial person because that person's humor cheers you up."

Answer Key

Students' responses will vary. See page 221 for sample sentences.

Put Words Into Action

Materials Needed

- Student Workbook, p. 176

Think Aloud

The first item says: “Describe a friend or a character in a book or movie whose moods **change quickly** and are **unpredictable**.” I see the boldface words *change quickly* and *unpredictable*. What vocabulary word describes unpredictable moods, or people whose moods change quickly? Looking at the word list, I see some that almost fit, but not quite, like *fury* and *panic* and *joyful*. Those are mood words. But the one that has to do with quick-changing, unpredictable moods is *mercurial*. So I need to compose a sentence describing someone who is mercurial. In the sentence I’ll try to use descriptive words that show what a mercurial person is like. Here’s my sentence: “Betty is so *mercurial* that she can be laughing one minute and crying the next.” I think that shows quick-changing, unpredictable moods.

Answer Key

Students’ responses will vary. See page 222 for sample sentences.

Getting Started



Mystery Word of the Week Clue 4

Few people know that the word _____ comes from the ancient Greek name Hygeia, the goddess of health.



Review and Share Invite students to share the **myth-based words** they invented and use them in sentences. Have their classmates try to guess the words’ meaning. Explain that this process of inventing words is very similar to how words from myths became part of English.

Model/Teach

- Ask students to turn to page 176 in their workbooks.
- Use the **Think Aloud** to model completing the activity.
- After you have modeled how to complete the activity, tell students to complete it on their own. Then have them share their responses and their thinking.

Independent Activities



Understand New Words from Myths Write the words *atlas*, *promethean*, and *Olympics* on the chalkboard. Ask students to work in groups of three, dividing up these words and sharing their stories.

- **Create a Mnemonic Device** Explain to students that the mother of the Muses was named Mnemosyne. She was the goddess of memory. Today we use a form of her name to refer to memory. A mnemonic device, for example, is a trick that triggers the memory. Tell students to work with a partner to create a memory device for one of the vocabulary word. For example, to help them remember the word *fury*, they might use each letter of the word to provide a word that suggests this intense anger: *fury*—fierce, urgent, ranting, yelling.

Review and Extend

Getting Started

Mystery Word of the Week Clue 5



Washing frequently with soap and water is one of the most important aspects of good personal _____.

★ Review and Share Invite each group to share their **word histories** from the activity on page 176. You might create a web page for your class called “Words and Their Stories” and keep adding to it during the month.

Model/Teach

- Have students turn to page 177 in their workbooks. Read the boxed information aloud and discuss the new bonus content words.
- Use the **Think Aloud**.
- Ask students to complete the rest of the items on their own and then share their responses.

English Language Learners

- Because many of the names of days and months are based on legends and myths, this chapter provides a good opportunity to review those essential English word with your English language learners. Have students say the names aloud as you point to them on a calendar.

Independent Activity

★ Exploring Allusions Write each of the allusions on the chalkboard. Before students begin their research, use each allusion in a sentence: *He was so rich that everyone said he had the Midas touch. Asking that question is like opening up Pandora’s box. It was such a herculean task I wasn’t sure I could accomplish it.* Then have students find the meaning of the allusions on their own. Provide time for them to share their meanings and their sentences.

Think Aloud

Let’s look at the first item together: “The (1)_____ (*musician, titanic, echo*) felt inspired by the (2)_____ (*joyful, muses, titanic*) when she composed her first major work.” The person is composing or creating something and she feels inspired. I think the word I am looking for is related to the Muses. I know that they inspired artists, so I think the word that fits is the bonus word *musician*, a person who composes music. I’m going to leave the second blank for you to fill in yourself.

Answer Key

Mystery Word of the Week:
hygiene
Accept other words that fit the context, too.

1. musician
2. muses
3. joyful
4. fury
5. panic
6. psychology
7. sirens
8. fatality
9. mentor
10. labyrinth

Materials Needed

- Student Workbook, p. 178

**Student
Self-Assessment**

Journal Writing Ask students to write brief entries in their vocabulary journals explaining how knowing that many English word meanings are associated with Roman and Greek myths can help them learn new words in the future. Ask them to also name one or more myths they have learned about in this chapter that they did not know before.

Check Your Mastery

Give the Test

- Have students turn to page 178 in their workbooks.
- Read the directions aloud and explain them as necessary: “Circle the letter of the best answer to each item.”
- Model answering a question by writing the following on the chalkboard:

If you were stuck in a complicated maze and couldn't get out, you would be stuck in a(n) _____

A. psychology **B.** odyssey **C.** labyrinth

- Have a student provide the answer (C.) and explain if necessary.
- Read the directions to the second set of questions: “Choose the word that best completes each sentence below. Write it in the blank.
- Model how to complete this type of question by writing the following on the chalkboard:

He thought of the wise man not only as his _____
(*fury, mercurial, mentor*) and guide, but also as his friend.

- Ask students to explain why *mentor* is the best answer.
- Have students complete both parts of the Check Your Mastery activity. Remind them to check their answers if they have time when finished.
- Review the Check Your Mastery activity orally with students.
- Pause to discuss any uncertainties students have about the correct answers. When possible, allow students' peers to do the explaining.
- Invite students to discuss how the Word Learning Tip and the Vocabulary Building Strategy helped them find correct responses on this test.
- Tally students' correct responses

Answer Key

1. A 2. C 3. A 4. B 5. C
6. vulcanize 7. mercurial
8. martial 9. odyssey 10. echo