

## General Information

### Lesson Parts & Duration

Total Duration: 45 minutes to 1 hour

- Close Reading: Key Details, Vocabulary, Moral (Central Message)

### Subject(s)

- ELA; Literature; Myth: “Brog and the Rainbow,” by Janna Duffy
- Close Reading, Key Details, Vocabulary, Moral (Central Message) (RL.3.1-3.4) (RL.4.1-4.4)

### Objective

- Students will synthesize a myth to discover key details and find a central message.
- Students will use context clues to determine the meaning of unknown vocabulary.

### Materials

- **Required:** copies the myth, “Brog and the Rainbow” (page 6) (1 copy per student)
- pencil
- dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable Exit Slip (page 14)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 9)

### Protocols (page 15)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

#### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.



## Instructional Plan: 45-60 minutes

Distribute myth to students, students write name in top right corner.

- T* Once you have your myth, “Brog and The Rainbow”, please write your name in the top right corner.
- T* A myth explains nature or human nature.
- T* Today we are going to discover how human nature is explained in a myth by notating key details from the text that support the central message.
- T* First I would like you to read the myth independently.
- T* As you read...
- T* Circle one or two unfamiliar words.
- T* Underline important details in the fable. Discourage students from underlining every word/line.
- T* Write questions in the margin. Example: Was the Brog a leprechaun?

### ELL:

Pair struggling students with a partner to read the myth.

Give time to complete this task. Monitor students and provide assistance as needed.

- T* Now I would like you to read the myth again with buddy.
- T* Take notes of wonderings in the margin. Examples: Does the young man ever stop chasing the rainbow?
- T* Discuss with your buddy what you believe is the moral of the myth.
- T* So, what lesson does this myth teach someone?
- T* Now, turn your myth over to the backside.
- T* On the backside of your myth I would like you to list the possible morals from the myth that you and your buddy came up with. Examples: humans are never satisfied with what they have, you should persist in what you want

Give time to complete this task. Monitor students and provide assistance as needed.

You will be repeating **Back to Back and Face to Face** followed by **On your feet/ Get ready to meet/ Go and Greet** protocol for each series of partner discussion questions. Review for students found below. I would suggest modeling each step as you review it so they are clear on what they are supposed to do.

### Note:

Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).



#### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response



#### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

- T* Now we are going to have some partner discussions.
- T* We will find our partner by putting a hand up in the air and finding another student that has their hand up.
- T* You will then ask that person, “Would you like to be my partner?”
- T* If their hand is also up, they will respond with “yes”.
- T* You are not allowed to say no so that you can pick someone different.
- T* Once you have found your buddy put your hands down and stand back to back.
- T* This means you should not see their face.



- T* Once you are back to back I will ask you some questions to think about.
- T* After thinking of your answers turn face to face and discuss.
- T* So, when I say, “On your feet/ Get ready to meet/ Go and Greet” you will put your hand up and find your partner.
- T* Then, I will say Back to Back and Face to Face.
- T* You will stand back to back and listen to and think about the questions.
- T* Last, you will turn around and discuss.
- T* Let’s try this now!

### Back to Back and Face to Face

#### Partner Discussion:

- What word did you not understand in the myth?
- I’m confused about the word \_\_\_\_\_.
- Reread the sentence/paragraph containing the confusing word with your partner and see if together you can figure out the meaning of the word using the surrounding words/sentences (context clues).

Give time to complete this task. Monitor students and provide assistance as needed.

### On your feet/ Get ready to meet/ Go and Greet then...

### Back to Back and Face to Face

#### Partner Discussion:

- What important details did you underline that support the moral (lesson learned) from the myth?
- The detail I underlined is \_\_\_\_\_ because \_\_\_\_\_.

Give time to complete this task. Monitor students and provide assistance as needed.

### On your feet/ Get ready to meet/ Go and Greet then...

### Back to Back and Face to Face

#### New Partner Discussion:

- What underlined details support the moral of the myth?
- The detail I underlined is” \_\_\_\_\_”  
because \_\_\_\_\_.

Students utilize previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.



Students participate in a third round of Partner Discussion...

On your feet/ Get ready to meet/ Go and Greet  
then...

Back to Back and Face to Face

Third Partner Discussion:

- What details did you underline that support the moral of the myth?
- The detail I underlined is \_\_\_\_\_ because \_\_\_\_\_.

Students utilize previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.

*T* Please return to your own seat.

Share out and check for understanding

*T* Who would like to share a word from the myth they did not understand and tell the class what you and your partner think the meaning is after discussing? Using equity sticks, if available, choose a few students to answer. Answer: will vary based on words chosen.

Verify that responses are correct, provide clarification if the definition they guess is not accurate. .

\*You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 7), or simply have students copy the problems on a half sheet of paper.

Name: ANSWER KEY Date: \_\_\_\_\_

**Exit Slip: Segment 1**

**Moral of the Myth**

Explain the moral of the myth, "Brog and the Rainbow". Use details from the text to support your answer.

Possible Morals:

- humans are never satisfied with what they have
- you should persist in what you want





**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and  
ready to refocus! (see page 9)



### ***Brog and the Rainbow***

- (1) In the mists of time dwelt a hardworking soul named Brog. Neither young nor old, neither wise nor foolish, he was an untiring sprite who lived only to create sturdy shoes and amass his gold in a hidden cache.
- (2) Brog had been industrious all his life, selling his wares to the occasional traveler but only accepting pure gold as payment.
- (3) One fine spring day after a stormy night a young man seeking his fortune came across Brog's cottage hidden among the green, green hills. At first, he saw only a child playing with scraps of leather, but as he drew closer he saw that the child was actually a man with a wrinkles etched into the corners of his hard steady eyes. The young man noticed Brog was crafting shoes and asked if he would make a pair for him.
- (4) Brog cast his eyes up and down the young man. He saw ambition, a strong-will and a hint of greed. Brog narrowed his eyes and replied, "I only accept gold for the fine shoes I make."
- (5) The young man's eyes lit up at the word "gold," but because the young man had no coin to offer the tiny man bade him to be on his way.
- (6) Before the young man had rounded the first turn of the road he noticed Brog glancing up and down, right and left before hurrying toward the hills behind his small home.
- (7) The young man quickly followed the little man remembering what the shoemaker had said about accepting only gold as payment.
- (8) Just past the first group of hills, the young man saw Brog stop and look up at the sky. Within moments a luminous rainbow appeared touching two of the hills. Brog, glancing one more time, this way and that, hither and yon, ran to the end of the rainbow. To the young man's amazement, the squat man pulled out a blackened pot between the red, green and blue arc and carefully placed gold in its depths.
- (9) In the blink of an eye the little man was gone and the young man, not believing his good fortune, crept to where the rainbow ended.
- (10) Before the young man could reach the rainbow it slipped away to the next hill. And before the greedy young man could reach the next hill the rainbow appeared on the following knoll.
- (11) Brog watched the young man run from hill to hill and with a shake of his head returned to his weathered abode to make more fine shoes.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**  
**Moral of the Myth**

Explain the moral of the myth, "Brog and the Rainbow". Use details from the text to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**  
**Moral of the Myth**

Explain the moral of the myth, "Brog and the Rainbow". Use details from the text to support your answer.

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## Protocols:

### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.  
Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.



### Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!



### Break Up Your Day: Comparisons Outside!



- Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)



### Break Up Your Day: Thumbs Up!



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the