

General Information

Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Close Reading: Key Details, Vocabulary, Central Message (Moral) (45 Minutes)
- Segment 2: Graphic Novel: Close Reading, Key Details, Sequential Order (45 Minutes)
- Segment 3: Close Reading, Inference, Theme/Lesson, Visualization (45-60 Minutes)
- Segment 4: Writing a Summary & Creating a Cartoon Strip (30-45 Minutes)

Subject(s)

- ELA: Literature; Myth: “Narcissus,” by Janna Duffy
- Close Reading, Key Details, Vocabulary, Inference, Theme/Lesson, Sequential Order, Visualizing, Summarizing (RL.4.1-4.4) (RL.5.1-5.4)

Objective

- Students will synthesize a myth to discover key details, analyze a character and find a central message.
- Students will determine the main events of a myth using sequential words as a guide.
- Students will create a graphic novel to show their understanding of main events and sequential order.
- Students will identify and defend the lesson or moral of the myth using text supports.
- Students will identify words or phrases that help with visualizing the myth.
- Students will write a summary identifying the key details from the myth.

Materials

- **Required:** copies of student text, “Narcissus” (page 13) (1 copy per student)
- blank pieces of white paper (1 per student)
- lined paper (3 per student)
- pencil and crayons/markers /colored pencils
- dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable “Exit Slips” (page 14)
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 16)

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 these lessons, 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: Segment 1: 60 minutes

Subject

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

Objective

- Students will synthesize a myth to discover key details, analyze a character and find a central message.

Materials

- **Required:** copies of student text, “Narcissus” (page 13) (1 copy per student)
- blank paper
- pencil
- crayons/colored pencils/markers
- document camera or whiteboard
- **Optional:** printable Exit Slip (page 14)

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

Introduction

- T* Once you have your myth, “Narcissus”, 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: Why would the gods be jealous of someone’s beauty?

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 a buddy.
- T* Take notes of wonderings in the margin. Example: What is a prophet and do we have prophets now?
- 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: beauty is only skin deep, it is better to bend than to break, look before you leap

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 (with copy of myth and pencil)

Partner Discussion:

- What word did you not understand in the myth?
- I’m confused about the word _____.
- Students reread the confusing sentence/paragraph with a partner and see if they can figure out what the word means using the words around it (context).

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

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

(with copy of myth and pencil) 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

(with copy of myth and pencil) 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

(with copy of myth and pencil) 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 14), 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, “Narcissus”. Use details from the text to justify your answer.

Possible Morals:

- beauty is only skin deep
- it is better to bend than to break
- look before you leap



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 16)

Instructional Plan: Segment 2: 45-60 minutes

Subject

- Graphic Novel: Close Reading, Key Details, Sequential Order

Objective

- Students will determine the main events of a myth using sequential words as a guide.
- Students will create a graphic novel to show their understanding of main events and sequential order.

Materials

- Required:** copies of student text, “Narcissus” (page 13) (1 copy per student)
- blank paper (1 per student)
- pencil
- crayons/colored pencils/markers
- document camera or whiteboard

Pass out a blank piece of paper to each student.

Setting up Paper

- T** Take the piece of paper I have just given you and fold it in half twice, dividing it into fourths. **see example**
- T** Label the four sections 1-4 and put your name on it. **Model this on the document camera so that students have a visual model.**
- T** Stories have an order of events.
- T** This order can be sequential: first, next, then, last, before, after.
- T** I would like you to look through your myth looking for these sequential words. **You may want to list these sequential words on the board or document camera for students to reference.**
- T** Put smiley faces next to any sequential words that you can find. **Possible answers: one, first, before**

Foldable (divided into fourths)

1)	2) Name
3)	4)

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

- T** Discuss with a buddy the sequential words that you found in the text.
- T** After discussing with your buddy, you may make modifications/changes to your own answers.

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

- T** Good stories have main events that drive the plot and make you want to read more of the story.
- T** The plot is basically all the main details that make up the story.
- T** We are going to create a graphic novel based on four main events that drive the myth.
- T** What are the four main events in the myth?
- T** You are going to read the myth again and you are going to place stars by four events that drive the story.

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


- T** Discuss with a buddy your four main events.
- T** After discussing with your buddy, you may make modifications/changes to your own four main events.

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

You may want to review the Give one & Get one before they go and find a new partner.

 **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

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

with a new partner
(with the myth, a pencil, and foldable)
then...

Give one & Get one

- 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 face me.
- 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 "Give one & Get one" and you will share information with your partner.
- T* The purpose of Give one & Get one is for you to share your information and your partner will write it down.
- T* Then they will share their information with you and you will write it down.
- T* So, you each are giving an answer and getting an answer!
- T* Let's try this now!
- T* On your feet/ Get ready to meet/ Go and Greet
- T* What are the four main events you chose?
- T* Discuss with your new partner your four main events.
- T* Once you have finished please return to your original seats.
- T* Remember to copy down new ideas from your partner.

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

- T* After talking to 2 buddies, you should have a good idea of what you would like your four main events to be.
- T* Write each of the four main events as complete sentences at the bottom of sections #1-4 in the Graphic Novel. Possible answers: 1) A beautiful boy named Narcissus was born. 2) A prophet told parents Narcissus must "never know himself". 3) His parents teach him to never brag or to see his reflection thinking that was what the prophecy meant. 4) Eventually, Narcissus sees reflection for the first time and, becoming entranced, turns into a flower.

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

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

with a new partner
(with the myth, a pencil, and foldable)
then...

Give one & Get one

- T* With a new partner, you need to read and revise your four main events.
T Make sure each of your sentences is complete and explains a major event.

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

- T* Once you have finished please return to your original seats.
T Next, we will be illustrating the four main sections of your graphic novel!
T Your illustrations should include specific details from the myth.

Note:
Allow 10 to 15
minutes for
illustrations.

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

- T* Eyes on me in 5...4...3...2...1...0. Thank you!
T Reread paragraphs #7 and #8 of the myth.

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

- T* What qualities does Narcissus portray? Possible answers: vanity, foolishness, obsessiveness
T Discuss with a buddy what quality you see in Narcissus.

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

- T* After discussing with your buddy, write Narcissus' quality at the top of the myth and draw a circle around the quality.
T What words or phrases in the myth demonstrate a quality of Narcissus?
T Underline words or phrases in myth that demonstrate Narcissus' qualities. Example: vanity is shown through Narcissus being "entranced by his beauty"; "forevermore gazing at (his) perfection"

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

(with the myth, a pencil, and Graphic Novel then...)

Back to Back and Face to Face

- T* Discuss with your new partner what phrases you boxed and how these phrases demonstrate a quality in Narcissus.

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

- T* Once you are finished discussing, please return to your original seat.

Students will need these papers for the next segment.



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 16)

Instructional Plan: Segment 3: 45-60 minutes

Subject

- ELA: Literature; Myth: “Narcissus”
- Close Reading, Inference, Theme/Lesson, Visualization

Objective

- Students will identify and defend the lesson or moral of the myth using text supports.
- Students will identify words or phrases that help with visualizing the myth.

Materials

- **Required:** copies of student text, “Narcissus” (page 13) (1 copy per student)
- backside of blank paper (from segment 2)
- pencil
- crayons/colored pencils/markers
- document camera or whiteboard

Students need their copy of “Narcissus” and their Graphic Novel from Segment 2.

- T* Take the piece of paper that you divided into fourths for the last lesson and flip it over. **see example**
- T* Since you have already folded it, you can see the fourths on the backside as well.
- T* Label the four sections 5-8. **Model this on the document camera so that students have a visual model.**
- T* What moral is the author trying to teach us? How do you know?
- T* Discuss with your buddy the moral of this myth.

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

- T* Which paragraph(s) demonstrates the author’s intent or moral? **Call on 2-3 students to explain which paragraph(s) explains the moral and why.**
- T* In the section #5 you are going to restate the moral of the myth and use exact language from the text to support your statement.
- T* You will write your opinion sentence in section #5 using sentence frame:

In my opinion, the moral is _____ because the author states
“_____.”

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

- T* Read paragraph #2 with a buddy.
- T* Why did the parents seek the advice of the prophet?
- T* Discuss this with a buddy.
- T* Take turns asking and answering this question. Write your answer to this question in section #6. **Answer: The parents wanted advice in case the gods became jealous.**
- T* Read paragraphs #5 and #6 with a buddy.
- T* While you are reading, you should be alternating sentences.



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

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

- T* What did the parents do as a result of the prophecy?
- T* Write your answer to this question in section #6, as well. **Answer: The parents disagreed on how to raise Narcissus. The mom raised him to be humble, the dad never allowed Narcissus to see his reflection.**
- T* Now I'd like you to discuss your answers with a buddy.
- T* If you would like to make revisions to your original answers after your discussion, you may.

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

(with the myth, a pencil, and Graphic Novel then...)

Back to Back and Face to Face

T A good author uses words or phrases to “paint pictures” in your mind.

T As you read the myth, was there a word or phrase that made you “see” the story? Example: “the mother and father were as hens pecking at the same worm” could make you picture the parents arguing about Narcissus.

T Turn to your partner and discuss what words or phrases “painted a picture” in your mind.

T You may refer to your graphic novel.

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

T Write an opinion sentence in section #7 using sentence frame:

The word/phrase “_____” in paragraph #_____ helped me draw
_____ details in the frames for my graphic novel.”

Call on 3 to 5 students to share their sentence frames.

T After hearing other answers, you may make changes to your own sentence.

If time... students may finish illustrations in graphic novel or illustrate section #8.



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 16)

Instructional Plan: Segment 4: 30-45 minutes

Subject

- ELA: Literature; Myth: "Narcissus"
- Writing a Summary & Animation

Objective

- Students will write a summary identifying the key details from the myth.

Materials

- **Required:** copies of the myth, "Narcissus" (page 13) (1 copy per student)
- graphic novel they created (segment 2 & 3)
- pencil and crayons/markers/colored pencils
- dry erase board, chalkboard, document camera or similar device to share with class
- **Optional:** printable Exit Slip (page 14) –or– lined paper

Pass out a printable Exit Slip (page 14) or a piece of lined paper.

- T* On your piece of paper write the following statement, "I will organize my key details and create a summary."
- T* You will be writing a 5 to 7 sentence paragraph describing Narcissus' character using key details.
- T* You may use your "graphic novel", notes, sentence frames or explanations from previous papers.

Once students are finished writing their summaries, they may read their paragraphs with a FABuddy or share with the class.

Before they begin sharing...review how to edit and revise.

- T* I would like to encourage you to make revisions that are visible.
- T* That means you should cross out phrases to revise, not erase.
- T* A revision could make a sentence stronger or more specific.
- T* You may revise your work after sharing it with the class or upon hearing another student's version.
- T* You should also be editing your work for: spelling mistakes, punctuation marks, etc.

If time... back side of paper:

"Animation"

- T* We are going to create a cartoon strip describing the parents' trip home from the prophet.
- T* The cartoon strip should have 3 to 5 boxes and have a beginning (introduction of characters), middle (action showing a problem or conflict), and conclusion (solving the problem).



Checklist for Students

- I indented the first line only
- I started with a topic sentence
- I used complete sentences
- I used transition words
- I used details from the text and placed the exact words from the text within quotes
- I finished with a concluding sentence



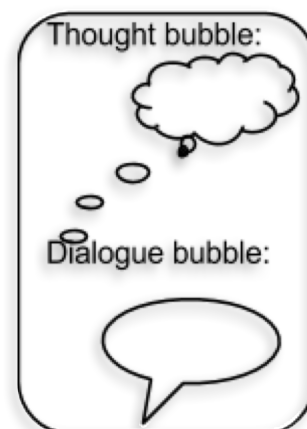
Cartoon Strip Criteria

- Characters are simple (stick figures are accepted)
- Only one action per frame (box)
- Ideas float above head using bubbles
- Dialogue is written in a dialogue bubble
- Cartoon needs to show at least two cause and

Call on 2-3 students to share their ideas. Annotate ideas on dry erase board or under a document camera.

- T** Once you have completed your cartoon strip, you may share it with the class.
- T** Once you feel that your paper is your best work, and final product, turn it into me.

This cartoon is their final product. Staple three pages together and give to the teacher.



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 16)

***You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 14), or simply have students copy the problems on a half sheet of paper.**

Name: ANSWER KEY Date: _____

Exit Slip: Segment 4

Write a Summary

Use details from the text and your “Notes” to write a 5 to 7 sentence paragraph describing Narcissus’ character.

Checklist for TEACHERS

- I indented the first line only
- I started with a topic sentence (example: The author of the myth “Narcissus” used three key details to describe a beautiful young man who was vain.)
- I used complete sentences
- I used transition words (initially, for this purpose, in fact, in conclusion)
- I used details from the text and placed the exact words from the text within quotes (example: The author also showed that Narcissus was vain because he was “entranced by his beauty...(and) he faded away”.)
- I finished with a concluding sentence (example: The author demonstrates that Narcissus was vain because he only wanted to look at his own reflection.)

Narcissus

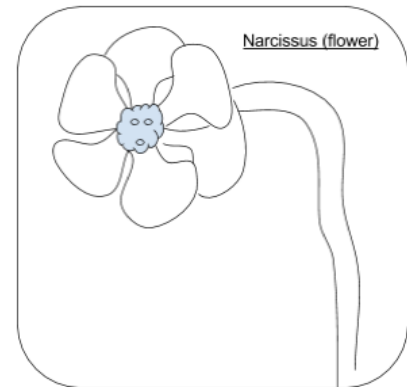
(1) Long ago in an isolated village, there lived a young couple. Neither rich nor poor they were happy with the birth of a handsome baby boy, Narcissus. As the boy grew his beauty grew also. Soon he was the brightest star shining throughout the village.

(2) When the boy turned ten the parents could no longer deny his allure and fearing the gods would be jealous of his beauty they sought the advice of a prophet who lived above the hamlet in a mountain valley.

(3) The parents presented Narcissus to the prophet and waited for her advice. The venerable woman gazed a long time at the alluring youth, then replied, “Your son will live a long life if he never knows himself.”

(4) Thanking her for her wisdom the family left the prophet and returned to their secluded village.

(5) As they journeyed home the mother and father were as hens pecking at the same worm. Each thought the words “if he never knows himself” to mean something else. The mother thought it meant their son should never understand how beautiful he was and thereby boast of his splendor. The father, however, thought the prophet meant for Narcissus to never see his reflection or tragedy would befall him.



(6) Therefore, Narcissus was raised by his mother to be humble and by his father to turn away from any object that might show his face.

(7) When Narcissus became a young man he wanted to venture outside the confining valley, but his parents reminded of the prophecy. Narcissus pushed aside their worries and started out on his journey. He had not ventured far when he grew thirsty from the summer sun and, stopping by a stream, he bent to take a drink.

(8) Before he could cup the water he saw his face for the first time. Entranced by his beauty he stayed kneeling beside the stream until he faded away leaving only a delicate flower forevermore gazing at its perfection in the water's reflection.

Name: _____ Date: _____

Exit Slip: Segment 1

Moral of the Myth

Explain the moral of the myth, "Narcissus". Use details from the text to justify your answer.

Name: _____ Date: _____

Exit Slip: Segment 4

Write a Summary

Use details from the text and your "Notes" to write a 5 to 7 sentence paragraph describing Narcissus' character.

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 classroom!