

ELA: Grade 2, Lesson 8, Pandora's Box

Lesson Focus: Student will describe how Zeus responds to major events and challenges in *Pandora's Box*.

Practice Focus: Students will write explanatory sentences describing how Zeus responds to Pandora's cries.

Objective: Students will use *Pandora's Box* to answer questions about events in the text while taking notes of key details with a focus on describing how Zeus responds to those events and challenges.

Academic Vocabulary: curious, close, hope

TN Standards: 2.FL.PWR.3; 2.RL.KID.1; 2.RL.KID.3; 2.RL.RRTC.10

Teacher Materials:

- The Teacher Packet for ELA, Grade 2, Lesson 8
- White board and dry erase markers, or chart paper and markers

Student Materials:

- Paper and a pencil, and a surface to write on
- Independent Practice from Lesson 7
- The Student Packet for ELA, Grade 2, Lesson 8 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 2nd graders out there, though everyone is welcome to tune in. This lesson is the third in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about a Greek myth titled <i>Pandora's Box</i>! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper and a pencil, and a surface to write on • Independent Practice from the Lesson 7 • The Student Packet for ELA, Grade 2, Lesson 8 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
Intro (3 min)	

[Show Slide 1.] In the previous lesson, you listened to the myth *Neptune* and your independent practice was to retell the myth in your own words using transition words. Here is an example of what that might have looked like. Remember, you were supposed to use your notes and transition words to retell the story. As I read my paragraph, notice the blue text. These are the transition words I wanted you to try to use in your writing.

Neptune. [Pause.] Neptune was the god of the seas. His job was to watch over the city of Rome. Neptune had a bad temper. He would use his trident to make storms and earthquakes. [Pause.]

Did you write anything about Neptune's job or his temper? [Pause.] Good. I am proud of you.

The people of Rome loved Neptune and he loved them. He wanted more people to love him, so one day he went to find a town without a god. [Pause.]

Did you talk about the people of Rome in your summary? [Pause.] Wonderful, you are awesome!

When Neptune arrived in the new town, the goddess Minerva was also there. The town couldn't have two gods, so Minerva came up with an idea. She and Neptune would both give the town a gift. [Pause.]

I am wondering if everyone shared Minerva's plan for a town gift in their summary. [Pause.] Outstanding!

The person's gift the town liked better would win the town. Neptune gave the town a saltwater stream. The people did not like this. Next, Minerva gave the people an olive tree. [Pause.]

Did you share the gifts that Neptune and Minerva gave? [Pause.] Did you remember that Neptune gave the town a saltwater stream and that Minerva gave people an olive tree? [Pause.] Good job!

They loved her gift, but they were scared to anger Neptune. In the end, Neptune agreed that Minerva's gift was better, so Minerva won. This is why Rome's special tree is the olive tree. [Pause.]

Student compares and contrasts their response from the previous day's lesson independent practice paying close attention to transition words.

<p>Wow! I will never forget that Rome’s special tree is an olive tree. Will you? [Pause.] Great. Make sure that is the end of your summary. I will give you a second to write that down if you haven’t already. [Pause.]</p> <p>Great work! The story of Neptune kept me guessing what would happen next. I can’t wait to see what today’s lesson has in store for us!</p> <p>Today our goal is to take notes of key details in <i>Pandora’s Box</i> and discover how the main character Zeus responds to challenges. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>Today we will be reading another classic tale. Today’s story is also a myth like <i>Neptune</i>. Do you remember my definition of a myth? The characters were often supernatural beings or heroes known as gods and goddesses. The plots usually explained events in nature. Great remembering. [Pause.]</p> <p>[Show Slide 2.] Let’s read the title of our new story together. The title of this myth is <i>Pandora’s Box</i>. Can you say that with me? [Pause.] Pandora’s Box. The myth is retold by Kathryn L. O’Dell and the illustrator is Niki Leonidou. I wonder what the story will be about. [Pause.] What do you think? [Pause.]</p> <p>[Show Slide 3.] We can look at the back cover to find out more information. Pandora gets a box she shouldn’t open, but she is curious. Read to find out if she opens the box and what is inside. [Pause.]</p> <p>[Show Slide 4.] Let’s look at the front cover again, this time taking a closer look, to discover more. I know that characters are the people in a story. What character do you see on the cover of this book? [Pause.] Yes, I think that must be Pandora, too. The character is holding a box, and the summary on the back of the book talked about someone named Pandora and a box.</p> <p>Let’s think about the title and the cover illustration again. Now what do you think the book is about? [Pause.] Interesting.</p>	<p>Student prepares for active listening by previewing the cover and making predictions about the text.</p>
<p><u>Teacher Model</u> (5 minutes)</p>	

<p>Before we begin reading together, let's review a vowel sound. Today's vowel sound is called the r-control vowel. R-control vowels, ar, er, and or are spelled with two letters. We are going to talk about just the /är/ sound today. /är/ as in car.</p> <p>Let's say it together. /är/. [Pause.] Again /är/. [Pause.] Now, let's streeetch it out. Say it with me. /är/. [Stretch out the sound.] Say it with me one more time. /är/. [Stretch out the sound.] Great job! Don't you think that we sound like pirates?</p> <p>/är/ can be found at the beginning of a word. Repeat after me. Ark. [Pause.] Arm. [Pause.] Art. [Pause.] Arch. [Pause.]</p> <p>The /är/ sound can be heard in the middle of a word. Repeat after me. Farm. [Pause.] Hard. [Pause.] Cart. [Pause.] Mark. [Pause.] Lark. [Pause.]</p> <p>The /är/ sound is also at the end of words. Repeat after me. Car. [Pause.] Jar. [Pause.] Far. [Pause.] Star. [Pause.] Tar. [Pause.]</p> <p>Now I am going to say a number of words. Some of the words will have /är/ as the middle sound and some will not. You will close your eyes and listen carefully. You will raise your hand when you hear a word that contains the /är/ sound.</p> <p>Ready? [Pause.] Listen carefully. Park. [Pause.] Your hand should be raised. Kid. [Pause.] Your hand should NOT be raised. Cart. [Pause.] Your hand should be raised. Bat. [Pause.] Your hand should NOT be raised. March. [Pause.] Your hand should be raised. Shark. [Pause.] Your hand should be raised. Book. [Pause.] Your hand should NOT be raised. Chart. [Pause.] Your hand should be raised. Yard. [Pause.] Your hand should be raised. Fern. [Pause.] Your hand should NOT be raised. Harsh. [Pause.] Your hand should be raised. Herd. [Pause.] Your hand should NOT be raised. Great listening! You can open your eyes now.</p> <p>I am going to show you how to write the /är/ sound. [Write 'ar' on the board.] The two letters work together as a team to stand for the /är/ sound. [Write ar two more times as you say /är/.]</p>	<p>Student will apply phonics and word analysis skills when decoding isolated words and in connected text using the r-control vowel pattern.</p>
---	--

<p>The sound /är/ is not the same as the sound /a/ followed by the sound /r/. Listen carefully to the difference between the vowel sounds in the following word pairs: tap—tar, cat—car, bad—bar, fat—far.</p> <p>Use your finger to trace “ar” on your desk as you say /är/. Watch me. I am going to trace on my board, but you should use a table or a desk. [Trace ar over a blank space on the board as you say /är/.] Now you try. [Pause.] Let’s try together.[Trace and talk.] /är/ One last time.[Trace and talk.] /är/ Aye, matey!</p> <p>Our story today, <i>Pandora’s Box</i>, includes the following words with r-control vowels: are, dark, and started. Let’s look at a page in our book with the /är/ sound. [Show Slide 5.] Can you find the word circled in red? [Pause.] Try to read it out loud. [Pause.] Yes, the word circled in red is are.</p> <p>Let’s look at another word with the /är/ sound in our story. [Show Slide 6.] Can you find the word circled in red? [Pause.] Let’s pretend I am not sure about this word. I can see that it has the letters ar in the middle. I know that ar can stand for the sound /är/. I will use that sound for the vowel sound as I decode the word. The first letter is d, which makes the /d/ sound. The next letters are ar. I will use the /är/ sound. The last letter is k, which makes the /k/ sound. Now I will blend the sounds: /d/ /är/ /k/, dark. The word is dark. I’ll read the sentence using this word. “The sky turned dark.” Yes, that makes sense. Paying attention to the letters ar and the /är/ sound they can stand for helps me figure out this word. You can try that when you come to an unknown word.</p> <p>Great thinking, friend! Let’s get ready to read today’s story.</p>	
<p>Read-Aloud/Guided Practice (15 minutes)</p> <p>As we read, we want to write down important details about how characters respond to major events and challenges. Keep your paper and something to write with nearby. [Pause.]</p> <p><i>Pandora’s Box</i> is a myth. Myths are stories that people began telling long, long ago to explain things in the world and teach lessons. A myth often has one or more characters with special powers. As we read, let’s pay close attention to who the characters are and what they do. Listen to identify places in the text that help you learn about the characters and events. Remember, today, we are reading to learn who the characters are and what they do.</p>	<p>Students will record events and key details in their notes to support their writing when they describe how Zeus responds to Pandora’s crying.</p>

Let's begin reading together. Follow along as I read out loud.

[Show Slide 7.] In this myth, Pandora gets a box that she shouldn't open. What do you think is in the box? [Pause.]

Oh... Very interesting. *Pandora's Box* retold by Kathryn L. O'Dell and illustrated by Niki Leonidou.

[Show Slide 8.] This myth takes place long, long ago in a place called Greece. The ancient Greeks thought that Zeus ruled the world. I see Zeus in this picture. What clues do you see that tell you what the story might be about? [Pause.] What else do you see in the illustration? [Pause.] I noticed that Zeus has a serious look on his face. There seems to be black smoke coming out of the box. Zeus has a thought bubble, too. There is a man and a woman in his thought bubble, but it looks like it is tearing apart. I wonder what that means. [Pause.] What do you think it means? [Pause.]

When I read a myth, I identify the characters. I learn more about them by paying attention to the things they say and do. I especially like to know how the main characters respond to the important events in the story. I'll show you how I learn more about one of the characters in Pandora's Box.

This page introduces Zeus. Zeus is one of the main characters in the myth. He rules the world. He protects the world by keeping all bad things in a box. From these details, we can see that Zeus cares for the people and doesn't want any harm to come to them. Zeus has a lot of power, though. I wonder how he will respond if someone makes him angry. [Pause.]

[Show Slide 9.] Hmmm... I see Zeus's daughter, Pandora. What do you think might be in the box Zeus is holding? [Pause.] Let's begin reading our story.

A long time ago, Zeus ruled the world. The world was good, and bad things didn't happen anywhere. Zeus kept all bad things in a box and away from his people.

Pandora was Zeus's daughter. Zeus loved her very much. She was very kind, but she was also very curious. [Pause.]

These pages have important information in them. We are going to take notes about our story. Take out a piece of paper and something to write with. [Pause.] As I write my notes, I want you to write your notes. You can copy what I write, or you can write the notes in your own words. [Write

Students take notes.

<p>and talk.] Zeus rules the world. He keeps bad things in a box so people can't get them. [Pause.] Let's keep going.</p> <p>[Show Slide 10.] Hmmm... What is Pandora doing in this picture? [Pause.] [Point to the second picture.] Yes, she is getting married. I can tell because she has on a wedding dress with a veil. How do you think Zeus feels? [Pause.] His facial expression looks mad, and he is holding a lightning bolt.</p> <p>One day, Pandora met a man. Zeus did not like this man.</p> <p>Still, Pandora and the man got married. Zeus was very angry.</p> <p>These are important details that need to be in your notes. What would you write in your notes? [Pause.] Watch what I write. [Write and talk.] Zeus's daughter, Pandora, marries a man Zeus doesn't like. Zeus gets mad. [Pause.] Were your thoughts similar to mine? [Pause.] You can copy what I have written into your notes. Let's continue reading together.</p> <p>[Show Slide 11.] Zeus put a lock on the box of bad things. Then he gave the box to Pandora. Pandora loved the box.</p> <p>Zeus gave a small key to Pandora's husband. Zeus told him, "Do not let Pandora open the box. It is dangerous." Zeus knew Pandora would want to open the box. He wanted Pandora to be angry with her husband.</p> <p>Let's talk about what just happened. Pandora and the man get married. Is Zeus happy or mad? [Pause.] Yes, he is mad. What does Zeus give Pandora at her wedding? [Pause.] A box of bad things. What does Zeus give Pandora's husband? [Pause.] He gave the husband a key.</p> <p>What do Zeus's words and actions tell you about him? [Pause.] Zeus is angry with Pandora for marrying a man he doesn't like. Zeus knows that Pandora will want to open the box and will be upset when her husband won't give her the key. This shows that Zeus wants to get even with his daughter by making her angry at her husband. He doesn't seem like such a "good guy" now!</p> <p>We have talked about lots of important details. Let's record this event in our notes. [Write and talk.] Zeus locks the box of bad things and gives it to Pandora. Zeus gives Pandora's husband the key and tells him not to let Pandora open the box.</p>	<p>Students listen to the text and answer questions for understanding.</p> <p>Students take notes.</p> <p>Students answer questions for understanding.</p> <p>Students take notes.</p>
--	--

[Show Slide 12.] **What do you think Pandora is going to do with the box?** [Pause.] **Let's read together to find out!**

Pandora's husband put the key in a safe place. He told Pandora not to open the box. Pandora wanted to open it because she was curious. She was angry with her husband.

Hmm... I need to stop here. Sometimes when I am reading, I find a word I don't know. Then I check the context, or the words and sentences around the word, for clues to its meaning. Do you see the word curious? [Pause.] The third sentence says, "Pandora wanted to open it because she was curious." The words "wanted to open it" are clues to the meaning of curious. That means she wanted to know what was inside the box. From these clues, I can figure out that the word curious must mean "wanting to know." Let's continue reading together.

One day, Pandora's husband went to sleep. Pandora took the key. She went to get the box. She was very careful and quiet.

[Show Slide 13.] **Pandora took the box outside and opened it. Many dangerous things came out of the box. Pandora tried to close the box, but she could not.**

I need to stop reading again. I see another word that I am not sure about. What does the word close mean in the sentence "Pandora tried to close the box, but she could not"? [Pause.] Look for clues to its meaning in the sentences around the word. What does the word close mean in this sentence? [Pause.] Close means "to shut." Tell me what clues help you figure out the meaning. [Pause.] Yes, the words "opened it" provide a clue to the meaning of close because open is the opposite of close. The illustration supports this meaning of the word as well. Now, I want you to think of a sentence using the word close. [Pause.] Say it out loud. [Pause.] I thought of a sentence, too. Listen. The door is open, so I will close it. Let's continue reading together.

The sky turned dark. Pandora was angry with herself. She started to cry and she couldn't stop. Zeus did not like to hear his daughter's loud cries.

Uh-oh. What happens when Pandora opens the box? [Pause.] **Yes, the dangerous things came out of the box, and**

Students learn Academic Vocabulary.

Students learn academic vocabulary.

the sky turned dark. Did you remember what we said about the word dark and the r-control vowel? /är/. Dark. There is another r-control vowel in this section. Which word is it in? [Pause.] Yes, you found it! Started.

We need to record this event in our notes. What event did we just read about? [Pause.] Write it in your notes. [Pause.] [Write and talk.] Pandora opens the box. Many dangerous things come from the box, and Pandora cries.

Before we move on, I want to look closely at the illustration. What is Zeus doing? [Pause.] He is shooting a lightning bolt from his finger to the box. Hmmm.

[Show Slide 14.] Then Pandora looked inside the box. Something else was inside. It was hope.

Hope flew out of the box, and the sky turned light.

What does Zeus do when he hears Pandora cry? [Pause.] Zeus puts hope in the box. Now what do you think Pandora finds in the box? [Pause.] Yes, hope. But what does hope mean? [Pause.] Hope is a feeling of trust; a want for something positive, or good, to happen.

We need to record this event in our notes, too. It is important to know that Zeus faces the challenge of hearing his daughter Pandora crying and how that makes him feel. His next action is very important. Record it in your notes. [Pause.] Compare what you wrote to what I am writing. You can copy details from my notes onto your paper. [Write and talk.] Zeus doesn't want his daughter to cry, so he puts hope in the box.

[Show Slide 15.] Now what do you see? [Pause.] There are bad things and good things coming out of the box.

Today there are bad things in the world, but there is hope, too. Some people say that this is because of Pandora's box.

Did you catch the r-control vowel? Which word was it in? [Pause.] That's correct! Are!

What a wonderful myth! Do you remember what I said about myths before we started reading? [Pause.] I said myths are stories that people began telling long, long ago to explain things in the world and teach lessons. What do you think this myth explains about the world? [Pause.]

Students will take notes.

Students take notes.

<p><i>Pandora's Box</i> explains that there are bad things in the world, but there is also hope in the world.</p>	
<p><u>Independent Work</u> (2 minutes)</p> <p>Now it's your turn to demonstrate your understanding of Pandora's Box. You will respond to a question by writing the answer on a piece of paper. You need to write your answer in complete sentences. Remember, a complete sentence has a subject and a verb. It is a complete thought.</p> <p>I will read the prompt and then we will reread parts of the story to help us remember the events of the story.</p> <p>[Show Slide 16.] Listen to the prompt. What does Zeus do when he hears Pandora cry? What does this tell you about Zeus?</p> <p>[Show Slide 17.] Let's read these pages together again. Pandora took the box outside and opened it. Many dangerous things came out of the box. Pandora tried to close the box, but she could not.</p> <p>The sky turned dark. Pandora was angry with herself. She started to cry and she couldn't stop. Zeus did not like to hear his daughter's loud cries.</p> <p>[Show Slide 18.] Then Pandora looked inside the box. Something else was inside. It was hope.</p> <p>Hope flew out of the box, and the sky turned light.</p> <p>Are you thinking of what you will write for your response? [Pause.] You can use the notes that you collected today to help you.</p> <p>[Show Slide 19.] I will read the prompt two more times so that you have time to write it down on your paper. What does Zeus do when he hears Pandora cry? What does this tell you about Zeus? One more time. What does Zeus do when he hears Pandora cry? What does this tell you about Zeus?</p>	<p>Students will write explanatory sentences describing how Zeus responds to Pandora's cries.</p>
<p><u>Closing</u> (1 min)</p> <p>I enjoyed working on taking notes of key details in <i>Pandora's Box</i> and discovering how Zeus responds to challenges with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	