

ELA: Grade 2, Lesson 7, Neptune

**Lesson Focus:** Students will learn about myths through Neptune and Minerva

**Practice Focus:** Sequencing story events in notes and rewriting for a retelling of Neptune and Minerva

**Objective:** Students will use Neptune and Minerva to take notes on a graphic organizer with a focus on summarizing myths.

**Academic Vocabulary:** myth, trident, god, goddess, supernatural

**TN Standards:** 2.RL.KID.2, 2.RL.KID.3, 2.FL.PWR.3

**Teacher Materials:**

- Chart paper
- Markers
- Two pieces of paper to model with
- The Teacher Packet for ELA, Grade 2, Lesson 7

**Student Materials:**

- Two pieces of paper, a pen or pencil, and a surface to write on
- Colored pencils, markers, or crayons
- Lesson 6 independent practice
- The Student Packet for ELA, Grade 2, Lesson 7 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 2<sup>nd</sup> graders out there, though everyone is welcome to tune in. This lesson is the 2<sup>nd</sup> in this week’s series.</b></p> <p><b>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!</b></p> <p><b>If you didn’t see our previous lesson, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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.</b></p> <p><b>Today we will be learning about myths! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two pieces of paper, a pen or pencil, and a surface to write on</li><li>• Colored pencils, markers, or crayons</li><li>• Lesson 6 independent practice</li><li>• The Student Packet for ELA, Grade 2, Lesson 7 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p><b>Ok, let's begin!</b></p>	
<p><b>Intro</b> (3 min)</p> <p>Today our goal is to rewrite a myth using our own words and illustrations. This is just like we practiced yesterday. We will begin with me showing you what a special story called a myth 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 our video ends.</p> <p>[Show Slide 1.] In our last lesson, you listened to the fairy tale Rumpelstiltskin and your independent practice was to retell the fairy tale in your own words using transition words. Before we get started, take out your independent practice from yesterday. Here is an example of what that might have looked like. Remember, you used 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.</p> <p>In the beginning, the queen visited a market. She met a woman who said her daughter could turn straw into gold. [Pause.] Do your sentences look like mine? [Pause.] Great!</p> <p>Next, the queen ordered the woman and her daughter to come to the castle. The queen made the daughter turn the straw into gold. The daughter was sad because she couldn't make gold. [Pause.] Do your sentences look like mine? [Pause.] Awesome!</p> <p>Suddenly, a little man appeared. He said he would help her if she would give him her first child. [Pause.] Do your sentences look like mine? [Pause.] You rocked it!</p> <p>The next day, the little man had made gold. This made the queen happy, so she let the girl marry her son, the prince. [Pause.] Do your sentences look like mine? [Pause.] Wonderful!</p> <p>Later, the little man came back for the child. The princess was sad, so the little man made her a deal. If she could find his name, she could keep her child. [Pause.] Do your sentences look like mine? [Pause.] Fantastic!</p> <p>After searching, the princess finally found his name. Rumpelstiltskin was very angry about this! He ran away and they lived happily ever after. [Pause.] Do your sentences</p>	<p>Students will listen to an example of a model paragraph from yesterday's independent practice.</p>

<p><b>look like mine?</b> [Pause.] <b>Great, I am glad you did so well!</b> [Pause.] <b>Give yourself a hug if you were able to use some transition words in your writing.</b> [Pause.] <b>Excellent! I hope you were able to share your story with someone in your house like I just shared with you. If you didn't, maybe try to today!</b> [Pause.]</p> <p>[Show Slide 2.] <b>Yesterday, we read a fairy tale from Germany. This is a country in Europe.</b></p> <p>[Show Slide 3.] <b>Today we are going to listen to a myth from Rome.</b> [Point to Rome on the map.] <b>It is also located in Europe, like yesterday's story. Like many places long ago, stories were told orally, or by word of mouth. Many of the myths from ancient Rome were influenced by the myths of nearby Greece.</b> [Point to Athens on the map.] <b>In ancient Rome and Greece, the myths that were shared usually had supernatural beings or heroes as the main characters. Supernatural refers to the characters being gods and goddesses. They were believed to have supernatural powers like the ability to control the water or lightning. The plots usually explained events in nature or taught people how to behave.</b></p> <p><b>Let's review the characteristics a myth. I am going to say part of a sentence. When I put my hand on my ear like this</b> [cup your ear like you are listening to something] <b>I want you to shout out what you think. Ready?</b> [Pause.] <b>The characters were often supernatural beings or heroes known as...</b> [Pause.] [Cup your hand around your ear.] <b>Great! Gods and goddesses. The plots usually explained events in...</b> [Pause.] [Cup your hand around your ear.] <b>Yes! Events in nature.</b></p> <p>[Show Slide 4.] <b>Before we begin our story, I want to share some information with you about the characters.</b> [Point to the character.] <b>This is Neptune. He was the god of the sea. He is usually pictured with a long beard and holding a trident.</b> [Point to the trident.] <b>This is a trident. A trident was a weapon fisherman used to spear fish. The planet Neptune is named for him.</b></p> <p>[Show Slide 5.] [Point to the character.] <b>This is Minerva. She was the goddess of wisdom. Because of that, many modern day universities or colleges feature Minerva in their official seal and in statues on their campus.</b></p>	<p>Students will give themselves a hug if they used transition words in their independent practice.</p> <p>Students will learn about where Rome and Greece are and what a myth is.</p> <p>Students review characteristics of a myth.</p> <p>Students learn about the god Neptune.</p> <p>Students learn about the goddess Minerva.</p>
<p><b>Teacher Model/Read-Aloud</b> (18 min)</p>	

<p>[Show Slide 6.] <b>The myth we are reading today is called Neptune and Minerva. Can you point to Neptune?</b> [Pause.] <b>Excellent!</b> [Point to Neptune.] <b>There he is. Can you find Minerva and point to her?</b> [Pause.] [Point to Minerva.] <b>Yes! There she is on the stairs.</b></p> <p><b>Neptune was known as a god because he is a boy. Minerva is known as a goddess because she is a girl. Hmm.... Do you remember what this thing is called that Neptune is holding?</b> [Point to the trident.] [Pause.] <b>Yes! This is a trident. It was a weapon fisherman used to spear, or catch, fish with. Do you remember what Neptune was the god of? See if the picture can help you.</b> [Pause.] <b>Excellent! He was the god of the seas.</b></p> <p><b>Hmm... What about Minerva. Do you remember what she was the goddess of?</b> [Pause.] <b>Brilliant! She was the goddess of wisdom.</b></p> <p><b>Today as we read, we will take some notes about the events that are happening. Remember, our goal is to be able to rewrite the myth in our own words, so we will make notes about what is happening as we go.</b> [Use a piece of chart paper as your note taker example.] <b>First, I want you to take out one of your pieces of paper and your pen or pencil.</b> [Pause.] <b>We are going to use this as our notes page.</b> [Pause.] <b>To begin, let's write Neptune and Minerva at the top of the page. These are our characters, so I want you to be able to spell their names correctly. Write their names at the top of your paper as I spell it aloud. Ready?</b> [Pause.] <b>Pick up your pencil.</b> [Pause.] <b>N</b> [Write N.] <b>E</b> [Write E.] <b>P</b> [Write P.] <b>T</b> [Write T.] <b>U</b> [Write U.] <b>N</b> [Write N.] <b>E</b> [Write E.] [Point to the word you just wrote.] <b>Neptune.</b> [Pause.] <b>Ok, now let's add the word and. You should know how to spell that.</b> [Write and.] [Pause.] <b>Ok, now for Minerva. Ready?</b> [Pause.] <b>M</b> [Write M.] <b>I</b> [Write I.] <b>N</b> [Write N.] <b>E</b> [Write E.] <b>R</b> [Write R.] <b>V</b> [Write V.] <b>A</b> [Write A.] [Point to the word you just wrote.] <b>Minerva.</b> [Drag your finger under the entire title as you read.] <b>Neptune and Minerva. Alright! Let's start reading.</b></p> <p>[Show Slide 7.] <b>Long ago in ancient times, towns had their own god to watch over their people. Neptune was the god that watched over Rome. He was also Lord of the Sea, and very powerful. See his trident? A trident is a spear that looks like a giant fork. His trident was like a wand.</b> [Pause.]</p>	<p>Students will review some of the vocabulary words they learned earlier and they will answer questions about gods and goddesses.</p> <p>Students will get their note taker ready and write the title at the top of the page</p> <p>Students follow along, comprehending the text.</p>
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<p><b>Here we meet Neptune and look, he has his trident! What was the purpose of a god?</b> [Pause.] <b>Yes to watch over the people of a town.</b></p> <p><b>What town did Neptune look over?</b> [Pause.] <b>Yes! Rome.</b></p> <p><b>Let's take some notes on our notes page about what has happened so far. Let's think.</b> [Pause for think aloud.] <b>So, we met a character and learned a little about him. Let's write a few words that will help us remember this part of the story. We don't have to write complete sentences when we are taking notes, just words.</b></p> <p><b>First, I am going to make a dot, known as a bullet point. This will help me keep my ideas organized on my paper. Can you make a bullet point on your paper under your title we wrote?</b> [Pause.] [Write a bullet point on the chart paper.]</p> <p><b>Great. Now, I am going to write a few words that helps me remember this page. Copy them with me or come up with your own for this page.</b> [Write as you talk.] <b>Neptune god of sea, watched Rome.</b></p> <p>[Show Slide 8.] <b>Let's keep reading. Neptune was known for his bad temper. Trust me, you never want to make Neptune angry! He used his trident to stir seas, start storms, and fuel floods. He shattered rocks with it, causing earthquakes.</b></p> <p><b>What character trait did the author give Neptune on this page?</b> [Pause.] <b>Yes! It mentioned that he had a bad temper. On this page, we learn some details about what he used his trident for. Okay, stand up.</b> [Pause.] <b>I am going to say some phrases. If Neptune uses his trident for that purpose, I want you to raise the roof like this.</b> [Put hand beside your face with the palms up. Push your hands up and down to raise the roof.] <b>If Neptune does not use his trident for that purpose, I want you to show me an X with your arms like this.</b> [Cross your arms in front of your face making a big X.] <b>Alright, let's get started.</b> [Pause.]</p> <p><b>Neptune used his trident to: Stir the seas.</b> [Pause.] <b>Excellent job!</b> [Raise the roof.] <b>You should have been raising the roof.</b></p> <p><b>Next, Neptune used his trident to eat dinner.</b> [Pause.] <b>Right.</b> [Make an X with your arms.] <b>Neptune didn't use the trident as a fork.</b></p>	<p>Students answer questions about the text.</p> <p>Students add notes to their note taker.</p> <p>Students follow along, comprehending the text.</p> <p>Students do motions to answer questions (raise the roof and make and X).</p>
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<p><b>Next, Neptune used his trident to start storms.</b> [Pause.] <b>Excellent!</b> [Raise the roof.]</p> <p><b>Next, Neptune used his trident to cause earthquakes.</b> [Pause.] <b>Excellent.</b> [Raise the roof.]</p> <p><b>Next, Neptune used his trident to go fishing.</b> [Pause.] <b>Right.</b> [Make an X with your arms.] <b>Neptune didn't use the trident to go fishing.</b></p> <p><b>Finally, Neptune used his trident to create floods.</b> [Pause.] <b>Excellent.</b> [Raise the roof.]</p> <p><b>Let's add some notes here from this section.</b> [Pause.] <b>First, make another bullet point under your first one like this.</b> [Draw another bullet point on a new line.] <b>Let's think.</b> [Pause for think aloud.] <b>Hmm... So we learned some more things about Neptune and his trident. I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own. I am only going to use two details about his trident.</b> [Write the following words next to the 2<sup>nd</sup> bullet point.] <b>Bad temper, trident storms and earthquakes.</b> [Pause.]</p> <p>[Show Slide 9.] <b>Let's continue reading. Neptune took his job seriously. He rode his horses over land and sea, watching over his kingdom. Neptune loved the attention and worship from his people. They built statues of him. Neptune soon wanted more people to worship him. So he looked for a town without a god.</b></p> <p><b>What did Neptune enjoy?</b> [Pause.] <b>Yes! He enjoyed the attention and worship from his people. Worship here just means to honor and show respect for being a powerful person.</b></p> <p><b>Neptune enjoyed this attention so much, that he wanted more of it. What was his plan?</b> [Pause.] <b>You're right! He started looking for a town without a god.</b></p> <p><b>Let's add some notes here from this page. First, make another bullet point under your second one like this.</b> [Make another bullet point on a new line.] <b>Let's think. Hmm...</b> [Pause for think aloud.] <b>This page talked about how people adored Neptune and his want for more. I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own.</b> [Write the</p>	<p>Students add more notes to their note taker.</p> <p>Students follow along, comprehending the text.</p> <p>Students answer questions about Neptune.</p> <p>Students add notes to their note taker.</p>
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<p>following words next to the bullet point.] <b>People loved Neptune, he wanted more.</b></p> <p>[Show Slide 10.] <b>Let's keep reading. One day, Neptune found a town that needed a god. But Minerva, goddess of wisdom, found the town on the same day. What were the townspeople to do? "We get two?" the people whispered to each other. "What do we do?"</b></p> <p><b>Look! Who do we meet on this page?</b> [Pause.] <b>Yes! Minerva. Who remembers what she is the goddess of?</b> [Pause.] <b>Great! The goddess of wisdom.</b></p> <p><b>Let's add some notes here from this section. First, make another bullet point under your last one like this.</b> [Make another bullet point on a new line.] <b>Let's think. Hmm...</b> [Pause for think aloud.] <b>Neptune found a new town, but Minerva also found it. The townspeople where unsure what to do.</b></p> <p><b>I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own.</b> [Write and talk.] <b>Neptune found town, Minerva did too.</b></p> <p>[Show Slide 11.] <b>Let's keep reading. Now, two gods might seem like a good idea. But gods are not very good at sharing. It is also unwise to anger a god. So the townspeople weren't sure what to do. Minerva, who was quite wise, had an idea. She suggested that she and Neptune each give the town a gift. The gift that the town like best would decide the winner.</b></p> <p><b>What are some issues with two gods being in one town?</b> [Pause.] <b>Yes! One issue was that gods aren't good at sharing. Can you think of another problem for the townspeople?</b> [Pause.] <b>Excellent. They didn't want to anger them by choosing one or the other. Who came up with an idea for how to solve the problem?</b> [Pause.] <b>You're right! Minerva did. What was her solution to the problem of having two gods in the same town?</b> [Pause.] <b>Great! She suggested they each give a gift to the town and the favorite one would win!</b></p> <p><b>Let's add some notes here. First, make another bullet point under your last one.</b> [Make another bullet point on a new line.] <b>Let's think. Hmm...</b> [Pause.] <b>The townspeople didn't want to make a choice, so Minerva came up with a plan for</b></p>	<p>Students follow along, comprehending the text.</p> <p>Students answer questions about Minerva.</p> <p>Students add notes to their note taker.</p> <p>Students follow along, comprehending the text.</p> <p>Students answer questions about the problem.</p> <p>Students add notes to their note taker.</p>
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<p><b>both Neptune and her to give the town and gift and whichever gift is liked most will win the town.</b></p> <p><b>I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own. [Write and talk.] Minerva's plan for best gift wins.</b></p> <p><b>[Show Slide 12.] Let's keep reading. Neptune tapped the side of a mountain with his trident. Water flowed from the rock, creating a cool stream. The townspeople cheered. Fresh water was hard to find near the salty sea. The people ran to the stream. They took handfuls to drink. "SLURP, SPLURT! GLURP, SQUIRT!" could be heard from people. Everyone who sipped from the stream ended up spitting out the water. The stream was SALT water!</b></p> <p><b>What was Neptune's gift? [Pause.] Brilliant. He made a stream for them. How did the townspeople feel about his gift at first? [Pause.] Yes, they were happy! They cheered. Did they actually enjoy it? [Pause.] No, they didn't enjoy it because it was salt water. You aren't supposed to drink salt water!</b></p> <p><b>Let's add some notes here from this page. First, make another bullet point under your last one like this. [Draw another bullet point on a new line.] Let's think. Hmm... [Pause for think aloud.] Neptune's gift was a stream, however it was salt water and the people didn't like it. I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own. [Write and talk.] Neptune's gift saltwater stream.</b></p> <p><b>[Show Slide 13.] Let's keep reading. Then Minerva waved her hand. An olive tree began to grow from a stone on the ground. The people ran to the olive tree and tasted the olives. "Yum, yum! Give me some!" they yelled. The olives were juicy, meaty, and delicious. The olive trees would give the people food, cooking oil, lamp oil, and shade. The people looked at Neptune in fear. Was he angry? But Neptune tasted the water. He began to laugh.</b></p> <p><b>What was Minerva's gift? [Pause.] Yes, an olive tree. How did the townspeople feel about her gift? [Pause.] Absolutely! They loved it! We learned some detail for how the people could use the olives. [Pause.]</b></p> <p><b>Stand up. I am going to say some phrases. If the people can use the olives for that purpose, I want you to raise the roof</b></p>	<p>Students follow along, comprehending the text.</p> <p>Students answer questions about Neptune's gift.</p> <p>Students add notes to their note taker.</p> <p>Students follow along, comprehending the text.</p> <p>Students answer questions about Minerva's gift.</p> <p>Students recall the purposes for olives.</p>
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<p><b>like this.</b> [Put hand beside your face with the palms up. Push your hands up and down to raise the roof.] <b>If the people can't use the olives for that purpose, I want you to show me an X with your arms like this.</b> [Cross your arms in front of your face making a big X.] <b>Alright, let's get started.</b></p> <p><b>People can use the olives for food.</b> [Pause.] <b>Excellent job.</b> [Raise the roof.] <b>You should have been raising the roof.</b></p> <p><b>Next, people can use the olives to color with.</b> [Pause.] <b>Right.</b> [Make an X with your arms.] <b>People couldn't use olives for coloring.</b></p> <p><b>Next, people could use the olives for cooking oil.</b> [Pause.] <b>Excellent.</b> [Raise the roof.]</p> <p><b>Next, people can use the olives for lamp oil.</b> [pause.] <b>Excellent.</b> [Raise the roof.]</p> <p><b>Next, people could use the olives to throw at each other.</b> [Pause.] <b>Right.</b> [Make an X with your arms.] <b>People wouldn't use the olives to throw at each other.</b></p> <p><b>Next, people can use the olives for shade.</b> [Pause.] <b>Excellent.</b> [Raise the roof.] <b>Great job remembering all of the purposes of olives!</b></p> <p><b>Why do you think the people looked at Neptune in fear when they loved Minerva's gift?</b> [Pause.] <b>I agree, the text said that you don't want to make Neptune angry. He can use his trident to make storms, earthquakes, and floods.</b></p> <p><b>Let's add some more notes to our note taker. First, make another bullet point under your last one like this.</b> [Draw another bullet point on a new lin.] <b>Let's think. Hmm...</b> [Pause for think aloud.] <b>Minerva gave the gift of the olive tree. The people loved it, because they could use it for many things. However, they were fearful of how Neptune would react.</b></p> <p><b>I am going to try to write a few words to help me remember this part. You can copy me or come up with some of your own.</b> [Write and talk.] <b>Minerva's gift olive tree, people scared.</b></p> <p>[Show Slide 14.] <b>Let's finish reading our story. "Minerva, your gift is far better than mine," said Neptune. "This water</b></p>	<p>Students add notes to their note taker.</p> <p>Students follow along, comprehending the text.</p>
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<p>tastes like brine!" And even to this day, Rome's special tree is the olive tree.</p> <p>Listen to this sentence. "Minerva, your gift is far better than mine," said Neptune. "This water tastes like brine!" Brine is just another word for salt water.</p> <p>Did Neptune get angry when the townspeople liked Minerva's gift better than his? [Pause.] You're right! He tasted the water and it wasn't good. He just laughed about it.</p> <p>When we talked about myths at the beginning of our lesson, we said that one characteristic was that myth plots usually tell why things are the way they are in nature. The last sentence on this page says, "and even to this day, Rome's special tree is the olive tree." This myth explains why Rome's special tree is an olive tree. It is because Minerva and Neptune fought for a town's attention.</p> <p>Let's add some notes here from this final part First, make another bullet point under your last one like this. [Draw another bullet point on a new line.] Let's think. Hmm... [Pause for think aloud.] Neptune agreed that Minerva's gift was better than his, and we learned that this is the reason that Rome's special tree is an olive tree.</p> <p>I am going to write a few words to help me remember this final part of the story. You can copy me or come up with some of your own. [Write and talk.] Minerva's gift won, Rome's special tree.</p>	<p>Students answer questions about the solution.</p> <p>Students add notes to their note taker.</p>
<p><b>Guided Practice</b> (5 min)</p> <p>[Show Slide 15.] When we retell or rewrite events in a story, often times we will use transition words. These are useful to help the reader keep track of the events. Here are some transition words we might use as we retell the myth. These are the same from yesterday. [Pause.] Beginning- first, at first, in the beginning. Middle- next, then, also, later, suddenly. End- last, finally, in the end, eventually</p> <p>[Show completed note taker chart.] We have taken lots of notes throughout our story. Let's review the notes together. As I read through my notes, I am going to try to put them back in complete sentences out loud so you can hear my thinking. When you retell the myth later in your writing, you will want to make sure you are using complete sentences with transition words. Complete sentences have a subject and a verb.</p>	<p>Students review transition words they can use in their writing.</p> <p>Students listen as the teacher takes each bullet point and turns it into a complete sentence orally.</p>

[Point to first bullet point.] **The notes for this bullet says, Neptune god of sea, watched Rome. If I want to put that in a complete sentence, it might sound something like this: Neptune was the god of the seas. His job was to watch over the city of Rome.**

[Point to next bullet point.] **The notes for this bullet says, bad temper, trident, storms, and earthquakes. If I want to put that in a complete sentence, it might sound something like this: Neptune had a bad temper. He would use his trident to make storms and earthquakes.**

[Point to next bullet point.] **This bullet says, people loved Neptune, he wanted more. If I want to put that in a complete sentence, it might sound something like this: 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.**

[Point to next bullet point.] **The next bullet says, Neptune found town, Minerva did too. If I want to put this in a complete sentence, it might sound something like this: When Neptune arrived in the new town, the goddess Minerva was also there.**

[Point to next bullet point.] **The next bullet says, Minerva's plan for best gift wins. If I want to put this in a complete sentence, it might sound something like this: The town couldn't have two gods, so Minerva came up with an idea. She and Neptune would both give the town a gift. The person's gift the town liked better would win the town.**

[Point to next bullet point.] **The next bullet says, Neptune's gift saltwater stream. If I want to put this in a complete sentence, it might sound something like this: Neptune gave the town a saltwater stream. The people did not like this.**

[Point to next bullet point.] **The next bullet says, Minerva's gift olive tree, people scared. If I want to put this in a complete sentence, it might sound something like this: Next, Minerva gave the people an olive tree. They loved her gift, but they were scared to anger Neptune.**

[Point to next bullet point.] **The next bullet says, Minerva's gift won, Rome's special tree. If I want to put this in a complete sentence, it might sound something like this: In the end, Neptune agreed that Minerva's gift was better, so**

<b>Minerva won. This is why Rome's special tree is the olive tree.</b>	
<p><b><u>Independent Work</u></b> (1 min)</p> <p><b>Now it is your turn. When we began the lesson today, our goal was to be able to retell the myth in our own words. We worked hard to take notes on our note taker together during the lesson. You just listened as I retold the story using transition words and our notes.</b></p> <p><b>You will now take your notes to retell the story in your own words. You will need your other piece of paper, a pencil, and something to color with. Retell the myth in your own words. Remember to use transition words and your notes. When you are finished, go back and add some illustrations for your favorite part!</b></p> <p><b>I encourage you to read your Neptune and Minerva story to someone at your house today!</b></p>	Students will retell the myth in their own words and include illustrations.
<p><b><u>Closing</u></b> (1 min)</p> <p><b>I enjoyed working on retelling Neptune and Minerva 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!</b></p>	



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