

**Topic:** Greek Mythology Reader's Theatre

**Age/Grade Level:** Fifth

**Objectives of the Lesson:**

The student will be able to...

1. Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]
2. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]
3. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]
4. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]
5. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. [W.5.3b]
6. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]

**Technology/Materials:** *The Gods and Goddesses of Olympus* by Alike, *Demeter and Persephone* by Joanna Korba, *Three Greek Myths: Pandora, Icarus, and Midas* by Annabelle Howard, *The Adventures of Odysseus* by Hugh Lupton, Daniel Morden, Bhristina Balit, and *Pandora* by Robert Burleigh, Raul Colon. Highlighters. Pencils and paper. Copies of the Demeter and Persephone script and the Three Greek Myths: Pandora, Icarus, and Midas script. Copies of the different Odysseus stories.

**Procedures:**

1. *Day One:*
  - a. Introduce Greek Mythology since this may be the first time the students have heard of it.
    - i. Ask students if they have heard of Greek myths and which ones they have.
    - ii. Tell students that Greek myths were made to explain things that went on in the world around them like why the sun goes across the sky and what happens after death.
  - b. As part of the introduction, read *The Gods and Goddesses of Olympus* by Alike. This book covers how the gods came to be and a short biography for each major god and goddess.
  - c. Pass out copies of the reader's theatre scripts.
  - d. Have students go through the two stories with the main characters at the front of the classroom.
2. *Day Two:*
  - a. Put students into three groups of seven.
  - b. Pass out *Pandora* to one group and four *Odysseus* stories each to the other groups. (The *Odysseus* stories are short and follow each other)
  - c. Have students read the stories to their groups and discuss the stories.
  - d. Tell students to assign characters and narrators to themselves.

- e. Have students read the stories as their characters or narrators.
3. *Day Three:*
- a. Have students go back into their groups.
  - b. Explain that they will be writing their own scripts for each story that they have been given.
  - c. Remind students that they were given parts the previous day and to write those parts down.
  - d. Answer any questions that come up.
  - e. Give plenty of time for students to write.
4. *Day Four:*
- a. Day Four is a practice day.
  - b. Make sure students have finished their scripts and are working with others in the group.
  - c. They must practice at least three times.
  - d. Ask them to include movements and to focus on the inflections of their words.
5. *Day Five:*
- a. Day Five is performance day!
  - b. Have each group perform.
  - c. Make sure the students in the audience are paying attention.
  - d. Follow the rubric as you are watching.

**Accommodations and Modifications:**

1. Assign a partner to help the student throughout the week.
2. The partner should help the student as he or she reads and writes their part.
3. The student can write their part in the script on the level that they are on.
4. The student can have a smaller part like a character that comes in once or one that doesn't talk often.