

# Chapter 5

## Learning Objectives

- Interpret figures of speech in context.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.
- Comprehend grade-level texts proficiently.
- Use a variety of strategies to derive meaning from texts.
- Summarize information from grade-level text at the student's ability level.
- Explain how universal themes and their development are used throughout a literary text.
- Determine the theme or central idea of a text.
- Determine how the theme develops.
- Identify connections between key points.
- Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade-level content.

## Materials

- Print the following worksheets and data sheets:
  - *Unit 83 Lesson 1 ELA Hyperbole 2 Worksheet* (per student and teacher)
  - *Unit 83 Lesson 1 ELA Vocabulary Flashcards Worksheet*
  - *Unit 83 Lesson 1 ELA Vocabulary Concepts 5 Worksheet Lv 1/2* (per Level 1 and 2 student)
  - *Unit 83 Lesson 1 ELA Ch. 5 Comprehension Worksheet Lv 1/2* (per Level 1 and 2 student)
  - *Unit 83 Lesson 1 ELA Ch. 5 Comprehension Worksheet Lv 3* (per Level 3 student)
  - *Unit 83 Lesson 1 ELA Comprehension Map 5 Worksheet* (per student)
  - *Unit 83 Lesson 1 ELA Editing 5 Worksheet Lv 1/2* (per Level 1 and 2 student)
  - *Unit 83 Lesson 1 ELA Making Connections Worksheet* (per student and teacher)
  - *Classroom Resources Unit 83 Writing Warm-Up 5 Worksheet*
  - *Classroom Resources Interacting with Writing Warm-Up Worksheet*
  - Constant Time Delay Individual (per student) or Group Data Sheet
  - System of Least Prompts Individual (per student) or Group Data Sheet
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
  - *The Odyssey Adapted Book* or Adapted e-Reader
  - Magnetic Whiteboard
  - Writing tools
  - Paper
  - Scissors, glue sticks, and highlighters

### Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
  - weep
  - desperately
  - cry hard
  - need badly

### Anchor Instruction for All Students

Today, we are going to read Chapter 5 of *The Odyssey*. In this chapter, Odysseus is finally reunited with his family. How do you think people feel when they are reunited with their loved ones? Allow time for students to respond. Family reunions are a common thing in the United States. Members of one family gather and do fun activities with each other. What are some activities that people do at family reunions? Allow time for students to respond. Alternatively, you can use the Teacher-Led Technology Lesson to assist with this anchor instruction.

### Foundational Skills

**Materials:** Unit 83 Lesson 1 ELA Hyperbole 2 Worksheet, System of Least Prompts Group Data Sheet, and writing tools

**Prior to Instruction:** Give each student a copy of the Hyperbole 2 Worksheet and a writing tool.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today, we are going to keep talking about hyperboles. Remember, a hyperbole is an exaggeration that emphasizes a point. Hyperboles are often unrealistic or funny. Hyperboles make writing more interesting. They can also help describe things in a creative way. Today, we will look at examples of hyperboles in <i>The Odyssey</i>.</p>		
MODEL	<p>Listen to this sentence. “The Cyclops was as tall as a tree.” This sentence includes a hyperbole. The hyperbole is “as tall as a tree.” This is a creative way of saying that the Cyclops was very large.</p>		
GUIDED PRACTICE	<p>Let’s work together on figuring out the meaning of the next hyperbole. Point to the second sentence on the Hyperbole 2 Worksheet. “Poseidon cursed the ocean with never-ending violent storms.” The hyperbole here is “never-ending.” What do you think is the meaning of this hyperbole? Allow students to answer. <b>You’re right. Saying that the violent storms were</b></p>	<p>Let’s work together on figuring out the meaning of the next hyperbole. Point to the second sentence on the Hyperbole 2 Worksheet. “Poseidon cursed the ocean with never-ending violent storms.” What do you think is the meaning of the hyperbole in this sentence? Remember, you can use clues in the sentence to figure it out if you are not sure. Allow students to answer. <b>You’re right. Saying that the violent storms were never-ending means that</b></p>	

	<p>never-ending means that the storms lasted for a long time. Let's circle that on our worksheet.</p>	<p>the storms lasted for a long time. Let's circle that on our worksheet.</p>
INDEPENDENT PRACTICE	<p>Let's read the next sentence. "The cliffs were so wide and tall that their tops must have reached the clouds." What do you think the hyperbole in this sentence means? Circle the answer. Allow students to respond and assist as needed.</p>	<p>Read the next sentence. What do you think the hyperbole in this sentence means? Circle the answer. Allow students to respond and assist as needed.</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: <b>What is the meaning of this hyperbole?</b></p> <p>Model Prompt: <b>Watch me.</b> Read the sentence and then point to the correct response option. <b>Your turn.</b></p> <p>Physical Prompt: <b>Do it with me.</b> Read the sentence and use hand-over-hand guidance to physically prompt the student to circle the correct response option.</p>	
REINFORCE	<p><b>Wow! You did a great job determining the meaning of these hyperboles!</b></p>	

## Core Vocabulary and Concepts

In this section, introduce the vocabulary listed below using either Constant Time Delay or System of Least Prompts. For details on these instructional methods, see the Core Vocabulary and Concepts Instructional Methods section at the front of this Teacher's Guide or access the Core Vocabulary and Concepts Instructional Methods resources under Resources > Instructional Methods on the enCORE 9-12 web-based application.

**Materials:** Unit 83 Lesson 1 ELA Vocabulary Flashcards Worksheet, System of Least Prompts Group Data Sheet

**Prior to Instruction:** Cut out the "weep" and "desperately" Vocabulary Flashcards from the Vocabulary Flashcards Worksheet.

VOCABULARY WORD	DEFINITION	LEVELS
weep	crying because you are very sad or feeling another very strong emotion	1, 2, 3
desperately	having a strong need to do something or have something	1, 2, 3

### Vocabulary Concepts

**Materials:** *The Odyssey* Adapted Book or Adapted e-Reader, Unit 83 Lesson 1 ELA Vocabulary Concepts 5 Worksheet Lv 1/2, Classroom Resources ELA Vocabulary Graphic Organizer Worksheet, scissors, glue sticks, highlighters, and writing tools

**Prior to Instruction:** Give each student two copies of the Vocabulary Graphic Organizer Worksheet. Give each Level 1 and 2 student a copy of the Vocabulary Concepts 5 Worksheet and cut out the response options for those students who may need assistance. Give each Level 3 student a copy of the Adapted Book or Adapted e-Reader and a writing tool. Give each Level 2 student a highlighter and a glue stick. Give each Level 1 student a glue stick.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Show the students the response option “weep.” <b>This is “weep.” Put this in the center of your Graphic Organizer Worksheet. Now, I’ll read you a sentence from <i>The Odyssey</i> that uses the word “weep.” Raise your hand as soon as you hear the word.</b> Read the sentence from the response option. Then, allow students to place the sentence on their worksheet. <b>Now, I’ll read you the definition for “weep.” A definition is what the word means.</b> Read the definition from the response option. Allow students to place the definition on their worksheet. <b>When we talk, we can use big words or small words to say what we mean. Now, let’s use some small words in place of the big word “weep.”</b> Show students the “cry hard” response option. <b>If you want to say this word, you can say “weep” or you can use the small words “cry hard.”</b> For students using AAC devices, model touching the word “cry” and the word “hard” on an AAC device. Allow students to place the response option on their worksheet. <b>Now it’s time for “make it mine.” Let’s use</b></p>	<p>Show the students the response option “weep.” <b>This is “weep.” Put this in the center of your Graphic Organizer Worksheet. Now, I’ll read you a sentence from <i>The Odyssey</i> that uses the word “weep.”</b> Read the sentence from the response option. Then, allow students to place the sentence on their worksheet. <b>Highlight the word “weep” in this sentence.</b> Allow students to highlight the word. <b>Now, I’ll read you the definition for “weep.”</b> Read the definition from the response option. Allow students to place the definition on their worksheet. <b>When we talk, we can use big words or small words to say what we mean. Now, let’s use some small words in place of the big word “weep.”</b> Show students the “cry hard” response option. <b>If you want to say this word, you can say “weep” or you can use the small words “cry hard.”</b> For students using AAC devices, model touching the word “cry” and the word “hard” on an AAC device. Allow students to place the response option on their worksheet. <b>Now it’s time for “make it mine.” Let’s use the word “weep”</b></p>	<p><b>What was one of our vocabulary words?</b> Allow students to respond. <b>That’s right! “Weep” is one of our vocabulary words. Write “weep” on your worksheet. Now, we are going to find a sentence from <i>The Odyssey</i> that uses the word “weep.”</b> Allow students to find one of the three sentences containing “weep” from Chapter 5 and write the sentence on the worksheet. <b>Now, use your book and find the definition for “weep.”</b> Students should read the definition from the Adapted Book glossary and write the definition on the worksheet. <b>When we talk, we can use big words or small words to say what we mean. Now, let’s think of some small words in place of the big word “weep.”</b> Allow students to come up with small words that could mean the same thing as “weep” (e.g., “cry hard”). <b>If you want to say this word, you can say “weep” or you can use the small words “cry hard.”</b> For students using AAC devices, model touching the word “cry” and the word “hard” on an AAC device. <b>Now it’s time for “make it mine.”</b></p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>the word “weep” in a way that’s meaningful to you. When Odysseus saw his family after 20 years, he began to weep. What emotions would you feel if you returned home after a long time? Allow students to respond. Then, allow students to share their answers.</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “desperately.”</p>	<p>in a way that’s meaningful to you. When Odysseus saw his family after 20 years, he began to weep. What emotions would you feel if you returned home after a long time? Allow students to respond. Then, allow students to share their answers.</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “desperately.”</p>	<p>Let’s use the word “weep” in a way that’s meaningful to you. When Odysseus saw his family after 20 years, he began to weep. What emotions would you feel if you returned home after a long time? Allow students to respond. Then, allow students to share their answers.</p> <p>Repeat with the Vocabulary Graphic Organizer Worksheet for “desperately.”</p>

### Read the Text

The Adapted Book or Adapted e-Reader may be used. Read the chapter to the students. The Adapted e-Reader can be used to have the text read to the students by accessing the audio. Then, utilize *The Odyssey* Sequencing Teacher-Led Technology Lessons to assist with the following instruction.

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>We are going to retell what happened in <i>The Odyssey</i>. First, Odysseus found himself at the shore of Ithaca, his beloved home.</b> Point to the picture. <b>Then, Odysseus and his son, Telemachus, met at the shore.</b> Point to the picture. <b>Finally, after 20 years of being away, Odysseus met his wife, Penelope, and was finally back home.</b> Point to the picture. <b>Your turn. Show me what happened first in the story.</b> Allow students to move the correct picture into the first box. Repeat with the other two pictures to complete the sequence.</p>	<p><b>We are going to retell what happened in <i>The Odyssey</i>. First, Odysseus found himself at the shore of Ithaca, his beloved home.</b> Point to the picture. <b>Then, Odysseus and his son, Telemachus, met at the shore.</b> Point to the picture. <b>Next, Odysseus killed the men who had taken over his palace.</b> Point to the picture. <b>Finally, after 20 years of being away, Odysseus met his wife, Penelope, and was finally back home.</b> Point to the picture. <b>Your turn. Put these pictures in the correct order.</b> Allow students to move the correct picture into the first box. Repeat with the other three pictures to complete the sequence.</p>	<p><b>We are going to retell what happened in <i>The Odyssey</i>. Put these pictures in the correct order. Then, tell me what happened in the chapter.</b></p>

### Comprehension Questions

**Materials:** *Unit 83 Lesson 1 ELA Ch. 5 Comprehension Worksheet Lv 1/2, Unit 83 Lesson 1 ELA Ch. 5 Comprehension Worksheet Lv 3, System of Least Prompts Group Data Sheet, and writing tools*

**Prior to Instruction:** Give each student a copy of the appropriate level Comprehension Worksheet and a writing tool.

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• How long did Odysseus drift on the ocean? (One year)</li> <li>• Who did Odysseus meet at the shore? (His son, Telemachus)</li> <li>• Who did Odysseus see after taking back his palace? (His wife, Penelope)</li> <li>• What was the color of Telemachus' eyes? (Blue)</li> <li>• What happened to Odysseus at the end of the story? (He was finally back home.)</li> </ul>	<ul style="list-style-type: none"> <li>• How long did Odysseus drift on the ocean? (One year)</li> <li>• Who did Odysseus meet at the shore? (His son, Telemachus)</li> <li>• Who did Odysseus see after taking back his palace? (His wife, Penelope)</li> <li>• What was the color of Telemachus' eyes? (Blue)</li> <li>• What happened to Odysseus at the end of the story? (He was finally back home.)</li> </ul>	<ul style="list-style-type: none"> <li>• What happened as Odysseus was about to lose all hope? (An island appeared.)</li> <li>• Who did Odysseus meet at the shore? (His son, Telemachus)</li> <li>• What did Odysseus do to the men who took over his palace? (He killed them all.)</li> <li>• Who did Odysseus see after taking back his palace? (His wife, Penelope)</li> <li>• What happened to Odysseus at the end of the story? (He was finally back home.)</li> </ul>

#### PROMPTING AND ERROR CORRECTION

If a student responds incorrectly, read them the sentence from the Adapted Book that contains the answer.

If a student responds incorrectly, read them the paragraph from the Adapted Book that contains the answer.

If a student responds incorrectly, prompt the student to re-read the Adapted Book to find the answer.

### Comprehension Map

**Materials:** *Unit 83 Lesson 1 ELA Comprehension Map 5 Worksheet, scissors, and glue sticks*

**Prior to Instruction:** Cut out the response options for any Level 1 and 2 students who need assistance.

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>In Chapter 5, we learned more about a character named Telemachus. Telemachus was introduced in the first chapter, but now he is a grown man. Let's identify what Chapter 5 tells us about Telemachus.</b> Give the Comprehension Map 5 Worksheet to each student.</p>		
<p><b>Let's create a character map for Telemachus. First, let's find a description of Telemachus.</b> Show students the response option that says "son of Odysseus." Read the description on the response option, "son of Odysseus." This is a</p>	<p><b>Let's create a character map for Telemachus. First, let's find a description of Telemachus.</b> Show students the response option that says "son of Odysseus." This says "son of Odysseus." Is this a description of Telemachus</p>	<p><b>Let's create a character map for Telemachus.</b> Hold up the response option that says "son of Odysseus." <b>What does this say?</b> Give the students a chance to respond. <b>This says "son of Odysseus." Where does this go on your worksheet?</b></p>

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>description of Telemachus. Put this in the “Description” box (point) on your worksheet.</b> Help the students as needed in gluing the response option in the section labeled “Description.” Repeat with all the response options:</p> <ul style="list-style-type: none"> <li>• felt sad growing up without a father; felt joy when his father returned (Thoughts and feelings)</li> <li>• cries and hugs his father when Odysseus returns; tells his father about the men who have overtaken the palace (Behavior)</li> <li>• joyful after his father returns (Personality)</li> </ul>	<p><b>or is this his thoughts and feelings?</b> Allow students to respond, providing assistance as needed. <b>Great job! This is a description of Telemachus.</b> Help the students as needed in gluing the response option in the section labeled “Description.” Repeat with all the response options:</p> <ul style="list-style-type: none"> <li>• felt sad growing up without a father; felt joy when his father returned (Thoughts and feelings)</li> <li>• cries and hugs his father when Odysseus returns; tells his father about the men who have overtaken the palace (Behavior)</li> <li>• joyful after his father returns (Personality)</li> </ul>	<p>Allow students to respond, providing assistance as needed. <b>Great job! This is a description of Telemachus. Put this on your worksheet.</b> Allow students to glue the response option on their worksheet. Repeat with all the response options:</p> <ul style="list-style-type: none"> <li>• felt sad growing up without a father; felt joy when his father returned (Thoughts and feelings)</li> <li>• cries and hugs his father when Odysseus returns; tells his father about the men who have overtaken the palace (Behavior)</li> <li>• joyful after his father returns (Personality)</li> </ul>

## Writing Warm-Up

**Materials:** *Classroom Resources* Unit 83 Writing Warm-Up 5 Worksheet, *Classroom Resources* Interacting with Writing Warm-Up Worksheet, writing tools, and writing surfaces (e.g., Magnetic Whiteboard, paper, etc.)

**Prior to Instruction:** Display the Writing Warm-Up 5 Worksheet. Allow students to choose a preferred writing tool and writing surface.

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>Writers write every day, so let’s get started with “Don’t! Stop! Writing!” Today, we’ll put five minutes on the timer. When I say “Go!,” write about the picture of the day. But whatever you do, don’t stop writing! Ready, set, go!</b> Start the timer counting down from five minutes. Walk around the room and when you see students actively writing, narrate with lots of positive praise. Allow all students to share their writing. Ensure that all students are allowed to share, even if they have not written legible words. Use the Interacting with Writing Warm-Up Worksheet to guide this interaction.</p>		

## Writing

**Materials:** *Unit 83 Lesson 1 ELA* Editing 5 Worksheet Lv 1/2, *The Odyssey* Adapted Book or Adapted e-Reader, Magnetic Whiteboard, dry erase marker, paper, and writing tools

**Prior to Instruction:** Give each student a writing tool.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p><b>We've leaned four different ways to edit our writing. Every sentence should start with an uppercase letter and end with punctuation. All proper nouns need to start with an uppercase letter. And we can edit our writing for spelling. Today, we are going to practice using all four strategies.</b></p>		
MODEL	<p>Write the sentence, "i enjoyed learning about anshunt greece" on the Magnetic Whiteboard (with errors). <b>Watch me edit this sentence. I know my sentence should start with an uppercase letter.</b> Erase the "i" and change it to an "I." <b>I also know that I need ending punctuation.</b> Add a period to the end of the sentence. <b>Let me see if I have any proper nouns in my sentence.</b> Read the sentence. "Greece" is a proper noun. Change the "g" to "G" in "Greece." <b>Now, are there words that I may have spelled wrong? I'm not sure about the word "ancient."</b> Find the word "ancient" in <i>The Odyssey</i>. Erase the word "anshunt" and change to "ancient." <b>There! I've edited my sentence.</b></p>		
GUIDED PRACTICE	<p><b>Let's work together.</b> Give each student the Editing 5 Worksheet. <b>Look at the first sentence. "I enjoyed learning about ancient Greece."</b> Point to the two sentence examples in the box. <b>Which sentence has correct capitalization, punctuation, and spelling?</b> Allow students to respond, providing assistance as needed. <b>That's right! The first sentence is correct. Let's circle this sentence.</b> Assist students as needed in circling the correct sentence.</p>	<p><b>Let's work together.</b> Give each student the Editing 5 Worksheet. <b>Look at the first sentence. "I enjoyed learning about ancient Greece."</b> Point to the two sentence examples in the box. <b>Which sentence has correct capitalization, punctuation, and spelling?</b> Allow students to respond, providing assistance as needed. <b>That's right! The first sentence is correct. Let's circle this sentence.</b> Assist students as needed in circling the correct sentence. <b>Edit the second sentence in the box so that it has correct capitalization, punctuation, and spelling.</b> Assist students as needed in editing the sentence.</p>	<p><b>Let's work together.</b> Give each student a sheet of paper. <b>Write a sentence saying whether you liked our book, <i>The Odyssey</i>.</b> Allow students to write their sentence on their paper. <b>Good work! Now, let's edit your sentences. Let's edit for capitalization, punctuation, and spelling.</b> Review each sentence with the students and provide proper feedback.</p>
INDEPENDENT PRACTICE	<p><b>Your turn.</b> Read the second sentence on the Editing 5 Worksheet to students. <b>"I think that Odysseus is a brave character!" Circle the sentence that has correct capitalization, punctuation, and spelling.</b></p>	<p><b>Your turn.</b> Read the second sentence on the Editing 5 Worksheet to students. <b>"I think that Odysseus is a brave character!" Circle the sentence that has correct capitalization, punctuation, and spelling.</b></p>	<p><b>Your turn. Write three sentences about what you did or didn't like about <i>The Odyssey</i>.</b> Allow students to write their sentences on their paper. <b>Now, edit your sentences for capitalization,</b></p>



	LEVEL 1	LEVEL 2	LEVEL 3
	Allow students to respond. Assist students as needed in circling the correct sentence. Repeat with the other three sentences on the worksheet.	Allow students to respond. Assist students as needed in circling the correct sentence. <b>Now, edit the second sentence so that it is correct too.</b> Allow students to respond. Repeat with the other three sentences on the worksheet.	<b>punctuation, and spelling.</b> Allow students to edit their writing.
PROMPTING AND ERROR CORRECTION	Verbal Prompt: <b>Circle the sentence that is correct.</b> Model Prompt: <b>Watch me.</b> Circle the correct sentence on the Editing 5 Worksheet with your finger. <b>Your turn.</b> Physical Prompt: <b>Do it with me.</b> Use hand-over-hand guidance and physically prompt the student to circle the correct sentence on the Editing 5 Worksheet.	Verbal Prompt: <b>Edit this sentence.</b> Model Prompt: <b>Watch me.</b> Point to an error on the Editing 5 Worksheet with your finger. <b>Your turn.</b> Physical Prompt: <b>Do it with me.</b> Use hand-over-hand guidance and physically prompt the student to edit an error on the Editing 5 Worksheet.	Verbal Prompt: <b>Edit your sentences.</b> Model Prompt: <b>Watch me.</b> Using your finger, circle any capitalization, punctuation, or spelling errors in the sentence. <b>Your turn.</b> Physical Prompt: <b>Do it with me.</b> Use hand-over-hand guidance and physically prompt the student to edit any errors in their sentence.
REINFORCE	<b>Great work! You edited sentences for proper capitalization, punctuation, and spelling.</b>		

### Making Connections

**Materials:** Unit 83 Lesson 1 ELA Making Connections Worksheet, *The Odyssey* Adapted Book or Adapted e-Reader, scissors, glue sticks, and writing tools

**Prior to Instruction:** Cut out the response options for any Level 1 and 2 students who may need assistance. Remove the response options for Level 3 students. Give *The Odyssey* Adapted Book or Adapted e-Reader and a writing tool to Level 3 students. Give each Level 1 and 2 student a glue stick.

	LEVEL 1	LEVEL 2	LEVEL 3
	<b>Now we are going to identify a theme in <i>The Odyssey</i>. Remember, a theme is an element that occurs throughout the book and can teach us lessons. Let's make a list of details that come up often in <i>The Odyssey</i>. Then, we'll figure out what lesson that list is teaching us. This will be the theme.</b>		
	Give the Making Connections Worksheet to each student. <b>One detail that comes up often in</b> <i>(continued)</i>	Give the Making Connections Worksheet to each student. <b>What are some details</b> <i>(continued)</i>	Give the Making Connections Worksheet to each student. <b>What are some details that</b> <i>(continued)</i>

LEVEL 1	LEVEL 2	LEVEL 3
<p><b>The Odyssey is that “Odysseus blinded the Cyclops and escaped the Cyclops’ cave.” Which picture shows “Odysseus blinded the Cyclops and escaped the Cyclops’ cave”?</b> Show students the corresponding picture and a distractor image from the Making Connections Worksheet. Allow students to respond. <b>That’s right! That is a detail that came up in The Odyssey. Let’s put this on your worksheet.</b> Allow students to put the picture on the Making Connections Worksheet. Repeat instruction for all details. <b>Nice job! You listed some details that came up in The Odyssey. All of the details on this list talk about how Odysseus overcame many hardships on his voyage back to Ithaca.</b> Show the “Odysseus overcame many hardships on his voyage back to Ithaca” response option and a distractor response option. <b>Which card shows “Odysseus overcame many hardships on his voyage back to Ithaca”?</b> Allow students to respond. <b>That’s right! Let’s put this on your worksheet.</b> Allow students to put the “Odysseus overcame many hardships on his voyage back to Ithaca” response option on the Making Connections Worksheet. <b>The theme in The Odyssey is “overcoming hardship.”</b> Show students the “overcoming hardship” response option and the “equal rights” response option to students. <b>Which one shows us the theme of The Odyssey?</b></p>	<p><b>that come up often in The Odyssey?</b> Show all of the response options from the Making Connections Worksheet. Allow students to choose the correct response options. Verbal students should be encouraged to label the response option. <b>Nice work! Let’s put those details on our Making Connections Worksheet.</b> Allow students to put the response options on the Making Connections Worksheet. <b>What do the details on this list have in common?</b> Show all of the remaining response options from the Making Connections Worksheet. Allow students to choose the correct response options. Verbal students should be encouraged to label the response option. <b>That’s right! All of these details remind us that Odysseus overcame many hardships on his voyage back to Ithaca. Let’s put this on your worksheet.</b> Allow students to put “Odysseus overcame many hardships on his voyage back to Ithaca” on the Making Connections Worksheet. <b>What is the theme in The Odyssey?</b> Show the two remaining response options from the Making Connections Worksheet. Allow students to choose the correct response options. <b>Yes! The theme is overcoming hardship. Let’s put “overcoming hardship” on our Making Connections Worksheet.</b> Allow students to put “overcoming hardship” on the Making Connections Worksheet.</p>	<p><b>come up in The Odyssey?</b> Allow students to respond. If needed, direct students to look back in <i>The Odyssey Adapted Book</i> or <i>Adapted e-Reader</i>. <b>Nice job! Details that come up frequently in The Odyssey are:</b></p> <ul style="list-style-type: none"> <li>• <b>Odysseus blinded the Cyclops and escaped the Cyclops’ cave.</b></li> <li>• <b>Odysseus ate the flower and kept himself from being turned into a pig.</b></li> <li>• <b>Odysseus told his soldiers to tie him to the ship to make sure he would not approach the Sirens.</b></li> <li>• <b>Odysseus survived the storm and drifted home to Ithaca.</b></li> </ul> <p><b>Let’s write these details on our Making Connections Worksheet.</b> Allow students to write responses on their worksheet. <b>What do the details on this list have in common?</b> Allow students to respond. <b>That’s right! All of these details remind us that Odysseus overcame many hardships on his voyage back to Ithaca. Let’s write “Odysseus overcame many hardships on his voyage back to Ithaca” on our Making Connections Worksheet.</b> Allow students to write responses on their worksheet. <b>What is the theme in The Odyssey?</b> Allow students to respond. <b>Yes! The theme is overcoming hardship. Let’s write “overcoming hardship” on our Making Connections</b></p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>Allow students to respond. <b>Yes! The theme in <i>The Odyssey</i> is overcoming hardship. Let's put "overcoming hardship" on our Making Connections Worksheet.</b> Allow students to put the "overcoming hardship" response option on the Making Connections Worksheet.</p>		<p><b>Worksheet.</b> Allow students to write responses on their worksheet.</p>

### ELA for Life: Generalization and Extension Activities

To provide your students with opportunities to generalize and extend their knowledge via ELA-focused Transition skills, please complete any or all of the following activities.

ACTIVITY	DESCRIPTION
Leisure Skills	Odysseus and his soldiers remained on Circe's island for a year. Discuss with students what they like to do when they have large amounts of free time.
Vocational Skills	Odysseus had many roles throughout <i>The Odyssey</i> . He was a king, a soldier, and a sailor. Have students research different jobs that they would enjoy working.
Home Skills	Odysseus was responsible for keeping his soldiers safe. Ask your students if they are responsible for caring for anything at home (e.g., feeding a cat, walking a dog, etc.).
Personal Life Skills	Discuss the fact that <i>The Odyssey</i> was a story that was recited in ancient Greek. Recitation was the original form of distribution of the story. Review policies and safety for social media.
Community Skills	Odysseus missed Ithaca desperately while he was away. Discuss with students what they would miss the most if they were to leave their hometown.