

PERSEPHONE

By: retold by Stephanie Paris

Source: Leveled Texts for Classic Fiction - Mythology



Pronunciation: AO

Directions: Practice by saying the word pairs and example sentences, then speak the words from this reading.

Word Pairs boat-bought, coat-caught, hole-hall, sew-saw, toll-tall

Example sentence: I often walk and talk all day.

Examples from this reading: Ignored - Course - Forth -

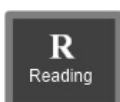
Vocabulary

Directions: Study the following keywords and definitions.

1. forth -(adv) - To come or go forward.
2. frantic -(adj) - Very active and excited, often from fear, worry or excitement.
3. perhaps -(adv) - Possibly; maybe.
4. powerless -(adj) - Helpless; not having strength
5. successful -(adj) - Popular; reaching a goal.
6. separated -(v) - To divide.
7. anticipated -(v) - Expect.
8. enraging -(v) - To make very angry.
9. complicated -(v) - To make something difficult, or hard to deal with.
10. savored -(v) - To enjoy an experience or sensation very much.
11. retrieving -(v) - To get something back.
12. cope -(v) - Solve or accept a problem or difficulty.
13. aware -(adj) - Knowing.
14. wandering -(v) - Travel without direction.
15. perish -(v) - To die, usually unexpectedly.
16. required -(v) - Need
17. admitted -(v) - Confess; say that one is responsible for something.
18. proposal -(n) - A suggested plan.
19. insisted -(v) - To strongly demand..
20. displayed -(v) - Show.
21. ignored -(v) - To refuse to pay attention to.
22. attention -(n) - Mental focus; concentration.
23. provided -(v) - Give or supply something.
24. immensely -(adv) - Very.
25. course -(n) - Line of motion or direction.
26. ground -(n) - The floor or any surface that we walk on.
27. devoted -(v) - To give time, focus, effort, and commitment to someone or something.
28. risk -(n) - Actions that may result in loss.

Which words are the hardest?

Focus on the tough ones!



Reading

Directions: Read the following passage carefully.

Fill out the 'K' and the 'W' columns <i>before</i> you read, and then use the 'L' column to take notes while you read.		
K	W	L
What do you KNOW about this subject?	What do you WANT to know about this subject?	What did you LEARN about this subject?

1. **Underline** important parts of the text.
2. **Circle** words or phrases in the text that you don't know.
3. **Put a question mark (?)** next to statements you have a question about.
4. **Put a check mark (✓)** next to statements that you agree with.

Long ago when the gods and goddesses of Mt. Olympus ruled the lands of Greece and beyond, all growing things of the world were cared for by the powerful Earth goddess, Demeter. Assisting her in her task was Demeter's lovely daughter, Persephone. Persephone was the goddess of spring. She delighted in wandering through her mother's fields and meadows, helping tend the growing plants and enjoying the days as only a carefree young goddess can.

Hades, the god of the Underworld and ruler of the dead, found himself fascinated by the joy and life displayed by the spirited young goddess. One day, he made up his mind that Persephone should be his queen, ruling the Underworld by his side. As was the custom of the time, Hades spoke with Zeus, the king of the gods, about taking his daughter's hand in marriage. But Zeus knew well that Demeter would never permit this union! The Underworld was deep beneath the Earth, and Demeter loved her daughter too much to be separated from her. Zeus hinted to Hades that perhaps a less traditional method of wooing his bride would be more successful.

So taking Zeus's advice, the death god leapt on his black chariot and thundered to the surface of the world. He burst forth from a crack in the ground meters from where Persephone stood. Taking hold of the young goddess, Hades whisked her away to the Underworld before anyone could do anything!

Demeter soon noticed that her daughter was missing, of course, and began a frantic search. She ignored all her other duties and devoted her entire attention to retrieving her daughter. Hecate, goddess of magic, accompanied Demeter in her search. Along the way, the goddesses asked anyone for news of what might have happened.

Helios, the sun, had seen it all from his perch in the sky. When Demeter heard the story, she grew furious! The Underworld was beyond her domain, and she was powerless to retrieve Persephone. Demeter mourned the loss and wondered how she would be able to cope without her daughter's help with all the new plants in the springtime. She stopped tending the Earth and the plants began to die. Soon, the animals and humans that relied on the plants began to die, as well.

This put Zeus in an awkward situation. If he didn't help Demeter retrieve Persephone, all life on Earth would soon perish. On the other hand, enraging the king would not be a good thing, either. After all, the dead outnumber the living!

In the end, the possibility of all life on Earth dying out was just too great a risk to take. Zeus demanded that Hades release Persephone immediately. But in order to seem more fair, he provided a condition. If Persephone had eaten anything while she was in the Underworld, she would have to stay and be Hades's queen. Zeus knew that Persephone was aware of the ways of the gods. She would not eat anything in the Underworld unless she truly wished to stay.

Indeed, Persephone was well versed in the ways of the gods and goddesses. The young goddess had been careful to not eat a thing while she had been in Hades's realm. But one day, the lord of the Underworld had brought her a very thoughtful gift. It was her favorite fruit, the pomegranate. By that time, she was very hungry and homesick. Carefully, Persephone separated out six small seeds. She savored each one and thought of the surface world and the mother she wished to see.

When Hermes, the messenger god, arrived to give Hades Zeus's decision, he was required to ask Persephone if she had eaten while she had been in the Underworld. Immediately, she admitted what she had done.

This complicated things immensely! Demeter insisted that such a small amount of food should not count. Zeus said that his laws were final, and Persephone must stay. Persephone had anticipated this, and had spoken with Hades. The two of them made a proposal. They suggested that Persephone stay with the death god as his queen for six months—one month for each seed. Then she would return to Demeter and help with tending the Earth.

Demeter and Zeus quickly agreed and the matter was settled. However, Demeter swore that she would always refuse to work when her daughter was away from her. Thus, for the six months of the year that Persephone spends in the Underworld, the Earth goes through autumn and winter. But in spring, when Persephone once again walks at her mother's side, growing things turn green and alive once more!

Write:

1. A character's name in the 'Character' column.
2. Some things you know about that person in the 'Characteristics' column.
3. What part of the reading told you that about the person in the 'Evidence' column.

Character Name	Characteristics	Evidence

G

Grammar

Focus on Grammar

The expression "Too many" and "too much" are always negative, and are used when the amount of something is more than is good.

If the thing being described can be counted, we say "too many", as in "He ate too many hotdogs." When it is not countable, we say "too much", "He ate too much cake."

What is described by "too much" or "too many" in the sentence(s) below?

Directions: Identify how the **too_many_much** is used in the sentence(s) below

1. The Underworld was deep beneath the Earth, and Demeter loved her daughter too much to be separated from her.
2. The Underworld was deep beneath the Earth, and Demeter loved her daughter too much to be separated from her.

R & S

Roots &
Stems

Word Roots & Stems

Rule: The suffix **y** changes a noun into an adjective, like *dirty*.

Directions: Identify the word that ends with -y in each sentence and write it on the line.

1. By that time, she was very hungry and homesick.

Directions: Fill in the blanks below, just as in the models.

salty _____
cuddly (cuddle -e) + y She's a cuddly puppy.
dirty dirt + y Her room is not clean - it's dirty.
sleepy _____
hairy _____
sunny _____



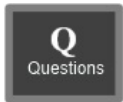
Vocabulary Practice
FILL IN THE BLANK

Directions: Use the word bank to identify the word that best completes the sentence.

forth	frantic	perhaps	powerless	successful	separated
anticipated	enraging	complicated	savored	retrieving	cope
aware	wandering	perish	required	admitted	proposal
insisted	displayed	ignored	attention	provided	immensely
course	ground	devoted	risk		

1. I throw the ball, the dog _____ it, then I throw it again.
2. The children's crying _____ the babysitter.
3. She is eighteen, _____ twenty, but not older.
4. The boy _____ he broke the window.
5. For sports, the school _____ the boys from the girls.
6. They were _____ that they would miss the plane.
7. Are you _____ that you there is toilet paper stuck to your shoe?
8. The diamond was _____ expensive.
9. Don't leave rubbish on the _____! Pick it up and throw it away.
10. You must _____ with many new problems when you move to a new country.
11. Robert Louis Stevenson's most _____ story was The Strange Case of Dr Jekyll and Mr. Hyde.
12. They were in no hurry so they _____ around the city for a few hours.
13. We _____ that July will be hotter than June.
14. The ship is on a _____ to Spain.
15. The fireman ran _____ into the burning building.
16. The new TV's were _____ in the store.
17. Having children _____ his life.
18. Smoking is a _____ that can kill you.
19. Pay _____ to cars when you cross the street.

20. She _____ he go to the doctor.
21. The city made a _____ to build a new road.
22. The king was _____ to stop the huge army from invading his tiny country.
23. The cake _____ 2 eggs.
24. They _____ ed in a fire.
25. An umbrella _____ protection from the rain.
26. She _____ her life to teaching children.
27. She _____ the success of her business.
28. Try to _____ the pain until the race is over.



LESSON:

Aim: Grade: 7 Subject: Prepared by: Shawn McGirr

Objectives:

- Students will be able to understand, pronounce, and use the words in the vocabulary list below.
- Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.

Standards addressed:

- Hist/SS 4, Grade 6-8 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Lit 4, Grade 7 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Vocabulary:

1. forth	2. frantic	3. perhaps	4. powerless	5. successful	6. separated
7. anticipated	8. enraging	9. complicated	10. savored	11. retrieving	12. cope
13. aware	14. wandering	15. perish	16. required	17. admitted	18. proposal
19. insisted	20. displayed	21. ignored	22. attention	23. provided	24. immensely
25. course	26. ground	27. devoted	28. risk		

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: AO	<ul style="list-style-type: none">• Introduce key phoneme with minimal pairs.• Model and emphasize pronunciation.• Individual and choral repetition.	Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair.	ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know.
Introduction of vocabulary	<p>Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition.</p> <p>Review definitions</p> <p>Sample Questioning:</p> <ul style="list-style-type: none">• In your own words, explain the definition.• Who can think of a time when this word might be used?• Can you use this word in a sentence?• What's the antonym (opposite) of this word?	When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.	ALL Students will be able to increase their understanding and awareness of the new words. SOME Students will be asked to orally demonstrate knowledge of new words.

Reading & Comprehension Questions	Students will read the passages of and demonstrate comprehension of the content by question.	Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share	ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.
Grammar	Students will review the usage of and then identify simple_present in sentences from the reading. Students will write 5 original sentences using simple_present.	Give students need time to work on completing their own practice sentences for the grammatical structure. Invite early finishers to put their sentences on the board or challenge them to not only use the grammar structure, but also include the vocabulary from the lesson in their sentences.	ALL Students will be able to demonstrate an increased mastery of the grammar structure by independently writing sentences that correctly employ simple_present.
Word Building: Roots and Stems	Students will be encouraged to take away a word-attack strategy from this lesson by reviewing -y, which was used in the reading.	Students may benefit from having time to complete this portion of the worksheet individually or in pairs.	ALL students will be able to recognize the suffix -y and understand The suffix y changes a noun into an adjective, like dirty..
Practicing New Vocabulary	Students will be given a chance to practice applying new vocabulary by completing cloze sentences.	Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups.	ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards).
Summary	Instructor will review the objectives of the lesson with the class a whole.	The summary can be completed as quick discussion or by asking student to summarize in their notes.	Example quick assess: 3 new pieces of information from text, 2 new words, 1 question about what they learned.

Fill-in-the-blank Answer Key:

1) retrieves 2) enraged 3) perhaps 4) admitted 5) separates 6) frantic 7) aware 8) immensely 9) ground 10) cope 11) successful 12) wandered 13) anticipate 14) course 15) forth 16) displayed 17) complicates 18) risk 19) attention 20) insisted 21) proposal 22) powerless 23) requires 24) perish 25) provides 26) devoted 27) savored 28) ignore

Matching Answer Key:

- A. 15
- B. 6
- C. 3
- D. 22
- E. 11
- F. 5
- G. 13
- H. 2
- I. 17
- J. 27
- K. 1
- L. 10
- M. 7
- N. 12
- O. 24
- P. 23

Q.	4
R.	21
S.	20
T.	16
U.	28
V.	19
W.	25
X.	8
Y.	14
Z.	9
AA.	26
AB.	18