

Student: _____

Date: _____

Teacher: Shawn
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ROMULUS AND REMUS

By: retold by Stephanie Paris

Source: Leveled Texts for Classic Fiction - Mythology (Triangle)



Pronunciation: T

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

Word Pairs Tack-sack, tip-sip, torn-shorn, bait-base, top-sop

Example sentence: Tom told Tammy to tip the taxi driver.

Examples from this reading: Breached - Mocked - Determined - Sought - Linked - Rightful - Fugitives - Granted - Arrangement - Guessed - Attention - Vast - Prevent - Await - Celebrated - Accustomed - Restore - Nursed -

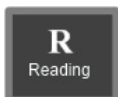
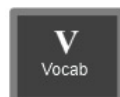
Vocabulary

Directions: Study the following keywords and definitions.

1. arrangement -(n) - The way things are positioned or agreed on.
2. expand -(v) - To increase in range or scope.
3. success -(n) - Gain or the reaching of a goal.
4. grieved -(v) - To feel or show sadness for loss; to mourn.
5. breached -(v) - To break through a wall or barrier.
6. guessed -(v) - Estimate, think likely.
7. abandoned -(v) - To leave and give up ownership or control.
8. exile -(n) - State of being forced to leave one's own country.
9. challenge -(v) - To give someone something difficult to do.
10. concealed -(v) - Hide.
11. fugitives -(n) - Someone who is running from the police.
12. eventually -(adv) - Finally.
13. thrived -(v) - Grow and live well.
14. restore -(v) - Return to one's original condition or position.
15. sought -(v) - Look for.
16. denied -(v) - To say something is not true.
17. prevent -(v) - Stop something from happening.
18. celebrated -(v) - To have the ceremony and festivity that mark a day or event.
19. mocked -(v) - To make fun of something.
20. found -(v) - To locate something.
21. raising -(v) - To help a child grow into an adult.
22. declared -(v) - To say or announce a plan, choice, or opinion.
23. seized -(v) - To take hold of something and control it.
24. identities -(n) - a strong feeling about exactly the kind of person you are

Which words are the hardest?

Focus on the tough ones!



Reading

Directions: Read the following passage carefully.

The Roman Empire was vast! Maybe you have heard the saying "All roads lead to Rome." This is because for many hundreds of years, the city of Rome was the most important city in Europe. At the height of its glory, the Roman Empire stretched from modern Britain to Egypt and from modern Spain to

Syria. But that enormous empire started with a single city, and that city started with a story.

Question 1: Explain the meaning of "All roads lead to Rome".

In ancient times, there lived a pair of royal brothers named Numitor and Amulius. Numitor was king of Alba Longa until his brother tricked him. Amulius seized the throne for himself. Numitor lived in exile, but his daughter, Rhea Silva, was forced to become a priestess of the goddess Vesta. Vestal priestesses were not allowed to marry or have children, and Amulius wished to prevent her from giving birth to any male heirs that might challenge him for the throne.

Rhea Silva, however, was very beautiful, and even as a Vestal, she soon attracted the attention of the war god, Mars. Despite her vows, the two were secretly wed. The couple met in concealed places and sneaked into abandoned corners for their rendezvous. They were careful to keep their relationship hidden. But when Rhea gave birth to twins, the union could no longer be denied. Amulius was furious! The king took the twins and put them in a trough, floating them down the river Tiber, hoping that they would drown or be eaten by some wild beasts.

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

1. Write what you think will happen in the 'Prediction' column.
2. Write why you think it will happen in the 'Reason' column.
3. When you learn whether your prediction was right or wrong, put 'right', 'wrong' or 'unknown' in the 'Accuracy' column.
4. Write the sentence in the reading that shows whether your prediction was right or wrong in the 'Evidence' column.

Prediction	Reason	Accuracy	Evidence

But of course, if the children had been killed then and there, this would not be much of a story! Instead, they came to rest safely on the shore of the river. There they were found by a she-wolf and a woodpecker. Some guessed that Mars sent these creatures to help his sons since the wolf and the woodpecker are both animals sacred to the god of war. Whatever the case, the she-wolf nursed the twins as her own pups, and the woodpecker brought other food to nourish them. Despite this odd arrangement, the boys thrived and survived until they were found by a kindly shepherd named Faustulus.

Faustulus and his wife, Loba, adopted them. Cared for and loved, the babies grew into young men. Then Romulus and Remus discovered their true identities. As princes, Romulus and Remus felt they had a purpose. They became warriors, raising an army and swearing to cast out Amulius and restore Numitor to the throne.

Battles were won, and deals were struck. In the end, the twins succeeded in their goal. Their grandfather, Numitor, was once again king! The brothers celebrated their success, but they now understood that they could not go back to being shepherds. The young men were accustomed to leading and did not wish to await their grandfather's death to divide his kingdom. Instead, they determined to build a city of their own. There was never a doubt in either mind where this city would be. They sought out the place where the she-wolf had found them on the banks of the river Tiber.

1. Write what you think will happen in the 'Prediction' column.

2. Write why you think it will happen in the 'Reason' column. 3. When you learn whether your prediction was right or wrong, put 'right', 'wrong' or 'unknown' in the 'Accuracy' column. 4. Write the sentence in the reading that shows whether your prediction was right or wrong in the 'Evidence' column.			
Prediction	Reason	Accuracy	Evidence

Alas, it is here that the story takes a tragic turn. Romulus and Remus quarreled over the exact location for their walled city. Romulus wished to build on the Palatine Hill, while Remus preferred the Aventine Hill. Both were attractive locations, and neither brother would give in. They each began to build his own city in his own favored spot.

One day, Remus came to visit his brother and see how his construction was going. When he saw the low wall that Romulus had built, he mocked him. "This wall could be breached by a child!" he cried, leaping over the stones to prove his point. In a fit of rage, Romulus raised a rock and struck his brother, accidentally killing him! Though he grieved for his twin, Romulus announced, "So perish everyone who should leap over the walls of my city!"

Identify 3 important supporting details that contribute to the main idea of the passage.	1) 2) 3)
Identify 2 details that are not very important to the main idea of the passage.	1) 2)
Write 1 brief paragraph summarizing the main idea of the passage. Use the important details to support your discussion of the main idea.	

Romulus named the city Rome after himself and declared himself king. The city was populated at first by fugitives, runaway slaves, and criminals. After a war, Rome linked up with tribes of Sabines and Latins. Together, the groups began to expand and strengthen the new city into a kingdom. When Numitor eventually died, the people of Alba Longa declared Romulus their rightful king as well. And so Rome was growing and expanding from the very start! When at last Romulus became old and approached death, his father, Mars, returned. The god cast a whirlwind upon the Earth. He took his son up into the heavens and Jupiter granted him godhood. Thenceforth, Romulus was known as the god Quirinus and was worshipped and celebrated by the people of Rome.



Focus on Grammar

The **simple present** is used in 3 cases.

1. General truths: "The sun rises in the east."
2. Habits: "I drink coffee every morning."
3. Conditions: "Today is sunny."

How is the **simple present** used in the sentence(s) below?

Directions: Identify how the **simple present** is used in the sentence(s)

Directions: Identify how the simple present is used in the sentences below

1. Alas, it is here that the story takes a tragic turn.

2. Alas, it is here that the story takes a tragic turn.

3. The brothers celebrated their success, but they now understood that they could not go back to being shepherds.

4. Vestal priestesses were not allowed to marry or have children, and Amulius wished to prevent her from giving birth to any male heirs that might challenge him for the throne.

5. Together, the groups began to expand and strengthen the new city into a kingdom.

6. Though he grieved for his twin, Romulus announced, So perish everyone who should leap over the walls of my city!

7. One day, Remus came to visit his brother and see how his construction was going.

8. Vestal priestesses were not allowed to marry or have children, and Amulius wished to prevent her from giving birth to any male heirs that might challenge him for the throne.



Word Roots & Stems

Rule: The suffix **ly** changes an adjective into an adverb, like *slowly*.

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

1. Despite this odd arrangement, the boys thrived and survived until they were found by a kindly shepherd named Faustulus.

2. Instead, they came to rest safely on the shore of the river.

3. Despite her vows, the two were secretly wed.

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

absolutely _____
angrily (angry - y + i) + ly He spoke angrily to his enemies.
correctly correct + ly Answer correctly and you could win a million dollars!
easily _____
silently _____
softly _____



Vocabulary Practice

MATCHING

Directions: Write the letter of word that matches the definition on the line. If it helps, feel free to also draw a line between the definition and the matching word.

A. arrangement

1. _____ Someone who is running from the police.
2. _____ To feel or show sadness for loss; to mourn.
3. _____ Look for.
4. _____ To leave and give up ownership or control.
5. _____ Finally.
6. _____ To say or announce a plan , choice, or opinion.
7. _____ To increase in range or scope.
8. _____ To have the ceremony and festivity that mark a day or event.
9. _____ Stop something from happening.
10. _____ The way things are positioned or agreed on.
11. _____ Hide.
12. _____ Return to one's original condition or position.
13. _____ To take hold of something and control it.
14. _____ To say something is not true.
15. _____ a strong feeling about exactly the kind of person you are
16. _____ To give someone something difficult to do.
17. _____ To make fun of something.
18. _____ To help a child grow into an adult.
19. _____ Gain or the reaching of a goal.
20. _____ State of being forced to leave one's own country.
21. _____ Grow and live well.
22. _____ To break through a wall or barrier.
23. _____ To locate something.
24. _____ Estimate, think likely.

B.	expand
C.	success
D.	grieved
E.	breached
F.	guessed
G.	abandoned
H.	exile
I.	challenge
J.	concealed
K.	fugitives
L.	eventually
M.	thrived
N.	restore
O.	sought
P.	denied
Q.	prevent
R.	celebrated
S.	mocked
T.	found
U.	raising
V.	declared
W.	seized
X.	identities

LESSON:

Aim: TSWBAT use appropriate learning strategies to construct and apply academic knowledge. 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.
- TSWBAT use English to interact in the classroom.

Standards addressed:

- Lit 3, Grade 7 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Lit 10, Grade 7 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades Lit 6.Lit 8.text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Info 4, Grade 7 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Vocabulary:

1. arrangement	2. expand	3. success	4. grieved	5. breached	6. guessed
7. abandoned	8. exile	9. challenge	10. concealed	11. fugitives	12. eventually
13. thrived	14. restore	15. sought	16. denied	17. prevent	18. celebrated
19. mocked	20. found	21. raising	22. declared	23. seized	24. identities

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: T	<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:

2) grieved 3) seek 4) abandon 5) eventually 6) declared 7) expand 8) celebrated 9) prevent 10) arrangement 11) concealed 12) restore 13) seized 14) denies 16) challenge 17) mocked 18) raised 19) success 20) exile 21) thriving 22) breach 23) find 24) guess

Matching Answer Key:

- A. 10
- B. 7
- C. 19
- D. 2
- E. 22
- F. 24
- G. 4
- H. 20
- I. 16
- J. 11
- K. 1
- L. 5
- M. 21
- N. 12
- O. 3
- P. 14
- Q. 9
- R. 8
- S. 17

T.	23
U.	18
V.	6
W.	13
X.	15