

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: Shawn McGirr

# THE TROJAN HORSE

By: retold by Stephanie Powers

Source: Leveled Texts for Classic Fiction



Pronunciation: AW

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

**Word Pairs** bow-bone, cow-cone, mouse-moan, out-own

**Example sentence:** How about a blouse in town?

**Examples from this reading:** Overpowered - Surrounding -

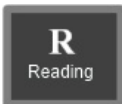
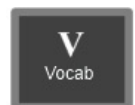
## Vocabulary

**Directions:** Study the following keywords and definitions.

1. breach -(v) - To break through a wall or barrier.
2. mockery -(n) - Ridicule; the act of making fun of someone or something
3. siege -(n) - A military action in which the enemy position is surrounded and isolated.
4. surrounding -(v) - To make a circle around something.
5. abandoned -(v) - To leave and give up ownership or control.
6. resume -(v) - Begin again.
7. noted -(v) - To bring attention to something; to point out.
8. stalemate -(n) - A situation in which one is blocked by an opponent and one is blocking the opponent, at the same time.
9. prevent -(v) - Stop something from happening.
10. remained -(v) - To stay the same or in the same place.
11. course -(n) - Line of motion or direction.
12. solution -(n) - The act to solving a problem.
13. forming -(v) - To make something and give it a shape or organization.
14. soldiers -(n) - A person in military service.
15. sturdy -(adj) - Strong; firm; can not be moved.

Which words are the hardest?

Focus on the tough ones!



## Reading

**Directions:** Read the following passage carefully.

The war between Troy and Greece had been raging for a complete decade. The Greeks, led by the hero Odysseus, had laid siege to the city of Troy, surrounding it, but had never been able to breach its sturdy walls. The troops of both sides were incredibly weary. The Greeks had been away from their families for far too long. The Trojans, of course, wanted the freedom to walk at will across the countryside and resume trade with their neighbors. No one had yet found a solution to the stalemate.

One morning, the Trojans looked out on the enemy camps, and to their delight, noted that the Greeks were readying themselves to leave! The tents were being packed, supplies were being loaded onto wagons, and soldiers were forming into traveling caravans. In one corner of the compound, a group of craftsmen busied themselves building a large wooden figure. It took several days for the army to get

completely on the move, but one sunrise, the guards of Troy looked out to see the ships of Greece unfurling their sails and moving out to sea. Where the camps had been now remained only one man standing beside a giant wooden horse.

"Who are you, and what has happened here?" they demanded of the man. He replied, "I am Sinon of Greece, and the accursed Greek army has abandoned me here with nothing but this wooden mockery to protect me!"

"And what exactly is that wooden horse?" the suspicious Trojans wanted to know.

"That is an offering to Athena so that she will allow safe passage of the ships back to Greece," replied Sinon bitterly. "They made it so large to prevent you from taking it into Troy and claiming the goddess's favor yourselves!"

After 10 long years of war, the Trojans were understandably skeptical. One priest, Laocoon, warned "Beware of Greeks bearing gifts!" He thought there might be men hidden inside the horse! So the Trojans asked Helen of Troy to try a trick. Helen had lived among the Greeks and well knew the men who might have been entrusted with such a mission. She also was acquainted with their families. So now, the Trojans called upon her to impersonate the heroes' wives.

First, she called out, "Odysseus! Are you inside there, my beloved Odysseus? Please come out! The Trojans have captured me!" But there was no response or any sound from within. So she proceeded to call out for Anticlus, using a different voice, but again, all was silent.

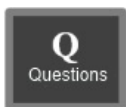
Finally, satisfied that what Sinon had said was true, the Trojans decided to take the great horse into the city. In this way, they hoped to get Athena's blessing for themselves and perhaps even disrupt the Greek journey home!

Cassandra was the soothsayer of Troy, gifted with sight to tell the future. She tried to warn King Priam, the leader of Troy, insisting, "This horse will be the downfall of Troy and the royal family!" But she was ignored, and the great horse was carefully dragged through the heavy gates of the city. It was deposited into the main courtyard for all to see.

That night, the Trojans finally heaved a sigh of relief and threw a huge feast to celebrate the end of the war. Many people looked up to the horse as a symbol of their victory and rejoiced. By the small hours of the morning, they were exhausted. All except for a few guards fell into a deep and hopeful sleep.

But as it turned out, Laocoon and Cassandra had been right all along! Inside the giant horse were hidden 30 of Greece's best fighters. Led by Odysseus, they crept out of the horse and quickly overpowered the few soldiers still on duty. Next, they threw open the gates of Troy and let the Greek soldiers into the main courtyard. The Greeks had sailed away during the day, but they had sailed back under cover of darkness. Now, the entire army had sneaked back to Troy. They easily conquered the unprepared city! King Priam of Troy was killed, and the long war was over.

To this day, people repeat Laocoon's fateful advice: "Beware of Greeks bearing gifts." They intend to warn someone about enemies who are suddenly acting friendly. And when someone discusses a "Trojan horse," they mean to say that a gift that looks good on the outside might hide an unpleasant surprise within!



## Comprehension Questions

**Directions:** Read the following questions and answer each to the best of your ability.

1. Suggest a different title for this text. Why do you think that this would make a good title?

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2. Identify a quote from the text that you think is very important and explain why.

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3. Imagine that you are the teacher, what three questions would you ask your students to see if they understood this text?

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4. What connections can you make between the text and other texts, information, or experiences?

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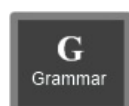
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Identify 3 important supporting details that contribute to the main idea of the passage.	1)  2)  3)
Identify 2 details that are not very important to the main idea of the passage.	1)  2)
Write 1 brief paragraph summarizing the main idea of the passage.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

5. What is the tone of this text?

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## Focus on Grammar

There are 3 cases for the simple future:

1. **Predict:** "Will" and "Going to" are the same when the speaker believes something will happen: "The Yankees will win." is the

same as "The Yankees are going to win."

2. **Plan:** To describe a plan, we usually use "going to": "We are going to see a movie tonight. "

3. **Willingness:** For something we agree to do (or someone else agrees to do) we use will: "Don't worry about dinner; I will cook. "

How is the simple future in the sentence(s) below?

**Directions:** Identify how the **simple\_future** is used in the sentence(s) below

1. That is an offering to Athena so that she will allow safe passage of the ships back to Greece, replied Sinon bitterly.

2. She tried to warn King Priam, the leader of Troy, insisting, This horse will be the downfall of Troy and the royal family!



## Word Roots & Stems

Rule: The prefix **re** adds "again" or "back" to the meaning of a word. This is one of the most common prefixes and can be correctly added to most verbs.

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

1. Where the camps had been now remained only one man standing beside a giant wooden horse.

2. He replied , "I am Sinon of Greece, and the accursed Greek army has abandoned me here with nothing but this wooden mockery to protect me! "

3. "But there was no response or any sound from within.

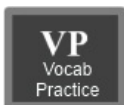
**Directions:** Fill in the blanks below, just as in the models.

reapply    re + apply    He wasn't accepted this year but he will reapply next year.

refill    re + fill    Refill the cup if you spill the water.

reorganize \_\_\_\_\_

reheat \_\_\_\_\_



## Vocabulary Practice

### FILL IN THE BLANK

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

breach	mockery	siege	surrounding	abandoned	resume
noted	stalemate	prevent	remained	course	solution
forming	soldiers	sturdy			

1. The sailors had to \_\_\_\_\_ the sinking ship.

2. The cartoons were a \_\_\_\_\_ of the president.

3. His hair \_\_\_\_\_ black until he was 60.

4. The locked door \_\_\_\_\_ ed her from going in.

5. The Greek \_\_\_\_\_ of Troy lasted ten years.

6. The ship is on a \_\_\_\_\_ to Spain.

7. He built a \_\_\_\_\_ house for protection.
8. The Greeks could not \_\_\_\_\_ the walls of Troy.
9. He \_\_\_\_\_ how nice her new dress was.
10. He took a year off from college to travel but \_\_\_\_\_d as soon as he got home.
11. Fruit trees \_\_\_\_\_ a fish pond.
12. We need a \_\_\_\_\_ to the broken pipe.
13. The army needs new \_\_\_\_\_ to fight in the war.
14. They had a \_\_\_\_\_ at the elevator: he couldn't get on until she got off, but she couldn't get off until he moved.
15. The workers \_\_\_\_\_ a union.

## 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.

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|---|---|
| <ol style="list-style-type: none"> <li>1. _____ To leave and give up ownership or control.</li> <li>2. _____ Ridicule; the act of making fun of someone or something</li> <li>3. _____ To stay the same or in the same place.</li> <li>4. _____ Stop something from happening.</li> <li>5. _____ A military action in which the enemy position is surrounded and isolated.</li> <li>6. _____ Line of motion or direction.</li> <li>7. _____ Strong; firm; can not be moved.</li> <li>8. _____ To break through a wall or barrier.</li> <li>9. _____ To bring attention to something; to point out.</li> <li>10. _____ Begin again.</li> <li>11. _____ To make a circle around something.</li> <li>12. _____ The act to solving a problem.</li> <li>13. _____ A person in military service.</li> <li>14. _____ A situation in which one is blocked by an opponent and one is blocking the opponent, at the same time.</li> <li>15. _____ To make something and give it a shape or organization.</li> </ol> | <ol style="list-style-type: none"> <li>A. breach</li> <li>B. mockery</li> <li>C. siege</li> <li>D. surrounding</li> <li>E. abandoned</li> <li>F. resume</li> <li>G. noted</li> <li>H. stalemate</li> <li>I. prevent</li> <li>J. remained</li> <li>K. course</li> <li>L. solution</li> <li>M. forming</li> <li>N. soldiers</li> <li>O. sturdy</li> </ol> |
|---|---|

## WRITE YOUR OWN SENTENCES

**Directions:** For each of the words in the box, write an original sentence using the word. Circle the vocabulary word in each sentence. Be sure to write a sentence that would help the reader better understand the meaning of the word.

breach	mockery	siege	surrounding	abandoned	resume
noted	stalemate	prevent	remained	course	solution
forming	soldiers	sturdy			

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

# 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 5, Grade 6-8 - Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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.
- Language 4, Grade 6,7,8,9,10,11,12 - The student will determine or clarify the meaning of unknown and multiple-meaning words and phrases.

## Vocabulary:

1. breach	2. mockery	3. siege	4. surrounding	5. abandoned	6. resume
7. noted	8. stalemate	9. prevent	10. remained	11. course	12. solution
13. forming	14. soldiers	15. sturdy			

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: AW	<ul style="list-style-type: none"><li>• Introduce key phoneme with minimal pairs.</li><li>• Model and emphasize pronunciation.</li><li>• Individual and choral repetition.</li></ul>	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"><li>• In your own words, explain the definition.</li><li>• Who can think of a time when this word might be used?</li><li>• Can you use this word in a sentence?</li><li>• What's the antonym (opposite) of this word?</li></ul>	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) abandon 2) mockery 3) remained 4) prevent 5) siege 6) course 7) sturdy 8) breach 9) noted 10) resume 11) surrounded 12) solution 13) soldiers 14) stalemate 15) formed

**Matching Answer Key:**

- A. 8
- B. 2
- C. 5
- D. 11
- E. 1
- F. 10
- G. 9
- H. 14
- I. 4
- J. 3
- K. 6
- L. 12
- M. 15
- N. 13



