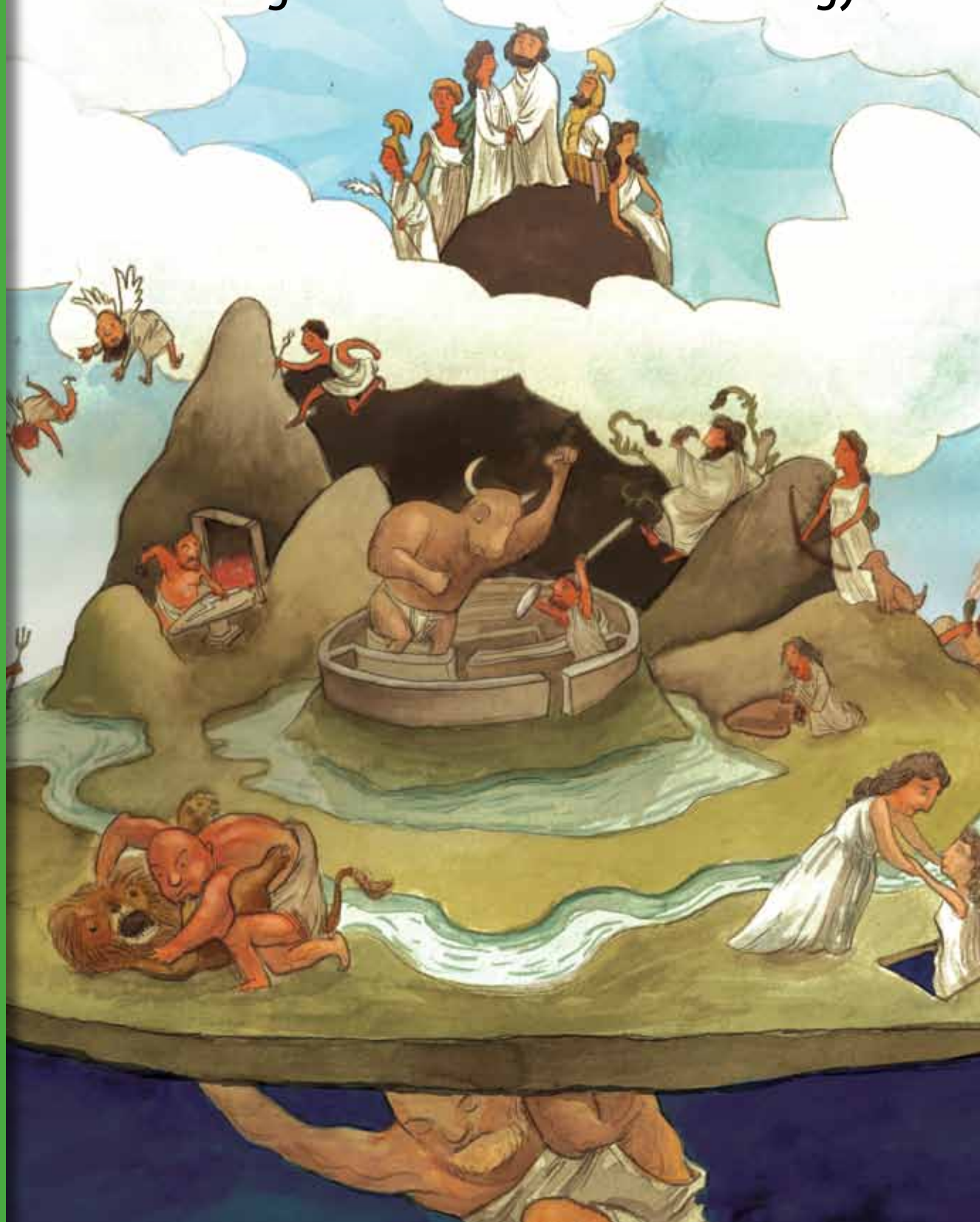




Greek Myths

Tell It Again!™ Read-Aloud Anthology





Greek Myths

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Greek Myths

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Greek Myths	Lesson									
	1	2	3	4	5	6	7	8	9	10
Core Content Objectives										
Explain that the ancient Greeks worshipped many gods and goddesses	✓						✓	✓		✓
Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers, unlike humans	✓	✓								
Identify the twelve main gods and goddesses in Greek mythology	✓	✓	✓							
Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods	✓									
Identify Greek myths as a type of fiction	✓									
Demonstrate familiarity with particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths		✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe some of the many different types of mythical creatures and characters in Greek myths, such as Atlas, Pan, Cerberus, Pegasus, and centaurs			✓		✓		✓	✓	✓	✓

Alignment Chart for Greek Myths

Lesson

		1	2	3	4	5	6	7	8	9	10
Reading Standards for Literature: Grade 2											
Key Ideas and Details											
STD RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud						✓				
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships						✓				
STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.										
CKLA Goal(s)	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral		✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.2.3	Describe how characters in a story respond to major events and challenges.										
CKLA Goal(s)	Describe how characters in a fiction read-aloud respond to major events and challenges		✓	✓	✓	✓	✓	✓	✓		✓
Craft and Structure											
STD RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.										
CKLA Goal(s)	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action			✓	✓				✓		✓
Integration of Knowledge and Ideas											
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
CKLA Goal(s)	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot						✓				






Alignment Chart for Greek Myths

Lesson

		1	2	3	4	5	6	7	8	9	10
STD RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.										
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single fiction read-aloud or between two or more read-alouds	✓									
Reading Standards for Informational Text: Grade 2											
Integration of Knowledge and Ideas											
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.										
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓		✓						
Writing Standards: Grade 2											
Text Types and Purposes											
STD W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.										
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure				✓			✓	✓	✓	✓
Production and Distribution of Writing											
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.										
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing									✓	
STD W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.										
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers										✓

Alignment Chart for Greek Myths

Lesson

Alignment Chart for Greek Myths					1	2	3	4	5	6	7	8	9	10
Research to Build and Present Knowledge														
STD W.2.8		Recall information from experiences or gather information from provided sources to answer a question.												
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds				✓		✓	✓						
	With assistance, categorize and organize facts and information within a given domain to answer questions					✓								
Speaking and Listening Standards: Grade 2														
Comprehension and Collaboration														
STD SL.2.1		Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.												
STD SL.2.1a		Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).												
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.													
STD SL.2.1b		Build on others’ talk in conversations by linking their comments to the remarks of others.												
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age													
STD SL.2.1c		Ask for clarification and further explanation as needed about the topics and texts under discussion.												
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/ informational read-aloud													
STD SL.2.2		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.												
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud													
	Summarize (orally or in writing) text content and/or oral information presented by others													

Alignment Chart for Greek Myths

Lesson

		1	2	3	4	5	6	7	8	9	10
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue					✓	✓			✓	
Presentation of Knowledge and Ideas											
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.										
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences						✓		✓		
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.										
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	✓		✓	✓						✓
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)										
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification						✓				
Language Standards: Grade 2											
Vocabulary Acquisition and Use											
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.										
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).										
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)						✓				
	Provide synonyms and antonyms of selected core vocabulary words			✓	✓	✓					✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/informational read-alouds and discussions			✓							✓

Alignment Chart for Greek Myths

Lesson

Alignment Chart for Greek Myths		1	2	3	4	5	6	7	8	9	10
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).										
CKLA Goal(s)	Learn the meaning of common sayings and phrases						✓		✓		
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)	✓									
Additional CKLA Goals											
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud	✓									
	Share writing with others	✓			✓					✓	✓
	Identify and express physical sensations, mental states, and emotions of self and others	✓	✓	✓			✓	✓	✓		
	Make predictions (orally or in writing) prior to and during a read-aloud, based on title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions								✓		
	Create, tell, and/or draw and write an original story with characters, a beginning, a middle, and an end										✓
	Use adjectives correctly in oral language						✓				



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Greek Myths

This introduction includes the necessary background information to be used in teaching the *Greek Myths* domain. The *Tell It Again! Read-Aloud Anthology for Greek Myths* contains ten daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 6. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fourteen days total on this domain.**

Week One								
Day 1	#	Day 2	Ⓢ	Day 3	Day 4	#	Day 5	#
Lesson 1A: “The Twelve Gods of Mount Olympus” (40 min.)		Lesson 2A: “Prometheus and Pandora” (40 min.)		Lesson 3A: “Demeter and Persephone” (40 min.)	Lesson 4A: “Arachne the Weaver” (40 min.)		Lesson 5A: “Theseus and the Minotaur” (40 min.)	
Lesson 1B: Extensions (20 min.)		Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)		Lesson 5B: Extensions (20 min.)	
60 min.		60 min.		60 min.	60 min.		60 min.	

Week Two							
Day 6	#	Day 7	# 10	Day 8	Day 9	#	Day 10
Lesson 6A: “Daedalus and Icarus” (40 min.)		Pausing Point (40 min.)		Lesson 7A: “Hercules” (40 min.)	Lesson 8A: “Other Adventures of Hercules” (40 min.)		Lesson 9A: “Oedipus and the Riddle of the Sphinx” (40 min.)
Lesson 6B: Extensions (20 min.)		Pausing Point (20 min.)		Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)		Lesson 9B: Extensions (20 min.)
60 min.		60 min.		60 min.	60 min.		60 min.

Week Three							
Day 11	#	Day 12	#	Day 13	10	Day 14	#
Lesson 10A: “Atalanta and the Golden Apples” (40 min.)		Domain Review (40 min.)		Domain Assessment (40 min.)		Culminating Activities (40 min.)	
Lesson 10B: Extensions (20 min.)		Domain Review (20 min.)		Domain Assessment (20 min.)		Culminating Activities (20 min.)	
60 min.		60 min.		60 min.		60 min.	

10 Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for Greek Myths
- *Tell It Again! Image Cards* for Greek Myths
- *Tell It Again! Supplemental Guide* for Greek Myths

*The *Tell It Again! Multiple Meaning Word Posters* and the *Tell It Again! Posters* for Greek Myths are located at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN: 978-1890517748

Why Greek Myths Are Important

This domain builds on *The Ancient Greek Civilization* domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.

References to Greek mythology are still culturally relevant today, and this domain will give students a frame of reference with which to understand literary allusions and the meanings of common words and expressions, such as *herculean*. It will also better enable them to understand modern retellings of these ancient stories.

It is important to note that the content of some myths might unsettle some children. While these versions of the stories have

been adapted from the originals, and most potentially unsettling details have been eliminated, some students may still be sensitive to details contained in the versions presented here. You may want to remind students periodically that these myths are fiction. Please preview all read-alouds and lessons in this domain before presenting them to students and feel free to substitute a trade book from the list of recommended trade books if you feel doing so would be more appropriate for your students. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book, lead students in a discussion as to how the story or information in the book relates to the read-alouds in this domain.

The content in this domain is reinforced through the fictional narrative writing genre in the last four lessons of the domain.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Greek Myths*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy:

Stories (Kindergarten)

- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales
- Identify the setting of a given story
- Identify the characters of a given story
- Identify the plot of a given story

Kings and Queens (Kindergarten)

- Describe what a king or queen does
- Describe a royal family

Seasons and Weather (Kindergarten)

- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
- Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as transitional seasons

Fables and Stories (Grade 1)

- Identify character, plot, and setting as basic story elements

Astronomy (Grade 1)

- Describe how people sometimes tell stories about the moon and stars

Core Vocabulary for Greek Myths

The following list contains all of the core vocabulary words in *Greek Myths* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

glimpse
sanctuary
securely
spectators
tending

Lesson 2

amusing
foresight
hindsight
ridiculous
terrifying

Lesson 3

bountifully
despair
pine
retrieve
spirited

Lesson 4

arachnids
flattered
stern
superior

Lesson 5

convinced
labyrinth
sneered
unraveling
vaulted

Lesson 6

currents
desperately
plummeted
proof
sill

Lesson 7

aimlessly
commotion
dreadful

Lesson 8

accurate
guidance
immeasurable
reputation
trample

Lesson 9

encountering
insisted
posed

Lesson 10

resist
skilled
terms
tremendously

Comprehension Questions

In the *Tell It Again! Read-Aloud Anthology for Greek Myths*, there are three types of comprehension questions. Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.2.1) and Reading Standards for Informational Text 1 (RI.2.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different

portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.2.2–RL.2.5) and Reading Standards for Informational Text 2–4 and 6 (RI.2.2–RI.2.4; RI.2.6).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.2.8). Evaluative questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.2.9) and Reading Standards for Informational Text 9 (RI.2.9).

The *Tell It Again! Read-Aloud Anthologies* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.2.7) and Reading Standards for Informational Text 7 (RI.2.7) are addressed as well.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Greek Myths*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Greek Myths*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

Recommended Resources for Greek Myths

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures*, by Heather Alexander (Black Dog & Leventhal Publishers, 2011) ISBN 978-1579128678
2. *D'Aulaires' Book of Greek Myths*, by Ingri and Edgar Parin D'Aulaire (Delacorte Press, 1962) ISBN 978-0440406945
3. *Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology*, by Lise Lunge-Larsen (Houghton Mifflin Books for Children, 2011) ISBN 978-0547152295
4. *The Gods and Goddesses of Olympus*, by Alikì (HarperCollins, 1997) ISBN 978-0064461894
5. *Greek Myths*, by Deborah Lock (DK Publishing, 2008) ISBN 978-0756640156
6. *Greek Myths*, by Marcia Williams (Candlewick, 2011) ISBN 978-0763653842
7. *King Midas: The Golden Touch*, by Demi (Margaret K. McElderry Books, 2002) ISBN 978-0689832970
8. *The McElderry Book of Greek Myths*, retold by Eric A. Kimmel (Margaret K. McElderry Books, 2008) ISBN 978-1416915348

9. *Mythological Creatures: A Classical Bestiary*, by Lynn Curlee (Atheneum Books for Young Readers, 2008) ISBN 978-1416914532
10. *Pandora*, by Robert Burleigh (Harcourt, Inc., 2002) ISBN 978-0152021788
11. *Pegasus*, by Marianna Mayer (Morrow Junior Books, 1998) ISBN 978-0688133825

Websites and Other Resources

Student Resources

1. Greek Coloring Pages
<http://www.coloring.ws/greek.htm>
2. Myths Brainstorming Machine
<http://teacher.scholastic.com/writewit/mff/mythmachine.htm>

Teacher Resources

3. Additional Greek Myths
<http://greece.mrdonn.org/myths.html>
4. Greek Gods/Twelve Olympians
<http://greece.mrdonn.org/greekgods/mountolympus.html>
5. Miscellaneous Activities for Greek Myths
http://www.activityvillage.co.uk/ancient_greece_for_kids.htm
6. Mt. Olympus
<http://travel.nationalgeographic.com/travel/parks/olympus-greece>

