

The Legend of the African Crowned Crane

SUMMARY

In this legend, readers learn how the African crowned crane came to have its gold-feathered crown.

FOCUS QUESTION

How is the African crowned crane's gold-feathered crown a symbol of kindness?

KEY VOCABULARY

- **separated** (adjective) *Separated* means moved apart.
- **companions** (noun) A *companion* is a friend.
- **oasis** (noun) An *oasis* is a spot in the desert where water is found.
- **grazing** (verb) To *graze* is to feed on grass.
- **flock** (noun) A *flock* is a group of animals.
- **goldsmith** (noun) A *goldsmith* is a person who makes gold items.
- **envious** (adjective) *Envious* means jealous.
- **shimmering** (adjective) *Shimmering* means shining brightly.

PREVIEW

- ▶ **Identify the text.** This text is a *legend*. Explain to students that legends are narratives, or stories, that have been handed down over time.
- ▶ **Point out key vocabulary (in bold).** Discuss definitions with students.
- ▶ **Introduce the focus question.** Have students consider the question as they read.

READ

INDEPENDENT READ

Annotate the text. Encourage students to identify key ideas, connections, and questions they have as they read.

TEACHER-GUIDED READ

Explore narrative text structure. Draw attention to how the legend is organized and the key elements. Then, work with students to answer the questions below. Students can annotate the key elements of the text.

- Who is the story about? (Main Characters) **1**
- Where and when does the story take place? (Setting) **2**
- What is the problem or goal? (Problem/Goal) **3**
- What happens? (Major Events) **4**
- How does the story end? (Solution) **5**
- What is the story mainly about?

Summarize the story. Review the story map and work together to orally summarize the story.

Answer the focus question. Work together to answer: How is the African crowned crane's gold-feathered crown a symbol of kindness? (*The cranes helped the king when the other animals would not. The crown was a reward for that kindness.*)

The Legend of the African Crowned Crane

- 1** Once, long ago, an African king became **separated** from his **companions** while out hunting in the dry grasslands. The king was lost and he did not know how to find the **oasis** where the royal court was set up. It was a hot day, and the king knew that he would die of thirst if he did not find water soon.



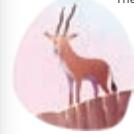
Zebbras were **grazing** nearby. "Please help me," the king said to the zebra chief. "I must find my court. Can you lead me to it?"

The zebra chief turned away from the king. "We cannot help you, for you have hunted us."

- 4** The king then asked the elephant queen for help but she, too, refused. "We do not help those who want to kill us," she said.



The king asked the antelopes, but they also said no because they were favorite game animals of hunters such as the king.



A **flock** of long-legged, long-necked birds called cranes landed near the king. Weakly, the king begged the cranes for help. They did not turn away. Instead, the cranes brought water to the king and then, led him to his court.

- 4** The grateful king ordered his **goldsmith** to make a crown of gold for each crane. The next day, the cranes flew off wearing their crowns, but the day after that, they returned with bare heads. The cranes said that the other animals had become **envious** and angry when they saw the golden crowns. The animals had stolen the crowns and destroyed them.

The king had new crowns made, not of metal gold but of golden feathers that could not be removed. Each crane flew off wearing its gold-feather crown.

And that is how African crowned cranes received the beautiful, **shimmering** crowns of gold that they still wear today.



RESPOND

Write or discuss. Have students work independently or as a group to answer the questions below.

- ▶ List the animals that refused to help the king find his way back to the royal court. (*zebra chief, elephant queen, antelopes*)
- ▶ Explain why the zebra chief, the elephant queen, and the antelopes refused to help the king, but the cranes did not refuse. (*Student answers will vary but should reflect that zebras, elephants, and antelopes are all game animals that were hunted by the king; the cranes were not hunted.*)
- ▶ Choose one of the animals from the legend. If you were that animal, what would you do if the king asked for help? (*Student answers will vary.*)
- ▶ What might the king do differently if he were lost again and wanted the zebras, elephants, or antelopes to help him? (*Student answers will vary but might suggest that the king tell the animals he is sorry for hunting them in the past.*)
- ▶ In your opinion, did the zebra chief, the elephant queen, and the antelopes do the right thing? Explain your answer. (*Student answers will vary.*)
- ▶ Write or discuss a new ending to the story to explain another way the African crowned crane might have received its gold-feathered crown. (*Student answers will vary.*)

Story Map for

Main Characters:

Setting:

Problem/Goal:

Major Events:

Solution:

This story is mainly about...

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Story Map for The Legend of the African Crowned Crane

Main Characters: The king, cranes

Setting: Long ago, in the dry grasslands

Problem/Goal: The king was lost and would die of thirst if he did not find the oasis where the royal court was set up.

Major Events: The king asked the zebra chief, the elephant queen, and the antelopes for help, but they refused. Then, the king begged the cranes for help.

Solution: The cranes brought the king water and led him to his royal court. The king was grateful and gave the cranes crowns of golden feathers.

This story is mainly about...
how African crowned cranes came to have their gold-feathered crowns.



Cellphone Signals

SUMMARY

In this narrative, a young girl is hiking in the woods when she gets separated from her group. Her cellphone has no signal, but she finds a way to use it.

FOCUS QUESTION

How does Lily find a unique way to solve her problem?

KEY VOCABULARY

- **forked** (verb) To **fork** is to split into two.
- **reflected** (adjective) **Reflected** means showing or mirrored.
- **overhang** (noun) An **overhang** is a part that sticks out or hangs over something.
- **twigs** (noun) A **twig** is a small tree branch.
- **dozed off** (verb) To **doze off** is to fall asleep.
- **resourceful** (adjective) **Resourceful** means able to solve problems.

PREVIEW

- ▶ **Identify the text.** This text is *realistic fiction*. Explain to students that realistic fiction is a type of narrative text, or story, that is based on true-to-life people and events.
- ▶ **Point out key vocabulary (in bold).** Discuss definitions with students.
- ▶ **Introduce the focus question.** Have students consider the question as they read.

READ

INDEPENDENT READ

Annotate the text. Encourage students to identify key ideas, connections, and questions they have as they read.

TEACHER-GUIDED READ

Explore narrative text structure. Draw attention to how the narrative is organized and the key elements. Then, work with students to answer the questions below.

- Who is the story about? (Main Characters) ❶
- Where and when does the story take place? (Setting) ❷
- What is the problem or goal? (Problem/Goal) ❸
- What happens? (Major Events) ❹
- How does the story end? (Solution) ❺
- What is the story mainly about?

Summarize the story. Review the story map and work together to orally summarize the story.

Answer the focus question. Work together to answer: How does Lily find a unique way to solve her problem? (*Lily is resourceful; she uses the back of her cellphone to reflect the sunlight and send a message.*)



Cellphone Signals

- 1 On a hike with other campers, Lily stopped to check her cellphone. "Too bad. I can't get a signal here," she said to herself. When she looked up, she saw that she was alone, so she jogged ahead on the trail to catch up to the group.
- 3 After a few minutes, Lily knew that the campers had not taken this trail, so she ran back but wasn't sure where to stop. Her heart was beating fast from running, and from fear. She found a path and started walking on it, uphill and down through the woods. When the path **forked**, Lily sometimes went left, sometimes right. Finally, she came to a grassy clearing where she sat on a large rock and said to herself, "Stay calm, and think!"
- 2 She looked in her backpack and found an apple, a half-empty water bottle, a sweatshirt, and the useless cellphone. The back of the cellphone was shiny silver, and she saw her worried face **reflected** in it.
- 4 Lily took a sip from the water bottle, but she decided to save the apple until she was hungrier.



LEXIA® CLOSE READS



NARRATIVE, REALISTIC FICTION

She pictured the counselors trying to find her. All she had to do was wait, and the clearing seemed like a good spot because she could be seen more easily in the open.

After three hours of waiting, Lily ate the apple.

- 2 It began to drizzle, and Lily put on her sweatshirt. She realized that evening was coming, and she needed better shelter. Earlier, she had noticed a rocky **overhang** in the woods. To make sure she would find the way back to the clearing in the morning, Lily collected **twigs**. She placed pairs of them in a crisscross pattern to mark her path.
- 4 Lily sat under the rock ledge, her chin resting on her knees. The rain made gentle music and, as darkness came, she **dozed off**.

The songs of birds awakened her to a sunny morning, and she followed her twig path back to the clearing.

After a while, Lily heard a loud buzzing overhead and looked up. A rescue helicopter! She leaped up and waved her arms. "Here!



I'm here!" she shouted, but it seemed that the helicopter was moving away. "Don't leave!"

Lily grabbed her cellphone and held it up, tilting its silvery back this way and that, trying to catch the sunlight. Would the flashes be seen?

News reports later told about the rescue. "Lily's cellphone had no signal," said one reporter, "but this **resourceful** camper used it to send a message anyway."

4

5

LEXIA® CLOSE READS



NARRATIVE, REALISTIC FICTION

RESPOND

Write or discuss. Have students work independently or as a group to answer the questions below.

- ▶ Name four things Lily had in her backpack that helped her survive in the woods. (*water, apple, sweatshirt, cellphone*)
- ▶ Explain why Lily made a pattern with twigs on the path. (*Lily left the open clearing to find shelter, but she wanted to be sure to find her way back in the morning.*)
- ▶ Organize the events of the story in a timeline. (*Student answers will vary, but should include these events in order: 1. Lily is lost in the woods. 2. Lily looks in her backpack and thinks about what to do. 3. Lily sleeps under a rock ledge. 4. Lily follows the twig path back to the clearing. 5. Lily hears a helicopter and uses her cellphone to reflect the sunlight and send a message.*)
- ▶ If Lily had been able to get a cellphone signal in the woods, what might the ending have been? (*Student answers will vary.*)
- ▶ Do you agree with the reporter that Lily was a resourceful camper? Why or why not? (*Student answers will vary. Students who agree might say she used her supplies wisely, marked her path with twigs, and figured out a way to use her cellphone to send a message.*)
- ▶ Describe a new character and explain how he or she would fit into the story. (*Student answers will vary, but should reflect events in the story.*)

Story Map for

Main Characters:

Setting:

Problem/Goal:

Major Events:

Solution:

This story is mainly about...

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Story Map for Cellphone Signals

Main Characters:

Lily

Setting:

In the woods, during the day and at night

Problem/Goal:

Lily is separated from other campers while hiking in the woods, and she can't find her way back.

Major Events:

Lily stops in a grassy clearing and tries to stay calm. She drinks water and eats an apple from her backpack. She marks a twig path to a rocky overhang where she takes shelter for the night. In the morning, she follows the path back to the clearing.

Solution:

When Lily hears a rescue helicopter, she holds up her cellphone, tilting it back and forth to catch the sunlight. This sends a message to the helicopter pilot, and she is rescued.

This story is mainly about...

what happens when a resourceful young girl is separated from her group while hiking in the woods.



Animal Fact, Animal Fiction

SUMMARY

This magazine article explores myths and facts about owls, ostriches, and crocodiles.

FOCUS QUESTION

How are the myths about owls, ostriches, and crocodiles related to facts about these animals?

KEY VOCABULARY

- **ancient** (adjective) *Ancient* means very old.
- **ability** (noun) *Ability* is the skill to do something.
- **bury** (verb) To *bury* is to put something underground.
- **moist** (adjective) *Moist* means slightly wet.
- **glands** (noun) A *gland* is an organ in the body.
- **produce** (verb) To *produce* is to make.

PREVIEW

- ▶ **Identify the text.** This text is a *magazine article*. Explain to students that this article is an example of an informational text—writing that gives facts about a subject.
- ▶ **Point out key vocabulary (in bold).** Discuss definitions with students.
- ▶ **Introduce the focus question.** Have students consider the question as they read.

READ

INDEPENDENT READ

Annotate the text. Encourage students to identify key ideas, connections, and questions they have as they read.

TEACHER-GUIDED READ

Explore informational text structure. Draw attention to how information is organized in the article. The first section presents information about owl myths and facts **1**. The next section describes ostrich myths and facts **2**. The final section is about crocodile myths and facts **3**. Then, work with students to complete the Advanced Text Structure Map. Refer students to their text annotations to identify key ideas and supporting information.

Summarize information. Review the Advanced Text Structure Map and work together to orally summarize the article.

Answer the focus question. Work together to answer: How are the myths about owls, ostriches, and crocodiles related to facts about these animals? (*The myths are different from the facts: ostriches may lower their heads to the ground, but they do not bury their heads in the sand; crocodiles do cry tears, but they're not sad tears; and owls are not smart birds.*)

ANIMAL FACT, ANIMAL FICTION

1 In folktales, owls are wise characters who give good advice. The ancient Greek goddess of wisdom, Athena, was often shown holding an owl. A person who understands many things is "as wise as an owl." Owls' big, staring eyes and their great hunting skills make these birds seem like thinkers. But are real owls wise?



2 Someone who is not facing up to a problem may be compared to a different bird—an ostrich. The person is told, "Don't be an ostrich. Don't bury your head in the sand." Does an ostrich really bury its head in the sand?



In fact, ostriches never cover their heads with sand. They need to see danger to stay safe. These big, flightless birds have sharp eyesight. They are fast runners and strong fighters. So, how did people come to believe that ostriches

bury their heads? Ostriches lower their heads to move eggs in their nest on the ground. Seen from a distance, their heads appear buried by sand. An ostrich may also lie still with its long neck stretched out on the ground as a way of hiding when it senses danger.

3 Sometimes, a person who is only pretending to feel sadness is compared to a crocodile. "What crocodile tears!" others say about the false show of feeling. It was reported that crocodiles cried while eating animals they had just killed—as if they were sorry about the deed. Do crocodiles really cry tears?



In fact, crocodiles do cry tears. As the crocodile eats, bubbles form in the corners of its eyes. Tears sometimes drip down the animal's face. The crocodile's tears are keeping its eyes moist. Its tears are not caused by strong feelings, like sadness about its poor victim. The tears are caused by the action of eating. The glands that produce tears are squeezed as the animal works its mighty jaws.

Owls aren't wise, ostriches don't ignore danger, and crocodiles don't show false sorrow. Some ideas about animals turn out to be more **FICTION** than **FACT**.

RESPOND

Write or discuss. Have students work independently or as a group to answer the questions below.

- ▶ Who is Athena? (*the ancient Greek goddess of wisdom who is often shown holding an owl*)
- ▶ Explain why people may think that ostriches bury their heads in the sand. (*Ostriches lower their heads to move eggs in their nest on the ground, and an ostrich may lie on the ground with its long neck stretched out to hide when it senses danger.*)
- ▶ What is another example of an expression that compares a person to an animal? (*Student answers will vary but may include as busy as a bee, as hungry as a bear, or as slow as a snail.*)
- ▶ How are the myths about crocodiles, ostriches, and owls connected? (*Each myth is used to describe human behavior. For example, a person who understands many things is "as wise as an owl;" a person who is avoiding a problem is "burying her head in the sand;" and a person who is only pretending to show sadness is "crying crocodile tears."*)
- ▶ Which animal myth is closest to reality? (*Student answers will vary but may include information about an ostrich lowering its head to move its eggs or a crocodile producing tears when it eats.*)
- ▶ Why do you think that people created myths around animal behavior? (*Student answers will vary.*)



Advanced Text Structure Map

Topic

Main Idea

Main Idea

Main Idea

Detail 1

Detail 1

Detail 1

Detail 2

Detail 2

Detail 2

Detail 3

Detail 3

Detail 3



Advanced Text Structure Map

Topic myths and facts about owls, ostriches, and crocodiles

<p><u>Main Idea</u> There are myths and facts about owls.</p>	<p><u>Main Idea</u> There are myths and facts about ostriches.</p>	<p><u>Main Idea</u> There are myths and facts about crocodiles.</p>
<p><u>Detail 1</u> In fiction, owls are wise characters, and a smart person is said to be as wise as an owl.</p>	<p><u>Detail 1</u> A person who is not facing up to a problem may be told, “Don’t be an ostrich. Don’t bury your head in the sand.”</p>	<p><u>Detail 1</u> A person who is only pretending to feel sadness is said to be crying “crocodile tears.”</p>
<p><u>Detail 2</u> Owls are not skilled problem solvers.</p>	<p><u>Detail 2</u> Ostriches have sharp eyesight. They use their sharp eyesight to stay safe.</p>	<p><u>Detail 2</u> Crocodiles have glands that produce tears when they eat.</p>
<p><u>Detail 3</u> Owls are not quick to learn new tasks.</p>	<p><u>Detail 3</u> Ostriches lower their heads to the ground to move eggs around the nest.</p>	<p><u>Detail 3</u> The crocodile’s tears keep its eyes moist.</p>

Saving the Rainforests of the Ocean

SUMMARY

This blog describes rainforests of the oceans, why they are in danger, and what is being done to help save them.

FOCUS QUESTION

Why do the rainforests of the ocean need to be saved?

KEY VOCABULARY

- **variety** (noun) A *variety* is an assortment of many different things.
- **species** (noun) A *species* is a classification of living organisms.
- **outrageously** (adverb) *Outrageously* means extremely.
- **organism** (noun) An *organism* is any living thing.
- **surface** (noun) The *surface* is the outer layer.
- **photosynthesis** (noun) *Photosynthesis* is the process plants use to turn sunlight into energy.
- **inhabitants** (noun) An *inhabitant* is a person or animal that lives in a place.
- **bleaching** (noun) *Bleaching* is when all the color leaves something.
- **expel** (verb) To *expel* is to force something out.

PREVIEW

- ▶ **Identify the text.** This text is an *article*. Explain to students that this article is an example of an informational text—writing that gives facts about a subject.
- ▶ **Point out key vocabulary (in bold).** Discuss definitions with students.
- ▶ **Introduce the focus question.** Have students consider the question as they read.

READ

INDEPENDENT READ

Annotate the text. Encourage students to identify key ideas, connections, and questions they have as they read.

TEACHER-GUIDED READ

Explore cause and effect. Draw attention to how information is organized. The first part presents information about coral reefs **1** and how they grow **2**. The next part presents the causes of coral bleaching **3** **4**. The last part explains how scientists are trying to save coral reefs **5**.

Then, work with students to complete the Cause and Effect chart. Refer students to their text annotations to help identify causes and effects.

Answer the focus question. Work together to answer: Why do the rainforests of the ocean need to be saved? (*They are in danger of dying out because of pollution and climate change.*)

1 They are called “the rainforests of the ocean.” Like real rainforests on land, they are home to a rich **variety** of life—sea life. For example, thousands of different **species** of fish, **outrageously** colorful, may live around a single reef.

2 The reef-like reefs are built by coral, tiny animals related to jellyfish. Each coral is called a polyp. It is a simple **organism** with a stomach and a mouth surrounded by tentacles that it uses for feeding. It builds a hard skeleton around itself for protection. Thousands of identical polyps live together, their skeletons connecting to form a hard structure. As they live and die, new skeletons are built. The reef grows.

The living coral are closest to the **surface**. They need sunlight, so their “roommates” can provide a steady diet of food. Each polyp has plant-like algae living with it, protected by its skeleton. The algae use **photosynthesis** to create food from sunlight, sharing this food with the polyp. They also give the coral reef its color.

Thousands of living things rely on a single reef for food and shelter. When it dies, its **inhabitants** are suddenly homeless. And coral reefs are dying.

3 The outward sign that all or part of a reef is dying is something called “coral **bleaching**.” Bleaching results when the algae in the coral are killed or driven out. There are two main causes for this: climate change and pollution.

4 Coral need clear water and a certain temperature range to stay healthy. Even a rise of one degree in the average water temperature hurts them. Climate change is slowly raising the temperature of the ocean. If the temperature rises around them, coral polyps are damaged and **expel** their algae. With the algae gone, the reef loses its color and the polyps starve.

5 Pollution also plays a part. It encourages the growth of harmful algae. This algae covers the top of the reef, blocking out sunlight. This kills the good algae and soon kills the coral.

About 30% of the world’s coral reefs have died in the last 50 years. A report released in February 2011 announced that three-quarters of the existing reefs are in danger. But scientists are already at work. They are looking for ways to move heat-resistant algae into the reefs. They are finding ways to rebuild damaged reefs. With skill and luck, they will help save “the rainforests of the ocean.”

When coral reefs lose their algae, they become damaged and turn white.

LEXIA® CLOSE READS LEXIA CORE5 READING INFORMATIONAL, BLOG ENTRY

RESPOND

Write or discuss. Have students work independently or as a group to answer the questions below.

- ▶ Describe a coral reef. (*It is home to a variety of sea life. Each coral is called a polyp. Polyps build hard skeletons around themselves for protection. Coral reefs are brightly colored.*)
- ▶ Explain the effect of pollution on coral reefs. (*Pollution blocks the sunlight so the algae cannot use photosynthesis to create food. Without food, the good algae die, and soon the coral die.*)
- ▶ How might you use what you learned about coral reefs to help save “the rainforests of the ocean”? (*Student answers will vary but should reflect knowledge of the causes of coral bleaching: climate change and pollution.*)
- ▶ How are “the rainforests of the ocean” similar to rainforests on land? How are they different? (*Student answers will vary but might include: They are similar because both provide food and shelter for a variety of plants and animals. They are different because one is on land, and the other is in water.*)
- ▶ Do you think scientists should be working to find ways to save the rainforests of the ocean? Why or why not? (*Student answers will vary.*)
- ▶ Imagine you are a travel agent. Keeping in mind what you learned from the text and what you may already know about coral reefs, design an ad or a travel brochure for a trip to a coral reef. (*Student answers will vary.*)



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Cause/Effect Chart

Effect



Cause

Cause/Effect Chart

Cause

climate change and pollution



Effect

coral bleaching



- Coral build rock-like reefs.
 - Coral live close to the ocean surface where there is sunlight.
 - Climate change raises the water temperature.
 - Algae are gone.
 - Pollution helps harmful algae grow.
 - Sunlight does not reach the good algae.
- Reefs are a home to a variety of sea life.
 - Algae use the sunlight to create food for themselves and the coral polyps.
 - Coral polyps are damaged by the warmer water and expel their algae.
 - The reef loses its color and the polyps starve.
 - The harmful algae block the sunlight.
 - The good algae and the coral die.

Expressions from the Ancients

SUMMARY

This magazine article explores expressions in our language that can be traced back to ancient Greek mythology.

FOCUS QUESTION

How are the expressions *Midas touch*, *Pandora's box*, and *Trojan horse* related to Greek myths and legends?

KEY VOCABULARY

- **myths** (noun) A *myth* is a kind of traditional story.
- **curiosity** (noun) *Curiosity* is interest in learning or knowing something.
- **conquer** (verb) To *conquer* is to take control of.
- **gullible** (adjective) *Gullible* means easily tricked or persuaded.

PREVIEW

- ▶ **Identify the text.** This text is a *magazine article*. Explain to students that this article is an example of an informational text—writing that gives facts about a subject.
- ▶ **Point out key vocabulary (in bold).** Discuss definitions with students.
- ▶ **Introduce the focus question.** Have students consider the question as they read.

READ

INDEPENDENT READ

Annotate the text. Encourage students to identify key ideas, connections, and questions they have as they read.

TEACHER-GUIDED READ

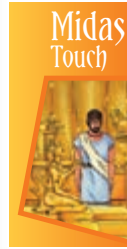
Explore informational text structure. Draw attention to how information is organized in the article. There are three sections that each present information about a different expression: *Midas touch* ❶, *Pandora's box* ❷, and *Trojan horse* ❸. Each section presents information about what the expression means and details describing the story from which the expression is based. Work with students to complete the Advanced Text Structure Map. Refer students to their text annotations to identify key ideas and supporting information.

Summarize information. Review the Advanced Text Structure Map and work together to orally summarize the article.

Answer the focus question. Work together to answer: How are the expressions *Midas touch*, *Pandora's box*, and *Trojan horse* related to Greek myths and legends? (*The Midas touch* refers to King Midas who turned everything into gold; *Pandora's box* refers to a sealed jar filled with all the miseries of the world; *Trojan horse* refers to a wooden horse filled with Greek soldiers and left outside the gates of Troy.)

EXPRESSIONS FROM THE ANCIENTS

Greek **myths** and legends belong to a time long gone by, but traces of them can be found in our language. Here are three expressions and the stories behind them.



Midas Touch

Someone with the Midas touch is lucky with money and gets rich easily. Midas ruled the kingdom of Phrygia. To reward him for a kind act, the god Dionysus granted him a wish. Without thinking, the king wished that everything he touched would turn to gold. The wish was granted. The king enjoyed turning things in his garden into gold, but when he became hungry, he found he could not eat. Any food that touched him immediately turned to gold. So did his loving daughter when she tried to comfort him. Midas begged to have his wish undone, and Dionysus agreed.



Pandora's Box

If someone opens a Pandora's box, that person creates trouble. In Greek mythology, Pandora was the first woman on Earth. Each god gave her a particular gift, such as beauty or musical talent. Zeus, the king of the gods, gave her a sealed jar (not a box) filled with all the miseries of the world. Pandora was told not to open the jar, but one of the gifts she was given was **curiosity**. She opened the jar, as Zeus must have known she would, and out flew terrible things. By the time she managed to close it again, only one thing remained because it was at the bottom of the jar: hope.

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INFORMATIONAL, MAGAZINE ARTICLE

Trojan Horse



3

These days, one meaning for *Trojan horse* has to do with computers. It is something that seems to be useful software but turns into a virus when installed on a computer. The original Trojan horse was built during the Trojan War. The Greeks were trying to **conquer** the Trojans, who ruled the city of Troy. This city was surrounded by a huge wall. The Greeks wanted to sneak some men into the city to open the gates. So a huge wooden horse was constructed. It was hollow, so soldiers could hide inside. Then the armies withdrew, acting as if they had given up on the war. The horse was left before the gates of Troy as a gift. The **gullible** Trojans fell for the trick and took the horse inside. Soon after, they lost the war.

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RESPOND

Write or discuss. Have students work independently or as a group to answer the questions below.

- ▶ Who was Pandora? (*In Greek mythology, she was the first woman on Earth.*)
- ▶ Explain how the modern expression *Trojan horse* is related to the myth. (*Both involve tricks. The ancient Trojan horse was used to trick the Trojans into thinking the Greek armies gave up on the war. The modern Trojan horse is used to trick people into thinking they are installing safe software on their computers.*)
- ▶ Choose one of the expressions. Illustrate a situation in which you might use that expression. (*Student answers will vary, but should include information from the text that reflects the meaning of the expression.*)
- ▶ The Greek myths about King Midas, Pandora, and the Trojan horse all involved a gift. How are these gifts similar? (*Student answers will vary, but should include the observation that each gift had negative results.*)
- ▶ Today we use *Midas touch* to describe a person who is lucky. Was the ancient Greek story really about good luck? Why or why not? (*Student answers will vary, but should include information from the text about the story of King Midas.*)
- ▶ Imagine you are making a movie about someone who opens a *Pandora's box*. Write about or discuss your movie. (*Student answers will vary.*)



Advanced Text Structure Map

Topic

Main Idea

Main Idea

Main Idea

Detail 1

Detail 1

Detail 1

Detail 2

Detail 2

Detail 2

Detail 3

Detail 3

Detail 3



Advanced Text Structure Map

Topic expressions that can be traced back to Greek myths and legends

<p>Main Idea</p> <p>Someone with the Midas touch is lucky with money.</p>	<p>Main Idea</p> <p>A person who opens a Pandora's box is creating trouble.</p>	<p>Main Idea</p> <p>A Trojan horse is a computer virus that is disguised as useful software.</p>
<p>Detail 1</p> <p>King Midas was granted his wish that everything he touched would turn to gold.</p>	<p>Detail 1</p> <p>Zeus gave Pandora a sealed jar filled with the miseries of the world.</p>	<p>Detail 1</p> <p>The Greeks wanted to conquer the Trojans.</p>
<p>Detail 2</p> <p>Midas could not hug his daughter or eat.</p>	<p>Detail 2</p> <p>When Pandora opened the jar, terrible things flew out.</p>	<p>Detail 2</p> <p>The Greeks built a huge wooden horse, hid soldiers inside, and left it outside the gates of Troy as a gift.</p>
<p>Detail 3</p> <p>Midas begged to have his wish undone, and it was.</p>	<p>Detail 3</p> <p>By the time Pandora closed the jar, the only thing left was hope.</p>	<p>Detail 3</p> <p>The Trojans took the horse inside their walled city and lost the war.</p>