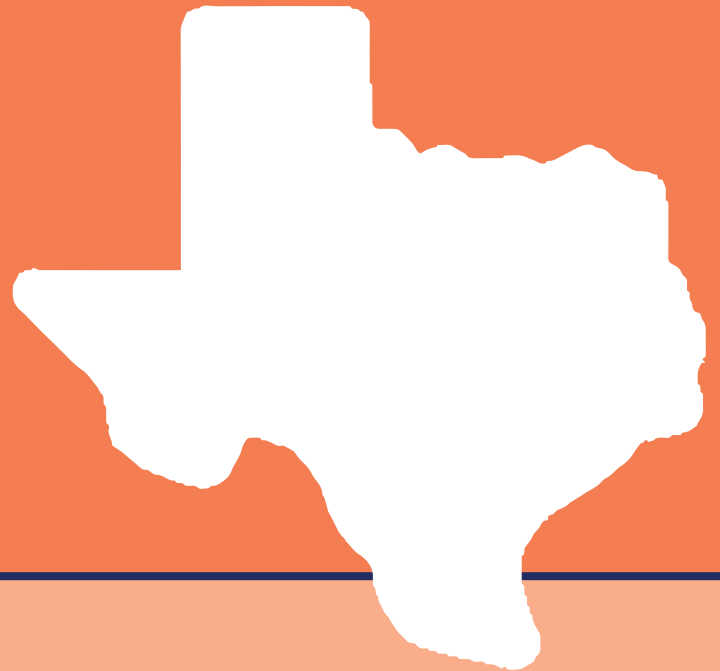




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

STORIES OF THE ANCIENT GREEKS



GRADE 2 UNIT 3 | ACTIVITY BOOK

EDITION 1

Grade 2

Unit 3

Stories of the Ancient Greeks

Activity Book

Acknowledgement:

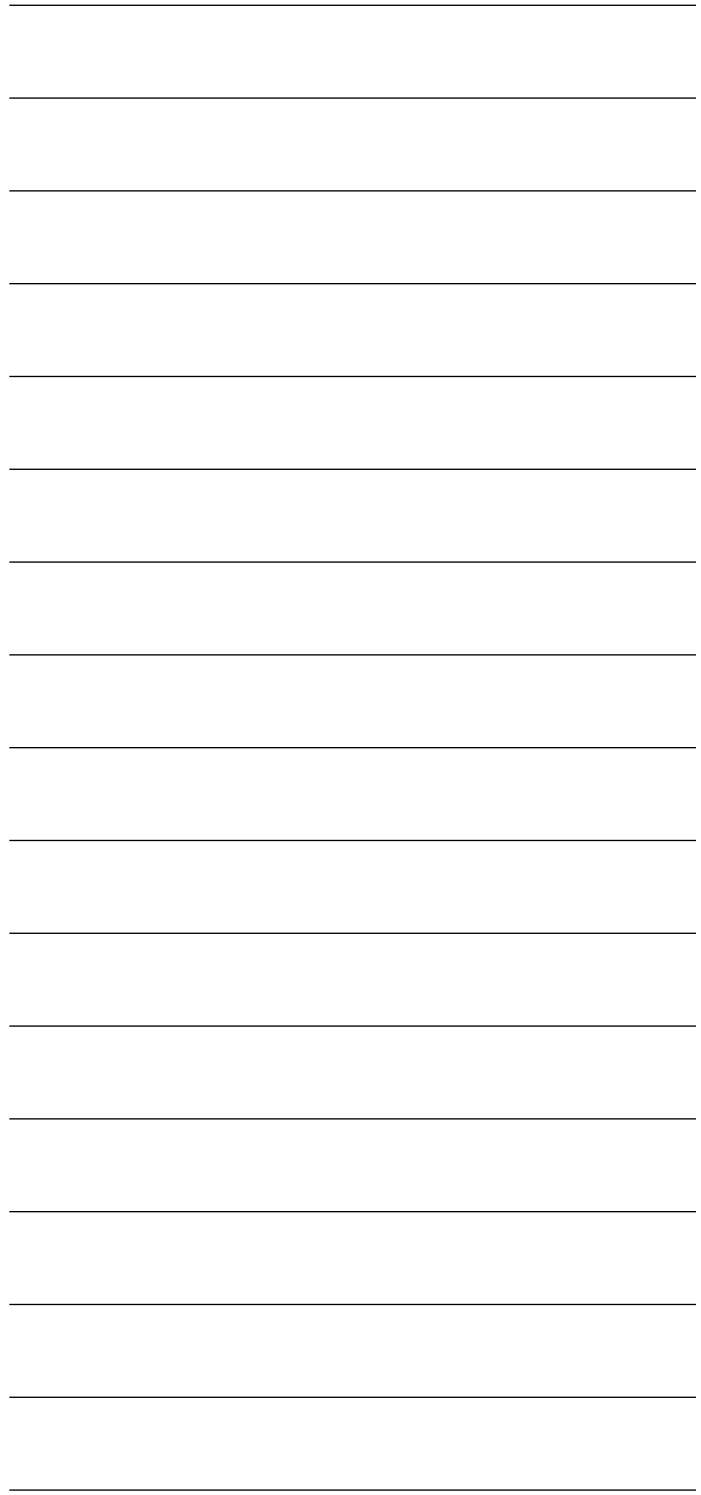
Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email
openeducationresources@tea.texas.gov.

Activity Page

Title: _____



Unit 3

[illegible]

NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

Today, your student heard a read-aloud about the twelve mythical Greek gods and goddesses that the ancient Greeks believed lived on Mount Olympus. Over the next several days, your student will review that the ancient Greeks believed in many mythical gods and goddesses, and that the twelve on Mount Olympus were thought to be the most powerful. S/he will learn the definition of a myth (a fictional story, once thought to be true), and that myths try to explain occurrences in nature, teach moral stories, and entertain listeners. Your student will hear several well-known Greek myths including “Prometheus and Pandora,” “Demeter and Persephone,” and “Arachne the Weaver.”

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about Greek myths.

1. Mount Olympus

Have your student share which twelve mythical gods and goddesses the ancient Greeks thought lived on Mount Olympus and what these mythical gods and goddesses were in charge of. (*Zeus, Poseidon, Demeter, Hera, Hephaestus, Aphrodite, Athena, Ares, Apollo, Artemis, Hermes, Dionysus*) As your student shares what they know about these twelve mythical Greek gods and goddesses, share with them what you know, including any mythical Greek gods and goddesses that they have not heard about.

2. Sayings and Phrases: Cold Feet

Your student will learn the saying “cold feet” in relation to the Greek myth of Daedalus and Icarus. Before Daedalus and his son Icarus use their wax wings to try to escape from the prison tower, Daedalus hesitates with sudden fear. Talk with your student about other situations where one might use the saying “cold feet.”

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *myths*—Many ancient peoples told myths, fictional stories thought to be true at the time. Myths were used to explain events in nature or teach a lesson.
- *fork in the road*—A “fork in the road” is a place where the road splits in two. It can also mean when you have to make a decision, but you aren’t sure what to choose.

- *foresight*—To think or plan ahead.
- *hindsight*—To understand something after it happened.

4. Read Aloud Each Day

It is very important that you read to your student each day. The local library has many books on Greek myths and the ancient Greek civilization.

NAME: _____

DATE: _____

2.1

Activity Page



Directions: These five pictures show events from the myth "Prometheus and Pandora." Cut out the five pictures and glue them in the correct order on a piece of paper.

Activity Page

DATE: _____

Title: _____

[illegible]

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

3.1

DATE: _____

Title: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 3

NAME: _____

DATE: _____

5.1

Activity Page

First

Then



1. _____, Theseus defeats the Minotaur.

_____, Theseus volunteers to enter the labyrinth.

2. _____, Theseus forgets to change the sails from black to white.

_____, King Aegeus falls into the sea.

3. _____, Theseus ties the gold thread around his body.

_____, King Minos's son dies in Athens.

4. _____, Daedalus creates the labyrinth.

_____, Princess Ariadne asks Daedalus how to help Theseus escape from the labyrinth.

Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.

6.1

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

[illegible]

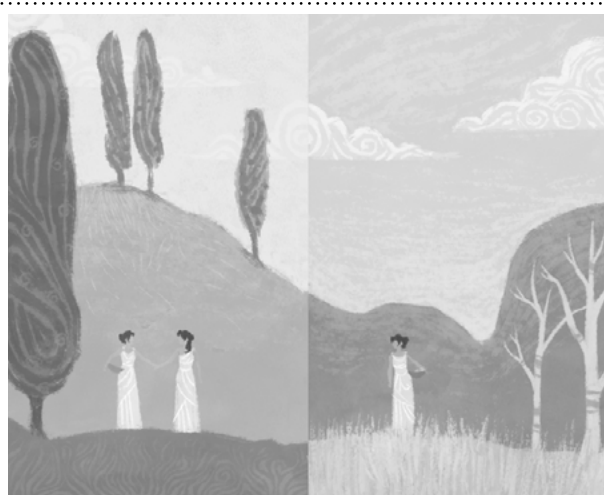
NAME: _____

DATE: _____

PP.1

Assessment

Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue them in the correct order on a piece of paper. For each image, write a sentence that describes what is happening in the story.



NAME: _____

DATE: _____

Directions: Think about what you have heard in the read-aloud, and then fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

7.1

DATE: _____

Directions: Use this worksheet for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

[illegible]

NAME: _____

DATE: _____

Title: _____

Character(s)



Setting(s)



Plot

Beginning

Middle

End

Directions: Use this story map to describe the characters, settings, and plot of the story.

NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

Today, your student heard a read-aloud about the most famous hero in Greek mythology, Hercules. Over the next several days your student will hear more about the twelve labors of Hercules, specifically his fight with the Nemean lion and his search for the golden apples of the Hesperides. Your student will also hear about the story of Atalanta, a swift-footed huntress who refused to marry.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about Greek myths over the next several days.

1. Hercules

Have your student share with you what s/he has learned about Hercules. You may wish to search at the library or online for text or more details about Hercules' other labors to share with your student.

2. Atalanta

Ask your student to tell you about Atalanta, the swift-footed huntress. Discuss with your student how the mythical goddess Aphrodite helped one of Atalanta's suitors trick her, sharing that the mythical Greek gods and goddesses were believed to have often interfered in the lives of humans. Share with your student other myths you may know of where the mythical Greek gods or goddesses interfered in the lives of others.

3. Words to Use

Here is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *labors*—Hercules had to complete twelve difficult labors or tasks.
- *reputation*—Hercules cleared his reputation, or the people's opinion of him, as ill-tempered after he completed those twelve labors.
- *resist*—Atalanta was unable to resist the golden apples.

4. Read Aloud Each Day

It is very important that you read to your student each day. Your local library should have books and other resources related to Greek myths and the ancient Greek civilization.

DATE: _____

Activity Page

[illegible]

Unit 3 Stories of the Ancient Greeks

NAME: _____

DATE: _____

8.2

Activity Page

Directions: Use this worksheet to write your myth. Fill in the blanks with the information you have chosen to include in your myth.
On the back of this paper, draw a picture of a scene from your myth.

(Myth Title)

Written and Illustrated by _____

Long ago there was _____

_____ who lived _____

One day, _____

Then (character name) _____

After that _____

And that is why/how _____

NAME: _____

DATE: _____

9.1

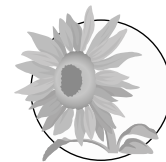
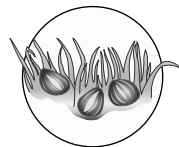
Activity Page

Directions: Listen to your teacher's directions about this checklist. Then look at your writing to see if you have ended each sentence with the correct punctuation, started each sentence with a capital letter, included a character with a name, and included a beginning, middle, and end. Your teacher will let you know if there are other things you should look for in your writing.

☐☐☐☐☐☐

. ? !

T he cat ran.



in, out, under

I, you, our

NAME: _____

UA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.



NAME: _____

UA.2

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions.

NAME: _____

UA.3

Assessment

DATE: _____

Directions: Listen as your teacher reads each sentence. Think about the answer. Write words, phrases, or sentences that come to mind when you hear the question.

1. Who was the most interesting character you heard about in the Greek myths? Why?

2. Name and describe one nonhuman creature you heard about in these Greek myths.

3. Tell about the supernatural powers of one of the characters you heard about in the Greek myths.

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