

ELA: Grade 1, Lesson 6, Hercules and the Stables

Lesson Focus: Understand how a hero in a myth is different from average characters

Practice Focus: Students will retell a myth including the hero and key details

Objective: Students will use Hercules and the Stables to engage with a myth and a hero with a focus on retelling a story including key details.

Academic Vocabulary: myth, stables, path, washed, strong

TN Standards: 1.RL.KID.2; 1.RL.KID.3; 1. RL.SC.4; 1.RL.IKI.7; 1.W.TTP.3

Teacher Materials:

- The teacher packet for ELA, Grade 1, Lesson 6

Student Materials:

- Paper, pencil and a surface to write on

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>Today we will be learning about myths! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pencil and a surface to write on <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (2 min)</p> <p>Today our goal is to retell a myth. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>[Show Slide 1.] The story we are going to read today is called <u>Hercules and the Stables</u>. This is a special kind of story called a myth. Can you say the word “myth” with me? [Pause.] Say myth. [Pause.] Myth. A myth is a story from long ago. Often times, a myth will have a hero in it.</p> <p>Can you say the word “hero” with me? [Pause.] Say hero. [Pause.] Hero. Do you know what a hero is? [Pause.] A hero is a person others look up to because of something special they did or how they treat others.</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more “doing” toward the end of the lesson.</p> <p>Students will understand that a myth is a special kind of story called a myth and that myths typically have a hero.</p> <p>Students will understand that a hero is a person others look up to because of something special they did or how they treat others.</p>

<p>A hero in a myth often has some kind of super power. In the myth we are going to read today, there is a hero. His name is Hercules.</p> <p>Have you ever heard of Hercules? [Pause.] He is well known by many people, but this might be the first time you have heard of him. One thing Hercules is known for is his bravery. There are many stories about the adventures of Hercules where he had be brave.</p> <p>Hercules is also very well-known for something else. As we read, let's pay close attention to what the hero, Hercules, does and how he does it.</p> <p>During our first read, I want you to enjoy this fun story, and see if you can figure out something that makes Hercules special. I want you to think about how Hercules is different from others?</p>	<p>Students will understand a hero in a myth might have a super power.</p> <p>Students will understand the story we are reading today is about a character named Hercules. He is known for the many adventures he went on and his bravery. They will discover he is also known for his super strength as we go through the lesson.</p>
<p><u>Teacher Model/Read-Aloud</u> (15 min) Here we go. [Show Slide 2.] Hercules was a very strong man. He lived near a king.</p> <p>[Show Slide 3.] The king had many cows. Hercules wanted some cows.</p> <p>[Show Slide 4.] The cows lived in big stables. The stables were very dirty. They were too big to clean.</p> <p>Let's look at this word "stables". It says, "The cows lived in big stables." What do you think the word stables means? [Pause for think aloud.] I am thinking the author told us that cows live in stables, so it must be like a house or building were the cows stay. It might be like a barn. [Use hands to make motion to draw out the shape of a house] Can you do this hand motion with me and say the word stable? Stable. [Make hand motion again while saying the word stable.]</p> <p>[Show Slide 5.] "I want some cows," Hercules told the king. "Then clean the stables in one day. I will give you cows," the king said.</p> <p>[Show Slide 6.] Hercules made a hole. He made another hole.</p> <p>[Show Slide 7.] He dug a path to the river. Hmm.[Pause for think aloud.] I am thinking about that word path. It says he made a hole. A path must be a little</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will understand the meaning of the words stable and path as they are used in this text. They will listen with only a couple of interruptions during this first read in order to get the gist of the story.</p>

<p>different than a hole. It says, “He dug a path to the river.” He is digging the path to the river. I am thinking this is like a trail or a ditch that goes from the stable to the river. [Make hand motion like a snake.] Can you do this while we say the word path? [Pause.] [Make hand motion like a snake while saying the word.] Path. [Pause.] I wonder why he is doing that.</p> <p>[Show Slide 8.] The water came down the path. The water washed the stables.</p> <p>[Show Slide 9.] The stables were clean, but the king wanted to keep his cows.</p> <p>[Show Slide 10.] “I did not say I would give you cows!” the king said. His son said, “Yes, you did! I heard you!”</p> <p>[Show Slide 11.] And so the king gave Hercules some cows. [Pause.]</p> <p>Were you able to figure out what is special about the hero Hercules? Let’s go back to see if we can find some clues.</p> <p>[Show Slide 12.] On this page, the author tells us “Hercules was a very strong man.” Look at this painting of Hercules on this pot? What do you notice? [Pause.] This definitely looks like someone that is strong don’t you think? [Pause.] I wonder if that has something to do what makes him a hero. Stand up and pose like this painting of Hercules. Show me how strong you are. [Pause.] [Stand up and mimic the pose on the pot.]</p> <p>[Show Slide 13.] Hercules lived near a king. The king had many cows. Hercules wanted some cows.</p> <p>What did Hercules want? [Pause.] That’s right. He wanted cows.</p> <p>Who had cows? [Pause.] Yes, the king had cows. The text tells us Hercules lived near the king, and he had many cows. Do we know why he wanted the cows? [Pause.] No. This text doesn’t really tell us why he wanted them. I think maybe he enjoyed seeing the cows the king had and wanted some for himself.</p> <p>[Show Slide 14.] Here, we learned some things about the cows. “The cows lived in big stables. The stables were very dirty. They were too big to clean.” [Pause.] What was that</p>	<p>Students will mimic the hand motion made by the teacher and say the word path with teacher</p> <p>Students will begin to collect evidence that Hercules is strong.</p> <p>Students will stand up and mimic the pose of Hercules on the pot.</p>
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place we said the cows lived? [Pause.] **Great job! They live in a stable.** [Make hand motion drawing out a house.] **Can everyone stand up and say the word stable with me?** [Pause.] **Stable.** [Make hand motion drawing out a house.]

How does the author describe the stables? [Pause.] **The author tells us it is big and it is very dirty. What do you see when you look at this picture?** [Pause.] **I see cob webs and dirt all over the inside of the stables. I also see Hercules looking through that window [point] at the cows and the mess.**

The author not only tells us it is very dirty, but she also tells us the stables “were too big to clean.” Too big to clean! Wow! That must be a very big stable and it must be extra dirty if it is too big to clean.

Remember, Hercules wants some of the king’s cows right? So, what does he do? [Pause.] [Show Slide 15.] **He goes to the king and asks if he can have some. “I want some cows,” Hercules told the king.**

What does the king tell Hercules? Let’s reread to refresh our memory. “Then clean the stables in one day. I will give you cows,” the king said. [Pause.] **The king says Hercules can have some cows as long as he does what?** [Pause.] **Cleans the stables. Great job!**

Hercules doesn’t just have to clean the stables, he has to clean the stables in one day! Now, I know the author told us Hercules was strong and the pictures definitely support this. But the author also told us the stables were “too big to clean,” let alone clean in one day.

We’ve already read the story so we know Hercules was able to do this. What does that tell us about him? [Pause.] **It tells us that he was able to do something that would have been really hard for anyone else.**

Let’s keep looking for clues that tell us how Hercules is a hero, or special. [Show Slide 16.] **On this page, the author tells us “He made a hole. He made another hole.”** [Pause.] **How many holes did he make?** [Pause.] **That’s right. It says “He made a hole. He made another hole.” That would mean he made two holes. It doesn’t tell us what he made a hole in, so we need to look at the illustrations to help give us more information.** [Pause.]

Students will mimic the hand motion made by the teacher and say the word stable with teacher

Based on what you see in the illustrations, what is he making a hole in? [Pause.] That looks like it is a wall. I bet he is making a hole in the walls of the stables.

It is one thing to make a hole, but he is making a hole in the wall in a different way than I would. How is he making these two holes in the walls of the stables? [Pause.] He made them by punching with his fists. That is crazy! Could you do that? [Pause.] I know I couldn't. Is this something you think an average person could do? [Pause.] No. I don't think this is something the average person could do.

What does that tell us about Hercules? [Pause.] Absolutely! We knew he was strong, but this shows us he is stronger than a normal person. Stand up and pose like Hercules did on the pot. Make those big muscles. [Pause.] Wow! That is impressive! You look very strong.

[Show Slide 17.] Remember on this page we learned that Hercules dug a path to the river. We know the path was like a trail to the river. But now that I am looking more closely at the illustrations, I am thinking Hercules is digging the path all the way from the stable to the river. That is a long way. How long did the king give Hercules to clean the stables? [Pause.] Yes. Remember, he only has one day to clean the stables.

Has he been cleaning the stables yet? [Pause.] No. So, far he has punched two holes in the walls and is digging a path to the river. He only has one day to clean this very dirty and very big stable, so he can get some cows from the king.

[Show Slide 18.] Next, we learn what his plan was to clean the stables. "The water came down the path. The water washed the stables."

How did Hercules clean the stables? [Pause.] He dug this path to the river so the water could come down and wash the stables. What a clever plan!

When I look at the illustrations the story makes more sense. I can see the water rushing in down the path to the stables. I can also see the water inside the stables. When text says, "The water washed the stables," the word washed lets me know the stable was cleaned by the water. Say the word washed with me. Say washed. [Pause.] Washed.

Students stand and pose like Hercules.

What was the purpose of the holes? [Pause.] Oh, that makes sense! Hercules needed to make a way for the water to get in to wash, or clean, the stables and then it needs a way to get out of the stables. I wonder what those cows thought about that!

So, when we think back to what Hercules did and what the author said, we can say that Hercules was strong. He was stronger than the average person. We know this because the average person would not be able to punch big holes in the side of the stables or dig a path all the way from the stables to the river in just one day. Hercules was able to accomplish this big task by using his strength. This is something he is very well known for by many people over the years. In other myths, we see evidence of his strength and courage.

It's time to strike that Hercules pose again. Stand up and let's see it. [Pause.]

Let's get back to this myth. Did Hercules do what the king asked of him? [Pause.] Yes he did. He was able to clean the stables in just one day. So he should be able to get the cows he was promised, right? [Pause.]

Let's read to see if he gets the cows. [Show Slide 19.] The stables were clean, but the king wanted to keep his cows.

[Show Slide 20.] "I did not say I would give you cows!" the king said. His son said, "Yes you did! I heard you!" And so the king gave Hercules some cows.

Was the king going to keep his promise? [Pause.] No! He said he didn't tell Hercules he could have the cows. That is not nice to break a promise. Why do you think the king said he would give Hercules the cows if he could clean the stables in one day if he didn't really want to give him the cows? [Pause.] I wonder if the king knew how strong and clever Hercules really was.

Let's look back on page 9 when the king makes the promise. [Show slide 21.] "Then clean the stables in one day and I will give you cows," the king said. I wonder if the king made the promise thinking this stable that was "too big to clean" would be an impossible task for Hercules. Knowing what we now know about Hercules, we know it was not an impossible task for this hero was it!

Students will understand the word washed means the same as cleaned.

Students stand and pose like Hercules.

<p>Wait! When I look back at this illustration, I see something I didn't notice before that is very important to Hercules getting the cows. Do you see it? [Pause.] Point to it. [Pause.] If you see it, get up and do a little wiggle dance. [Pause.] What is it? [Pause.] You got it! I see the king's son peeking out from behind the king's throne, or chair. Why is that important? Let's jump back to the end of the story.</p> <p>[Show Slide 22.] "I did not say I would give you cows!" the king said. His son said, "Yes you did! I heard you!" And so the king gave Hercules some cows. [Show Slide 23.]</p> <p>Why was it important that the king's son was listening when the king made the promise? [Pause.] That's right! He reminded the king he did make the promise. If he had not been there to hear the promise, the king may have pretended he never told Hercules he could have the cows even though he did what the king asked. He was not able to get away with telling a lie.</p>	<p>Students stand and point to the boy peeking out behind the king's throne. Students stand up and do a wiggle dance to celebrate.</p>
<p><u>Guided Practice</u> (3 min) You are going to have the opportunity to retell this myth. Remember a myth is a story from long ago. Often times, a myth will have a hero in it. Who was our hero in this myth? [Pause.] Say it with me. [Pause.] Hercules.</p> <p>I want you to be able to add as much detail as you can when you do this on your own. But first, let's go back through the main events in this myth.</p> <p>[Show Slide 24.] Let's take a look at these picture clues to help us retell the story. Look at the first two pictures on the top row. Think about how our story started. We might say... Hercules wanted some cows. He went to the king and asked him for some of his cows. The king said if he cleaned the stable in one day, he could have some cows.</p> <p>Let's move to the middle row. What did Hercules do next? First, Hercules made two holes in the stable. He was very strong. Then, he dug a path to the river. The water cleaned the stable.</p> <p>Let's look at the last row and think about how this myth ended. The king lied and tried to break a promise. The king's son told him he promised. Finally, the king gave Hercules the cows.</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students should be able to orally retell some or all of the events in the myth.</p>

<p>Independent Work (3 min)</p> <p>Wasn't that a fun myth? [Pause.] Now, I want you to practice retelling this story out loud. You can say it to someone you are with right now. You can say it to a pet or a toy if you'd like. You can also say it out loud to yourself. Try to put in as many details as you can. The more details the better! Say it at least once. You can say it more than once trying to add more details each time. [Pause.]</p> <p>Make sure you include Hercules, our hero in this myth. I would also like for you to include these other words we learned today: [Pause.] [Show Slide 25.] [Point to each word as you say it.] Stables, path, strong, washed. They are important to retelling the myth.</p> <p>Once you have said the story out loud at least once, get your paper and pencil. See how much of the story you can retell in writing. You may add drawings to your story as well.</p>	<p>Students will retell the myth including some key words. Some students will be able to add more details than others. The goal is that by orally rehearsing the retell, they will be able to add more details to their written retell.</p>
<p>Closing (1 min)</p> <p>I enjoyed working on [the lesson content or objective] with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	



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