Key Idea

Eros, god of love, shoots Apollo with an arrow causing him to fall in love with the nymph, Daphne, who refuses to return Apollo’s love. The ancient Greek myth of Apollo and Daphne has been adapted as a musical comedy and includes a CD with the soundtrack.

Literacy Standards Addressed in This Plan

RL.5.2 Main Focus: Key Ideas & Details
Sessions 1, 2, 3
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4 Craft & Structure
Sessions 1, 3
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Main Focus: Craft & Structure
Sessions 2, 3
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.7 Main Focus: Integration of Knowledge & Ideas
Sessions 2, 3
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.10 Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

SL.5.3 Comprehension & Collaboration
Sessions 1, 2, 3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

L.5.4 Vocabulary Acquisition & Use
Sessions 1, 2, Additional Instruction
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a Vocabulary Acquisition & Use
Additional Instruction
Use context as a clue to the meaning of a word or phrase.

RF.5.3 Phonics & Word Recognition
Session 2, Additional Instruction
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4b Fluency
Session 2
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

W.5.1 Text Types & Purposes
Writing Task
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.8 Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
* Standard adapted from another grade

W.5.10 Range of Writing
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Session 1  Text Selection: pp. 6–13

Key Idea: Text Selection  Apollo, god of the sun, is a big hit with the townspeople after killing the snake Python, who has been terrorizing them. But then Eros, god of love, appears with his arrows. Apollo claims that he himself will never love—but then the beautiful Daphne appears. The stage is set for Eros and his arrows to play havoc.

PREVIEWING THE TEXT  5 minutes

Read the title and author credit with students. Have them look at the front cover, read the Cast of Characters, and scan the illustrations. Point out the pages of sheet music (pp. 25–39) and make sure students understand their purpose. Also point out that page 40 is for students to take notes on producing the drama.

Now that you’ve previewed this musical comedy, who’d like to share your thoughts on how it’s different from most of the other texts we’ve read?

This text is meant to be produced on stage, and it includes the lyrics and music to songs.

What do you think the subject matter will be?

a Greek myth about Apollo and Daphne

READING THE TEXT CLOSELY  10 minutes

Explain the learning focus. Have students read pages 8–9. Check their application of the focus. Provide support if needed. Then have them read pages 6–13.

In order to understand this drama, we’re going to examine how the characters respond to challenges, and we’re going to find themes, or ideas. Can someone suggest how characters’ responses and themes might be linked?

By looking at how the characters behave and what happens to them, we can get an idea of how the author views life.

Who sees a challenge that Apollo faces in the part you just read?

He has to kill Python.

And how does he respond?

He shoots him with an arrow.

That’s pretty simple. But is this challenge and response completely serious, or is it comical?

It’s comical.

If it’s comical, what do you think the author is saying about the characters and their situation?

I think the author is saying they’re kind of ridiculous. They’re just for fun.

If students show they can apply the focus, set the reading assignment for the session. If not, ask them to reread pages 8–9 and locate the text in which Apollo encounters and responds to a challenge. Students may not read the entire selection during this session.

Our work as readers today is to understand this mythic musical comedy by analyzing how the characters behave as they respond to challenges they face. By understanding their behavior, we can glimpse the meaning or message. For example, when Apollo faces the challenge of the Python, does he act scared, or furious, or what?

He acts like it’s easy, like he’s just playing.

What do you think the author is telling us by having Apollo behave that way?

I think the message is that myths aren’t real. They’re just stories.
DISCUSSING THE TEXT 10 minutes

Invite students to continue using the learning focus as they discuss the drama.

As we talk together, listen to each other’s contributions so you can add to them. As speakers make important points, I’d like others to summarize the points that student made. With your summaries in mind, discuss the reasons and evidence that support each point. To begin, who sees a challenge that Apollo encounters after he kills Python?

The women are all falling in love with him and want to marry him.

That could definitely be a challenge. How does poor Apollo respond?

He brags that he’s too good for them.

I think you can see what’s going to happen to him as a result of bragging. In fact, Eros warns him. Who has a guess?

Apollo’s going to get in trouble.

And what’s the message in that sequence of events?

It’s wrong to brag.

Focus on the word terrorizing on page 8.

Let’s do a close read of some vocabulary in this scene. Take terrorizing, on page 8. Let’s leave off the -ing ending, I think you can see what the base word is and say what it means.

terror, meaning “extreme fear”

And the ending -ing, what does that indicate?

an action

So if you’re performing an action with the base word terror, what does that mean?

You’re causing terror.

Yes. By the way, can you think of other words that start with terror and have different endings, different parts of speech?

terrify, terrifying, terrorism, terrorist

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read drama.

You did a great job of using the characters’ responses as a way of finding themes. Almost all drama contains characters who respond to challenges, and their actions convey meanings. So use this strategy whenever you read drama.

COMPREHENSION SHARE

If a story is a myth, characters usually learn an important lesson in the end. Thinking about these lessons will help you summarize the text.

COMPREHENSION: SUMMARY

E-resource  Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

E-resource  Formative/Summative Assessment Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the question: What details have you read or heard in the drama that you might mention if you were writing a review? Use specific text evidence. Review students’ collected evidence as you evaluate their mastery of the learning focus.
LEARNING FOCUSES

RL.5.2, RL.5.5, RL.5.7

Students will return to the text to read closely and determine a theme of the drama, including how characters respond to challenges, and will summarize the myth. They will explain how a series of scenes fits together to provide the overall structure of the drama. They will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of the drama.

RETURNING TO THE TEXT

5 minutes

Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

As we begin today's session, who'd like to remind us of what we read and discussed last time?

We began reading a musical drama based on a myth about how Eros caused Apollo to fall in love with Daphne. We analyzed it by seeing how the characters respond to challenges and how that showed us themes that the author was expressing.

READING THE TEXT CLOSELY

10 minutes

Explain the learning focuses. Invite students to reread page 8 and listen to the first song. Check in to see how well they have understood the focuses. If you are satisfied that students can apply them, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Today we're going to reread through page 13, and we're going to bring in two new focuses to help us understand it. A play is made up of scenes, and we'll examine how the scenes fit together to create this drama. We're also going to analyze how different media affect the musical. Those media include the written text, the songs and music, the staging of the play, and the illustrations. To start with, where in this text do you see scenes leading into each other in a series?

There's the scene in which Apollo kills Python, then the song in which the people praise him, then the scene in which Eros appears, and then the scene in which Apollo meets Daphne.

Let's think of these scenes in terms of the stage. How would the series unfold onstage? Who can see and hear it in their mind?

When a song started or stopped, you'd notice that a scene was beginning or ending; when a new character entered, it might also be the beginning of a scene.

How do the songs on the audio tracks affect the tone, meaning, or beauty of the play?

They make it livelier by adding music; they make it more fun by adding children's voices to tell a grown-up story.

Formative Assessment: Fluency Listen to each student read a portion of the text. Observe students’ fluency. If students need additional practice with fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after reading.

DISCUSSING THE TEXT

10 minutes

Facilitate a discussion in which students continue linking the three focuses on pages 6–13. Encourage students to ask questions and share ideas to check understanding.

As we talk about the play, remember to summarize important points and to discuss what reasons and evidence support those points. Let’s look at the scene between Apollo and Eros. I think each character feels challenged by the other. Can someone see how?

I think Apollo feels challenged because Eros is smart; I think Eros feels challenged because Apollo is such a powerful god.
**COMPREHENSION SHARE**

Think about the differences between stories and dramas. What are the divisions in a play? What are the special features of a play, such as the cast of characters, settings, lines of dialogue, and stage directions? Understanding these features will help you visualize the events of the drama and will help you use the right terms when discussing it.

**ELL SUPPORT**

Ask questions at students’ language proficiency levels and provide the following sentence frames for student responses: First, ___. Then, ___. Next, ___.

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**Focus on the word magistrate on page 10.**

There are some difficult words in this play, and we’ll need a variety of strategies to figure them out. One example is magistrate on page 10. Let’s have some people suggest strategies to figure out its meaning.

*We could look it up in the dictionary; we could look for context clues.*

Let’s try context first. Remember that a context clue can be in the setting or action as well as in the words surrounding the unfamiliar word. Let’s look at this magistrate. What is she doing that gives you a hint of what her job is?

*She’s giving Apollo the key to the city.*

So a magistrate is a giver of the key to the city?

No, maybe it’s someone in the government.

We’ve narrowed it down through context clues. Now let’s look it up and find the exact meaning. Will someone read it aloud?

*a judge or official*

Combining strategies gives us a clear idea.

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**Focus on the word skeptically on page 8.**

Another hard word in the play is skeptically. But if you look at it closely, you’ll see that it has three suffixes in a row at the end, and you know all of them. Who can tell us what they are?

*-ic, -al, and -ly*

All three suffixes have a similar effect on the meaning of a word. Who’ll tell us what that is?

*They modify a base word; they say what kind of thing something is or how an action is being performed.*
Yes, all three suffixes describe the way someone is acting. Will one of you check the dictionary and find out what that way is?

doubting

On page 8, Apollo is saying his line “skeptically.” Who’d like to try saying the first one-word sentence skeptically—in a skeptical tone?

“Really?”

Yes. Saying it skeptically is saying it in a doubting voice.

As students continue the discussion, remind them to keep using the three learning focuses and the speaking and listening focus.

As you’ve seen, there’s a lot to analyze in this brief section of the play. There will be a lot to analyze in the rest of the play, too. Keep a grasp of it all in your mind by using the learning focuses to find the theme. To make sure you understand, summarize the points you discuss and the reasons and evidence for them.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focuses. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focuses.

FLUENCY FOLLOW-UP

Fluency Practice Use Echo Reading to reinforce students’ use of expression. Follow this procedure: 1) Model reading one sentence of text. 2) Student imitates reading and self-monitors for accuracy and expression, repeating the reading as necessary. 3) Add sentences as student makes progress.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the question: What details have you read or heard in the drama that you might mention if you were writing a review? Use specific text evidence. Review students’ collected evidence as you evaluate their mastery of the learning focus.

CLOSE READING OPTIONS

Summative Assessment Print the online blackline master for independent close reading. Ask students to read a portion of the Session 3 text selection independently, as indicated on the blackline master. Then have them respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for Session 3’s small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.

Support students in identifying the reasons and evidence a speaker provides by having students ask themselves: What point did ____ make about ____? What reasons did ____ give for ____?
Key Idea: Text Selection  As revenge for Apollo’s taunting, Eros shoots him with a gold arrow that makes him love Daphne, and shoots Daphne with a lead arrow that makes her spurn love. Unable to get rid of Apollo, Daphne calls out to her father, Penaeus, the river god, for help. He turns her into a laurel tree.

RETURNING TO THE TEXT  5 minutes
Explain that students will apply the same three learning focuses to the rest of the play.

We’re going to read the rest of the play and find out what happens to Apollo and Daphne. Who’ll remind us of what strategies we’re going to use to understand the action, the characters, and the meaning?

We’ll find themes in the play by analyzing how characters respond to challenges. We’ll examine the structure of scenes, and we’ll see how the music, the staging, and the illustrations contribute to the play.

READING THE TEXT CLOSELY  10 minutes
State the learning focuses and invite students to read pages 14–15. Check to see how they are doing with application of the focuses as you have done previously. Then have students read pages 16–24, paying specific attention to visual and musical elements as well as to how characters respond to challenges. If student mastery of focuses is sufficient, consider having them read independently for 20 minutes while you meet with another group. Then reconvene for discussion.

Apollo and Daphne and Eros are still at it. To show us how the three learning strategies would work in analyzing these pages, I’d like someone to tell us what challenge Apollo and Daphne are facing.

Apollo is in love with Daphne, but Daphne rejects him because they were shot with different arrows.

Do you see a theme there, anyone?

Love is unpredictable.

I agree. You can see that the structure of the action is once again switching between dialogue and song. How does the song affect the tone of the action involving Apollo and Daphne?

The song turns the love story into a funny joke.

I think this musical was written for the actors to have fun performing.

DISCUSSING THE TEXT  10 minutes
Facilitate a discussion that links the three learning focuses.

As we’ve seen, this is not a serious, tearful love story or a thrilling myth. It’s a musical comedy. For visual proof, we can look at the illustration on page 14. Daphne has been shot with an arrow—but who sees the details that tell you it isn’t serious?

She has a funny, startled expression, and the arrow has a rubber tip.

So she faces the challenge of being shot with a rubber-tipped arrow. How would you describe her response?

She goes “Oof!” and stumbles, and then she sings.
She and Apollo have both been shot, and they sing comical rhymes about love. How does this express a theme we’ve been talking about? Who wants to share that?

*It shows again that the musical is all about having fun.*

Remind students to use the same strategies as they continue discussing the musical comedy.

As you keep discussing the predicament of Apollo and Daphne, remember to focus on the strategies we’ve been using. See this play in your mind as a stage performance, with singing and music, sets, costumes and props, and with student actors having fun. In the end, some weird events happen, and I think you’ll have fun discussing them, too.

**CONSTRUCTED RESPONSE: WRITE TO SOURCE**

**Writing Task: Opinion**

**Formative/Summative Assessment** Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the question: What details have you read or heard in the drama that you might mention if you were writing a review? Use specific text evidence. Have students use the text evidence they collected to support their writing.

**Summative Assessment** Remind students that a review of a play is one viewer’s opinion on what was good and bad about it. Aspects that can be reviewed include dialogue, events, characters, performances, and in a musical, the songs. Students will work independently to write their review. Consider having students publish their reviews by holding a panel discussion at which they read their reviews first and then elaborate informally.

You’ve read a musical comedy, listened to its music, and imagined it being performed onstage. Now your job is to be reviewers. Imagine you’re reviewing this drama for a newspaper. Say what you liked and didn’t like about it. Very importantly, be specific. Evaluate specific elements of the play such as dialogue, character development, and action. Give reasons for your views. For example, instead of just writing, “I liked the songs,” you’d write, “I liked the songs because they had a bouncy rhythm,” or whatever.
WORD STUDY
Idioms Discuss the meaning of idioms used in the drama.

Let’s look at the phrase *piece of cake* on page 8. This is an example of an idiom, or a phrase or expression that has a unique meaning other than what the words literally mean. What does this idiom literally mean, and what does it mean in the way that Apollo uses it?

> Well, a piece of cake is a piece of dessert. But that’s not what Apollo means. He means killing Python was easy.

Exactly, so killing Python was easy the way that eating a piece of cake might be easy! Can anyone find another example of an idiom in the drama?

> Yeah, on page 14 it says let’s get hitched.

Let’s talk about what you think Apollo actually means when he says this to Daphne.

VOCABULARY
Context Clues Focus on the word *bevy* on page 6.

This play has many words that can be figured out by examining who they describe or what the people are doing. One such word is *bevy* on page 6. There’s a bevy of women and a bevy of men onstage. What do you see in your mind when you read that? Please describe it for us.

> I see a lot of women and men standing around onstage.

Yes, and that’s pretty much what a bevy is! Who’d like to try defining it in their own words?

> a group of people

Yes. You could have a bevy of other things too. What would a bevy of pigeons be?

> a flock of pigeons

A bevy is sort of a flock of people.

WORD RECOGNITION
Word Analysis Focus on the word *swaggering* on page 13.

Here’s a word that has a familiar spelling pattern. Who can suggest some other words that begin with a consonant followed by a-g-g-e-r?

> dagger, stagger, bagger

You can pronounce this word using that pattern (lead students in the pronunciation). Now, reread Apollo’s last line of dialogue on page 13. Hear what he’s saying in your mind. Notice the description “swaggering confidence.” Who’d like to try reading that line with swaggering confidence? (Guide students to read the line of dialogue aloud with appropriate expression.)
Comprehension: Summary

Identify details from the play *Apollo and Daphne*. Then circle the most important details, and use these details to write a summary of what has happened so far in the play.

1. Write details from the play.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Circle the most important details that you just wrote down.

3. Now use the most important details to write a summary of what has happened so far in *Apollo and Daphne*.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Score: ____________
Name ___________________________ Date ____________

## Collecting Text Evidence

What details have you read or heard in the drama that you might mention if you were writing a review? Use specific text evidence.

Use this chart to collect evidence you can use to answer these questions. Be sure to include page references. You may need more than one copy.

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Score: __________
Writing Task: Planning Your Opinion

Write a review of Apollo and Daphne. Review both the written work and the musical drama production.

Introduction (State your overall opinion):

__________________________________________________________________________

Idea 1 (Part of the play that supports your opinion):

__________________________________________________________________________

Supporting detail:

__________________________________________________________________________

Supporting detail:

__________________________________________________________________________

Idea 2 (Part of the play that supports your opinion):

__________________________________________________________________________

Supporting detail:

__________________________________________________________________________

Supporting detail:

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Idea 3 (Part of the play that supports your opinion):

__________________________________________________________________________

Supporting detail:

__________________________________________________________________________

Supporting detail:

__________________________________________________________________________

Conclusion (Restate your opinion and end with a lively comment):

__________________________________________________________________________

Write your response on a separate sheet of paper or on a computer. Remember to read your writing when you are done and make any necessary revisions.