

# First Fires

FOCUS QUESTION

## What do myths tell us about the importance of fire?

### About the Lesson

OBJECTIVES

Content Objectives

- Compare and contrast themes, topics, and patterns of events in myths from different cultures.
- Understand that many myths tell about the origin and importance of fire.

Language Objectives

- Use a story map to compare myths and write about the similarities and differences in a short response.
- Justify ideas about why many cultures tell similar stories about fire, using sentence frames in partner discussion.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.  
*topic, theme, event*

Spanish Cognates

*tema*

### Build Knowledge

Lesson texts build knowledge about:

- Fire’s importance to people for warmth, cooking, and light
- People telling stories to explain why fire was important and where it came from
- Different cultures having myths about characters who share fire

### Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use **Teacher Toolbox** resources as needed to address related skills:
  - Determine theme
  - Analyze story elements
- Chunk the texts in Sessions 1 and 3 into smaller sections for a teacher-led discussion with a small group. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

### Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

PROTOCOL	SESSION	VALIDATES
Merry-Go-Round Share	1, 2	multiple ways to show focus, connectedness
Pick a Stick	1, 2	spontaneity
Individual Think Time	1, 6	independence
Pass It On	1, 3–6	spontaneity, connectedness
Jump in Reading	2, 4	spontaneity, collective success
Shout Out	4, 5	spontaneity, multiple ways to show focus
Snowballs	6	spontaneity, collective success
Musical Shares	6	movement, musicality, social interaction

### LEARNING PROGRESSION | Compare Stories

**Students build on this skill:**  
**RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**Students learn this skill:**  
**RL.4.9** Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.



**Students prepare for this skill:**  
**RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

**Students review and practice:**

- **RL.4.1** Make inferences
- **RL.4.2** Determine theme
- **RL.4.3** Analyze characters
- **RL.4.4** Determine word meanings

## LESSON PLANNING GUIDE


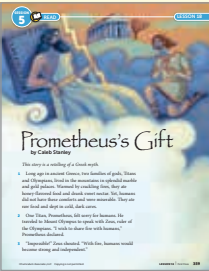
## TEXT 1: Maui and the Flaming Fingernails • MYTH

SESSION 1	<b>SCAFFOLD READING</b> 	<b>TEXT AT-A-GLANCE</b> <b>Concepts/Background</b> <ul style="list-style-type: none"> <li>Maori culture</li> <li>trickster characters</li> <li>how to start a fire</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> <i>keeper, plucked</i></li> <li><b>Descriptive Language:</b> <i>water that drowned the fire</i></li> </ul>	<b>ENGLISH LEARNER SUPPORT (EL)</b> <b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Use think time</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Role-play or sketch</li> </ul>
SESSION 2	<b>PRACTICE THE FOCUS STANDARD</b> <ul style="list-style-type: none"> <li>Formative Assessment </li> </ul>		<b>Listening/Speaking</b> <ul style="list-style-type: none"> <li>Reinforce academic vocabulary</li> </ul> <b>Speaking/Reading</b> <ul style="list-style-type: none"> <li>Role-play</li> </ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"> <li>Talk before writing</li> </ul>

## TEXT 2: Coyote Steals Fire: A Shoshone Tale • MYTH

SESSION 3	<b>SCAFFOLD READING</b> 	<b>Concepts/Background</b> <ul style="list-style-type: none"> <li>Shoshone seasonal migration</li> <li>using coal to start fire</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> <i>hot springs, game, disguise, shreds, round dance, quill</i></li> <li><b>Shoshone Words:</b> <i>Itsappe, Moson Kahn</i></li> <li><b>Idiom:</b> <i>tired of</i></li> <li><b>Descriptive Language:</b> <i>They watched the landscape change from pine to piñon, mountain to desert</i></li> </ul> <b>Structure</b> <ul style="list-style-type: none"> <li>frame story</li> </ul>	<b>Speaking/Reading</b> <ul style="list-style-type: none"> <li>Use sentence frames</li> </ul> <b>Reading</b> <ul style="list-style-type: none"> <li>Use visual support</li> </ul> <b>Listening/Reading</b> <ul style="list-style-type: none"> <li>Interpret idioms</li> </ul>
SESSION 4	<b>PRACTICE THE FOCUS STANDARD</b> <ul style="list-style-type: none"> <li>Formative Assessment </li> </ul>		<b>Speaking/Reading</b> <ul style="list-style-type: none"> <li>Reinforce academic vocabulary</li> </ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"> <li>Talk before writing</li> </ul>

## TEXTS 3A &amp; 3B: Prometheus's Gift, The First Fire • MYTHS

SESSION 5	<b>INDEPENDENT READING AND PRACTICE</b> <ul style="list-style-type: none"> <li>Formative Assessment </li> </ul> 	<b>Concepts/Background</b> <ul style="list-style-type: none"> <li>Greek mythology</li> <li>Titans and Olympians</li> <li>Cherokee culture</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li><b>Vocabulary:</b> <i>crackling, furious, fiery, wriggled, outdone</i></li> <li><b>Cherokee Word:</b> <i>ayo</i></li> <li><b>Figurative Language:</b> <i>Zeus spotted small bonfires blazing across the earth like scattered fireflies, Prometheus's gift forever brightened the lives of humans</i></li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Leverage cognate knowledge, Use visual support or gestures</li> </ul> <b>Speaking/Reading</b> <ul style="list-style-type: none"> <li>Interpret figurative language</li> </ul> <b>Listening/Reading</b> <ul style="list-style-type: none"> <li>Read aloud questions and answer choices</li> </ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"> <li>Talk before writing</li> </ul>
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## KNOWLEDGE BUILDING

SESSION 6	<b>RESPOND TO THE FOCUS QUESTION</b> <ul style="list-style-type: none"> <li>What do myths tell us about the importance of fire?</li> </ul>	<ul style="list-style-type: none"> <li>Integrate information from the lesson texts</li> <li>Collaborative discussion</li> <li>Short response</li> </ul>	<b>Speaking</b> <ul style="list-style-type: none"> <li>Use think time</li> </ul> <b>Speaking/Writing</b> <ul style="list-style-type: none"> <li>Talk before writing</li> </ul>
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## Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use as needed before reading.

- **Maui and the Flaming Fingernails** This story is from the Maori culture in New Zealand. The Maori oral tradition includes a trickster hero named Maui. Like the other myths in the lesson, this story explains where fire came from and how people learned to control it. Use a map to identify New Zealand.
- **Coyote Steals Fire: A Shoshone Tale** Coyote is a trickster hero in the tales of the Shoshone Nation and other Native American traditions. In the past, Shoshone people lived in tipis because they moved with the seasons to different parts of Idaho and Utah. Part of the story takes place in Moson Kahn, which was a winter home. Use a map to show its location in the Cache Valley in Idaho.
- **Prometheus's Gift** is a retelling of the Greek myth about Prometheus giving fire to humanity. **The First Fire** retells a Cherokee myth about a cooperative effort to get fire. Use a map to identify Greece and the southeastern United States.
- Consider sharing videos of Maori, Shoshone, Greek, or Cherokee storytellers.

## Talk About the Topic

### BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about myths related to fire.
  - Prompt students to **Turn and Talk** about what the Focus Question means.
  - Invite students to use their home language to discuss the Focus Question. **EL**
  - Point out that all cultures have myths. Have students **Raise a Hand** to share myths from their own cultures.
- 2 • Ask students to complete Notice and Wonder with a partner.
  - Use **Vote with Your Feet** to have students identify the myth they are most interested in reading.

SESSION  
1

TALK ABOUT THE TOPIC

# First Fires

## 1 FOCUS QUESTION

What do myths tell us about the importance of fire?

## 2 NOTICE AND WONDER

Look at the myths you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

## 3 WHAT IS A MYTH?

Pick one of the terms below and explain how it connects to myths. Add other words you know that connect to myths.

gods	explanation	nature	story
trickster	storyteller	tradition	ancient

The word \_\_\_ is connected to myths because \_\_\_.

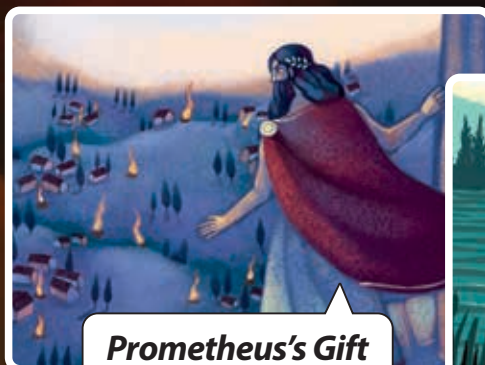
Another word connected to myths is \_\_\_.

**LESSON 18**

**Maui and the Flaming Fingernails**

by Amira Shea

**Coyote Steals Fire:  
A Shoshone Tale**

 by The Northwestern Band  
of the Shoshone Nation

**Prometheus's Gift**

by Caleb Stanley


**The First Fire**

by Sophia Porter

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- Introduce the focus standard. **Say**, *After you read myths from different cultures, you will compare the stories to see how they are similar and how they are different.*

**3 INTRODUCE ESSENTIAL CONCEPTS**

- Have students use **Merry-Go-Round Share** to complete What Is a Myth?
- Guide students to make connections between terms. Use sentence frames as needed.
- Invite students to add other words that connect to myths and include examples of myths or characters they know such as Anansi, Coyote, or Zeus.
- Encourage students to identify cognates in their home language such as *tradition/tradición* and *explanation/explicación*. **EL**
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students are familiar with some basic characteristics of myths.

**HELP & GO: Background**

- **Say**, *Myths are ancient stories people told to answer big questions about the world. They explain something about nature or people. Many explain the origin, or beginning, of how something came to be. What myths do you know? What do they explain?*
- Explain that trickster characters use their wits to outsmart powerful authority figures like gods or kings. They use smart tricks instead of physical strength or power. In many stories, they trick authority figures who are being unfair, cruel, or greedy.
- Use **Pick a Stick** to have a few students share the connections they made between myths and the related terms. Record their ideas. (Sample connection: Myths are ancient stories people told to explain things about nature.)



## 1 Support Reading

- Set a purpose for reading. **Say**, *In this session, you will read a Maori myth to find out what it says about fire.*
- Have students read through paragraph 8. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- CHECK IN** Students understand that people have fires but don't know how to start them.

### HELP & GO: Sentence Comprehension

- Guide students through each part of the first sentence of the story. **Ask**, *What did the Maori people do a long time ago? kept their fires burning Why? They didn't know how to start fires. What would happen if their fires went out? They couldn't start them again.*

## 2 Stop & Discuss

- Have students **Turn and Talk** to answer the **Stop & Discuss** question.
- Provide **Individual Think Time** for students to gather their thoughts before responding. **EL**
- LISTEN FOR** Students understand that Maui plans to trick Mahuika into showing him how to make fire so he can teach people to make fire.

### HELP & GO: Comprehension

- Have students reread paragraph 2. **Ask**, *What does Maui want? to help people learn how to make fire*
- Say**, *In paragraph 5, Mahuika gives Maui fire. Why does he put it out in paragraph 6? Have students reread paragraph 8 to help answer. Maui doesn't just want fire; he wants to trick Mahuika into showing him the secret of how to start fire so he can share it with people.*

SESSION

1



READ



# MAUI AND THE FLAMING FINGERNAILS

by  
Amira  
Shea

*Maui is a hero and trickster in tales of the Maori people of New Zealand. He is a demi-god: part-god, part-human.*

- Long ago, the Maori people kept their fires always burning, because, if their fires went out, they would not know how to start them. Only the gods knew that secret.
- Maui wanted to help the people. *If I could learn to make fire*, he thought, *things would be much better.*
- So he formed a plan. That night while everyone was sleeping, Maui put out every fire in the land.
- The next day his mother, Hina, commanded him to go see his grandmother, the goddess Mahuika, keeper of fire, and bring fire back to the people.
- So Maui went to the burning mountain where Mahuika lived. The goddess, glowing orange, red, and yellow, listened to her grandson's **plea**. Then she plucked out one of her fingernails. Sparks flickered and popped inside it. "Use this to relight the fires," she said.
- Maui nodded, but on the way home, he dropped the flaming nail into a stream, **extinguishing** its tiny flame. Then he returned to Mahuika.
- "Grandmother," he cried, "the fire you gave me got wet!"
- Surely, he thought, *she will teach me the secret of fire now.*

**plea** = request or wish

**extinguish** = to put out (a fire)

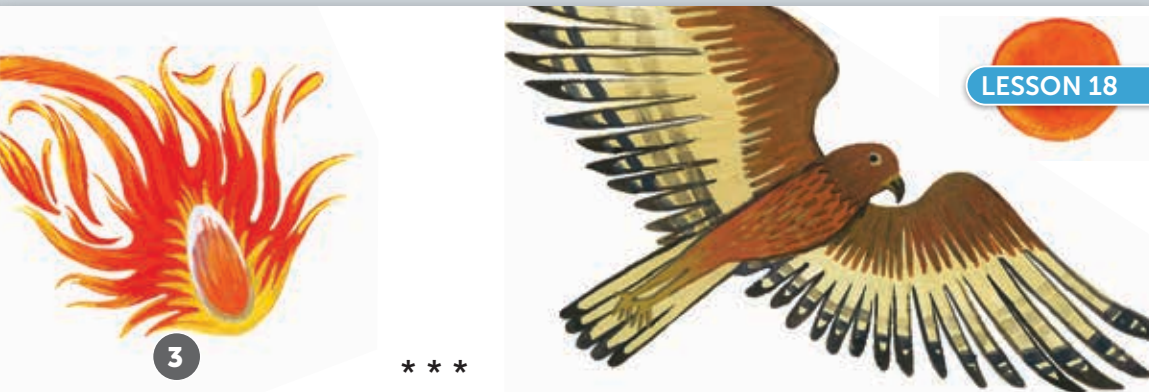
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RL.4.1

### Stop & Discuss

**What is Maui's plan?**

Discuss details that help you understand what Maui wants and how he plans to get it.



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9 Instead of teaching Maui the secret of fire, Mahuika gave him a second fingernail. He **doused** that one, too, went back, and got another nail. Maui did this over and over. Finally realizing that she had been tricked, Mahuika grew angry. She threw her next-to-last fingernail to the ground, starting a fire.

**douse** = to use water to put out a fire

10 Maui tried to outrun the blaze. He changed himself into a hawk, but up in the sky the heat burned his wings. Then he dove into the ocean, but boiling water forced him out again. He begged the gods for rain, and they answered him with water that drowned the fire.

11 But Maui was not safe. Mahuika, still furious, chased the hawk back to the sky. Plucking out her last fingernail, she threw it at him. The flaming nail missed Maui and fell on five trees. The trees were pleased to receive Mahuika's gift of fire, and they held the sparks within their branches to keep fire safe from wind and rain.

12 Maui discovered that he could start a fire by rubbing together sticks from the trees. So, he brought home many branches and showed the people how to make their own fires. And that is how Maui brought back fire to the Maori people.  .....

4

RL.4.1

### Stop & Discuss

Maui's plan works perfectly.

☐ agree

☒ disagree

Use details from the text to explain your answer.

## 3 Support Reading

- Have students read paragraphs 9–12.
- **CHECK IN** Students understand what happens as Mahuika chases Maui.

### HELP & GO: Comprehension

- Have partners reread paragraph 10 and retell each step of the chase. Have them reread paragraph 11. **Ask**, *How does the chase end?*
- Have students act out or draw a comic strip to show what happens in paragraphs 10 and 11. Check that students show Mahuika's anger, Maui's transformation into a hawk, the boiling ocean, the rain, and the sparks in the trees. **EL**

## 4 Stop & Discuss

- Have students complete the **Stop & Discuss** and then **Turn and Talk**.
- **LISTEN FOR** Students explain that Maui did teach people how to make fire, but it didn't happen the way he had originally planned.

### HELP & GO: Comprehension

- Have students reread paragraphs 8 and 9. **Ask**, *What was Maui's plan? to trick Mahuika into showing him how to make fire Did it happen? No.* Point out that the word *instead* in paragraph 9 shows that his original plan did not happen; something different happened.
- Have students reread paragraph 12. **Ask**, *In the end, how did Maui learn to make fire? How was this different from his original plan?*

## Discuss the Whole Text

Have students use **Pass It On** to revisit the Focus Question using examples from the text. Record students' responses.

Reconnect to the Text

Have students **Raise a Hand** to recall “Maui and the Flaming Fingernails.” **Ask**, *Why did Maui want to get fire? How did he accomplish his goal?*

1 Introduce the Standard

- Use **Jump in Reading** to have students read the introduction.
- Review story elements with students. **Say**, *You will take notes about the topic, pattern of events, and theme of this myth so that you can compare it to the next myth you will read.*
- Assess students’ familiarity with the terms *topic*, *pattern*, *event*, and *theme*. Provide support for word meanings. **EL**

2 Reread/Think

**MODEL THE STANDARD** Display a story map and model the process of identifying story elements.

- **Say**, *This story map helps me summarize a myth and understand the pattern of events. I’ll look for what a character wants in the beginning, the character’s plan in the middle, and how the plan turns out in the end. In the beginning of this myth, only the gods know the secret of fire, but Maui wants to share it with people. That’s important because it’s what the whole story is about. There are also details about people and the burning mountain. These are interesting but less important.*

**GUIDE STANDARDS PRACTICE** Have students work in pairs to complete the story map.

- Have partners **Turn and Talk** about one section of the story at a time and retell the events. Challenge them to retell the events again, leaving out smaller details, until they can get it down to one or two sentences. Then have them record notes about the event in the story map.
- Have volunteers act out the events in the beginning, middle, and end of the story. **EL**

SESSION 2



PRACTICE

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

1 Analyze Story Elements

- Myths from different cultures can have similar topics, patterns of events, and themes.
  - The topics often explain something about the natural world or people.
  - The patterns of events include characters with similar goals, plans, and challenges.
  - The themes can include similar messages about life and how people act.

2 Reread/Think

Reread “Maui and the Flaming Fingernails.” Work with a partner to fill out the story map.

Topic	Characters
How people learned to make fire	Maui (demi-god), Mahuika (goddess of fire)
Beginning (What does the character want? Why?) Only the gods know how to make fire, but Maui wants to share it with people.	
Middle (What is the character’s plan?) Maui puts out all the fires to trick Mahuika into showing him how to make fire.	
End (How does the plan turn out?) Mahuika throws all her fingernails at Maui; the last one falls on trees. Maui makes fire by rubbing sticks together, shares it with people.	
Theme (What’s the message about life?) Sample responses: It’s important to share things that could help everyone. Things don’t always go according to plan.	

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### 3 Talk

Use your story maps to discuss the questions below. Then complete the last section of the story map.

- What is Maui's goal?
- What is his plan?
- How does the plan turn out?
- What theme or message can you learn from the events?

I think the story's message is \_\_\_\_ because \_\_\_\_.

You said \_\_\_\_, I agree/disagree because \_\_\_\_.

### 4 Write

What is one theme or message of "Maui and the Flaming Fingernails"? Use two details from the text in your response.

**Sample response:** In "Maui and the Flaming Fingernails," one theme is that you should share something that could help everyone. Mahuika knows the secret of fire, but she won't share it. Maui wants to share it with people, so he tries to trick her by putting out all the fires. He thinks she will show him how to make fire, but she never does. She just throws her flaming fingernails at him. In the end, her fingernails light a tree on fire and Maui figures out how to start a fire by rubbing sticks together. Maui's plan didn't work the way he thought it would, but he still figures out how to share fire with people.


#### WRITING CHECKLIST

- ☐ I explained a theme.
- ☐ I included two details from the text.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

### 3 Talk

- Have students use **Merry-Go-Round Share** to discuss the questions and brainstorm possible themes. Then have them fill in the last section of the story map.
- Remind students that a theme is a larger message about life that goes beyond events inside of the story.
- Point out that a story can have more than one theme.
- Help students "zoom out" and move from specific story details to general ideas. **Ask, Why does Maui want to share fire with people? Now think outside of the story. What could this story tell you about sharing in general? What does it tell you about sharing important things that could help everyone?**
- As students discuss themes, encourage them to rephrase their ideas by replacing specific details about Maui and Mahuika with general language about *sharing* and *helping*.

### 4 Write

- Have students complete the Write task and use the checklist to review their work.
- Have students **Turn and Talk** about the question before they write. **EL**
- Use written responses to determine whether students need additional support. 
- Use **Pick a Stick** to have 2–3 students share their responses with the whole class.



## 1 Support Reading

- Set a purpose for reading. **Say**, *In this session you will read to find out how another trickster plans to steal fire.*
- Ask students to **Raise a Hand** if this is the story they were most interested in.
- Have students read paragraphs 1–4. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK IN** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the meaning of italicized words.

### HELP & GO: Vocabulary

- Point out that italicized words, including *Itsappe* (Coyote), are from the Shoshone language.
- **Ask**, *Who is Itsappe? Itsappe is the Shoshone word for Coyote, the trickster.*

## 2 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss** with a partner.
- **LISTEN FOR** Students describe how Grandmother is about to tell a group of children a familiar story about Coyote/Itsappe.

### HELP & GO: Comprehension

- **Ask**, *In paragraph 2, what do the children ask Grandmother? They ask her to tell a story about how Itsappe stole fire.*
- Explain that this story uses a *frame story*—a story about a person telling another story.
- Provide a sentence frame to support discussion: *I predict the next part of the story will \_\_\_\_.* **EL**
- **Ask**, *Why do you think this story includes a storyteller? What does this show about the Shoshone culture? What does this show about the way myths are passed down?*



# Coyote Steals Fire: A Shoshone Tale

by The Northwestern Band  
of the Shoshone Nation



*Coyote, also known as Itsappe, is a trickster character in many Shoshone stories.*

2

RL.4.2

### Stop & Discuss

What do the children want Grandmother to do? What do you think will happen next?

Underline details that support your ideas.


- 1 Every winter, Grandmother came to the *Moson Kahni* valley to gather with her people. There were hot springs here, and fish, game, and plenty of shelter. It was the old ones' time. Grandmother was a storyteller.
- 2 "Grandmother, tell us how *Itsappe*—Old Coyote—stole fire!"
- 3 "Oh, that's a good story. But remember, if you fall asleep during the story, we all go to bed."
- 4 "Haa" and "hoo," agreed the children.



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- 5 Coyote was walking along and was tired of being cold. He called the animals together.
- 6 “Let’s go to the desert lands in the south,” he said, “and steal the people’s fire.”
- 7 “Haa” and “hoo,” said the animals.
- 8 Coyote chose Packrat, Stinkbug, and Porcupine to go with him. The friends walked a long time. They watched the landscape change from pine to **piñon**, mountain to desert.
- 9 Nearing the camp of the people in the south, Coyote searched for a **disguise**.
- 10 “Those people don’t need to know who I am,” he said.
- 11 He tore off long shreds of juniper bark to make a wig. Packrat said he looked good.
- 12 They found the people dancing the round dance, so Coyote and his partners happily joined in. The girls thought Coyote was handsome in his wig, and that Porcupine’s quill dress was very pretty. Stinkbug jumped up and down to **impress** them, but they didn’t think he was good looking. They danced all night. 

**piñon** = pine tree found in dry areas

**impress** = to amaze or get attention from

4

RL.4.3

Stop & Discuss

**Why does Coyote want fire? How does he try to get it?**  
Explain Coyote’s plan using details from the text.

### 3 Support Reading

- Point out that the main story about Coyote and the frame story with Grandmother are separated by asterisks.
- Have students read paragraphs 5–12.
- Have students point to the illustrations for each of the characters. **EL**
- **CHECK IN** Students understand the expression *tired of* and the word *disguise*.

#### HELP & GO: Vocabulary

- Clarify that when someone is *tired of* something, it does not mean they are sleepy. It means that they do not want it anymore. **Ask**, *In paragraph 5, what does it mean that Coyote was tired of being cold? He didn’t want to be cold anymore. He wanted to be warm.* **EL**
- Have students look around the word *disguise* in paragraph 9. Remind them to read before and after the word to look for clues (paragraph 10: *don’t need to know who I am*, paragraph 11: *make a wig*). Point out that *disguise* can be used as a noun or a verb.

### 4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that Coyote and his friends disguise themselves to trick the humans and steal their fire.

#### HELP & GO: Comprehension

- **Ask**, *What does Coyote say in paragraph 6? Let’s go to the desert and steal the people’s fire. Why does he want to steal it? He’s tired of being cold.*
- Have students find the illustration of Coyote’s disguise and describe it. **Ask**, *Why do Coyote and his friends wear disguises? They want to trick people and steal their fire.*

## 5 Support Reading

- Have students read paragraphs 13–19.
- **CHECK IN** Students understand that the last section of the story is part of the frame story.

### HELP & GO: Text Structure

- Explain that a story about someone telling a story is called a *frame* story because it's like a picture frame; it goes around the main story.
- Point out the asterisks before paragraph 5 and after paragraph 16. Ask students to describe which story is in the middle (between the asterisks) and which story comes at the beginning and the end.
- Have students color in the frame story with a highlighter.

## 6 Stop & Discuss

- Have students **Turn and Talk** to complete **Stop & Discuss**.
- **LOOK FOR** Students explain that Packrat takes the burning wig when Coyote can't run anymore.

### HELP & GO: Comprehension

- **Ask**, *Why does Coyote need help? How does Packrat help? When Coyote gets tired, he tosses the wig to Packrat, who outruns the people.*
- Have students find the illustration of Packrat and describe what he is doing in their own words. **EL**

## Discuss the Whole Text

- Have students use **Pass It On** to revisit the Focus Question using examples from the text.
- Display responses next to responses from "Maui and the Flaming Fingernails."

SESSION  
3

READ



**coal** = a piece of wood that is burning slowly

6

RL.4.1

### Stop & Discuss

How does Packrat help Coyote?


Explain how Packrat helps Coyote in your own words.

Packrat helps Coyote by \_\_\_\_.

- 5 13** At dawn Coyote danced closer and closer to the flames, till suddenly . . . he set his wig on fire! Then the people said, "It's *Itsappe!* He's stealing our fire!" The animals ran for the hills, with the people right behind them.
- 14** First they caught the slow ones—Stinkbug and Porcupine. Packrat and Coyote ran and ran, but the people followed fast. When he couldn't run one more step, Coyote tossed the burning wig to Packrat. Then the people caught Coyote. Packrat kept running with the fire under his belly. He watched the landscape change from piñon to pine, desert to mountain.
- 15** Finally, Packrat reached his nest, and by then the fire was a little red **coal**. He blew on it gently, added twigs, and soon he had a fire to share with all the animals.

- 16** They divided the fire in the four directions.

\* \* \*

- 17** "Is everyone still awake?"
- 18** "Haa" and "hoo."
- 19** "*Kaan kwaisi yukwamitto'i*," Grandmother said. "That's the end of the story." 





## SESSION

4



## PRACTICE

**RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

## LESSON 18

## 1 Compare Stories

Comparing stories can help you find similar patterns and themes and understand more about both stories.

## 2 Reread/Think

Reread "Coyote Steals Fire." Work with a partner to fill out the story map and compare it to "Maui and the Flaming Fingernails."

Topic	How animals got fire
Beginning (What does the character want?)	Only people have fire, but Coyote wants to share it with the animals.
Middle (What is the plan?)	Coyote and his friends put on disguises to trick people and steal their fire.
End (How does the plan turn out?)	Coyote's wig catches on fire. People chase him. He passes the wig to Packrat, who runs away and makes fire for animals.
Theme (What's the message?)	Sample responses: It's important to share things that could help everyone. Things don't always go according to plan. You can reach your goals by working together.

## Reconnect to the Text

Have students **Raise a Hand** to recall "Coyote Steals Fire." **Ask**, *How did Coyote steal fire?* Have them review the story map of "Maui and the Flaming Fingernails."

## 1 Practice the Standard

- **Say**, *We will compare the myths "Coyote Steals Fire" and "Maui and the Flaming Fingernails."*
- Use **Jump in Reading** to have students read the introduction.
- Introduce words people use to make comparisons: *alike, same, similar, similarities, different, differences*. **EL**
- Have students review the story map and **Shout Out** story elements they can compare. (topic, events, theme)

## 2 Reread/Think

**GUIDE STANDARDS PRACTICE** Have partners work in pairs to complete the story map. Ask them to focus on the main story about Coyote rather than the frame story about Grandmother.

- Have students **Turn and Talk** about one section of the story at a time and retell the events. Then have them decide which two or three details to include in each part of the story map.
- After students complete the story map, have one partner turn back to the story map about Maui. Ask students to compare the maps and find one similarity and one difference.



### 3 Talk

- Have students **Turn and Talk** about the questions using the sentence frames and details from their story maps about Maui and Coyote.

**MODEL THE STANDARD** Say, *The plans seem pretty different. Maui tries to trick a goddess into showing him how to make fire, and Coyote puts on a disguise to steal fire from people. What's the same about their plans? They both want to trick someone and share fire.*

- Point out that the differences are in the specific story details, while the similarities are in the more general patterns of events.
- After partners talk, use **Pass It On** to have each student share one idea about a similarity or a difference. Record and display their ideas in a T-chart.
- Ask students to **Raise a Hand** to share other stories they know that have a similar pattern of events.

### 4 Write

- Have students work independently to complete the Write activity.
- Remind students to use examples from their story maps and the group chart of similarities and differences as they write.
- Have students complete **Stronger and Clearer Each Time** to refine their ideas before writing. **EL**
- Use written responses to determine whether students need additional support. ✓
- Have students **Raise a Hand** to share their responses with the whole group.

#### SESSION 4



#### PRACTICE

### 3 Talk

Use your story maps to compare the pattern of events in "Maui and the Flaming Fingernails" and "Coyote Steals Fire."

- How are Coyote and Maui similar? How are they different?
- What is similar about their plans? What is different?

In both myths, \_\_\_\_.

One way the myths are similar is \_\_\_\_.

One way the myths are different is \_\_\_\_.

### 4 Write

Compare the pattern of events in "Maui and the Flaming Fingernails" and "Coyote Steals Fire." What is similar? What is different? Use details from both texts to support your response.

**Sample response: The myths "Maui and the Flaming**

**Fingernails" and "Coyote Steals Fire" have similar patterns of**

**events. In both stories someone has fire but won't share it.**

**Both Maui and Coyote plan to trick someone so they can get**

**fire and share it with everyone.**

**The big events are similar, but the details are different.**

**For instance, Maui is a demi-god who wants to trick the fire goddess into showing**

**him the secret of fire so he can share it with people. Coyote is an animal who works**

**with his friends to trick people and steal fire from them. In the end, both characters**

**get fire and share it with others.**

#### WRITING CHECKLIST

- ☐ I compared the events in two myths.
- ☐ I included details from both texts.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION  
5 READ

LESSON 18

## Reconnect to the Texts

Display responses to the Focus Question for “Maui and the Flaming Fingernails” and “Coyote Steals Fire.” Have students **Raise a Hand** to make connections between the two texts. **Ask**, *What is similar? What is different?*

### 1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will work independently to read a Greek myth and a Cherokee story about fire. Then you will compare the myths.*
- Ask students to **Raise a Hand** to show which story they are most interested in.
- Remind students to circle unfamiliar words, then look inside and around the words to figure out what they mean.
- Review the Spanish cognate *comparar* (compare) to support students. **EL**
- If students need more support, work with them in small groups to guide reading. Use **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand that the first myth is from Greek culture and the second story is from the Cherokee Nation in the United States.

#### HELP & GO: Background

- Activate prior knowledge about ancient Greek mythology, including the Titans and the Olympians. Explain that Zeus was the ruler of Olympus.
- Have students compare the illustrations in the two stories. **Ask**, *What is similar about the setting and characters? What is different?*
- Invite students to share what they know about Cherokee culture.

# Prometheus's Gift

by Caleb Stanley

1

*This story is a retelling of a Greek myth.*

- 1 Long ago in ancient Greece, two families of gods, Titans and Olympians, lived in the mountains in splendid marble and gold palaces. Warmed by crackling fires, they ate honey-flavored food and drank sweet nectar. Yet, humans did not have these comforts and were miserable. They ate raw food and slept in cold, dark caves.
- 2 One Titan, Prometheus, felt sorry for humans. He traveled to Mount Olympus to speak with Zeus, ruler of the Olympians. “I wish to share fire with humans,” Prometheus declared.
- 3 “Impossible!” Zeus shouted. “With fire, humans would become strong and independent.”

## 2 Independent Reading

- **CHECK IN** Students understand figurative language in paragraphs 5 and 7.

### HELP & GO: Language

- Have students reread the first sentence in paragraph 5. Use illustrations or gestures to support understanding of each part of the sentence, including figurative language. (*Gazing down from Mount Olympus / Zeus spotted small bonfires / blazing across the earth like scattered fireflies.*) **EL**
- Have students reread the final line of "Prometheus's Gift." **Ask**, *What does it mean to say the gift brightens humans' lives? Fire brightens lives not just by bringing light but also by making life easier and more pleasant.* Guide students in interpreting literal and figurative meanings of "brighten." **EL**

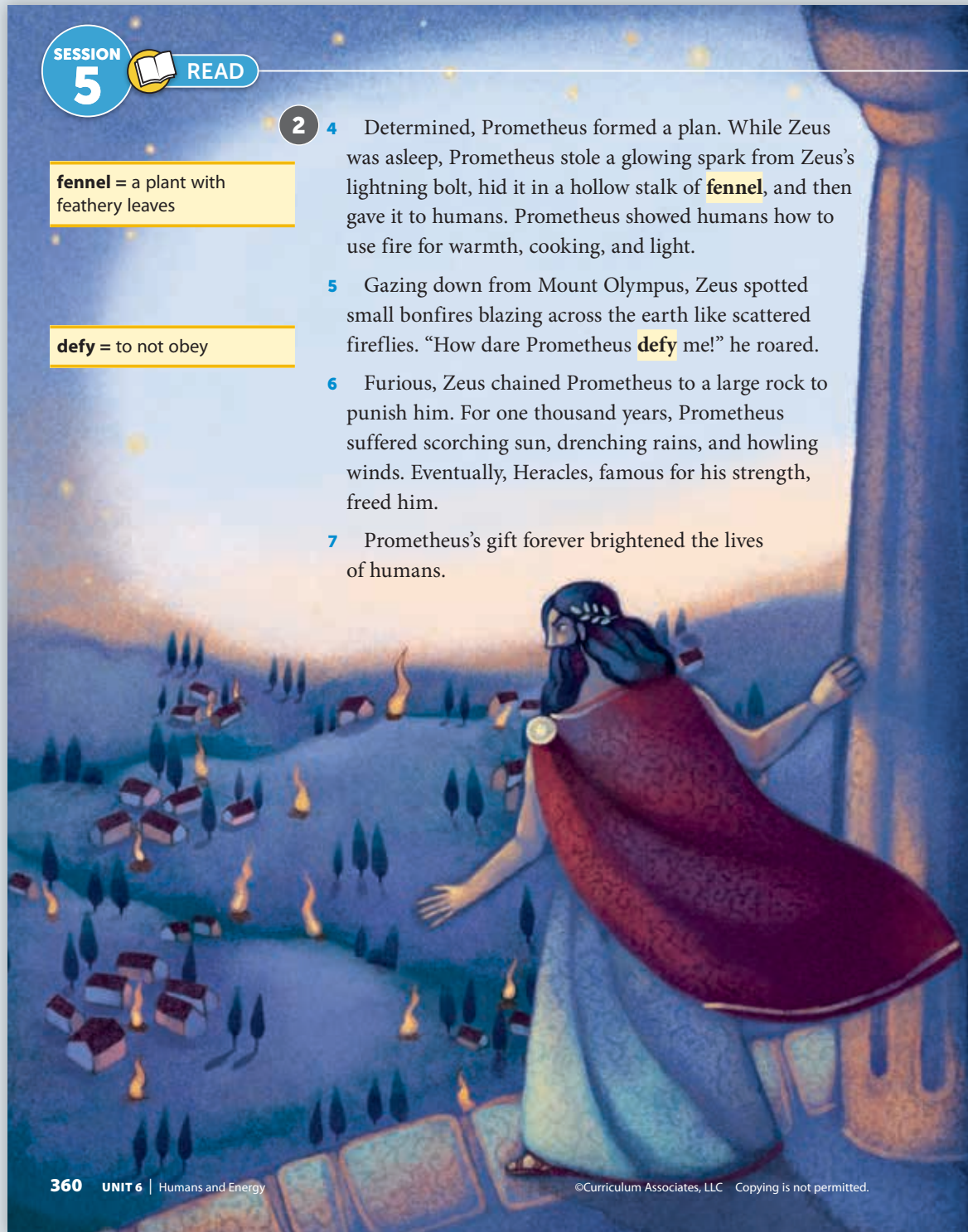
SESSION  
5

READ

**fennel** = a plant with feathery leaves

**defy** = to not obey

- 2 4 Determined, Prometheus formed a plan. While Zeus was asleep, Prometheus stole a glowing spark from Zeus's lightning bolt, hid it in a hollow stalk of **fennel**, and then gave it to humans. Prometheus showed humans how to use fire for warmth, cooking, and light.
- 5 Gazing down from Mount Olympus, Zeus spotted small bonfires blazing across the earth like scattered fireflies. "How dare Prometheus **defy** me!" he roared.
- 6 Furious, Zeus chained Prometheus to a large rock to punish him. For one thousand years, Prometheus suffered scorching sun, drenching rains, and howling winds. Eventually, Heracles, famous for his strength, freed him.
- 7 Prometheus's gift forever brightened the lives of humans.







READ

LESSON 18

# The First Fire

by Sophia Porter

3

*This story is a retelling of a Cherokee myth.*

- 1 When the world was new, there was no fire. The animals shivered in darkness, until one day, Thunder sent Lightning to a distant island to put fire inside a hollow tree. From land, Bear noticed smoke rising above the tree and called a **council** meeting of all living creatures.
- 2 “We need fire’s warmth and light,” Bear said, “so who will go to the island to get a piece for us?”
- 3 Owl offered to go first. He flew to the island and stared down into the tree. *Ayo!* That hurt! Smoke stung his eyes, and to this day Owl’s eyes grow fiery red.



**council** = a group that makes decisions

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LESSON 18 | First Fires 361

## 3 Independent Reading

- Point out that “The First Fire” is a story from the Cherokee Nation. Provide background information as needed.
- Remind students to look at the illustrations and match them with the descriptions of settings and animals in the text as they read. **EL**
- **CHECK IN** Students understand how the animals in “The First Fire” plan to get fire.

### HELP & GO: Comprehension

- **Ask,** *Where do the animals need to go to get fire?*  
*They need to bring it from a hollow tree on an island.*  
*What do they have to do to get it? cross the water*  
*and carry it back without getting burned*



## 4 Independent Reading

- **CHECK IN** Students understand the steps in Water Spider's journey.

### HELP & GO: Comprehension

- Use illustrations or gestures to support students' understanding of the steps in Water Spider's journey. **EL**
- Have students reread paragraph 5. **Ask**, *How did the spider get fire without getting burned?* Encourage them to explain in their own words.

SESSION

5



READ

**smolder** = to burn slowly without flame

4

Next, Snake swam to the island and slipped into a hole in the trunk. *Ayo!* The ashes burned Snake's scales. He wriggled back and forth to escape, and that is why he moves this way still.

Finally, tiny Water Spider asked to try. Owl and Snake laughed, thinking the spider was not strong or brave enough. But Water Spider had a plan. She produced some of the silk thread she used to build webs and expertly wove it into a bowl. Next she attached the bowl to her back and glided across the water's surface. She crawled inside the **smoldering** tree and grasped one coal with her long legs. Carefully placing it in the bowl, Water Spider carried it home safely. Everyone was surprised. And Owl and Snake could not believe Water Spider had outdone them.

And so today, Water Spider has a bowl-like sac on her back—and the world has fire.



SESSION 5 PRACTICE

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

LESSON 18

Respond to Text

5 Reread/Think

Reread “Prometheus’s Gift” and “The First Fire.” Compare the stories.

1. Write an **X** in the box next to each event to show whether it describes “Prometheus’s Gift,” “The First Fire,” or both myths.

Events	Prometheus’s Gift	Both Myths	The First Fire
Someone wants fire.		X	
Someone acts alone.	X		
Someone gets burned.			X
Someone is punished for getting fire.	X		
Getting fire takes several tries.			X
Fire makes life more comfortable.		X	

2. Which statement **best** describes the pattern of events in both stories?
- A. Someone steals fire from the gods to give it to people, and they get punished for stealing.
- B.** Someone faces challenges to get fire and share it with others.
- C. Someone tries to get fire to so they can share it with everyone, but they get burned.
- D. Someone gets fire, brings it to people, and teaches them how to use it.

5 Reread/Think

- Have students complete the Reread/Think items independently.
- Consider reading aloud questions and answer choices. **EL**

Answer Analysis

After students complete the independent practice, review each item and have students use **Shout Out** to share their responses. Use the answer analysis below to clarify ideas. ✓

1. The correct choices are as follows:
- Both myths: Both Prometheus and the animals want fire.
- “Prometheus’s Gift”: Prometheus acts alone, but the animals work in a group.
- “The First Fire”: Snake gets burned, but Prometheus does not.
- “Prometheus’s Gift”: Someone is punished for getting fire. (Prometheus is punished, but no one in “The First Fire” is punished.)
- “The First Fire”: Getting fire takes several tries. (Owl and Snake try to get fire but are not successful, and then Water Spider finds a way. Prometheus gets fire with one attempt.)
- Both myths: Fire makes life more comfortable. (Fire brings warmth and light; no negative effects are described in the stories.)

DOK 2 | RL.4.9

2. The correct choice is **B**. This is the best choice because both Prometheus and Water Spider face challenges and share fire with others. Choices **A** and **D** are incorrect because they describe events only in “Prometheus’s Gift.” **C** is incorrect because it describes events only in “The First Fire.”

DOK 2 | RL.4.9

## 6 Answer Analysis

3. The correct choice is **B**. The word *held* is the best synonym for *grasped* as it is used in the passage. **A** is incorrect. While Water Spider uses her legs to grasp, the rest of the sentence shows that she does not *kick* the coal. **D** is incorrect. In context, it is clear that the coal is already burning, so Water Spider does not *light* it. **C** is incorrect. The words *grasped* and *ate* are unrelated. **DOK 2 | RL.4.4**

## 7 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.9**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- Have students use **Stronger and Clearer Each Time** before they write. **EL**
- CHECK IN** Students can identify points of comparison between the two myths.

### HELP & GO: Comprehension

- Have students underline key events in each story so they can compare the pattern of events.
- Say**, *Look at the ending of each story. How are the endings alike, and how are they different?*

## Lesson Wrap-Up

- Have students use **Pass It On** to revisit the Focus Question using examples from the text.
- Record responses. Invite students to make connections among the four texts they have read.

SESSION  
5

PRACTICE

## 6 Reread/Think

3. In paragraph 5 of "The First Fire," what is the meaning of *grasped*?
- A. kicked
  - B. held**
  - C. ate
  - D. lit

## 7 Write

Compare the topics and patterns of events in "Prometheus's Gift" and "The First Fire." How are they similar? How are they different? Use details from both texts in your response.

**Sample response: "Prometheus's Gift" and "The First Fire"**

**have similar topics and patterns of events. Both stories**

**explain where fire came from. In both stories someone wants**

**to get fire and share it with others. When they try to get fire,**

**they face challenges and get hurt. At the end of both stories,**

**the characters get fire and share it with the world.**

**The pattern of events are similar, but the details are different. Prometheus works alone to steal fire from a god. In "The First Fire," a group of animals take turns trying to get fire from a tree that was hit by lightning. Characters in both stories get hurt, but the animals get hurt by the fire itself. Prometheus is hurt when a god punishes him.**

### WRITING CHECKLIST

- ☐ I compared the events in two myths.
- ☐ I used details from both texts.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 18

## Respond to the Focus Question

What do myths tell us about the importance of fire?

### 1 Reread/Think

Choose one myth from this lesson to reread.

TEXT: "Maui and the Flaming Fingernails"

What does the myth tell us about the importance of fire?

People need fire to cook, stay warm, and make light.

People didn't always know how to make fire.

Fire is important. Someone faced danger and challenges to get it.

### 2 Talk

Discuss the questions below.

*Why do some characters want to share fire and others do not?*

*Why do some characters use tricks instead of asking or fighting for what they want? Is tricking ever okay?*

*What is similar about all the myths? What is different about the myths?*

Some characters want to share fire because \_\_\_\_.

Some characters use tricks because \_\_\_\_.

### 3 Write

Write your own myth about fire that follows a similar pattern of events as the myths in this lesson. Explain how a trickster character gets fire from someone powerful and shares it with others.

## Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from all four texts.

### 1 Reread/Think

Have partners choose one text to reread, keeping the Focus Question in mind. Have them answer the question together.

### 2 Talk

- Start a group discussion by having students use **Snowballs** to share what their text says about the importance of fire.
- Then read the Talk questions aloud. Broaden the discussion by using **Pass It On** to have each student share their response to one of the questions.
- Provide **Individual Think Time** for students to gather their thoughts before they respond. **EL**

### 3 Write

- Have students respond to the prompt.
- Before students write, have partners discuss their ideas. **EL**
- Use **Musical Shares** to have students share their own myths about fire.