

	<p>Lesson Extensions and Activities for <i>Romulus and Remus</i></p>
	<p>Age Range: 6 - 7 years</p>
	<p>Reading Is Fundamental</p>
	<p>Google Voyager Folktales Unit</p>

Book Description

Romulus and Remus are twin brothers who love running, jumping and playing with their adopted brothers, who just happen to be furry wolf clubs. When they grow up, they learn how to build houses and build a city where anyone can come to live. You may have heard of it — it’s called Rome!

Folktale Background

Romulus and Remus are early characters in Roman mythology. The children of Rhea Silvia and Mars (or sometimes Hercules), they are the founders of the city of Rome. ([Source](#))

Vocabulary

- Fig – A soft, pear-shaped fruit with sweet, dark flesh and many small seeds.
- Slaves – People who are seen as legal property of another person and are forced to obey that person.
- Proud – Deep satisfaction as a result of one’s own achievements.

Prior to Reading

- Ask students if they have heard of Rome. On chart paper, create a Venn diagram and have students share what’s similar about the city in which they live and Rome and what’s unique to each city. Note students’ answers even if they’re incorrect as you will go back and discuss the answers after learning more about India.
- Walk students through the Rome [Google Voyager Experience](#). Students will learn about where the story is set. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students that *Romulus and Remus* is a story from Roman mythology. Ask if they’ve heard any other stories set in Rome and call on volunteers to share.

While Reading

- Stop reading on the page that says, “Romulus was a little bit bigger than Remus.” Ask students if they have siblings and to share descriptions of their siblings in comparison to them.
- Stop reading on the page that says, “She was too busy washing clothes and drying them in the sunshine.” Ask students what they think will happen to Romulus and Remus.
- Stop reading on the page that says, “Romulus cried a little louder because he was a little bigger.” Ask students to guess what will happen to the two babies.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - Who was bigger, Romulus or Remus?
 - What do you think it would be like to have a wolf as your mother and wolf cubs as your siblings?
 - Romulus decides that he likes building houses better than fighting. What hobbies do you like the best?
 - Romulus names the city Rome because Rome starts with the same letters as his name. What would you name your city if you created one?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Romulus and Remus* on RIF's Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students practice counting to 100 by ones and by tens with paper cut outs that are related to the story.

Objective: Students will count by ones and tens.

Standards: CCSS.MATH.CONTENT.K.CC.A.1(Count to 100 by ones and by tens.)

Materials:

- Paper cutouts of items mentioned in the story (e.g., wolf cubs, figs, houses)

- **Arts** – Romulus enjoys building houses so much that he makes a big, beautiful city on the Palatine Hill. Have students illustrate what they think the Rome that Romulus built looks like.

Objective: Students will design and create artistic works based on a description.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Glue
- Markers
- Colored pencils
- Construction paper
- Pencils
- Magazines that can be cut
- Scissors

- **Science** – Romulus and Remus unexpectedly float away in a basket while their mother is washing clothes in the river! Have students explore the concept of floating with this experiment from playdoughtoplato.com.

Objective: Students will explore what makes items float.

Standards: NSES Physical Science Standards Levels K-4 (Properties of objects and materials.)

Materials:

- Tall glass vase
- Orange
- Water