Read Aloud

The Lightning Thief"

Date/ Time Frame	Week 3
Type:	**Read Aloud "The Lightning Thief", pgs 29-43**
Lessons	1 of 3
Technology Integration	Google Doc Blank sheet of paper Zoom chat box
Reading Behaviors/ Writing Behavior	→ Ask questions to deepen the understanding of the text → Notice and remember the important information about un a text → Refer to important information and details, and use as evidence to support opinions and statements during discussion → Contribute to discussions and express ideas by asking and answering yes-no and wh- questions → Follow and understand plots in stories, poems, readers' theater or plays
Standards Addressed	**6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** **6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.** **6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**
Learning Intention	I can describe how the plot develops in the text.
Success Criteria	I can retell/summarize the plot in a story. I can contribute to discussions and express my thinking.
Materials: (Physical or Digital)	• Students: Computers to jot notes in the chat.
Prompt	DIscussion question Part 1: "How would you describe Percy and Gabe's relationship? What do you think is the main issue here?" DIscussion question Part 2: "Do you believe these events have been a

<table>
<tr><td></td><td>coincidence? If so, why do you think these events have happened in Percy's life?"

Students share out their responses during the discussion. Teacher will encourage students to elaborate on their findings, which will be used for the writing prompt.</td></tr>
<tr><td>Task - What do you want the students to do?</td><td>As the teacher reads, stop at designated points and have students respond to discussion prompts- "How would you describe Percy and Gabe's relationship? What do you think is the main issue here?". Students can make other observations while the teacher reads. And place comments in the chat.</td></tr>
<tr><td>CFU / Rubric</td><td>
<table>
<tr><td>Criteria</td><td>1</td><td>2</td><td>3</td><td>4</td><td>Teacher Feedback</td></tr>
<tr><td>I can describe how the plot develops in a text.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>I can participate in discussions and express my thinking.</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
1-standard not met, 2-standard partially met, 3-standard met, 4-standard exceeded
</td></tr>
</table>

Lesson Part 1

Start by refreshing the students memory of what happened in the previous chapter

1. What did you find out about Grover?
2. According to the text, what caused the bus to breakdown?
3. What conclusions can you draw based upon Percy's experience with the Old Ladies knitting the socks?

Ask students to identify important words in the learning intention and success criteria.
Allow a few minutes for discussion, once discussion is over have students take out a sheet of paper, so they can jot down any ideas, questions or important information from the chapter. Have them include the page number, so that they have a point of reference.

Begin reading "The Lightning Thief".

As you read aloud, stop at designated points and have students jot down their responses, ideas, opinions or questions.
Page 30- She never complained or got mad. Not even once. But I knew I wasn't an easy kid.

Possible prompts: Why do you think it was important for the author to add to the chapter?

Page 30-31 -...Smelly Gabe was in the livingroom… Where's my mom?" Working," he said. You got any cash?" That was it. No Welcome back. Good to see you. How has your life been the last six months?"

Possible prompts: How would you describe Percy's relationship with Gabe?

Page #-"40 In **<u>every</u>** school something creepy had happened, something unsafe and I was forced to move.

Possible prompt: "What does this make you wonder about the main character?" Do you believe in **coincidences**? (Refer to think aloud for definition)

Vocabulary

Vocabulary think aloud: Coincidence- remarkable concurrence of events or circumstances without apparent causal connection. Keep listening to see if Percy provides any evidence of coincidence

Vocabulary think aloud: pg 30. Reeked- The guy really reeked like moldy garlic pizza wrapped in gym shorts. Using the sentence provided can you determine what "reeked" means and provide another (synonym(s))word with the same meaning.

Vocabulary:pg.31Nauseous- inclined to vomit.

Vocabulary: pg. 32 Sympathy -Feelings of pity and sorrow for someone else's misfortune.

Vocabulary:pg.32 Panic-Sudden uncontrollable fear or anxiety, often causing wildly unthinking behavior.

Possible prompt:
Have you ever experienced a time where you panicked? How did you handle the situation?

Vocabulary think aloud: pg. 38 Rebellious- Showing a desire to resist authority, control, or convention. Knowing the definition of rebellious would you say that the way the author used it to describe his mother is correct? If not how would you change the definition so that it is correct? If you agree that it is correct give me another example of a time you were rebellious.

Vocabulary minilesson: pg. 39 Resented- to feel bitterness or indignation at (a circumstance, action or person). The author gives us our first insight into Percy's relationship with his father or the lack thereof. Do you sympathize with his feelings or do you think his feelings are justified?

Vocabulary: pg. 41 Vivid - Producing powerful feelings or strong, clear images in the mind.
"That night I had a vivid dream." The author describes Percy's dream in great detail, what do you

think is the underlying meaning of Percy's dream? Who do you think are represented in his dream? As you continue to read, pay attention to the context of the story.

Possible prompt: "What do you wonder will happen next?"

Discussion prompt:
* "What else have we learned about Percy Jackson so far?"
Students share their ideas using their book as reference for their responses in the chat box. Teacher can keep track of student ideas via chat box and share out a few of the ideas. Teacher can compile students ideas on a google doc and share it with the class, they can be used for the Writing prompt lesson later in the week.
* "**What do you think the author most wants us to learn about Percy?**"

Students share out their Notice and Wonder responses. Teacher can keep track of student inferences/evidence on an anchor chart to use for the Writing prompt lesson later in the week