

Read Aloud

The Lightning Thief

Date/ Time Frame	Week 1
Type:	Part 1: Read Aloud "The Lightning Thief", pgs 1-9 Part 2: Read Aloud "The Lightning Thief", pgs 9-16
Lessons	2
Technology Integration	Discussion-Google Meet or Zoom with chat feature open
Reading Behaviors/ Writing Behavior	<ul style="list-style-type: none"> → Ask questions to deepen the understanding of the text → Make notes to clarify meaning about characters → Strategies to determine word meaning → Contribute to discussions and express ideas by asking and answering yes-no and wh- questions
Standards Addressed	<p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p>
Learning Intention	I can make <u>inferences</u> about Percy in order to understand him as the narrator of this story.
Success Criteria	<p>I can <u>cite</u> text <u>evidence</u> to support my inferences about the character.</p> <p>I can contribute to discussions and express my thinking.</p>
Materials: (Physical or Digital)	<ul style="list-style-type: none"> ● Making Inferences Making inferences about Percy Anchor Chart (for teacher) <ul style="list-style-type: none"> ○ Google Doc View Copy ○ Jamboard View Copy ● Video Read Aloud <ul style="list-style-type: none"> ○ Part 1 View ○ Part 2 View

Prompt	<p>Discussion question Part 1: “What have we learned about Percy Jackson so far?”</p> <p>Discussion question Part 2: “What do you think the author most wants us to learn about Percy?”</p> <p>Students share out their Notice and Wonder responses. Teacher will note student ideas on the Making Inferences anchor chart to use for the Writing prompt.</p>																		
Task - What do you want the students to do?	<p>As the teacher reads, stop at designated points and have students respond to discussion prompts- “What do you notice/What do you wonder” about Percy. Students can make other observations while the teacher reads. And place comments in the chat.</p> <p>*Students will justify their inferences with evidence from the text during discussion.</p>																		
CFU / Rubric	<table><tr><th>Criteria</th><th>1</th><th>2</th><th>3</th><th>4</th><th>Teacher Feedback</th></tr><tr><td>I can <u>cite</u> text <u>evidence</u> to support my inferences about the character.</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> <p>1-standard not met, 2-standard partially met, 3-standard met, 4-standard exceeded</p>	Criteria	1	2	3	4	Teacher Feedback	I can <u>cite</u> text <u>evidence</u> to support my inferences about the character.						I can participate in discussions and express my thinking.					
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Lesson Part 1

Ask students to identify important words in the learning intention and success criteria.

Circle the word **inference**. Explain that an inference is a thought process a reader makes to understand the meaning of text, or even an image. When you infer, you pay attention to the details in front of you, and you use other information (from the text, or your background knowledge) to mentally fill in the gaps between the details that are actually said or shown, and what the author expects the reader to understand.

Circle the work **Cite**. “to quote something”

Circle the word **evidence**. “Proof”

Begin reading “The Lightning Thief”.

As you read aloud, stop at designated points and have students think/share “What do you notice/What

do you wonder" to the following quotes. If students are struggling, do not explain the quote; instead, use one of the suggested prompts.

Page #1-"Don't say I didn't warn you."

Possible prompts: How does the author imply that The Lightning Thief is not a work of fiction, and why? Why would the narrator give a warning here?

Page #2-"I hoped the trip would be okay. At least, I hoped that for once I wouldn't get in trouble."

Possible prompt: "What does this make you wonder about the main character?"

(pg 3) Vocabulary think aloud: Kleptomaniac-this word means "a person who has an irresistible impulse to steal (not due to money)", keep listening to see if Percy actually has evidence to support calling Nancy this.

Vocabulary think aloud: probation-Percy shares with us what will happen to him if anything "bad" happens if he is involved. He is torn, he really wants to help his friend, but there will be serious consequences if he does anything to Nancy.

(pg 4) Vocabulary mini lesson: stele-Here the author uses the definition of stele in the sentence to help me understand this new term--"...started telling us this was a grave marker, a stele, for a girl about our age." As you read on your own, pay attention to context clues an author uses to help you understand the text.

(pg 5)Vocabulary think aloud: snickered-a rude, sarcastic laugh (The author is showing us a little more about Nancy's character here)

(pg 6) Vocabulary mini lesson: disgorge-In Percy's words "barfing up" from previous paragraphs

(pg 8) Vocabulary: philosophical-context clues "deep comment". Relating to philosophy-the study of knowledge, reality and existence

Stop at "Percy pushed me!" at the bottom of page 9

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

Other optional points for stopping/discussion/think aloud:

Page #-"Am I a troubled kid? Yeah, you could say that."

Page #-"But Mr. Brunner, our Latin teacher, was leading this trip, so I had hopes"

Discussion prompt:

* "What have we learned about Percy Jackson so far?"

Teacher can review the ideas the students have generated so far. Teacher can keep track of student inferences/evidence on an anchor chart to use for the Writing prompt lesson later in the week.

Lesson Part 2

Review the key words in the learning intention and success criteria.

Inference. Explain that an inference is a thought process a reader makes to understand the meaning of text, or even an image. When you infer, you pay attention to the details in front of you, and you use other information (from the text, or your background knowledge) to mentally fill in the gaps between the details that are actually said or shown, and what the author expects the reader to understand.

Cite. "to quote something"

Evidence. "Proof"

Have a brief review of what has happened in the text so far. Let students share out what they remember from the first read aloud.

Resume reading "The Lightning Thief" on page 9.

As you read aloud, stop at designated points and have students think/share their responses "What do you notice/What do you wonder" to the following quotes. If students are struggling, do not explain the quote; instead, use one of the suggested prompts.

(pg 9) Vocabulary think aloud: materialized--"Mrs. Dodds materialized next to us." Think back to yesterday and what Percy said about Mrs Dodds. Do you think he is being serious here or is he exaggerating?

Page #11-"The school counselor told me that was part of the ADHD, my brain misinterpreting things. "

Possible prompts: "What do you think?" or "Has anything like this ever happened to you?"

(pg 11) Vocabulary think aloud: frieze. I'm going to show you the spelling of this word and how it is different from freeze. From the text, I can figure out that frieze means a part of the sculpture in the museum.

Page #13-"I did the only thing that came naturally: I swung the sword."

Possible prompt: "What does this make you wonder about the main character?"

Stop at the end of chapter 1.

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

Discussion prompt:

*** "What do you think the author most wants us to learn about Percy?"**

Teacher can keep track of student inferences/evidence on an anchor chart to use for the Writing prompt lesson later in the week.

Teacher will explain that in the next lesson, we will re read a selection to look for deeper understanding of Percy.