EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 3
Meeting the Main Character:
Launching *The Lightning Thief* (Chapter 1)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1) I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6) I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets	Ongoing Assessment
• I can make inferences about Percy in order to understand him as the narrator of this story. • I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*. • I can follow our Triad Talk Expectations when I participate in a discussion.	• Questions from the Text: Chapter 1

Agenda	Teaching Notes

1. **Opening**
 	
   A. Unpacking the Learning Targets and Beginning
 	
   B. "Things Close Readers Do" Anchor Chart (5 minutes)
 	
2. **Work Time**
 	
   A. Meeting the Main Character: A Carousel of Quotes from Chapter 1 (15 minutes)
 	
   B. Whole-Group Discussion: What Do We Notice and Wonder about Percy So Far? (5 minutes)
 	
   C. Triad Discussion: Answering Text-Dependent Questions with Evidence (10 minutes)
 	
3. **Closing and Assessment**
 	
   A. How Do Authors Develop a Narrator or Character's Point of View? (5 minutes)
 	
4. **Homework**
 	
   A. First draft read of Chapter 2: "Three Old Ladies Knit the Socks of Death"
	• Ideally, students would routinely sit in their triads at the beginning of class. Many discussion, reading, and writing routines rely on this structure. If the class has another seating chart or routine, preview each lesson to determine the best time for students to transition to triads (typically at the start of Work Time).
	
	• In advance: Create the charts for the "Carousel of Quotes": one quote per half sheet of chart paper. (See Supporting Materials)
	
	• In advance: Prepare the quotes for the Carousel. Ten charts total. Each quote is posted twice (on two separate pieces of chart paper). This way, students can stay in their triads, and not too many students are clumped around a single chart. Post the 10 charts on the walls around the room.
	
	• Review: Carousel Brainstorm protocol (Appendix 1).

Lesson Vocabulary	Materials
learning target, annotate, reflect; prophecy, fate, imprisoned, stunning, dreaded, writhing	• Triad Talk Expectations anchor chart (from Lesson 2) • Quotes for "Carousel of Quotes" (for teacher reference; see teaching note above for preparation) • Chart paper (10 half sheets; see teaching note above regarding Carousel) • *The Lightning Thief* (book; one per student) • Making Inferences About Percy anchor chart (new; teacher-created; see model in supporting materials) • Markers (preferably a different color for each triad) • Questions from the Text: Chapter 1, "I Accidentally Vaporize My Pre-algebra Teacher" (one per student) • "Evidence flags" (sticky notes: the smallest size available or larger sizes cut into strips) (Two baggies of evidence flags per student: one bag each for use during class and one bag for use at home) • Exit ticket (one per student) • Homework: Purpose for Reading—Chapter 2 (one per student)

Opening	Meeting Students' Needs
A. Engaging the Reader: Read Aloud of pages 1-4 of *The Lightning Thief* (5 minutes) • Read aloud pages 1–4, as students follow along in their own copy. Think-Pair-Share: "What is this chapter mostly about so far?" Listen for answers like: "It's mostly about Percy, and how he gets in trouble a lot," or "It's about how Percy is a half-blood, and goes to a special school." Tell students that they will be returning to look more closely at these page, and reading closely for character, during the lesson today.	• Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. Hearing the text read slowly, fluently, without interruption or explanation promotes fluency for students: they are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page.

Opening	Meeting Students' Needs

B. Unpacking the Learning Targets (5 minutes)
• Read the learning targets:
   * "I can make inferences about Percy in order to understand him as the narrator of this story."
   * "I can cite evidence from the text when answering questions and discussing Percy's character in *The Lightning Thief*."
   * "I can follow our Triad Talk Expectations when I participate in a discussion."
• Ask students to identify important words in the learning targets. 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.
• Ask students to Think-Pair-Share:
   * "Now that we know these important words, restate the first learning target in your own words."
• Repeat this process with the second learning target, focusing on the words *cite* and *evidence*. Remind students of the definition of cite as "to quote something" and evidence as "proof." Tell students that they will be working a lot with citing evidence in the following lessons.
	• Reviewing academic vocabulary words benefits all students developing academic language.

Work Time	Meeting Students' Needs
A. Meeting the Main Character: A Carousel of Quotes from Chapter 1 (15 minutes)	• Select students may benefit from a set of vocabulary cards for words that cannot be determined by the context of the quote.
• Remind students that every time they work with this novel they will be with their triad. Review with students the **Triad Talk Expectations anchor chart.**	
• Tell students that they are going to practice their Triad Talk Expectations once again. Tell students that one great way to get to know a text is to revisit it multiple times. They have already read the first few pages of *The Lightning Thief* to get the flow of it. Now they are going to look closely at specific details from those same pages with their triads.	• Consider providing the quotes ahead of time to select students to provide additional time for them to formulate ideas and questions.
• Briefly review the Carousel Brainstorm protocol with students. Point out the charts hanging around the room. Tell them that you have already chosen details for them to analyze, something they will do independently in the future.	• Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension of the quote as well as assist in language acquisition for ELLs.
• Give directions:	
1. Discuss with your triads "I Notice" and "I Wonder" about the main character/narrator, Percy (based on the quote).	
2. Write your "notices" and "wonders" on the chart below the quote.	
3. When signaled, rotate to the next quote and repeat this process.	
• Tell students that there are five different quotes around the room, and triads will have 2 minutes per quote. Consider modeling the direction and expectations for movement.	
• Distribute **markers** to students. Each triad should have a different color marker set. Point this out to students, and tell them this is to keep everyone accountable for what they write. Remind students to share the responsibility of writing. Each group is accountable for at least one notice and one wonder per quote.	
• Ask each triad to stand by a separate quote.	
• Begin. Give students 2 minutes at each chart.	
• Circulate and support them in their thinking about the character based on the text. If students are struggling, do not explain the quote; instead, ask them probing questions like: "Why do you think the narrator uses this word?" or "What does this make you curious about the main character?"	

Work Time	Meeting Students' Needs
B. Whole-Group Discussion: What Do We Notice and Wonder about Percy So Far? (5 minutes) • Ask students to return to sit with their triad. Focus students whole group. Ask: ✶ "What have we learned about Percy Jackson so far?" • As students share, begin the **Making Inferences About Percy anchor chart**. This will help visual learners make the connection between what the text says and what they can infer about Percy. Students may initially share superficial facts, such as "He is 12 years old" or "He gets in trouble a lot." • Tell students that authors use many methods to help readers get to know the characters and develop characters' point of view: actions, *dialogue*, inner thoughts, etc. If needed, review the term *dialogue*: speech between two people. Point out that when the *narrator*, or person telling the story, is also a character IN the story, then readers also get to know what that character is thinking. • Push students' discussion by referring to specific quotes. This may sound like: "When Grover has to pull Percy back in his seat when Nancy Bobofit is throwing her lunch, what does this action tell us about Percy?" Listen for answers such as: "He has a short temper" or "He is a protective friend." Encourage students to use these quotes to see multiple perspectives of the main character.	• Posting sentence starters for discussions gives students an entry point into the discussion as well as scaffolds toward complete, properly formulated sentences. Consider posting phrases such as: "This quote made me wonder …" and "When I read this, I noticed that …"

Work Time	Meeting Students' Needs
C. Triad Discussion: Answering Text-Dependent Questions with Evidence (10 minutes) • Tell students they now will revisit this section of text, pages 1–4. Point out that this is their third interaction with the same text: once with you, once through studying details, and now to answer questions. Explain how rereading is important practice that all great readers, even adults, do with complex texts. Each time you revisit a text you notice new details and make new connections. • Distribute **one bag of evidence flags** to each student. Tell them that these will be used to mark places in the text where they did important thinking, made realizations, or found evidence. Give directions: 1. Read the questions. 2. Reread pages 1–4, keeping the questions in mind. 3. When you find any evidence, mark that page with an evidence flag. 4. After reading, discuss the questions with your triad. 5. Write the answer to the question in your own words, using a complete sentence. 6. Copy the sentence or two from the text that you are using as evidence for you answer. • Distribute **Questions from the Text: Chapter 1, "I Accidentally Vaporize My Pre-Algebra Teacher."** • Circulate and support students as they read and discuss these questions. For students who need more supporting, consider asking them to read aloud excerpts to you (in order to gauge fluency) or asking why they chose the evidence they chose (in order to gauge comprehension). • If students need support in defining the word *probation*, ask them to use the context to help them determine the word meaning, asking: "If he is more likely to get blamed because he is *on probation*, what does probation likely tell the reader about Percy?" If students still cannot determine meaning, tell them that "probation" means "a period of time to test a person's behavior, usually after they have already been in trouble."' • After 10 minutes, ask students to remain in their triads but focus whole group.	• Select students will benefit by focusing on a limited number of questions. Consider assigning these students a specific question within their group, emphasizing the importance of finding textual evidence. In this case, the quality of the answer is more important than the quantity of questions answered. • For discussion questions, consider providing sentence starters to help students begin. Examples include: "Percy is the kind of student who …" "I know this because …" "Grover gets bullied because …" "My evidence for this is …" Post these sentence starters in a place visible to all students.

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: Reflecting on the Learning Targets (5 minutes) • Ask: * "How does the author of *The Lightning Thief* help readers get to know Percy as a character in Chapter 1?" • Distribute Exit Tickets and give students 5 minutes to complete. Remind students to write in complete sentences. • Preview homework. Distribute a **second bag of evidence flags** to students. Tell them that this set is meant for homework and should be kept at their house.	

Homework	Meeting Students' Needs
• Do a "first draft" read of Chapter 2: "Three Old Ladies Knit the Socks of Death." Use the **Homework: Purpose for Reading-—Chapter 2** to focus your reading. Use your evidence flags to mark the specific areas in the book that support your answer. *Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "slushy time" during the day—right before or after lunch, during "down time" between other tasks, as they enter the classroom in the morning, or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*	

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Supporting Materials

Directions:

Write each of these quotes at the top of a separate piece of chart paper.

Use each quote twice so that groups can remain small as they move throughout the room.

Divide the rest of the chart paper into a two-column T-chart.

At the top of the left-hand column, write "I Notice …"

At the top of the right-hand column, write, "I Wonder …"

1. "If you're a normal kid, reading this because you think it's fiction, great. Read on."

2. "Am I a troubled kid? Yeah. You could say that."

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

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

5. "Grover tried to calm me down. 'It's okay. I like peanut butter.' He dodged another piece of Nancy's lunch. 'That's it.' I started to get up, but Grover pulled me back to my seat.

Page	What the text says… (e.g. actions, thoughts, dialogue)	What this makes me think about Percy…

Name:

Date:

Read each question.

Go back and reread Chapter 1, pages 1-4 with these questions in mind.

After reading, discuss the questions with your Triad.

Answer each question with complete sentences. Use evidence from the text to prove your answer.

1. What kind of student was Percy?

Evidence:

2. Why is Grover bullied by the other students?

Evidence:

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Exit Ticket: How do authors develop a narrator
on character's point of view?

Name:

Date:

What is the most important thing you learned about Percy in Chapter 1? How did the author show this about Percy? Write in complete sentences and provide one specific example as evidence from the text.

Name:

Date:

What challenges does Percy face in this chapter? How does he respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.