



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 5

Inferring about Character:

Close Reading of *The Lightning Thief* (Chapter 3)



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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 describe how the characters change throughout a literary text. (RL.6.3)
- I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)

Supporting Learning Targets

- I can get the gist of an excerpt from *The Lightning Thief*.
- I can make inferences about Percy citing evidence from the text.
- I can cite evidence from the text when answering questions and discussing Percy’s character in *The Lightning Thief*.

Ongoing Assessment

- Entrance Ticket
- Exit Ticket: Actions vs. Inner Thoughts



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Grover Unexpectedly Loses His Pants” (5 minutes)</p> <p>B. Unpacking the Learning Targets and Reviewing Our “Things Close Readers Do” Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Getting the Gist: Pages 38–40 (10 minutes)</p> <p>B. Rereading to Make Inferences about Percy: Choosing Important Details (15 minutes)</p> <p>C. Triad Discussion: Making Inferences (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Actions vs. Inner Thoughts (5 minutes)</p> <p>4. Homework</p> <p>A. First draft read of Chapter 4 “My Mother Teaches Me Bullfighting”</p>	<ul style="list-style-type: none"> • During the Opening of this lesson, students review (but do not officially add to) the “Things Close Readers Do” anchor chart. However, if your students have noticed/named other “things” that close readers do, seize this opportunity and add those to the chart as well. • Students will be working with Chapter 3 in the next two lessons. In this lesson, students focus on the skills of getting the gist and making inferences. In the following lesson they will focus on vocabulary strategies and answering questions with evidence. • Continue to reinforce that “getting this gist” is just about getting an early or emerging understanding of a chunk of text (see Lesson 1 teaching notes). Asking students to jot down or share their sense of the gist of a text is a check for understanding and entry point or “toe hold” into a complex text. Gist notes are simple and could be wrong: they serve as a preliminary, tentative, low-stakes way to begin to process a complex text. Gist statements happen along the way and support student focus and engagement. Help students distinguish “gist” from main idea and central idea. Central ideas emerge once students have read and thought carefully about the entire piece. Gist, by contrast, is very preliminary thinking. • Remember that the focus of students’ work is making inferences about character, primarily based on the character’s response to challenges. For homework, students will be asked to identify Percy’s challenges, and his response to those challenges.

Lesson Vocabulary	Materials
<p>gist, inference, context clues; dyslexic (38), resent (39), stalk (40), broad (40), hallucination (40)</p>	<ul style="list-style-type: none"> • Entrance Ticket: Comprehension Quiz, Chapter 3: “Grover Unexpectedly Loses His Pants” (one per student) • Things Close Readers Do anchor chart (begun in Lesson 2) • Sticky notes (full size to write the gist of sections of <i>The Lightning Thief</i>) (3–4 per student) • Evidence flags • Exit Ticket: Actions vs. Inner Thoughts (one per student) • Homework: Purpose for Reading—Chapter 4 (one per student)



Opening	Meeting Students' Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 3: “Grover Unexpectedly Loses His Pants” (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their work digging into this novel. Continue to build excitement. • Ask them to complete the entrance ticket: comprehension quiz. • After they are done, briefly address any clarifying questions that students may have about the basic events of the chapter. Reinforce that the purpose of the quiz is simply to encourage them to keep up with their reading, and to see what they understand about the basic events and what we are learning about Percy. Remind them that they will frequently reread key sections in class, focusing on key details as they practice becoming close readers. 	<ul style="list-style-type: none"> • These comprehension quizzes are meant to gauge students’ understand of the basic sense of events in a chapter. • Some students may benefit from receiving this quiz the day before so they have more time with the text and the questions.
<p>B. Unpacking the Learning Targets and Reviewing Our “Things Close Readers Do” Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Use a total participation technique, such as equity sticks, to invite students to read today’s learning targets: <ul style="list-style-type: none"> * “I can get the gist of an excerpt from <i>The Lightning Thief</i>.” * “I can make inferences about Percy citing evidence from the text.” * “I can cite evidence from the text when answering questions and discussing Percy’s character in <i>The Lightning Thief</i>.” • Ask students which important words are becoming familiar to them. Circle words such as <i>inferences</i>, <i>citing</i>, and <i>evidence</i>. • Clarify any confusion about the meaning of these words. Tell students that you will focus on <i>context clues</i> later in the lesson. • Focus students on the Things Close Readers Do anchor chart. Remind them that they have added to this chart several times. Tell them that today, they will continue to practice close reading, keeping these “things” in mind. (Note: If your students have noticed/named other “things close readers do,” add those to the chart at this time as well). 	<ul style="list-style-type: none"> • Research indicates that cold calling (in this case use of equity sticks) improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.



Work Time	Meeting Students' Needs
<p>A. Getting the Gist: Pages 38–40 (10 minutes)</p> <ul style="list-style-type: none">• Remind students to sit with their triads during the reading of this novel. Tell students that since they already did a “first draft” reading of the chapter (for homework), they now will focus in more detail on one key section of the chapter.• Invite students to open their books to page 38. Tell them that today they will be closely reading a section of the text starting with “Eventually I got up the nerve,” and ending on page 40 with “... and I didn’t want that.”• Distribute sticky notes to each student.• Remind students that they have been practicing reading for gist: getting an initial and very general sense of what a text is mostly about. Now they are going to focus on this section, and consider the gist of each two to three paragraphs as they reread. It’s not as formal as finding the “main idea”; rather gist is just your first scratching of the surface of a complex text.• Tell students that, unlike in the last lesson, when they discussed the gist with their triads, today they will work more independently first. Instruct them to stop every two to three paragraphs and jot a gist statement on a sticky note, and place it on the book: “What is your initial sense of what this section of the text is mostly about?” (Tell students that if even if they already feel they have the “gist,” they should still chunk the text and stop and paraphrase. It is fine if they also want to pay attention to important details about Percy as they reread.)• Give students about 10 minutes to reread and jot gist statements on their sticky notes. Circulate and support students as they work. Help students to find appropriate places to stop and write the gist. (Some students may need to stop after every paragraph, which is fine.)• After 10 minutes, stop and ask students to discuss their gist notes with their triads.	<ul style="list-style-type: none">• Select students may find it helpful to determine the gist of smaller chunks of the text at a time. Consider calling this “bite-size” reading: When we have trouble eating something, we take smaller bites of it before moving on.



Work Time	Meeting Students' Needs
<p>B. Rereading to Make Inferences about Percy: Choosing Important Details (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will now go back to the text once more. Their purpose for reading this time is to zoom in close and collect important details that help them to think more deeply about character.• Remind students of the important work they began in the last lesson, making inferences about Percy based on the challenges he faced and his response to those challenges. Tell students that having a character face challenges is just one way an author helps readers to get to know the characters. Another place readers can make inferences about characters is through their inner thoughts, especially when the character is the narrator, as is the case with Percy.• Tell students that as they reread this time, they should watch for details about Percy that help them to better understand him as a character. Ask and post the following questions to focus students:<ul style="list-style-type: none">* “What is Percy thinking during this episode in the text?”* “What does that make you think about Percy?”• Ask students to place an evidence flag at any point where they can infer something about Percy based on the text.• Circulate and support students as they read and think. Check how well individual students are meeting the target, by probing (e.g., ask them to read aloud examples of inner thought, then ask, “What does this make you understand about Percy?”).• After 7 or 8 minutes, pause students in their work. Ask them to share one of their inferences with their triad. As students share, probe:<ul style="list-style-type: none">* “What in the text helped you figure that out?”	<ul style="list-style-type: none">• Consider providing select students with more direction in identifying moments of “inner-thought.” Do this by posting key phrases that signal a character is thinking such as “I thought ...” “I wondered ...” “I felt ...” or “I considered ...” This will direct students toward the passage beginning with “I wondered ...” on page 38 and “I felt ...” on page 39. Providing this scaffold lets students focus their time on the important thinking involved in making inferences.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Actions vs. Inner Thoughts (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the Exit Ticket: Actions vs. Inner Thoughts to each student. Tell them you want to consider all they have learned about Percy in the last couple of chapters. Remind them that the author has used both actions as well as Percy's inner thoughts to help them get to know the character. Tell them you now want to know which one they think has revealed more about Percy: his actions or his thoughts. Remind them of the importance of using evidence, like an example from the text, when answering this type of question, and to write in full sentences. • Give students 3 minutes to respond. Circulate and support students as they write, encouraging them to show you a spot in the text where they learned something important about Percy as a character. • Distribute the Homework: Purpose for Reading—Chapter 4 to each student. Remind students that when reading for chapters, they have a specific purpose for reading to keep in mind. For this chapter, it is to look for challenges that Percy faces, and how he responds to those challenges. Remind students to mark these events with their evidence flags. 	<ul style="list-style-type: none"> • Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Do a “first draft” read of Chapter 4: “My Mother Teaches Me Bullfighting.” Use the Purpose for Reading—Chapter 4 to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer. 	



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Supporting Materials



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Name:

.....
Date:

1. What did Percy’s mother, Sally, want to do with her life? Why didn’t she?

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2. Where do Percy and his mother go? Why is this place special?

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3. Who shows up to get Percy and his mother in the middle of the night? What is strange about him?

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.....
.....



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. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.