



# 6TH GRADE ENGLISH LANGUAGE ARTS UNIT #1: THE HERO'S JOURNEY

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## Unit Overview

<b>Anchor Texts</b>	The Lightning Thief by Rick Riordan
<b>Dates</b>	<b>10 weeks</b> (46 instructional days) <i>Appx. Dates: 8/21/17 – 10/26/17</i>

## Unit Summary

The goal of this unit is to have students become active and invested 6<sup>th</sup> grade readers. Students will learn how to engage actively with a text through annotation and discussion, while building investment in reading and literary analysis. Another goal is for students to develop "accountable talk" strategies in order to hold high-quality text-based discussions with their peers. Ultimately, we want to use these 8 weeks to create a classroom culture where reading is valued and loved, and where students feel curious and eager to dig into interesting texts.

Students will read the highly engaging book, *The Lightning Thief* by Rick Riordan, to begin developing critical 6<sup>th</sup> grade analysis skills while fostering a love of reading. Students will be able to relate to many big ideas in this book, including identity, family, friendship, and perseverance, making this novel a wonderful tool for investment in the beginning of the school year. Throughout the unit, students will engage with a range of texts, including myths, short stories, and informational articles. The first week of this unit focuses on establishing expectations, routines, and procedures for the ELA classroom. Students will read texts to build background knowledge on the Greek gods and goddesses in preparation for *The Lightning Thief*. Once students get into the anchor text, the focus will shift to teaching the basics of "Accountable Talk" and literary analysis: finding evidence, developing theories and ideas about characters, and analyzing character development and themes. Throughout the unit, students will explore a range of myths and analyze how Rick Riordan's allusions to traditional myths create meaning in his novel. Finally, the unit concludes with a study of themes that emerge throughout the novel.

By the end of the unit, students will understand that we read for a variety of purposes, including for understanding, knowledge, inspiration, and entertainment. They will understand that the world shapes literature, and literature in turn shapes our lives and the world. Ultimately, this unit will set the foundation for students' motivation and desire to become better, more critical 6<sup>th</sup> grade readers who are leaving elementary school behind and preparing for more advanced studies.

*Note to Teachers: Select EngageNY lesson plans are embedded throughout this unit. These plans should be used as inspiration and as an additional resource for lesson planning; however, because we don't follow the entire EngageNY curriculum, some aspects of these plans will be irrelevant for your purposes.*

## Unit Guiding Questions

### What makes the story's hero great?

#### Essential Questions

- How does practicing the habits of a strong 6<sup>th</sup> grade reader (*Active and close reading, reading stamina, discussing texts with peers, and citing evidence from the text*) enhance my understanding of texts? How can these strategies empower me throughout my life?
- How can I prepare for and engage effectively in high-quality, text-based discussions with my peers?
- What are the defining characteristics of mythology, and why do myths matter?
- How can we draw conclusions about characters and analyze what motivates and changes them? How does knowledge of traditional mythology and the hero's journey inform and enhance our understanding of characters?
- How do authors convey important themes, and how can I connect these to the world and my life?

#### Guiding Questions:

- Who is our hero?
- How is our hero called to adventure?
- What challenges and temptations does our hero face?
- How is our hero and the world transformed?

## Unit Assessments

Assessment	Due by	Standards
Illuminate Assessment	October 28	RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.9
<a href="#">Performance Task Assessment</a>	Lesson #36-40	RL.6.1, RL.6.2, RL.6.3, RL.6.9, W.6.1, W.6.9A

### Recommended Reading Comprehension Checks

It is recommended that you regularly check students' comprehension of the reading and their progression of skills. At each of these points, consider either doing a cold reading of a chapter along with standards-aligned questions and/or a quick set of questions that assesses students' understanding of plot, characters, setting, symbolism, and language. Consider designing assessments at each of these points; time has been provided in each of the following lessons to assess students' reading.

\*You may determine that you want to design these assessments in Illuminate. If so, the middle school PLC may want to co-ordinate how to use and share formative assessments across the Illuminate platform.

Ch. 1-7	<a href="#">Lesson 11</a>
Ch.8-13	<a href="#">Lesson 20</a>
<a href="#">Chapter 20</a> (Starter materials available in Appendix D)	<a href="#">Lesson 31</a>

### Opportunities for Extension

<p style="text-align: center;"><i>Narrative Writing (W.6.3)</i></p> <p>Have students craft their own myth about a hero going on a journey. Students should use the hero's journey graphic organizer to help them outline the events in their character's journey. Students can simply outline the journey and write about one event or they can be challenged to write the full story! This also makes a great opportunity to incorporate comics and graphic novels to tell their tales.</p>	<p style="text-align: center;"><i>Research Writing (W.6.2)</i></p> <p>Have students research a mythological character from the book and create an informational pamphlet, presentation, or poster about that character. The <a href="#">Riordan Wiki</a> is a great online tool for conducting research about the various mythological characters used in <i>The Lightning Thief</i>.</p>
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Essential Standards-Based Vocabulary	
<b>Analysis/ Analyze</b>	a careful study of something to learn about its parts, what they do, and how they are related to each other
<b>Annotate</b>	to add notes or comments to (a text, book, drawing, etc.)
<b>Cite/ citation</b>	to mention (something) especially as an example or to support an idea or opinion
<b>Claim</b>	a statement saying that something is true when some people may say it is not true
<b>Explicit</b>	very clear and complete; leaving no doubt about the meaning
<b>Implicit</b>	understood though not clearly or directly stated
<b>Infer/ inference</b>	to reach a conclusion based on known facts
<b>Paraphrase</b>	to say something that someone else has said or written using different words
<b>Textual evidence</b>	information from a text that shows something exists or is true
<b>Evaluate</b>	to judge the value or condition of (someone or something) in a careful and thoughtful way
<b>Central idea</b>	the unifying idea of a story, which ties together all of the elements of fiction used by an author to tell the story
<b>Objective</b>	based on facts rather than feelings or opinions
<b>Subjective</b>	based on feelings or opinions rather than facts
<b>Summary</b>	a brief statement that gives the most important information about something
<b>Theme</b>	the main subject that is being discussed or described in a piece of writing, a movie, etc.
<b>Development</b>	the act or process of growing or causing something to grow or become larger or more advanced
<b>Setting</b>	the time, place, and conditions in which the action of a book, movie, etc., takes place
<b>Character Traits</b>	words (typically adjectives) which describe the character or qualities of someone or something

<b>Internal conflict</b>	A struggle or problem of a story that happens within a character's own heart and mind
<b>External conflict</b>	A struggle or problem of a story that happens between multiple characters or groups
<b>Plot</b>	a series of events that form the story in a novel, movie, etc.
<b>Resolution</b>	the point in a story at which the main conflict is solved or ended
<b>Interaction</b>	an incident in which two or more people or groups come together and have an effect on each other
<b>Influence</b>	the power to change or affect someone or something; the power to cause changes without directly forcing them to happen
<b>Impact</b>	a powerful or major influence or effect
<b>Turning point</b>	a time when an important change happens
<b>Narrator</b>	a person who tells the story, often a character who recounts the events of a novel
<b>Point of View</b>	the perspective from which a story is told
<b>Perceive/ perception</b>	to notice or become aware of (something)
<b>Perspective</b>	a way of thinking about and understanding something (such as a particular issue or life in general)
<b>Traditional</b>	typical or normal for something or someone : having the qualities, beliefs, etc., that are usual or expected in a particular type of person or thing
<b>Modern</b>	of or relating to the present time or the recent past : happening, existing, or developing at a time near the present time
<b>Render</b>	to change something <i>into</i> a different substance by some process

## The Common Core State Standards Learning Progression for Unit 1

### Common Core State Standards for Literature

<p><b>RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>RL 6.1:</b> Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RL 7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p><b>RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>RL.6.2:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>RL 7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>
<p><b>RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>RL.6.3:</b> 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><b>RL.7.3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p><b>RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>RL 6.9:</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>RL 7.9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>

## Common Core State Standards for Informational Texts

<b>RI.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RI.6.1:</b> Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>RI.5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>RI.6.2:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RI.7.2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<b>RI.5.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>RI.5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>RI.6.6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<b>RI.7.6:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

## Common Core State Standards for Writing

<p><b>W.5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> </ul>	<p><b>W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>
<p><b>W.5.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>W.6.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><b>W.5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> </ul>	<p><b>W.6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</li> </ul>	<p><b>W.7.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> </ul>

## Common Core State Standards for Speaking and Listening

<p><b>SL.5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<p><b>SL 6.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	<p><b>SL 7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<p><b>SL.5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SL.6.4:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p><b>SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p>	<p><b>SL.6.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p><b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>

## Common Core State Standards for Language

<p><b>L.5.1:</b> Demonstrate command of the conventions of standard English <u>grammar and usage</u> when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul>	<p><b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul>	<p><b>L.7.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
<p><b>L.5.2:</b> Demonstrate command of the conventions of standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>	<p><b>L.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> </ul>	<p><b>L.7.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> </ul>
<p><b>L.5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul>	<p><b>L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li> </ul>	<p><b>L.7.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ul>

<p><b>L.5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> </ul>	<p><b>L.6.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> </ul>	<p><b>L.7.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> </ul>
<p><b>L.5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> </ul>	<p><b>L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> </ul>	<p><b>L.7.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> </ul>

## The Guide to Grammar Mini-Lessons

This model for mini-lessons is adapted from Kelly Gallagher's work on Sentence of the Week. Appendix D contains SoW resources for you to enhance this piece of instruction throughout the year.

Approximately every other week, you will teach a mini-lesson on grammar or language structure. These lessons are designed to be no more than 10-15 minutes. All of these lessons are aligned to the expectations of the Common Core for this grade level; however, most of the lessons in this unit are designed to prepare students for 8<sup>th</sup> grade language learning, as many students may be missing the necessary knowledge and skills to prepare them for the 8<sup>th</sup> grade language standards.

Grammar mini-lessons will always include the following four components: model, notice, imitate, and skills practice.

- **Model:** Give students model sentences from the anchor text that follow the rule you are giving direct instruction on.
- **Notice:** Invite students to notice the structure of the sentence, including parts of speech, punctuation, capitalization, etc.
- **Imitate:** Teach students the grammar rule in all sentences. Students attempt to imitate by writing their own sentence following the rule that is taught.
- **Skills Practice:** Provide regular practice 2-3x a week to allow students to practice recognizing, writing, and analyzing sentences that follow the grammar rules that have been taught. Skills practice can utilize interactive bulletin boards, Kahoot! quizzes, homework assignments, etc.

Mini-lessons are spread throughout the unit; however, you may find that it is helpful to move mini-lessons to always be done on a specific day of the week or adjust for time 1-2 lessons. However, it is not recommended to change the order in which mini-lessons are taught in the unit, as the grammar skills are frequently sequential and build on one another.

Lesson	Topic	Standards Addressed
ELA Orientation	<a href="#">Grammar Mini-Lesson #1: The Complete Sentence</a>	<b>L.6.3A:</b> Vary sentence patterns for meaning, reader/listener interest, and style.
#4	<a href="#">Grammar Mini-Lesson #2: Using Verbs to Convey Time</a>	<b>L.5.2C:</b> Use verb tense to convey various times, sequences, states, and conditions.
#15	<a href="#">Grammar Mini-Lesson #3: Perfect Verb Tenses</a> <b>Error! Reference source not found.</b>	<b>L.5.1A:</b> Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.
#19	<a href="#">Grammar Mini-Lesson #4: Using Commas to Separate Items in a Series</a> <b>Error! Reference source not found.</b>	<b>L.5.2A:</b> Use punctuation to separate items in a series.
#28	<a href="#">Grammar Mini-Lesson #5: Punctuating the Titles of Works</a> <b>Error! Reference source not found.</b>	<b>L.5.2D:</b> Use underlining, quotation marks, or italics to indicate titles of works.

## Anchor Text Overview: *The Lightning Thief*

*The Lightning Thief* is a lighthearted fantasy about a troubled 12-year-old boy, Percy Jackson, who sets out on a hero's journey of self-discovery. The book is written in the first person point of view from Percy's perspective. Labeled as a 'bad kid' who can't seem to stay out of trouble, Percy is diagnosed with dyslexia and ADHD, and has been expelled from multiple boarding schools.

Everything changes for Percy when he discovers that he is a demigod, the son of the Greek god Poseidon. Sent to Camp Half-Blood, a camp for other demigod children, Percy is able to meet kids with whom he is able to connect. He becomes especially close over the novel with Annabeth, the daughter of Athena, and Grover, a satyr whose job is to protect Percy at all costs.

Percy and his two friends, Annabeth and Grover, are charged with a mission to retrieve Zeus' stolen lightning bolt, and they set out on a journey to prevent a catastrophic war amongst the gods. Throughout their heroic journey, they meet many Greek gods and goddesses, and Percy discovers many things about himself. The classic hero's quest, along with a relatable modern-day narrator, makes for a high-interest coming-of-age tale with many teachable moments.

### I. Text Complexity:

The complexity level of *The Lightning Thief* is 740L. However, the author's style and tone and use of language are often intricate, and the subjects and themes within the story often call for a large amount of background knowledge. This is an appropriate and high-interest book for 6<sup>th</sup> graders.

### II. Big Ideas/Themes:

The story is written as a classic hero's quest; there are many elements of mythology also thrown into this story. Exploring these mythological creatures, gods, and goddesses is very important to student success and interest in this novel. The biggest theme within the text is that of identity and self-discovery; Percy does not know who his father is at the beginning of the story, and has no idea that he is a demigod. Other big ideas include the power of friendship, the complexity of family relationships, loyalty vs. deception, and overcoming challenges as a team.

### III. Text Structure:

The overall structure of the novel is problem-solution, and the arch of the plot follows the traditional hero's journey. The book is divided into chapters, each of which advances Percy's quest to find the missing lightning bolt and save the world from war. Most chapters allude to a particular figure of Greek mythology, and in these cases, building background knowledge is essential in order for students to make meaning. For example, in one chapter, Percy and his friends encounter Medusa, and in another they meet Ares, god of war.

### III. Real World Connections:

Despite the fact that the novel is based in fantasy and the land of Greek gods and goddesses, Percy Jackson himself is actually a very accessible character with whom many students will be able to identify. The entire story is about Percy finding himself, one piece at a time, which is a journey that will resonate with any middle school student.

### IV. Potential Challenges:

With a fast-moving and action-packed plot with many unfamiliar characters, it may be easy for some students to miss details and become confused. Students may also have trouble tracking the actions of multiple characters throughout the story. **Additionally, allusions to Greek mythology may become confusing if they are not taught explicitly before reading. Make it a practice to consistently expose students to the gods/goddesses/creatures the day's chapter will include.**

## Instructional Calendar for Unit 1

*This calendar is intended to be a model for planning and pacing lessons throughout the course of the unit. A best practice for effective planning is to print this document and make notes for how instruction actually unfolds throughout the unit.*

Monday	Tuesday	Wednesday	Thursday	Friday
<b>8/21</b> Orienting to the ELA Classroom	<b>8/22</b> Orienting to the ELA Classroom	<b>8/23</b> Orienting to the ELA Classroom	<b>8/24</b> Lesson 1	<b>8/25</b> Lesson 2
<b>8/28</b> Lesson 3	<b>8/29</b> Lesson 4	<b>8/30</b> Lesson 5	<b>8/31</b> Lesson 6	<b>9/1</b> Lesson 7
<b>9/4</b> Labor Day—School Holiday	<b>9/5</b> Flex Day MAP Testing	<b>9/6</b> Flex Day MAP Testing	<b>9/7</b> Lesson 8	<b>9/8</b> Lesson 9
<b>9/11</b> Lesson 10	<b>9/12</b> Lesson 11	<b>9/13</b> Lesson 12 <i>CRWP Meeting</i>	<b>9/14</b> Lesson 13	<b>9/15</b> Lesson 14
<b>9/18</b> Lesson 15	<b>9/19</b> Lesson 16	<b>9/20</b> Lesson 17	<b>9/21</b> Flex Day	<b>9/22</b> District PD

Monday	Tuesday	Wednesday	Thursday	Friday
<b>9/25</b> Lesson 18	<b>9/26</b> Lesson 19	<b>9/27</b> Lesson 20 <i>Mid-quarter conferences</i>	<b>9/28</b> Lesson 21	<b>9/29</b> Lesson 22
<b>10/2</b> Lesson 23	<b>10/3</b> Lesson 24	<b>10/4</b> Lesson 25	<b>10/5</b> Lesson 26	<b>10/6</b> Lesson 27
<b>10/9</b> School Holiday	<b>10/10</b> Lesson 28 <i>Illuminate EOU Assessment window opens</i>	<b>10/11</b> Lesson 29 <i>CRWP Meeting</i>	<b>10/12</b> Lesson 30	<b>10/13</b> Lesson 31
<b>10/16</b> Lesson 32	<b>10/17</b> Lesson 33	<b>10/18</b> Complete EOU Assessment on Illuminate	<b>10/19</b> Lesson 34	<b>10/20</b> Lesson 35
<b>10/23</b> Lesson 36	<b>10/24</b> Lesson 37 <i>Illuminate Assessment Grades are Due</i>	<b>10/25</b> Lesson 38	<b>10/26</b> Flex Day <i>Final Day of the Quarter</i>	<b>10/27</b> District PD

## First Days of School: ELA Orientation

### August 22-24

*The first three days of school are yours to plan freely in order to orient students to your ELA classroom. This is a time to teach procedures and expectations for performance and behavior. Focus your work on the non-negotiables of your classroom; the tools listed below are recommendations for structuring your class—choose what works for you and your students.*

Focus	Procedures	Ideas and Resources
Who am I as a reader?	<ul style="list-style-type: none"> <li>• Reading interests survey</li> <li>• How to find a “just-right” book</li> <li>• Accountability for independent reading</li> <li>• Set up reading journals (if using)</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic: <a href="#">Getting to Know My Students as Readers</a></li> <li>• ReadWriteThink: <a href="#">Reading Survey</a></li> <li>• Students create an interest collage on their journal</li> <li>• Students create a “roadmap” of their lives or reading habits</li> <li>• Teaching to Inspire: <a href="#">Conducting Reading Conferences</a></li> <li>• Role play a conferences</li> <li>• Scholastic: <a href="#">Reader’s Notebooks</a></li> <li>• The Educators Room: <a href="#">Using Reader’s Notebooks in Middle School</a></li> <li>•</li> </ul>
What can I do to help our classroom run smoothly and safely?	<ul style="list-style-type: none"> <li>• Entrance and exit routines</li> <li>• Throwing away trash</li> <li>• Passing in papers</li> <li>• Passing out or picking up work</li> <li>• Lining up</li> <li>• Sharpening pencils</li> <li>• Asking a question</li> <li>• Going to the restroom</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The First Days of School</i> by Harry K. Wong</li> <li>• <i>Teach Like a Champion</i>: Do Now</li> <li>• <i>Teach Like a Champion</i>: Exit Ticket</li> <li>• <i>Teach Like a Champion</i>: All Hands</li> <li>• Maneuvering the Middle: <a href="#">20 Must-Teach Middle School Routines</a></li> </ul>
What resources do I need to be successful in ELA?	<ul style="list-style-type: none"> <li>• Set up journal/binder</li> <li>• How to treat class texts</li> <li>• Necessary materials</li> </ul>	<ul style="list-style-type: none"> <li>• Students create an interest collage on their journal</li> <li>• Bring in examples/non-examples of expected materials</li> <li>• Pass out/label anchor texts</li> </ul>
How do I treat our classroom library?	<ul style="list-style-type: none"> <li>• Check in/Check out procedures</li> <li>• How/when to go to the library</li> <li>• Handling and storing books</li> <li>• How the library is organized</li> <li>• When/how independent reading occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Create a classroom library scavenger hunt to get students acquainted with it</li> <li>• Have students fill out an application for librarian jobs</li> </ul>

<p>What are the expectations for my/our work?</p>	<p><u>Long-term Goals</u></p> <ul style="list-style-type: none"> <li>Set academic goals</li> <li>Class vision/mission</li> <li>Personal vision/mission statements</li> </ul> <p><u>Daily Expectations</u></p> <ul style="list-style-type: none"> <li>Using complete sentences</li> <li>When homework is due</li> <li>What high-quality work looks like</li> </ul>	<ul style="list-style-type: none"> <li><i>Teach Like a Champion</i>: Format Matters</li> <li>Create a goal sheet for the journal/notebook to be reviewed quarterly</li> <li>Sort examples/non-examples of quality work</li> <li>Teach grammar lesson routines by reviewing complete/incomplete sentences</li> <li>RACE Writing Cards (Appendix D)</li> </ul>
<p>How do I practice good reading habits?</p>	<ul style="list-style-type: none"> <li>Creating a reading space at home</li> <li>Basic annotation habits</li> <li>Highlighting habits</li> <li>How to stop and jot</li> </ul>	<ul style="list-style-type: none"> <li><i>Teach Like a Champion</i>: Everybody Writes</li> <li>Homework: Define a reading space at home and describe it</li> <li>Create a <a href="#">basic anchor chart</a> for common annotations</li> <li>Stop and Jot Toolkit (Appendix D)</li> <li>Annotation Matrix (Appendix D)</li> </ul>
<p>How do I participate in academic conversations?</p>	<ul style="list-style-type: none"> <li>SLANT</li> <li>How to speak audibly</li> <li>Habits of active listening</li> <li>How to ask a question</li> <li>Agree/Disagree/Build hand signals</li> <li>How to do a turn and talk</li> <li>Introduction to sentence starters for discussion</li> </ul>	<ul style="list-style-type: none"> <li><i>Teach Like a Champion</i>: Star/SLANT</li> <li><i>Teach Like a Champion</i>: Habits of Discussion</li> <li><i>Teach Like a Champion</i>: Turn and Talk</li> <li>Accountable Talk Stems (Appendix D)</li> </ul>

### General Readings/Resources

Get your year off to a smooth start by ensuring that you are teaching clear and concise procedures that students can practice frequently.

- Teach Like a Champion*: Engineer Efficiency
- Teach Like a Champion*: Strategic Investment: From Procedure to Routine
- Teach Like a Champion*: Do It Again

### Selected Texts for 6<sup>th</sup> Grade (available in Appendix B)

- [“Why Independent Reading?”](#)
- [“The Worst Day Ever?”](#)
- [“Ancient Greece”](#) from [Understanding Greek Myths](#)
  - This text is highly recommended, as students can begin building background knowledge about Ancient Greece.*

## Grammar Mini-Lesson #1: The Complete Sentence

### Model

Display the following sentences on the board. Students should copy and/or have these on their notes at the beginning of the lesson.

1. Jerry ate the pizza.
2. Mike and Lisa are happy.
3. Miguel was running in the race.

### Notice

Ask students what they notice all three sentences have in common. It may take some practice for students to get the hang of doing this, but guide them to recognizing that they all have a subject (specifically, these sentences all have nouns as their subjects) and a verb. (You may need to reinforce the idea that “are” is a state of being verb for a plural subject and was is a helping verb to running in order to make it past tense.) Make notes on the models; students should copy your marks on their own notes.

*\*See Board=Paper in Teach Like a Champion.*

### Imitate

The rule is: All complete sentences have a subject (who or what—a noun or pronoun) and a predicated (what who or what is doing—a verb). All complete sentence express a complete thought (are independent clauses), start with a capital letter, and end with appropriate punctuation (?!.). Students should write their own sentences that follow the same model as these sentences.

### Skills Practice

You have several options for reinforcing students’ developing grammar skills, but keep in mind that without reinforcing practice, students will not be able to transfer these language skills to their own writing successfully. Use any of the following to ensure regular practice:

- **Warm-ups/Do Now:** Continue to pull simple sentences from the reading and have students mark the subject and verb in the sentence. Then they should imitate the sentences. Start class with a share-out.
- **Exit Tickets:** Require students to write simple sentences to reflect on the class or to summarize their learning. This week, a good challenge is to require students to write two word sentences.
- **Homework:** Require students to write simple sentences as a skills practice. Do a quick check through their homework at the beginning of class the next day (during a Do Now activity) for a quick and easy assessment and feedback to students on their work.
- **Writing Assignments:** Include a section on a rubric or checklist for specific grammar or language skills that you are trying to reinforce in students.

*Note:* If your students use technology regularly and have access to the internet at home, you may consider “flipping” your instruction by requiring students to watch a video and complete some kind of activity with it the night before your grammar lesson. See Kahn Academy’s website for excellent mini-lesson videos that are less than 5 minutes long. For this week, consider using [this lesson](#).

## Unit Lesson Guides

## Guiding Question: What is a myth?

Lesson 1

Text: "What makes a myth?"

**Objectives**

- SWBAT use a variety of texts and visuals to activate prior knowledge and to build background and investment in Unit 1 topics.
- SWBAT define a myth and give examples of myths or mythological creatures.

**Standards**

- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Lens for Reading: What are the defining characteristics of mythology? Why do myths matter, and what can we learn from them?**

**Materials**

- "[What is a myth?](#)" from Appendix B
- [Greek Gods and Goddesses](#) Biography Cards

**Resources in Appendix D**

- [Gallery Walk Protocol](#)

**Lesson Structure and Pacing Notes**

The goals of today's class include activating prior knowledge about Greek mythology, building excitement and investment in the topic, and beginning to build knowledge required to access *The Lightning Thief*.

- **Teaching Point:** Myths are ancient, traditional stories that explain a natural phenomenon or teach an important lesson. They typically have supernatural elements and are linked to a particular culture.

**Unit Launch**

Create a [Know/Wonder](#) chart about Greek mythology. Students are likely to have some prior knowledge about this and will be excited to share it and generate new questions. Leave the chart up and add to it throughout the unit. Return to this chart at the close of this lesson in order to build a culture of continuous learning and reflection.

**Gallery Walk**

Consider using the "Greek Gods and Goddesses" biography cards in a "Gallery Walk" format to build investment in the topic. Use this time to teach your expectations for moving around the classroom in a safe and orderly way (and other related routines/procedures).

**Reading**

Choose one (or incorporate both) of the supplemental texts included for today. Questions should lead students to use what the text says to draw conclusions about mythology as a genre and/or the characterization of gods and goddesses.

**Homework**

Throughout this unit, assign various Greek myths as homework or independent reading in class. There are multiple myths included in Appendix B, and most are at a low enough Lexile to support independent reading

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in 6<sup>th</sup> graders. Be strategic about which myths to assign; although recommendations based on what is happening or will soon happen in *The Lightning Thief* are given throughout the unit.

Potential myths to start with:

- [Welcome to Mount Olympus Mini-Book](#)
- [Persephone and Demeter](#)
- [Theseus and the Minotaur](#)

**Guiding Question: What makes a myth?**

## Lesson 2

**Text: "Myths and Legends"****Objectives**

- SWBAT identify and recall important and unique facts about different Greek gods and goddesses.
- SWBAT summarize the most important information about the Greek gods and goddesses.

**Standards**

- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: How does the author of "Myths and Legends" characterize the gods?****Materials**

- ["Myths and Legends"](#)
- [Greek Gods and Goddesses Biography](#) Cards

**Resources in Appendix D**

- ["Myths and Legends"](#) Text-Dependent Questions
- ["Ask a God"](#)
- Greek Gods & Goddesses [Scavenger Hunt](#)

**Lesson Structure and Pacing Notes****Reading**

- During the initial read aloud, students should annotate the text for key ideas and details the author wants to teach them about gods.
- Text-Dependent Questions that attend only to "Myths and Legends" are in Appendix D.

**Discuss**

After reading "Myths and Legends" today, ask students to make connections between what they read in the biography cards (during the Lesson 1 gallery walk) and the article.

**Character/Myth Mapping**

In order for students to understand the plot development of *The Lightning Thief*, they will need a method for tracking and mapping the various characters. Create a word wall, bulletin board, a series of anchor charts, or a section in their journal or folder to map the various characters—both how they are presented in Greek myths and in *The Lightning Thief*. The purpose of this character or myth mapping is to help students build background knowledge throughout the unit, so the format you choose should be interactive and able to accumulate new information over time.

- After reading "Myths and Legends," have students return to the Greek God and Goddess biography cards. If you haven't played Ask a God yet, this is a good time to do so.
- Have students work in pairs or small groups to create an image and a very short summary statement about a selected god or goddess. Use these materials to begin building the character/myth mapping section of your classroom.

**Guiding Question: What makes a myth?**

Lesson 3

**Text: "A Hero's Journey"****Objectives**

- SWBAT summarize and present information that they read accurately.

**Standards**

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Lens for Reading: How can we describe a traditional "hero's journey?"****Materials**

- ["The Hero's Journey"](#) from Appendix B
- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Jigsaw Protocol](#)
- Video Resource: [Heroes](#)
- [Hero's Journey Graphic Organizer](#)

**Lesson Structure and Pacing Notes****Warm Up**

Consider allowing students to preview *The Lightning Thief* before beginning today's lesson. Knowing the reasons behind our exploration of Greek myths and gods/goddesses will make the tasks more meaningful.

**Reading**

- First reading (read aloud): Today's read aloud is based around the informational text, "The Hero's Journey." Read through the text for the first time as a class to get the gist of each section.
- Form "expert groups" or use a Jigsaw protocol during today's lesson (after the initial read aloud). Model what you want students to do with the first act of "The Hero's Journey." Read, annotate, and pull out the most important meaning for The Ordinary World and The Call to Adventure.
- Split the class into eight separate groups and have each focus on one remaining stage in the hero's journey. Groups create an anchor chart or prepare a brief presentation that: a) explains/summarizes the stage of the hero's journey and b) makes explicit connections to stories they are familiar with, citing specific examples from movies and books to support their thinking. (This will also give you an opportunity to learn what books and movies your students love!)
  - [Jigsaw Protocol](#): This is a useful strategy to incorporate in future lessons, so take some time to teach expectations for engaging in it explicitly. Emphasize the importance of projecting your voice and speaking clearly so others can record notes on what you found.
  - When presenting, students should take notes in the Hero's Journey Graphic Organizer. You may want to put this in a notebook for students to refer back to or have it printed in a pack for students, on top of the [Hero's Journey tracker for \*The Lightning Thief\*](#).

**Guiding Question: Who is our hero?**

Lesson 4

**Text:** *The Lightning Thief* Chapter 1 (p. 1-15)**Objectives**

- SWBAT identify important text details to make inferences about Percy Jackson and annotate those details appropriately.
- SWBAT make inferences about Percy based on text evidence.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.

**Lens for Reading: Who is Percy Jackson? What can we infer about him?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Annotation Matrix](#)
- [Planning a Read Aloud](#) One Pager

**Lesson Structure and Pacing Notes****Reading**

While we do want students to get to know Percy today, another major goal of today's read aloud is to get students excited to read this novel. For this reason, you may choose to pause less frequently and/or require fewer during-reading written responses to preserve the flow and momentum of the engaging opening chapter.

- Be explicit about how your expectations for student engagement during a read aloud. An active reader sits up straight, follows along in the text, has an "inner dialogue" while reading, and always has a pen or pencil handy to annotate if a thought strikes you. During this first unit, make your thought processes as a reader transparent by thinking aloud occasionally (consult the Read Aloud: Pausing Points one-pager in Appendix D for more guidance on this).
- **Note on Annotation:** The way you model and instruct students to annotate should be specific to the text itself. For example, if the author gives a lot of rich descriptions of the setting, you might have students circle the three most vivid descriptions and jot down an inference about the setting or a word that describes the mood the setting creates. Giving students a specific focus will allow them to engage more deeply in the text than more generic instructions/symbols like "underline key details" or "circle new words." See the Annotation Matrix in Appendix D for support selecting specific annotation instructions throughout the unit.
- If students have already read the book on their own or have seen the movie version, assure them that engaging with this story again as a class will be very rewarding and that they'll discover things they didn't realize the first time around because they'll get to discuss and analyze as a class. You can also challenge them to keep track of differences between the book and movie (there are many!).

**Exit Ticket**

Choose a page or passage from late in chapter 1 of *The Lightning Thief* that has great characterization of Percy. Re-type or make a copy of the passage and have students demonstrate their annotation on the page.

Then close with a final writing prompt: *What have you learned about Percy from this page? What evidence supports your inference?*

### Homework

“[Fates](#)” from *Gifts from the Gods* is a good homework choice for this lesson—it will prepare students for the next chapter in which Percy watches one of the three fates cutting the yarn.

### Grammar Mini-Lesson #2: Using Verbs to Convey Time

#### Model

Display the following sentences on the board. Students should copy and/or have these on their notes at the beginning of the lesson.

1. Percy attended Yancy Academy.
2. Percy attends Yancy Academy.
3. Percy will attend Yancy Academy.

#### Notice

Ask students what they notice about these three sentences. It may take some practice for students to get the hang of doing this, but guide them to recognizing that:

- Sentence one uses “attend” in the past tense.
- Sentence two uses “attend” in the present tense.
- Sentence three uses “attend” in the future tense.

Make notes on the models; students should copy your marks on their own notes. Challenge: Have students switch “attend” with another verb. Some examples are: go to, (dis)like, live at.

#### Imitate

Students should write their own sentences that follow the same model as these sentences.

#### Skills Practice

You have several options for reinforcing students’ developing grammar skills, but keep in mind that without reinforcing practice, students will not be able to transfer these language skills to their own writing successfully.

- Create an anchor chart for common verb mistakes. Add onto it when you identify errors in students’ usage.
- Require students to write a past, present, and future sentence about events in *Lightning Thief*.
- When students are writing in class, pay attention to verb tense. Does the tense used make sense? Do multiple sentences make sense collectively?

**Guiding Question: Who is our hero?**

Lesson 5

**Text:** *The Lightning Thief* Chapter 2 (p. 16-28)**Objectives**

- SWBAT analyze details to make inferences about Percy Jackson.
- SWBAT discuss their inferences with a partner.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **SL.6.1A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Lens for Reading:****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Habits of Discussion](#)
- [Accountable Talk](#)
- [Back to Back, Face to Face](#)
- [GoGoMo](#)
- [Discussion Appointments](#)
- [The Hero's Journey Analysis Tracker](#)

**Lesson Structure and Pacing Notes****Building Knowledge**

Use the first 10-15 minutes of the class to review "The Hero's Journey." Model for students how you want them to track their understanding of Percy's journey throughout the text. You should complete "The Ordinary World" together as a class, and at the end of class, release students into pairs to complete "The Call to Adventure."

**Reading**

- This section alludes to the "three fates" in Greek mythology. Before reading, briefly build knowledge on who these figures are so that students recognize the allusion (and understand its significance regarding what might happen to Percy).
  - If you chose not to assign "The Fates" from *Gifts from the Gods* for homework, consider pulling the important information you want students to know about [the Fates](#) and creating a warm-up from it.
- Continue getting to know Percy Jackson (*make inferences about his character traits based on his words, thoughts, actions, and interactions with others*)
- Make inferences about Percy's present situation and other supporting characters (like Grover and Mr. Brunner) in order to follow important plot developments in this section. Questions should also lead them to analyze how and why Percy responds to events in certain ways (i.e. *What does Percy's reaction to being "kicked out" of Yancy Academy reveal about how he sees and feels about himself?*)

**Discuss**

- During today's read aloud, continue using expressive voices and other strategies to build student excitement and investment in the story itself. You may want to pause for written responses to questions less frequently today to preserve the flow and momentum of the story. Instead, while checking for understanding, explicitly teach the habits of discussion and accountable talk for "turn and talks" or other peer-to-peer informal discussion formats (i.e. "think-pair-share"). These skills will not be mastered in one lesson or even in one unit, but rather they should be intentionally built upon over time.
- You may want to use a protocol to structure student talk time. Some useful protocols for basic discussion include:
  - [Back to Back, Face to Face](#)
  - [GoGoMo](#)
  - [Discussion Appointments](#)

**Guiding Question: Who is our hero?**

Lesson 6

**Text:** *The Lightning Thief* Chapter 3, Part 1 (p. 29-36)**Objectives**

- SWBAT analyze details to make inferences about Percy's family life and relationships with Mom and Gabe.
- SWBAT contribute thoughtfully to class discussion, using evidence and details from the text to support their thinking.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **SL.6.1A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Lens for Reading: How does the author characterize Percy's mother Sally and his stepfather Gabe? What can we infer about Percy's relationships with each of them?**

**Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Habits of Discussion](#)
- [Accountable Talk](#)
- [Back to Back, Face to Face](#)
- [GoGoMo](#)
- [Discussion Appointments](#)

**Lesson Structure and Pacing Notes****Reading**

- Students should pay attention to Sally and Gabe's words and actions, specifically around how they interact with and speak to Percy.
- Students should also pay attention to Percy's (the narrator's) descriptions of both characters. Push students to collect evidence about times when Percy's outward actions/words do not match his inner feelings/thoughts and make inferences about what this reveals about Percy himself and his relationships. (i.e. page 33: *"I told her she was smothering me, and to lay off and all that, but secretly, I was really, really glad to see her"*)
  - By 6<sup>th</sup> grade students should be comfortable using graphic organizers and other structured note-takers to collect evidence. However, if your students need additional teaching and practice around this, design a graphic organizer that reflects the day's lens for reading and model/provide structured practice around this. Doing this regularly serves as a scaffold when students begin to write and organize essays independently.
  - Teaching students how to use "evidence flags" or sticky notes for a specific purpose while reading is a way to build on students' developing annotation skills. The lesson plans from EL Education (particularly [Module 1, Unit 1, Lesson 3](#)) give guidance on how to potentially incorporate evidence flags into your ELA routines.

- 
- *Optional: Consult these lesson plans as a reference or for inspiration while planning the next few lessons. They are not meant to be followed exactly, but may contain useful resources or ideas.*

**Discuss**

- Plan specific times when you will ask students to turn and talk to reinforce the habits of discussion you rolled out yesterday. Questions for turn and talks should be “meaty” enough to sustain conversation for the length of time you designate, and they work best when there is more than one possible interpretation.

**Guiding Question: Who is our hero?**

Lesson 7

**Text:** *The Lightning Thief* Chapter 3, Part 2 (p. 37-43)**Objectives**

- SWBAT build on others thinking about Percy's father by engaging in the Final Word protocol and using appropriate accountable talk sentence stems.
- SWBAT analyze details to make inferences about Percy's family life and relationships.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **SL.6.1C:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: How does the author characterize Percy's father? What can you infer about Percy's feelings towards his father (based on his words, thoughts, actions, and interactions with his mother)?**

**Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Accountable Talk Stems](#)
- [Final Word Protocol](#)

**Lesson Structure and Pacing Notes****Character/Myth Mapping**

At the end of this chapter, Percy discovers that Grover is actually a [satyr](#). In order for students to understand this plot development, show a visual or have students read a very short informational text about this mythological creature. This is one of many creatures that students will encounter throughout the text, so consider adding the picture with a label to a "Greek Myths" word/character wall (or in a folder/journal for students if your wall space is limited). Add names and pictures of gods, goddesses, and other creatures/vocabulary as you encounter them.

**Reading**

- The author gives us many clues in this chapter and in future chapters about the identity of Percy's father (Poseidon). Have students keep the evidence they record today and continue making inferences about it as the story goes on (it's okay if they don't make this inference today).
- *(Optional) Opportunity for Extension:* Pages 41-43 provide a great opportunity to analyze how the author's descriptions of setting (in this case, stormy weather) establish a particular mood that matches what's going on in the story. Even if you don't spend a lot of time on this today, it's worth pointing out or thinking aloud to students that things like weather (especially storms) and dreams always have some deeper significance in literature, so it's worth noticing and thinking about.

### Discussion

Use the Final Word discussion protocol. Have students each select their own interesting passage about Percy's father (or family if you want to have a broader discussion about all three chapters). Students should share their passage, but not say anything about it until their teams have shared.

- Reinforce this protocol with explicit instruction about good listeners and listening practices.
- This is an excellent protocol to focus on building on what other people have said. Push students to respond to what others have said in the discussion by using those accountable talk stems for building.

### Homework

Assign one of two readings:

- "Theseus and the Minotaur": The [minibook](#) is more accessible for homework, but if you have many strong, capable readers, you may want to assign some of them the [longer myth](#). Either way, be sure to add comprehension questions or a written response.

**Zoom-In Passage:** Focus Pages for Evidence Collection: Pages 38-41 ("Eventually, I got up the nerve...any more questions she would start to cry.")

- These pages are rich with evidence that students can make inferences about, including how the author gives us insight into who Percy really is and the tension between Percy's and Sally's feelings about his real father.
- Questions should lead students to analyze the contrast between Sally's descriptions of Percy's father and Percy's reactions to this information.
- *Note: The nature of parent-child relationships is a recurring theme throughout the book, and the tension between fathers/mothers and their children is conveyed through many characters besides Percy (i.e. Annabeth and her parents). This is the reason we are spending time analyzing relationships now.*

**Guiding Question: Who is our hero?**

Lesson 8

**Text:** *The Lightning Thief* Chapter 4 (p. 44-56)**Objectives**

- SWBAT write a well-organized paragraph in response to their reading.
- SWBAT use text evidence to make and support a claim about how Percy was able to defeat the Minotaur.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **W.6.1A:** Introduce claim(s) and organize the reasons and evidence clearly.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: How do the characters (especially Percy) respond to challenges?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- RACE [Graphic Organizer #1](#)
- RACE [Graphic Organizer #2](#)
- RACE Strategy [Anchor Chart](#)

**Lesson Structure and Pacing Notes****Character/Myth Mapping**

In today's reading, students will encounter the [minotaur](#). This is one of many creatures that students will encounter throughout the text, so consider adding the picture with a label to a "Greek Myths" word/character wall (or in a folder/journal for students if your wall space is limited). Add names and pictures of gods, goddesses, and other creatures/vocabulary as you encounter them.

**Reading**

- Decide whether you want to explore the optional extension story "Theseus and the Minotaur" before or after reading today. If you won't have time to read the whole story in class, you should still display a picture and consider assigning the story for homework to build knowledge and stamina reading independently.
  - *Note on Differentiation:* Two versions of this story are available in Appendix B. One is lower level (in the "Greek Myths" graphic novel booklet resource, and the other is a text-only version that's more challenging).

**Writing**

- Today is meant to introduce students to text evidence and the RACE strategy in general. We don't expect students to master these skills today – the goal is that by the end of this first unit, students will have a strong grasp of these essential ELA skills.

- Sixth graders will likely need an explicit mini-lesson about what text evidence is (direct quotes, paraphrases) and how to use it. There are two primary ways we use and engage with evidence as readers:
  1. We use it to develop (come up with) a claim/argument or inference
  2. We use it to support or defend our claim/argument or inference
- *Note on Differentiation:* To scaffold today's writing prompt you can provide the claim/argument to some students to isolate the task of selecting the best evidence to support it. A further scaffold would be to provide 4-5 pieces of evidence and have students debate the relevance of each before ranking them and choosing which two to include in their writing.
- Writing Prompt: How was Percy able to defeat the Minotaur? Support your claim with at least two pieces of text evidence.

### Homework

Refer to Lesson 9's section on reading to determine your best option and assign homework accordingly. If you choose to not have students do any pre-reading of chapter 5, consider assigning one of the supplemental myths from Appendix B.

**Zoom-In Passage:** Focus Pages for Evidence Collection: Middle of 52 – 55 (“I didn’t want to split up...monster was gone.”)

- Collect evidence about how Percy responds to challenges will set students up to be successful during the zoom-in and writing prompt today.
- These pages are the most critical to today's objective. They reveal that Percy is able to defeat the Minotaur through a combination of many things: cleverness, bravery, desperation and anger (after his mother disappears), his mother's advice, strength (that he didn't even realize he had), and his resourcefulness (with the horn).

**Guiding Question: How is our hero called to adventure?**

Lesson 9

**Text:** *The Lightning Thief* Chapter 5 (p. 57-74)**Objectives**

- SWBAT write a well-organized paragraph in response to their reading.
- SWBAT use text evidence to make and support a claim about how Percy responds to his new “home” at Camp Half-Blood.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **W.6.1A:** Introduce claim(s) and organize the reasons and evidence clearly.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: What does Percy learn about the world and himself when he arrives at Camp Half-Blood?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Numbered Heads Together](#)
- RACE [Graphic Organizer #1](#)
- RACE [Graphic Organizer #2](#)
- RACE Strategy [Anchor Chart](#)

**Lesson Structure and Pacing Notes****Character/Myth Mapping**

Add pictures of a [centaur](#) and the god [Dionysus](#) to your “Greek mythology” wall/chart. In order for students to understand this plot development, show a visual or have students read a very short informational text about this mythological creature. This is one of many creatures that students will encounter throughout the text, so consider adding the picture with a label to a “Greek Myths” word/character wall (or in a folder/journal for students if your wall space is limited). Add names and pictures of gods, goddesses, and other creatures/vocabulary as you encounter them.

**Vocabulary:** immortal (p. 67-68)

**Reading**

Today's chapter is relatively long, but not all pages are particularly important, complex, and/or worthy of analysis in class. Prioritize reading aloud pages 61-74 during class (these are much more complex pages and students will need guidance and checks for understanding), and choose one of these options for pages 57-61.

- *Option 1:* Assign students pre-reading work (p. 57-61) before coming to class today (with 2-4 corresponding text-dependent questions to hold them accountable and also to help you gauge their understanding of the section before starting today).

- *Option 2:* Have students read pages 57-61 independently at the beginning of class (during the last 10 minutes of independent reading) before starting the lesson.
- *Option 3:* Read aloud the whole chapter, but deprioritize pausing during these less critical and simpler pages to make up time.

This chapter is made up almost entirely of dialogue between Chiron, Mr. D, and Percy, and it lays the groundwork for later events. For this reason, questions during the read aloud should focus on establishing literal understanding of what Chiron is teaching Percy about how the “world” of this novel works and operates.

- **Focus Pages for Evidence Collection:** Pages 66-69 (“‘Please,’ I said, ‘what is this place?’...back to his card game.”) These pages contain most evidence that will be relevant in helping students develop and support their claim about how Percy is adjusting and responding to his new environment.
- **Sample Questions:**
  - *Why does Chiron advise Percy not to use the names of gods?*
  - *How does Mr. D respond to Percy’s statement that the gods aren’t real, and why?*
  - *What do these exchanges reveal about the personality and characteristics of gods and goddesses?*
- You may want to use the [Numbered Heads Together protocol](#) to work through the reading.

### Writing

- **Writing Prompt:** How does Percy respond to his new “home” at Camp Half-Blood? Why? Support your claim with at least two pieces of text evidence from Chapter 5.
  - Model RACE again as necessary. You may also choose to focus mini-lessons on one letter of RACE at a time across the next few days.

### Homework

Refer to Lesson 10’s section on reading to determine your best option and assign homework accordingly. If you choose to not have students do any pre-reading of chapter 5, consider assigning one of the supplemental myths from Appendix B.

**Guiding Question: How is our hero called to adventure?**

Lesson 10

**Text:** *The Lightning Thief* Chapter 6 (p. 75-92)**Objectives**

- SWBAT write a well-organized paragraph in response to their reading.
- SWBAT use text evidence to make and support a claim about how Percy is beginning to change.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **W.6.1A:** Introduce claim(s) and organize the reasons and evidence clearly.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: How and why is Percy beginning to change?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- RACE [Graphic Organizer #1](#)
- RACE [Graphic Organizer #2](#)
- RACE Strategy [Anchor Chart](#)
- [The Hero's Journey Analysis Tracker](#)

**Lesson Structure and Pacing Notes****Character/Myth Mapping**

On page 90, Clarisse alludes to the “Big Three.” Students will need background knowledge that the “Big Three” refers to the three most powerful Olympian gods: Zeus, Poseidon, and Hades. The section also alludes to Ares, god of war (which helps explain Clarisse’s violent personality). Students might be able to identify who these gods are—or at least make an informed inference—based on work done earlier in the unit to get to know the gods. Add notes to your character wall or folder/journal pages.

**Reading**

Like yesterday’s chapter, today’s is longer than you’ll likely have time to read aloud in one class period.

- *Note:* Recommended pages to assign students for independent reading are pages 75-78 because they’re less complex and less essential to story’s plot. Pages 79-92 should be covered in class because they will require questioning and CFUs.
- Remember always to assign at least 2-4 text-dependent questions if you send a section home. These questions should be designed to help students pull out and focus on (rereading, if necessary) the most important parts of the assigned section, and should also hold them accountable for reading carefully.

**In class:**

- Analyze Percy’s thoughts, words, actions, and interactions with others to analyze how Percy is beginning to change (they may also notice ways in which he’s staying the same, such as his instinct

to “fight back” when provoked or teased). They should notice that he’s beginning to realize he possessed strength and powers he never knew he had.

- Students should also analyze what factors are triggering these changes within Percy, including his growing knowledge base, the conditions of his new environment, his emotions and strong desire for revenge (for his mother’s death and against Clarisse).

### Write and Discuss

Writing Prompt: How and why is Percy beginning to change? Support your claim with at least two specific pieces of text evidence.

- Teach students that when talking about change, it’s important to refer to the text to help you explain the “before” and the “after.” You can’t argue for a change without first establishing how things used to be. To scaffold, provide sentence starters that help students explain change, and/or allow them to discuss changes first.

### Homework

Students should complete “Supernatural Aid/Meeting with a Mentor” in The Hero’s Journey tracker. This can be done as homework or in class, if time allows for it.

**Zoom-In Passage:** Pages 90-92 (“I was kicking and punching...team for capture the flag.”)

- Pages 90 and 92 provide context for the incident in the bathroom, but pages 91 details a major change that even Percy himself doesn’t yet understand.
- There are additional pieces of evidence students can refer to when planning their writing on pages 87-88 (when he gets more information about who he really is).

**Guiding Question: How is our hero called to adventure?**Lesson 11 **Text:** *The Lightning Thief* Chapter 7 (p. 93-106)**Objectives**

- SWBAT analyze dialogue to draw conclusions about the kinds of relationships Percy is developing and how they are contributing to his character's change.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.

**Lens for Reading: How and why are Percy's feelings about Camp Half-Blood changing?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Three Circle Venn Diagram](#)

**Lesson Structure and Pacing Notes**

*Teaching Point:* This chapter contains a lot of dialogue. Teach students that dialogue is a tool authors use to convey information (i.e. Annabeth's explanation of why Camp Half Blood exists helps both Percy and readers to understand the setting) and to reveal aspects of characters/relationships. Have students collect and analyze the lines of dialogue they think reveal important information or convey something significant about a character or relationship.

**Vocabulary**

Pre-teach the word "quest," emphasizing its difference from a "journey." A quest has a specific and high-stakes purpose, while people can take journeys for many reasons.

**Reading**

This chapter is divided into two main sections: the first (pgs. 93-99) develops Percy's relationship with Annabeth, while the second (pgs. 100-106) develops Percy's relationship with Luke. Both sections work together to convey that Percy's comfort level and sense of belonging at Camp Half-Blood is improving, largely due to the friendships he is forming and the growing clarity he's receiving about who he really is.

- Questions should also establish literal understanding of the information Annabeth reveals to Percy about his identity and Camp Half-Blood.
- Focus most questions on pages 104-106 ("As I got closer, I saw...enjoy my new home."): These pages contain evidence of Percy beginning to believe in and even enjoy the unusual aspects of life at Camp Half-Blood. There is evidence that Percy is starting to feel like he "fits in" here, more so than at Yancy Academy or at home. By analyzing this evidence and comparing it to Percy's feelings of isolation previously in the book (i.e. his resentment when he got kicked out of Yancy), students should be able to articulate how and why he is changing.
- Consider some creative products students might work on to reveal their analysis:
  - Three Circle Venn Diagram
  - Before/After Ad for Camp Half-Blood
  - Journal entry in Percy's voice

**Guiding Question: How is our hero called to adventure?**

Lesson 12

**Text:** *The Lightning Thief* Chapter 8, Part 1 (p. 107-116)**Objectives**

- SWBAT analyze how the author's use of first-person point of view affects the reader's understanding of the characters and events.

**Standards**

- **RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.
- **W.6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Lens for Reading: How does Percy's first-person point of view affect us as readers?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [CCSS Wiki-Teacher: Standard RL.6.6 Unpacked](#)

**Lesson Structure and Pacing Notes**

Teaching Point: Before reading, teach about "Point of View" (first person vs. third person) and related terminology. Authors are intentional about the point of view they choose, as it can control how readers relate to characters and events.

- "Point of view" describes the lens or perspective through which a story is told. The point of view controls how information is conveyed and represented in a story. There are three main points of view authors can use:
  - First-Person POV: The narrator is a person or character participating in the story, and describes events from their perspective using pronouns "I" and "we"
  - Third-Person Limited POV: The narrator is outside of the story, and describes events as an observer who has access only to one character's inner thoughts and perspective (limited) – pronouns "he, she, they"
  - Third-Person Omniscient POV: The narrator is outside of the story, and describes events as an observer who has access to multiple characters' inner thoughts and perspectives (omniscient) – pronouns "he, she, they"

**Vocabulary**

Pre-teach "oath" (p. 114) as a solemn, serious promise regarding one's future action or behavior. Link vocabulary to the story by challenging students to explain the Big Three's "oath" and the tragic consequences of Zeus's broken oath.

**Reading**

- Questions should push students to analyze how the 1<sup>st</sup> person narration impacts:
  - How we feel about and relate to Percy himself (*makes us more sympathetic towards him; we're on his side because we feel like we know him best*)
  - How we understand and relate to events (*i.e. How might our understanding of the swordfight on p. 111 change if it were told from third-person point of view?*)

**Zoom-In** Pages 108-109 (“I knew the senior campers and counselors...make a phone appear?”)

- Percy is especially reflective in this passage; we are privy to a lot of his feelings and thoughts due to the first-person narration that we’d otherwise never know. Have students reread this passage closely.
  - First, identify moments when 1<sup>st</sup> person narration reveals otherwise private information.
  - Then, imagine if this section were written from the third-person point of view, or from one of the campers/ counselors perspective. How might the information be different?
    - Written product: Have students actually re-write this scene from someone else’s POV. They can choose the character, but they have to think about how that person’s voice would sound. Encourage students to pick distinct voices: Chiron, Grover, Mr. D, and Clarisse make good choices.
      - Debrief: How does your piece change how we feel about the character?

**Guiding Question: How is our hero called to adventure?**

Lesson 13

**Text:** *The Lightning Thief* Chapter 8, Part 2 (p. 117-126)**Objectives**

- SWBAT analyze how the author's use of first-person point of view affects the reader's understanding of the characters and events.

**Standards**

- **RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.
- **W.6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Lens for Reading: How does Percy's first-person point of view affect us as readers?****Materials**

- Student copies of *The Lightning Thief*
- *Optional:* Student copies of "[Poseidon](#)"

**Resources in Appendix D****Lesson Structure and Pacing Notes**

Today's lesson is an extension of yesterday's exploration of Percy's 1<sup>st</sup> person POV. Review key terms and concepts as needed at the beginning of class.

**Character/Myth Mapping**

Before today's lesson prepare pictures of Poseidon, his trident, and a hellhound from the Fields of Punishment to help students visualize key events. Add these to the map/board.

**Reading**

- Questions should push students to analyze how the 1<sup>st</sup> person narration impacts:
  - How we feel about and relate to Percy himself
  - How we understand and relate to important events
  - Sample Questions:
    - *Which team does the author want us as readers to root for?*
    - *How did her use of first-person point of view manipulate us into feeling this way?*
    - *What are other examples of times when the point of view affects how we feel about Percy?*

**Writing**

Challenge students to rewrite the zoom-in passage from a different point of view, possibly from the perspective of another camper or from the third-person point of view.

- For more practice writing from alternate points of view, have students rewrite page 119 from Annabeth's first person point of view. This passage is an example of a time when the author's use of 1<sup>st</sup> person POV actually prevents/limits us as readers from understanding the whole situation.

**Homework**

An optional text about Poseidon is included in Appendix B that students can read for additional information. He is also featured in the Greek Gods and Goddesses biography cards from the opening lessons.

**Zoom-In Passage:** Pages 125-126 (“You’re wounded...Son of the Sea God.”)

In this passage, the author’s use of first-person point of view reveals big gaps in Percy’s (and by extension, readers’) understanding of what’s happening.

- First have students identify words or phrases that reveal how Percy feels about and understands what’s happening, such as “bewildered,” “I – I don’t know why,” “the sign was already fading,” or “trying to apologize.”
- Then, prompt students to identify moments that indicate other characters clearly have a better understanding of what’s going on than Percy does, such as “They were staring at something above my head” or “All around me, campers started kneeling.”
- Discuss and write: How does the author’s use of 1st person POV affect us?

**Guiding Question: How is our hero called to adventure?**Lesson 14 **Text:** *The Lightning Thief* Chapter 9, Part 1 (p. 127-139)**Objectives**

- Analyze how the determination of Percy's father affects Percy and develops the story's central conflict
- 

**Standards**

- RL.6.3:** 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.

**Lens for Reading: How does learning the identity of his father affect Percy?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Vocabulary:** "prophecy" (138)

- Academic vocabulary: "Affect" and "conflict" are important standards-based vocabulary words you should also teach through today's lesson, and add to your word wall.

**Reading**

During the read aloud, focus on Percy's response to this significant event. Collect evidence that helps reveal the unexpected impact of this knowledge, both internally (his emotions) and externally. Doing this will prepare students to better analyze how this event develops the story's conflict during the zoom-in passage.

- Pausing points and questioning during the read-aloud can focus more on pages 127-134 since students will get repeated "at-bats" with pages 135-139 during zoom-in.
- Throughout reading today, students are essentially analyzing the cause and effect relationship between Percy's discovery of his father's identity and all of the consequences that knowledge sets in motion. Consider creating a graphic organizer or structured evidence collector to help students organize their thinking today.

**Zoom-In:** Pages 135-139 ("Zeus's master bolt...we will talk more.")

- Using the passage, students should describe the central conflict that emerges in this chapter by grappling with text-dependent questions, such as:
  - Who is fighting, and what are they fighting about?*
  - Why does Zeus believe that Poseidon is to blame?*
  - What are the potential consequences (on the world) if Zeus's lightning bolt is not returned to him?*
- Questions should also lead students to determine Percy's role in this central conflict:
  - How does the discovery that Poseidon is Percy's father put Percy at risk? Explain.*
  - Why was Percy selected to find and return the bolt to Zeus – why must it be Percy?*
  - How does Percy react to the knowledge of this conflict between the gods, and why? Etc.*

**Guiding Question: How is our hero called to adventure?**

Lesson 15

**Text:** *The Lightning Thief* Chapter 9, Part 2 (p. 139-148)**Objectives**

- SWBAT describe how Percy's visit to the Oracle affects Percy and the story's plot.

**Standards**

- **RL.6.3:** 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.

**Lens for Reading: How would you describe Percy's visit to the Oracle? How does this visit affect Percy (internally and externally)?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Chapter 9, Part 2 Classwork](#)

**Lesson Structure and Pacing Notes**

Teaching Point: A "turning point" is a significant moment that causes a character or the trajectory of a story's plot to change in a permanent way. Turning points have long-lasting and serious consequences on a story's events and characters (sometimes they have a positive effect, others are more negative).

**Character/Myth Mapping**

Students are introduced to the idea of the [Oracle](#) in this chapter. You may want to provide some informational reading about the Oracle in Greek mythology as a warm-up prior to beginning chapter, so that students have an understanding of what the Oracle does.

**Vocabulary**

Teach "destiny" (141) and "grudge" (143) in context. These are both essential to understanding the meaning of the chapter.

**Reading**

Students should pay attention to how the author characterizes Percy (words, thoughts, actions, interactions with others) during and after his visit to the Oracle. Doing this now will set them up to analyze how he has changed later in the lesson.

- Focus passage: Pages 144-145 ("Hades sent a minion...Now suddenly he needed me."
  - The paragraph richest with evidence that illustrates how Percy is changing begins with "A strange fire burned in my stomach...I was ready to take him on." Another rich section to craft questions about is the paragraph beginning with "Emotions rolled..."
- Spiraling Vocabulary: Incentivize students to recognize previously learned vocabulary words and explain their meaning in a new context when you come across them again (for example: "oath" was learned in lesson 14 but it also appears twice on page 143).
- *Opportunity for Extension:* The opening pages of this section (Percy's walk to the Oracle) provide a great opportunity for students to annotate for setting details and analyze how they contribute to the creepy mood.

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**Writing**

Writing Prompt: How and why does he change in response to this visit? Support your claim with text evidence and use RACE to organize your thinking.

- *Note on Differentiation:* Provide a word bank as an additional scaffold for some students to help them describe how Percy is changing. Words you might include in the bank are: collaborative, loyal, open-minded, independent, nervous, helpful, and courageous, along with some other inaccurate descriptors that students will have to sort through.
- Sample student materials are included in Appendix D. Feel free to modify and/or adapt these materials to better meet your students' needs.

**Homework**

Consider assigning either:

- a reading about [The Furies](#)
  - "[Perseus and Medusa](#)"
    - With the images and fairly low-level reading, this should be an accessible assignment to all students. Add a few comprehension questions or a short written response to make the reading more rigorous.
-

### Grammar Mini-Lesson #3: Perfect Verb Tenses

#### Model

Display the following sentences on the board. Students should copy and/or have these on their notes at the beginning of the lesson.

1. The Oracle has made a prophecy.
2. "Perseus Jackson, you have offended the gods."
3. If Percy completes his quest, he will have done something impossible.

#### Notice

Ask students what they notice all three sentences have in common. It may take some practice for students to get the hang of doing this, but guide them to recognizing that:

- Each sentence uses the helping verb has or have before another verb.
- In each sentence, the subject has (or will!) complete a task.

Make notes on the models; students should copy your marks on their own notes.

*\*See Board=Paper in Teach Like a Champion.*

#### Imitate

The rule is: The perfect form is the verb tense used to indicate a completed, or "perfected," action or condition. Verbs can appear in any one of three perfect tenses: present perfect, past perfect, and future perfect. This [Khan Academy video](#) can help clarify this rule for students. Students should write their own sentences that follow the same model as these sentences.

#### Skills Practice

You have several options for reinforcing students' developing grammar skills, but keep in mind that without reinforcing practice, students will not be able to transfer these language skills to their own writing successfully.

- Throughout this next section of the book, ask students, "What has Percy done on his quest so far?" This should be good practice in writing in the past tense generally, which is often very challenging for students who do not speak standard English or are English language learners.

**Guiding Question: What challenges and temptations does our hero face?****Lesson 16**    **Text: "Myths and Legends"****Objectives**

- SWBAT make text-based connections between "Myths and Legends" and Rick Riordan's characterization of Greek gods in *The Lightning Thief*.

**Standards**

- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: How does the author of "Myths and Legends" characterize the gods?****Materials**

- Student copies of *The Lightning Thief*
- "Myths and Legends" from Lesson 2

**Resources in Appendix D**

- [The Hero's Journey Analysis Tracker](#)

**Lesson Structure and Pacing Notes****Reading**

- If you are getting behind in *The Lightning Thief*, this is a good opportunity to put aside 10-15 minutes for a short read aloud, just to keep the novel going. Additionally, students can now complete the Allies/Helpers section of their Hero's Journey Analysis Tracker.
- Revisit the article, "Myths and Legends." During the initial read aloud, students should annotate the text for key ideas and details the author wants to teach them about gods.
- During close reading, students should engage with text-dependent questions that push them to make specific connections between *The Lightning Thief* and "Myths and Legends." Sample Questions:
  - *In "Myths and Legends," the author explains that gods have the power to "transform human beings into trees, stones, or animals, either as a punishment for their misdeeds or to protect the individual from danger." Describe an example of this happening in The Lightning Thief. What motivated the god who did this – punishment or protection?*
  - *In "Myths and Legends," the author describes most gods as "motivated by revenge, deceit, and jealousy." What evidence and specific examples can you find in The Lightning Thief that proves this claim?*

**Writing**

**Writing Prompt:** How does Rick Riordan's characterization of Zeus in *The Lightning Thief* exemplify the descriptions of Greek gods in "Myths and Legends?" Refer to text evidence from both texts in your response.

- This is the first time you're asking students to include evidence from two sources within one written response. Model how they can still depend on RACE and pre-writing evidence collection strategies to write this type of response. Provide a graphic organizer that is specific to this prompt as an added scaffold.

- 
- Focus students' evidence collection in *The Lightning Thief* on the same pages students analyzed during Lesson 16's close reading: Pages 135-139. These pages provide the richest descriptions of Zeus and his motivations that students can connect to the informational text.

*Note on Differentiation:* The best scaffold for today's close reading task and writing tasks are to provide specific page numbers or to reprint passages you want students to focus their connections on. An upward extension would be to provide more flexibility and freedom as to where and how students make connections across texts.

**Homework**

Due to the length of chapter 10, you will need to assign pre-reading (pages 149-156) with corresponding text-dependent questions. These questions will help you check for understanding efficiently and will hold students accountable.

**Guiding Question: What challenges and temptations does our hero face?**Lesson 17 **Text:** *The Lightning Thief* Chapter 10 (p. 149-167)**Objectives**

- SWBAT analyze how specific details reveal aspects of Percy's character.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **W.6.9A:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**Lens for Reading: What can we infer about Percy's character based on his words, thoughts, actions, and interactions with others?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Character/Myth Mapping**

Give students a short passage to read about [The Furies](#) as a warm-up to class, and then add them to the character/myth map, who they are, and what they did in Greek mythology—students will probably quickly add Mrs. Dodds as the parallel character from *The Lightning Thief*!

**Vocabulary**

Ask students to determine the meaning of the word “resentment” in the context of the zoom-in passage. This word is useful because it will help students describe the key emotion in many parent-child relationships throughout the novel.

**Reading**

Due to the length of this chapter, you will need to assign pre-reading (pages 149-156) with corresponding text-dependent questions. These questions will help you check for understanding efficiently and will hold students accountable.

- Your read aloud will focus only on Pages 157-167.
- Questions should lead students to identify key details that reveal something interesting about Percy's character.
  - Example: Page 165: *The quote “I was free to go, but I couldn't leave my friends” reveals Percy's growing sense of teamwork and loyalty.* Students may also describe and evaluate how Percy responds to challenges.

**Writing**

Writing Prompt: How would you describe Percy's attitude towards his quest and his teammates at this point? Support your claim with relevant text evidence.

- Monitor students' use of RACE to organize their writing and their use of pre-writing strategies (i.e. collecting evidence first in a graphic organizer). Reteach as necessary.

**Homework**

- Due to the length of chapter 11, you should assign pages 168-174 as pre-reading (with text-dependent questions to help you check for understanding and hold students accountable for reading and persevering).

**Zoom-In** Pages 158-top of 160 ("I thought about how close...*Shut up*, I told it.")

- The details in this passage require students to make inferences and draw conclusions about Percy's motivations and mindset at this point in his journey.
- Sample sequence of questions for the line: "*It didn't, but I forced myself not to show it. I'll see her again, I thought. She isn't gone.*"
  - Who do the pronouns "her" and "she" refer to?
  - Why does Percy think to himself, "she isn't gone?"
  - What does the pronoun "it" refer to in the phrase "I forced myself not to show it?"
  - How is Percy feeling in this moment? Why does he feel this way?
  - Why do you think Percy tries to hide how he feels?
  - What does this line reveal about Percy's character? What words might you use to describe him?

**Guiding Question: What challenges and temptations does our hero face?**Lesson 18 **Text:** *The Lightning Thief* Chapter 11 (p. 168-187)**Objectives**

- SWBAT analyze how specific details create suspense and foreshadow later events.

**Standards**

- **RL.6.3:** 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.
- **RL.6.5:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**Lens for Reading: How does Rick Riordan create suspense in this chapter?****Materials**

- Student copies of *The Lightning Thief*
- "[Panic](#)" from *Gifts from the Gods*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Character Mapping**

- Before reading you will need to build knowledge about the mythological character Medusa so that students are able to pick up on the clues Riordan gives about who "Aunty Em" really is. Without this background information, students may not be able to recognize all of Riordan's foreshadowing. Ways to do this efficiently include showing a picture of Medusa and briefly explaining her background, playing a short video clip, or reading a short informational text.
  - If you assigned the homework from Lesson 17: Review the "Perseus and Medusa" reading from the homework assignment. Then add Medusa to your character/myth map.

**Vocabulary:** "foreshadowing" and "suspense" (add to word wall)

**Reading**

- Due to the length of this chapter, you should assign pages 168-174 as pre-reading (with text-dependent questions to help you check for understanding and hold students accountable for reading and persevering).
- You can read aloud more quickly through pages 180-187, pausing less frequently. The majority of these pages describe the action-packed chase through the garden until Percy finally chops off Medusa's head, so it's important to maintain the momentum/flow of the scene (and it is less complex than other parts of the chapter).
- During the read aloud, students should focus on identifying moments or lines that build suspense, and then analyzing what Riordan did to create that suspense. Two main ways that Rick Riordan builds suspense is through his use of dialogue and his vivid descriptions of the setting. He also makes us feel anxious about what's going to happen next by conveying the uneasiness of characters we relate to, like Grover.

- *Note:* Students won't truly be able to identify moments of foreshadowing during the first read, so they'll tackle that part of today's focus during close reading.

**Homework**

- Consider assigning "[Panic](#)" from Gifts from the Gods in order to build background knowledge for Grover's story in the next chapter.

**Zoom-In:** Focus Pages for Identifying Foreshadowing: Pgs. 172-177

- The goal of close reading is for students to look back across the chapter to identify specific moments when Riordan foreshadowed Aunty Em's true identity and her desire to turn them into stone. They should explain their reasoning for each selection.
- Writing Prompt: What evidence can you find that proves Annabeth realized Aunty Em was Medusa long before Percy did? What specific clues led Annabeth to this conclusion? Explain, citing evidence to support your claims.

**Guiding Question: What challenges and temptations does our hero face?**Lesson 19 **Text:** *The Lightning Thief* Chapter 12 (p. 188-196)**Objectives**

- SWBAT analyze how the author uses dialogue to develop Grover's point of view.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.6:** Explain how an author develops the point of view of the narrator or speaker in a text.

**Lens for Reading: How can we use dialogue to gain insight into Grover's point of view?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes**

Teaching Point: Before reading, review the "point of view" related vocabulary and key ideas taught in Lessons 14 and 15. Engage students in "active practice" with these terms by asking them to defend the claim that *The Lightning Thief* is written in the first-person POV using evidence. How would the book be different if it were written from third person limited point of view? Third person omniscient?

- Explain that a major benefit of 1<sup>st</sup> Person POV is that we get full access to one character's inner thoughts, but a shortcoming is that we do not get access to any other characters' inner selves. Instead we need to make inferences about how they feel by analyzing their outward words and behaviors.
- Today's lesson focus aligns only to pages 188-193. You can pause less frequently during the read aloud of pages 193-196, pausing only to check for understanding.

**Reading**

- Prompt students to "read between the lines" of what Grover says to infer his perspective about: himself, the quest, and other characters (including Percy and Annabeth).
- Aspects of Grover's "point of view" that students can gain insight about from the dialogue include (but are not necessarily limited to): Grover's personality traits, his strengths and weaknesses, his motivations, his past experiences, his life goals, his opinion of the quest, his feelings towards Percy and Annabeth, etc.
- It will be hard for students to interpret Percy's dream accurately at this point, but they can begin predicting its significance. They should recognize it as important (dreams always are) and keep it in mind as we read on.

**Writing**

Writing Prompt: What motivates Grover to continue on the quest, despite how dangerous it is? Explain, and cite text evidence to support your thinking.

- *Note: This question is open to multiple interpretations. The goal is that students will select evidence that is relevant in proving their interpretation.*
- *Opportunity for Extension:* The poodle Gladiola plays a very functional role in moving the story's plot along. If they hadn't found her and gotten the \$200 reward money, they would have been unable to

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continue moving along on the journey. As an extension, you might ask students to consider why Riordan included Gladiola in the book (to push them to articulate his use of this plot device).

### Homework

Due to the length of chapter 13, you should assign pages 197-201 as pre-reading. The questions you assign should ask students to describe Annabeth's relationship with her parents, and to compare her feelings about her family to Percy's (theme connection).

- Differentiation Options:

- **Very low readers:** Summarize these pages of chapter 13 and have struggling readers draw pictures to go along with the summary. Include the same questions about Annabeth's relationship with her parents and comparing her family to Percy's in order to ensure that students are receiving the same opportunity to process the plot.
  - **Struggling independent readers:** Provide an opportunity to receive a read-aloud of these pages at another time during the school day or in an after-school homework group. Or include [a link to an audio read-aloud](#) on YouTube if you know some students have access to the internet outside of school.
  - **Inattentive (but capable) readers:** Include the same questions about Annabeth's relationship with her parents and comparing her family to Percy's in order to ensure that students are receiving the same opportunity to process the plot; however, make copies of these pages from the book and write the questions in the margins as stop and jots. Chunking this reading into sections can also be helpful for inattentive readers.
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### Grammar Mini-Lesson #4: Using Commas to Separate Items in a Series

#### Model

Display the following sentences on the board. Students should copy and/or have these on their notes at the beginning of the lesson.

1. Percy, Grover, and Annabeth have traveled far on their quest.
2. Before we knew it, she'd brought us plastic trays heaped with double cheeseburgers, vanilla shakes, and XXL servings of French fries.
3. The Big Three are Zeus, Hades, and Poseidon.

#### Notice

Ask students what they notice all three sentences have in common. It may take some practice for students to get the hang of doing this, but guide them to recognizing that:

- All three sentences have a list of three or more objects. Commas separate all three.
  - *Note: Teach students to use the serial comma in order to achieve clarity in writing. When our students are in college, we can take pride in [their ability to debate the use of the serial comma](#). For sixth graders, many who are ELLs, consistent use of the serial comma is much simpler!*

Make notes on the models; students should copy your marks on their own notes.

*\*See Board=Paper in Teach Like a Champion.*

#### Imitate

Students should write their own sentences that follow the same model as these sentences.

#### Skills Practice

You have several options for reinforcing students' developing grammar skills, but keep in mind that without reinforcing practice, students will not be able to transfer these language skills to their own writing successfully. Use any of the following to ensure regular practice:

- **Warm-ups/Do Now:** Continue to pull simple sentences from the reading and have students mark the subject and verb in the sentence. Then they should imitate the sentences. Start class with a share-out.
- **Exit Tickets:** Require students to write simple sentences to reflect on the class or to summarize their learning. This week, a good challenge is to require students to write two word sentences.
- **Homework:** Require students to write simple sentences as a skills practice. Do a quick check through their homework at the beginning of class the next day (during a Do Now activity) for a quick and easy assessment and feedback to students on their work.
- **Writing Assignments:** Include a section on a rubric or checklist for specific grammar or language skills that you are trying to reinforce in students.

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 20

**Text:** *The Lightning Thief* Chapter 13 (p. 197-211)**Objectives**

- SWBAT write a summary, in the style of a news report, of the events in the St. Louis Arch.

**Standards**

- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Lens for Reading: How does the decision to sightsee in St. Louis affect the quest?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [“Somebody Wanted But So Then”](#) Summarization Strategy

**Lesson Structure and Pacing Notes**

Teaching Point: A summary is a brief overview of the main points or most important events only. Summaries do not use the language of the original text (in your own words) and they're always shorter than the original.

**Character/Myth Mapping**

Build knowledge about [Echidna](#) and the [Chimera](#) before or after reading. Show a picture and post to your Greek mythology board or anchor chart.

**Reading**

Determine how you want to read this chapter. It may be a good opportunity to have students read in partnerships or independently. Summaries can help you determine how well students understand the events of the chapter.

- Students will revisit pages 207-211 (these are the pages they will summarize and report on). During this time, students should reread and select only the most important details and events to include in their summaries. You may need to model how to distinguish key events/details from supporting details.
  - The “Someone Wanted But So Then” strategy can help students succinctly summarize the events of the chapter.

**Writing**

Writing Prompt: To practice summarizing in a more engaging way, students will write a brief news report about the unusual events at the St. Louis Arch. Students should describe the events from an observer's point of view. See below for guidance on leveraging this opportunity to develop speaking/listening skills as well.

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- Model (or play a short video clip) of a newscaster giving a report, and have students articulate what strong public speakers do (i.e. stand up straight, articulate, speak slowly and clearly, make eye contact, pause for emphasis, use expressive voice to emphasize a point, etc.). Divide students into small groups to rehearse and present their newscasts.
  - *Opportunity for Differentiation:* Checklists can be useful tools for all students while writing. Come up with a short list of essential components of a summary (it could even be a “do’s and don’ts” list) that students can refer to. The video model of a newscast will also serve as a scaffold.

**Guiding Question: What challenges and temptations does our hero face?**Lesson 21 **Text:** *The Lightning Thief* Chapter 14 (p. 212-218)**Objectives**

- SWBAT analyze how falling into the Mississippi River affects Percy and the quest.

**Standards**

- **RL.6.3:** 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.

**Lens for Reading: What does Percy learn about himself and the quest while underwater in the Mississippi River?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes**

Review the teaching points from Lesson 15 (about turning points) before reading today. Have students actively practice using this term by identifying other turning points, either in their own lives or in Percy's journey so far, and defending their reasoning.

**Vocabulary:** "fugitive" (title)**Writing**

**Writing Prompt:** What evidence best supports the claim that falling into the Mississippi River was a significant turning point in Percy's life? Explain your reasoning for each piece of evidence you select.

- *Variation/Opportunity for Differentiation:* Provide students a list of 6-8 quotes from this section. The quotes you select should have varying strength/relevance to the claim. Have students work in pairs to rank each piece of evidence and provide their reasoning. Then pairs can defend their selections to other groups who may disagree. This task will translate to stronger evidence selection and stronger explanations of reasoning while writing.

**Zoom-In Passage:** Pages 214-215 ("There, not five feet...swam for the surface.")

- The goal of the zoom-in passage is to make inferences about how this experience develops Percy's understanding and relationship with his father, Poseidon. Questions should lead students to recognize Percy's initial confusion, desperation, and skepticism that gradually evolve into a tentative sense of connection and hope. This is a turning point for Percy and for the quest.
  - *What does the phrase "the words jammed up in my throat" mean in this context? What does the use of this figurative language suggest about Percy's feelings? What other words or phrases also suggest he feels this way?*
  - *At what point do Percy's feelings start to change? Why do they begin to change?*
  - *Percy says, "I felt like drowning myself." Why does he say this? What does he want to emphasize? What is ironic about this declaration?*
  - *Why does the narrator repeat the phrases "Your father believes in you" and "She'd also called me brave?"*
  - *Why does Percy say "Thank you Father" at the end of the section? How does this phrase suggest Percy's feelings towards Poseidon are changing?*

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 22

**Text:** *Myth of Cronus***Objectives**

- SWBAT analyze character motivations and key ideas in *The Myth of Cronus*.
- SWBAT make text-based connections between *Myth of Cronus* and the informational text *Myths and Legends*.

**Standards**

- **RL.6.3:** 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.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Lens for Reading: What motivates each character in *The Myth of Cronus*? What are the consequences of their actions and decisions?**

**Materials**

- “Myths and Legends” from Lesson 3
- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- “The Myth of Cronus” Question Set and Graphic Organizer

**Lesson Structure and Pacing Notes**

Note: EngageNY Module 1, Unit 2, Lessons 1-3 can be used for *reference, not to be followed exactly*.

**Vocabulary**

Have students explore the meaning of “deception” and “supreme” in context. Both meanings can be inferred using context clues and then reinforced with a teacher-provided definitions.

**Reading**

Use this time also to establish a literal understanding of this myth. Knowledge of this particular myth (and specifically Cronus’s character) is essential in later chapters of *The Lightning Thief*.

- The god “Cronus” can also be spelled “Cronos” or “Kronos.” Rick Riordan uses the “Kronos” spelling. Share this with students so they’re able to recognize Riordan’s allusion to this god and story.

**Discuss**

- Consider having students draw a diagram or tree to illustrate the family relationships between characters. Doing this will help them make sense of what’s happening.
- Ask a series of “why” questions to push students to analyze motivations:
  - *What does it mean that Gaea “began to plan Cronus’s ruin?”*
  - *Why does she decide to do this?*
  - *Why does Cronus consume his children?*
  - *Why did Rhea send her youngest child to Crete?*

**Character/Myth Mapping**

At the end of today’s lesson, decide where on the board or map you want to include Cronus. He’s an important mythological character, and students should decide on how to visually represent his importance.

**Infer the Connection**

In discussion or writing, push students to connect the myth of Cronus to the challenges and temptations that Percy faces. Students don't necessarily have to have a "right" answer, but it would be interesting to see what they predict about how Cronus is connected to the story.

**Zoom-In:** *The Myth of Cronus*, Paragraphs 1 and 2

- Text-dependent questions should push students to compare Cronus with his father Uranus and to determine key ideas of this story.
  - *What is similar about the two gods' motivations and behavior?*
  - *What is similar about the consequences of their actions?*
  - *What important messages are conveyed by this story (about family relationships, power, Greek values, etc.)?*
- After students complete the zoom-in passage, have them take their copy of "Myths and Legends" out (read initially during Lesson 18). Focus students' attention on the line, "*We often see gods motivated by revenge, deceit, and jealousy. They always punish the evildoer.*" Explain that today's writing prompt will ask them to apply this thing we learned about Greek gods generally to this particular story:
  - **Writing Prompt:** How does information in "Myths and Legends" help to explain Cronus's behavior? Give at least two specific examples and cite text evidence to support your thinking. (See Appendix D for a graphic organizer to help students plan their writing.)

**Guiding Question: What challenges and temptations does our hero face?**

## Lesson 23

**Text:** *The Lightning Thief* Chapter 15, Part 1 (p. 219-230)**Objectives**

- SWBAT analyze the author's characterization of Ares.

**Standards**

- **RL.6.3:** 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.
- **W.6.9A:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**Lens for Reading:****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Character/Myth Mapping**

Refer back to [Ares](#) on the map—students should use the board to interact with today's reading and build their understanding of the kind of god Ares is. You may want to include some additional information about Ares during a warm up or as homework at the end of Lesson 22.

**Vocabulary:** "proposition" (226)**Reading**

Today's section is naturally divided into two parts. Pages 224-230 (the scene with Ares) should be your focus for analysis and close reading.

- *Pages 219-224:* How has news of the stolen lightning bolt and Percy's quest affected life at Camp Half Blood, according to Luke? Why do you think Riordan included this scene with Luke? What purpose does it serve in the story?
- *Pages 224-230:* How does the author characterize Ares? How does Riordan want us to feel about Ares, based on his descriptions and interactions with Percy?

**Writing**

**Writing Prompt:** Explain the proposition Ares presents to Percy. Then, analyze how Ares is able to persuade Percy, Annabeth, and Grover to do him this "favor." Cite text evidence to support your claim.

- *Note:* This prompt is open to multiple interpretations. Some may argue that his intimidation techniques and threats of violence convinced them, while others may argue that he manipulated them by mentioning Percy's mom and alluding to his close relationship with Poseidon. The best answers will clearly state a claim and defend it with the most relevant evidence.
- The most useful pages for evidence collection are 226-228.

*Opportunity for Extension:* Show students a classical painting that depicts Ares and have them compare it to Riordan's description. How and why has Riordan altered his traditional appearance? What elements has he kept the same? (RL.7/RL.9)

**Zoom-In Passage:** Bottom of page 224-225 ("I was trying to think up a sob story  
We've focused on making inferences about character using primarily words, thoughts, actions, and interactions with others. Today's zoom-in passage provides a chance for students to analyze how author's physical descriptions of a character (and intentional word choice/connotation/descriptive language) can also shape our impressions and informs our inferences.

- Questions should attend to specific words and phrases. Ask students to analyze the impact of that particular phrase as a descriptor for Ares, and to think about why Riordan chose it. Phrases of interest include:
  - "the size of a baby elephant" (*i.e. What is the impact of describing someone supposedly terrifying and huge as a "baby?"*)
  - "leather that looked like, well...Caucasian human skin." (*i.e. What is the author suggesting by describing the motorcycle this way? How does he want us to feel?*)

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 24

**Text:** *The Lightning Thief* Chapter 15, Part 2 (p. 230-241)**Objectives**

- SWBAT select the best text evidence to support a theme about overcoming challenges.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **W.6.9:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**Lens for Reading: What is the author teaching us about how to overcome challenges?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes**

Today's lesson serves as an initial scaffold to determining themes. By providing a theme or topic and having students find and debate the evidence that most contributes to that theme, we provide an entry point into this challenging task. Eventually we want students to be able to read a text, determine a theme (or multiple themes), and explain clearly using evidence how the author developed and conveyed it to readers through a variety of means (i.e. characters, setting, symbols, figurative language, etc.).

*Teaching Point:* Begin class by teaching the difference between a "topic" and a "theme," and adding each term to your academic word wall.

- **A topic is one (or a few) word(s) only.**
  - Novels deal with many related topics that show up again and again throughout a story. For example, "perseverance" and "love at first sight" are topics.
- **A theme is the universal lesson, or message, the author want to teach readers about a topic.**
  - Themes are complete sentences or statements that can relate to anyone (they are universal). They do not contain characters' names or other book-specific information.
  - There can be many different themes within one book. The characters, events, and other details in the book directly support and develop its themes.
    - Authors do not usually state themes explicitly (although sometimes they may). Typically, readers must analyze details, characters, and events in order to infer an author's implicit themes or lessons. Ask yourself, what can I learn about \_\_\_\_\_ from \_\_\_\_\_? How does this message apply to the world outside of this book?

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**Reading**

Ask students to consider how Percy, Annabeth, and Grover were able to get out of this challenging situation. You might also prompt them to connect their dependence on one another and teamwork to previous challenges (i.e. when they worked together on the bus to trick and defeat the Furies). They should also consider how Percy's quick thinking and cleverness/creativity played a role.

**Writing**

Writing Prompt: Which factor was more important in enabling Percy, Grover, and Annabeth to escape Ares's trap: teamwork or quick thinking? Select the three best pieces of evidence to support your claim and explain your reasoning clearly.

- The best pages for evidence collection are 236-241.

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 25

**Text:** *The Lightning Thief* Chapter 16, Part 1 (p. 242-251)**Objectives**

- SWBAT analyze how and why Percy's relationship with Annabeth has evolved.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.

**Lens for Reading: How has Percy and Annabeth's relationship evolved?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes**

**Vocabulary:** "sacrifice" (appears on page 249, but is essential to determining the novel's central themes)

**Reading**

- During the read aloud, students should make inferences about Percy and Annabeth's relationship from lines of dialogue. Pay attention not only to what they say, but also how they say it (tone). Because they confide in and complement one another, students should recognize a sense of closeness and understanding that was lacking at the beginning of their relationship.
- Details in this section also serve to further characterize Grover as compassionate, genuine, and self-reflective/critical. Spiral in questions that review characterization.

**Writing**

**Writing Prompt:** How might Annabeth and Percy define friendship? What quality or qualities do you think they value most in a true friend? Support your claims with specific evidence from the text.

- Students may draw upon evidence from this chapter or from previous chapters to support their claims.
- The prompt is open to multiple interpretations. The best answers will make a strong claim (i.e. "loyalty") and be supported with at least 2-3 relevant pieces of evidence and reasoning.

**Zoom-In** Bottom of 249-251 ("I heard a deep...I closed my eyes.")

- The zoom-in goal is for students to push thinking from "how" the relationship has evolved to "why" the relationship has evolved. This requires students to make inferences about both Percy and Annabeth's feelings (as conveyed through their dialogue).
  - Some possible reasons for the development of their friendship include: learning that they have more in common than they originally thought (i.e. struggle with parent relationships and feelings of resentment), the share experiences of working towards a common goal, the fact that they've spent a significant amount of time together, they need each other in order to survive (their strengths complement each other), etc.

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 26

**Text:** *The Lightning Thief* Chapter 16, Part 2 (p. 252-265)**Objectives**

- SWBAT annotate their texts to notice how the setting (the Lotus Hotel) impacts the characters and the quest.
- SWBAT describe the setting of the Lotus Hotel and its impact on the quest in writing.
- SWBAT strengthen and revise their writing by sharing and receiving feedback with peers.

**Standards**

- **RL.6.3:** 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.
- **W.6.9:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
- **W.6.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

**Lens for Reading: Describe the setting of The Lotus Hotel. Collect evidence and make inferences about the guiding questions.**

**Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Praise, Question, Suggest](#) Protocol

**Lesson Structure and Pacing Notes**

*Teaching Point:* The literary term “setting” is used to identify where, when, and under what circumstances a story takes place. The setting is more than simply the time and place; we also need to consider the culture, historical context (if applicable), and other unique characteristics of a place or time period when analyzing the setting.

- A story’s setting impacts the other story elements in a variety of ways.
  - Example: Medusa’s stone garden – the way Riordan described the garden created an exceptionally creepy mood and helped foreshadow the attack

**Reading**

- Focus students on describing the setting with the following questions:
  - How does this setting compare to other places Percy and his friends have visited so far? What similarities and differences do you notice?
  - How do the characters feel and behave in this setting? How do these feelings and behaviors compare to their “normal” selves?
- Give students explicit directions for annotating in this section and noticing text evidence that helps to build an understanding of the setting.

**Writing**

**Writing Prompt:** Describe the setting of the Lotus Hotel in detail. How did aspects of this setting impact the characters (Percy, Annabeth, Grover) and their quest? Support your claims using evidence from Chapter 16.

- This prompt (and many others students will encounter in performance tasks, on MCLASS and PARCC, etc.) has multiple parts. Model and teach students how to “break down” the prompt and to check their answers to ensure all parts are accounted for.
- Consider using the Praise, Question, Suggest protocol for students to help one another read and revise their pieces of writing.

**Opportunity for Extension:** Rick Riordan draws on the “Lotus Eaters” myth. He modernizes the classic story, drawing upon elements (i.e. the lotus flowers and their affect on humans) in a brand new setting (a hotel/casino). Have students read this myth and identify how Rick Riordan both used and changed elements of the original. This task also aligns well with the unit’s final performance task.

**Homework**

- Due to the length of Chapter 17, assign Pages 266-274 as pre-reading (with questions for accountability and to help you check for understanding).
  - *Note:* Page 268 alludes to Cronus. Before launching into today’s lesson, ask students to infer who might be “deep in the pit” if it’s not Hades.
  - Make sure students know a) what gift the Nereid gave Percy and b) why Grover and Annabeth are skeptical about the gift before you move on today.
    - \* *Both of the above plot points are essential because they set up the story’s resolution.*

**Zoom-In Passage:** Pages 264-265 (“The Lotus bellhop hurried...to complete our quest.”)

- The goal is for students to determine and answer to this big question: How does Percy, Annabeth, and Grover’s visit to the Lotus Hotel impact their progress on the quest?

**Guiding Question: What challenges and temptations does our hero face?**Lesson 27 **Text:** *The Lightning Thief* Chapter 17 (p. 266-282)**Objectives**

- SWBAT analyze how Rick Riordan draws upon and alters elements of classical Greek mythology in *The Lightning Thief* (Procrustes).

**Standards**

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **W.6.9A:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**Lens for Reading: What challenge do Percy and his friends face in this section, and how do they respond?****Materials**

- Student copies of *The Lightning Thief*
- "[Procrustes](#)"

**Resources in Appendix D****Lesson Structure and Pacing Notes****Reading**

- Due to the length of today's chapter, assign Pages 266-274 as pre-reading (with questions for accountability and to help you check for understanding).
  - *Note:* Page 268 alludes to Cronus. Before launching into today's lesson, ask students to infer who might be "deep in the pit" if it's not Hades.
  - Make sure students know a) what gift the Nereid gave Percy and b) why Grover and Annabeth are skeptical about the gift before you move on today.
    - \* *Both of the above plot points are essential because they set up the story's resolution.*
- Your in-class read aloud should focus on pages 274-282 (Crusty's Palace).
- Students should read and answer text-dependent questions about this very short description of Procrustes, the Greek mythological character on which Crusty is based. Some questions should "overlap" both texts, such as:
  - *The informational text states that Procrustes would offer his visitors "hospitality." What does the word hospitality mean in this context?*
  - *Identify two specific examples of Crusty's "hospitality" in Chapter 17.*
  - *Why did both Crusty and Procrustes offer their guests "hospitality?" What motivated them to behave this way?*
  - *Based on your answers to the above question, what character traits do Procrustes and Crusty share?*
- You might also consider having students complete a compare/contrast graphic organizer to identify similarities and differences between the original Procrustes and Riordan's adaptation of him.

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**Writing**

Writing Prompt: How does Rick Riordan draw upon elements of classical Greek mythology in Chapter 17 of the *The Lightning Thief*? Support your claims with evidence from both texts.

\*\*This prompt exactly mirrors what students will write about in their final performance task. Use this to provide practice and to gauge the types of supports students may need while completing that final task.

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 28

**Text:** *The Lightning Thief* Chapter 18, Part 1 (p. 283-291)  
Pair with Supplemental Text (App. B): "Charon"**Objectives**

- SWBAT analyze how Rick Riordan draws upon and alters elements of classical Greek mythology in *The Lightning Thief* (Charon).

**Standards**

- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **W.6.9A:** Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**Lens for Reading: How can we describe Charon? What role does he play in the quest?****Materials**

- Student copies of *The Lightning Thief*
- Student copies of "[Charon](#)"

**Resources in Appendix D****Lesson Structure and Pacing Notes****Reading**

- Read aloud today's chapter before giving students the short text about Charon. This will allow them to develop an understanding of Riordan's depiction of Charon in isolation before we push them to make connections to Greek mythology.
  - During the read aloud, analyze details to infer Charon's personality (as depicted by Riordan) and his motivations (i.e. greediness). How are Percy, Annabeth, and Grover able to use him to get what they want?
  - By the end of the read aloud, students should have a good understanding of Charon in *The Lightning Thief*. This will set them up to compare and contrast him to the original Charon during close reading.
    - This section is also rich with setting details that help establish the mood of the Underworld. If possible, spiral a few questions about setting and its effect on characters into your read aloud to review prior lessons.
- Supplemental Text: "Charon"
  - Students should read and answer text-dependent questions about this description of the original Charon in Greek mythology. This can be done in partnerships or small groups. Some questions should "overlap" both texts and push them to identify similarities and differences between the two Charons.
    - You might also consider having students complete a compare/contrast graphic organizer to identify similarities and differences between the original Procrustes and Riordan's adaptation of him.
    - *Note:* This text has illustrations embedded. Some questions should ask students to connect the pictures to the text by connecting specific details from each.

## Writing

Writing Prompt: How does Rick Riordan draw upon elements of classical Greek mythology in Chapter 17 of the *The Lightning Thief*? Support your claims with evidence from both texts.

- Like yesterday, this prompt exactly mirrors what students will write about in their final performance task. Use this to provide practice and to gauge the types of supports students may need while completing that final task. (See Appendix C)

## Grammar Mini-Lesson #5: Punctuating the Titles of Works

### Model

Display the following sentences on the board. Students should copy and/or have these on their notes at the beginning of the lesson.

1. One of my favorite books is Percy Jackson and The Lightning Thief.
2. I like how The Lightning Thief builds off of other myths like “Theseus and the Minotaur.”
3. “Perseus and Medusa” and “Lost in His Own Reflection” were my favorite myths.

### Notice

Ask students what they notice all three sentences have in common. It may take some practice for students to get the hang of doing this, but guide them to recognizing that:

- Longer publications, like books, are always underlined when the title is handwritten (or italicized when typed).
- Shorter works, like individual stories and poems, are punctuated with quotation marks.
- Most words in a title are capitalized, with the exception of articles (a, an, the—unless it's the first word!), short prepositions (at, by, from, to), and coordinating conjunctions (FANBOYS).

Make notes on the models; students should copy your marks on their own notes.

*\*See Board=Paper in Teach Like a Champion.*

### Imitate

Create an anchor chart to capture the full rule for punctuating and [capitalizing titles](#) of works. Students should write their own sentences that follow the same model as these sentences.

### Skills Practice

You have several options for reinforcing students' developing grammar skills, but keep in mind that without reinforcing practice, students will not be able to transfer these language skills to their own writing successfully. Use any of the following to ensure regular practice:

- As students complete their performance task, give them a specific opportunity to check their work and the work of others for the correctness of this rule.

**Guiding Question: What challenges and temptations does our hero face?**

Lesson 29

**Text:** *The Lightning Thief* Chapter 18, Part 2 (p. 291-299)**Objectives**

- SWBAT construct a theme conveyed by Annabeth's interaction with Cerberus.

**Standards**

- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Lens for Reading: How does your perception of the character "Cerberus" change over the course of the chapter?**

**Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Character/Myth Mapping**

Before reading, show the picture of [Cerberus](#). Based on this visual depiction of the classic mythological creature, ask students to discuss their assumptions about what his character will be like. What role might he play in this section? What about his appearance makes you think that?

**Reading**

- During the initial reading, focus on literal comprehension: Challenge students to explain how Annabeth was able to get the team past Cerberus.

**Zoom-In Passage:** Pages 298-299 ("Good boy...longing for his new friend.")

- Have students reread these pages to determine a theme. They should engage with (at least) the following sequence of questions collaboratively, but feel free to supplement them with additional questions or tasks.
- On page 298, Percy says, "Even here in the Underworld, everybody – even monsters – needs a little attention once in a while." Think about this quote and what it means while answering the following questions:
  1. Paraphrase this quote (put it in your own words, without leaving out any ideas).
  2. How does this statement apply to Cerberus in Chapter 18? Cite text evidence.
  3. How might this statement apply to another character in the book? Explain, citing evidence from the novel.
  4. How might this statement apply to people in the real world? What important theme or life lesson does it teach readers? Give a real world or hypothetical example of how this theme might play out in our school, your community, or the world.
- **Writing Prompt:** What is an important theme in this chapter? What key details from pages 291-299 contribute to this theme?
- A second theme that students might uncover during today's lesson is the timeless saying that "you can't judge a book by its cover." Cerberus ends up completely defying his reputation and ended up having an unexpected soft and compassionate side. As an extension you can challenge students to apply this theme to other parts of the book and also to the world as well. How might this theme influence the way we treat each other?

**Guiding Question: What challenges and temptations does our hero face?**Lesson 30 **Text:** *The Lightning Thief* Chapter 19 (p. 300-319)**Objectives**

- SWBAT determine an important theme (*about friendship or sacrifice*), and identify key details that support it.

**Standards**

- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Lens for Reading: What does Percy learn during his visit to Hades? How does this new information affect his quest?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [The Hero's Journey Analysis Tracker](#)
- [Pre-Reading \(Ch. 19 Part 1\) Questions](#)

**Lesson Structure and Pacing Notes**

Your read aloud will focus on pages 307-319. Check to ensure students comprehend the misunderstanding between Hades and Percy, and the impossibly difficult decision Percy must make in order to get himself out of it.

**Character/Myth Mapping**

Be sure students have seen an image of Hades' Helm of Darkness. You may want them to read a little about Hades before today's reading.

**Vocabulary:**

- Tier 2 vocabulary: "blackmail" (313)
- Academic Vocabulary: "internal conflict" vs. "external conflict"

**Reading**

- Due to the length of this chapter, assign pages 300-307 as pre-reading. This section builds knowledge about the realms of the Underworld and moves the team closer to Hades. Use or adapt questions in Appendix D for students to complete while reading.
- Students can now complete the Road of Trials section in their Hero's Journey Analysis Tracker. There are multiple events that can be completed here. Decide when and how you want students to complete this section (it can potentially be done as homework).

**Writing**

**Writing Prompt:** What important theme does Rick Riordan convey in this chapter? What key details contribute to this theme, and how does it apply to the real world?

- This is open to multiple interpretations. The best answers will identify a theme that is universal and will clearly articulate how the message relates both to the novel and to the world.
- This prompt mirrors yesterday's prompt. If you gave sentence starters or a planning graphic organizer yesterday, provide the same one today to begin building good habits.

**Homework**

*Opportunity for Extension:* Pgs. 308 and 310 alludes to the myth of Persephone. A version of this myth is available in the "Greek Myth" booklets for further reading.

**Zoom-In Passage:** Pages 316-317 ("My hand moved against my will...red rubber balls.")

- Questions and tasks should lead students to:
  - Articulate the internal conflict (difficult decision) Percy faces
  - Explain Percy's rationale for making the choice he did
  - Evaluate the actions of Grover, Annabeth, and Percy in this scene and analyze how they convey an important theme (*about friendship, loyalty, sacrifice, etc.*): "What can readers learn about \_\_\_\_\_ from these characters and their actions?"

**Guiding Question: How is our hero and the world transformed?**Lesson 31 **Text:** *The Lightning Thief* Chapter 20 (p. 320-333)**Objectives**

- SWBAT analyze Percy's battle with Ares to determine how he has grown and changed.

**Standards**

- **RL.6.3:** 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.

**Lens for Reading: How does Percy's battle with Ares compare to previous battles?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Chapter 20 Sample PARCC](#) Style Questions (multiple select)

**Lesson Structure and Pacing Notes**

You will need to decide whether or not you want to read this chapter aloud and guide students in test-taking skills or if you would rather use it as a cold read along with the PARCC style questions. Decide whether or not you want to give this assessment on Illuminate in order to have students practice test taking with technology.

**Warm Up**

- To activate prior knowledge about previous battles (i.e. Mrs. Dodds, the Minotaur, the Furies, Echidna, Procrustes, etc.), consider posting quotes and/or page ranges from each battle around the room and having students work in "expert groups" to summarize that battle and how Percy reacted and performed.
- The big ideas students need to understand before reading are that Percy was forced into these previous battles, didn't really know what to do, and somehow was able to work his way out of them either by luck or with the help of other people. These will provide a stark contrast to Percy's inner confidence, control, power, perseverance, and independence when battling Ares.

**Reading**

Percy's performance in the battle also conveys themes (about perseverance, growth, control, etc.). To extend thinking, consider having students identify a theme and the key details that support it for homework.

- Focus passage: Pg. 328-330 ("My senses were working...he'd been wounded.")
  - This section captures the moment that Percy takes control of the situation by harnessing his powers, strategize, and remaining collected and focused.

**Writing**

Writing Prompt: How is Percy able to defend himself successfully against Ares? How does this battle suggest Percy has changed? Support your claims with text evidence.

**Guiding Question: How is our hero and the world transformed?**

Lesson 32

**Text:** *The Lightning Thief* Chapter 21, Part 1 (p. 334-346)**Objectives**

- SWBAT describe in writing how Percy's feelings toward his father have changed over the course of the novel.

**Standards**

- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3:** 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.

**Lens for Reading:****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- [Analyzing Percy and Poseidon's Relationship](#)

**Lesson Structure and Pacing Notes****Reading**

- Read more quickly through pages 334-338 (the lead-up to Percy's meeting with the gods). This will save time and allow you to pause more frequently during the gods' discussion with Percy (which is more important and more complex).
- The conversation between Zeus, Percy, and Poseidon reveals a lot of clues about who is responsible for starting the conflict (and who set Percy up) that readers are expected to make inferences about.

**Writing**

**Writing Prompt:** How have Percy's feelings toward his father developed and changed over time? Support your claims with text evidence from the beginning, middle, and end of the book.

- Students may go back into the novel to collect evidence, or they may use the three passages provided during close reading. A planning graphic organizer is provided in Appendix D.

**Zoom-In Passage:** Pages 340-346 (the scene where Percy first meets his father – this section is too long to be a true "close reading" passage, but you can focus students on these pages to infer Percy's changing feelings about Poseidon)

- In addition to this section of Chapter 21, students will also reread two short passages from previous chapters: (p. 108-109 and p. 30). These additional passages will give students the evidence and insight into how Percy's perception of his father has changed over time.
- Sample materials (feel free to adapt) are in Appendix D. The passages are reprinted there as well.

**Guiding Question: How is our hero and the world transformed?**

Lesson 33

**Text:** *The Lightning Thief* Chapter 21, Part 2 (p. 347-353)**Objectives**

- SWBAT determine a theme *about courage, trust, responsibility, revenge, good vs. evil, etc.* conveyed by Percy's interaction with his mother

**Standards**

- **RL.6.2:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3:** 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.

**Lens for Reading: What can we learn from Percy's conversation with his mother?****Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D****Lesson Structure and Pacing Notes****Reading**

Decide before reading if you think students need a reminder about Medusa and Percy's decision to mail her head back to Olympus. This knowledge is essential to understanding what's going on at the end of Ch. 21.

**Writing**

**Writing Prompt:** What is an important theme that is developed through Percy's conversation with his mother? What key details (from this section and/or previous chapters) contribute to this theme, and how does it apply to the real world?

- *Idea for Differentiation:* Give students a list of topics (such as courage, trust, responsibility, revenge, good vs. evil) and have them debate which they feel is best represented in this section. Then, they can collaboratively come up with "theme statements" by answering the anchor question: "What does Rick Riordan want to teach us about \_\_\_\_ (topic) \_\_\_\_?"
  - *Variation:* You could also assign one topic to different groups and jigsaw.

**Homework**

- Assign pages 354-359 as pre-reading (for homework or in class) with corresponding questions to help you check for understanding and to hold students accountable.

**Zoom-In Passage:** Pages 351-353 ("I looked at my mother...garden statue.")

- The goal is for students to determine why Percy left without "saving" his mother in order to infer a theme. Students can also debate whether or not they think Percy made the right choice, and what his choice reveals about how he has changed as a person.
- Key Quotes within this passage for students to unpack the significance of and discuss:
  - "I'm trying to get up my courage to tell him [that I want to leave.] But you can't do this for me. You can't solve my problems."

- *"I could solve her problem...That's what a Greek hero would do in the stories, I thought. That's what Gabe deserves. But a hero's story always ended in tragedy. Poseidon had told me that."*
- *"If my life is going to mean anything, I have to live it myself. I can't let a god take care of me...or my son. I have to...find the courage on my own. Your quest has reminded me of that."*

**Guiding Question: How is our hero and the world transformed?**Lesson 34 **Text:** *The Lightning Thief* Chapter 22 (p. 354-375)**Objectives**

- SWBAT analyze how events in the final chapter resolve the story's central conflicts.
- SWBAT prepare for and participate in a collaborative discussion to evaluate the novel's ending.

**Standards**

- **RL.6.3:** 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.
- **SL.6.1A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Lens for Reading: Analyze the story's ending: How does the prophecy come true? How are the story's central conflicts resolved?**

**Materials**

- Student copies of *The Lightning Thief*

**Resources in Appendix D**

- Fishbowl Protocol
- Socratic Seminar
- Inner Circle/Outer Circle

**Lesson Structure and Pacing Notes****Warm Up**

- As a warm up, post the prophecy on an anchor chart and have students analyze which parts have already been fulfilled and which parts have yet to come true.
- Questions should attend both to the prophecy (and the return of Zeus's lightning bolt) and also to Percy's development and personal growth.

**Reading**

- Assign pages 354-359 as pre-reading (for homework or in class) with corresponding questions to help you check for understanding and to hold students accountable.
- Plan time and reflection questions for students to process and discuss the novel's ending immediately after the read aloud. Some questions can be opinion based (i.e. *Were you satisfied with the novel's ending? Why? Do you think Percy made the right choice? Why or why not?*), and others should include analysis (i.e. *How did Rick Riordan foreshadow Luke's betrayal? What themes does Riordan convey through the story's ending?*)

**Writing**

- **Writing Prompt:** Provide 5-10 minutes for students to pre-write for the discussion. Allow them to choose 2-3 of the discussion questions you created to write about in order to prepare. Doing this will ensure students bring original ideas to the discussion table and will likely increase participation rate.

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**Discussion**

- Decide what discussion format/structure best supports your class and goals. You might consider doing a whole-class seminar, fishbowl, or small groups of at least 4 or 5 students each to allow students to hear multiple perspectives on the ending.

**Guiding Question: How is our hero and the world transformed?**

Lesson 35

**Text:** "The Hero's Journey" and *The Lightning Thief***Objectives**

- SWBAT make connections between Percy's quest and the hero's journey.
- SWBAT discuss with their peers how Percy's quest aligns with the traditional hero's journey.

**Standards**

- **RI.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **SL.6.1A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciations.

**Lens for Reading: How can we describe Acts 2 and 3 of a traditional "hero's journey?" What connections can we make between Percy's experiences in *The Lightning Thief* and the "hero's journey?"**

**Materials**

- Student copies of *The Lightning Thief*
- Student copies of "The Hero's Journey" (from Lesson 3)
- Student "Hero's Journey" trackers

**Resources in Appendix D**

- [Jigsaw Protocol](#)
- [Socratic Smackdown Protocol](#)
- [Socratic Seminar Protocol](#)
- [Fishbowl Protocol](#)
- [Accountable Language Stems](#)

**Lesson Structure and Pacing Notes****Reading**

- Return to the text, "The Hero's Journey." Students should use their graphic organizers to refer to and contribute to their discussion.
- Form "expert groups" or use a Jigsaw protocol during today's lesson. Split the class into three major groups and have each focus on one act of the hero's journey. Groups could create an anchor chart or prepare a brief presentation that:
  - a) explains/summarizes the stage of the hero's journey and
  - b) makes explicit connections to Percy's experiences, citing chapters and evidence to support their thinking.

**Discuss**

- Hold a class discussion about Percy's journey and transformation after the Jigsaw today.

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- Jigsaw tasks pair well with discussions because they allow students to further process, ask questions about, and more deeply engage with information they learned from their classmates.
  - Select a protocol to use for facilitating discussion.
  - Choose one or two accountable talk stems that you want students to focus on using today. You could go about this a few ways:
    - Provide all students with the same focus stems, so that students are working collaboratively to practice some of the same behaviors. You can positively reinforce this work by giving out Dojo points (if you use ClassDojo) or tickets to a raffle prize (dress down passes and homework passes can work really well with middle school students!).
    - Randomly assign students a question stem to use for the day as a challenge.
    - Choose one or two accountable talk stems, but differentiate who gets which stems based on student needs.
  - Provide time at the end of class for students to reflect on the process of reading an informational text to better understand a novel. Periodically giving students time to reflect on their metacognitive processes (and on the purpose of reading a variety of texts on the same topic/idea) will help them to become more active readers over time

**Guiding Question: How did Rick Riordan borrow from myths to create his story?**Assessment **Text:** Student Performance Task**Objectives**

- SWBAT write an analysis of the similarities they identify between original Greek myths and the characters, plot, and themes of *Percy Jackson and The Lightning Thief*.
- SWBAT engage in the writing process in collaboration with their teachers and peers to develop their argumentative essay.

**Standards**

- **RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.3:** 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.
- **RL.6.9:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**Lens for Reading:****Materials**

- Student copies of *The Lightning Thief*
- Student copies of all [performance task materials](#)
- Chromebooks/computers

**Resources in Appendix D**

- Praise, Question, Suggest Protocol
- Various discussion protocols for Day 2

**Lesson Structure and Pacing Notes**

Use four to six class periods to introduce and provide structured work time on the final performance task. Additional details about the task itself along with supplemental resources can be found in Appendix C. Students should complete a large portion of the performance task in class during these days, but you may also decide to have students complete portions of the project as homework.

**Day 1**

- Students should read and annotate "The Myth of Perseus." This should be done independently, but with guidance. Consider modifying the story to include stop and jots, give a very specific annotation key, and use TDQs to help students think about the text.
  - Differentiation: Struggling readers may need a read aloud. For students who need additional help, consider pulling a small group for guided reading. Release students to complete the story independently, unless directed otherwise by an IEP or re-teach plan.
- Build in a time for discussion around the short answer questions, so that students have an opportunity to share their thinking and build their analysis with others. The Read-Write-Discuss-Revise cycle is a good tool to use here.
- Treat the claim or thesis statement as a draft and be sure to collect their initial thoughts on an exit ticket. Give feedback and return to students on Day 2.

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**Days 2-3**

- Students should begin working on identifying evidence for their claim or thesis statement.
- Pull small groups as needed to coach students on writing stronger claims or collecting logical evidence.
- Release students to begin drafting their essays independently. Be sure to frequently conference with students in this process.

**Days 3-5**

- As students draft their essays, check in frequently. Model drafting a body paragraph in class, and check in on their progress after each paragraph as often as possible.
- Transition students to processing their essays on a computer.
- Give feedback frequently and push students to revise for content and organization in this stage.

**Days 5-6**

- Give students a revision and editing checklist. Be sure to have students complete the checklist independently, with a partner, and then check their work as a teacher.
- **Push for excellence!** Before students turn in their work, they should grade themselves using the rubric and have a predicted grade. Push students to give evidence for why they score themselves the way they do on the rubric in order to ensure that no one is turning in less than perfect work!