



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 4

Inferring about Character: Getting to Know Percy (Chapters 1 and 2)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
- I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)
- I can describe how the characters change throughout a literary text. (RL.6.3)
- I can analyze how an author develops a narrator or speaker’s point of view. (RL.6.6)
- I can effectively engage in discussions with diverse partners about 6th grade topics, texts, and issues. (SL.6.1)

Supporting Learning Targets

- I can make inferences about Percy citing evidence from the text.
- I can use context clues to determine the meaning of unfamiliar words in Chapters 1 and 2 of *The Lightning Thief*.
- I can cite evidence from the text when answering questions and discussing Percy’s character in *The Lightning Thief*
- I can follow our Triad Talk Expectations when I participate in a discussion.

Ongoing Assessment

- Entrance Ticket
- Exit Ticket



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Comprehension Quiz, Chapter 2: ‘Three Old Ladies Knit the Socks of Death’ (5 minutes)</p> <p>B. Unpacking the Learning Targets and Adding to Our ‘Things Close Readers Do’ Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Guided Practice: Making Inferences about Characters, Revisiting Chapter 1 (10 minutes)</p> <p>B. Close Read of Pages 17-18: Percy Gets Expelled (15 minutes)</p> <p>C. Triad Discussion: Making Inferences (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: How Has the Author Helped Us Get To Know Percy So Far? (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• This lesson and Lesson 5 continue to build students’ skills with close reading. Students revisit passages they read earlier, now focusing on specific details in order to make inferences about Percy. Lesson 5 will require students to complete tasks with greater independence as they move toward the Mid-Unit Assessment.• This lesson introduces a new routine: a comprehension quiz Entrance Ticket. The purpose of this routine is to keep students accountable for independent reading of the novel as well as a formative assessment to check student comprehension during independent reading.• Review: Helping Students Read Closely and Close Reading protocol (Appendix 1).



Lesson Vocabulary	Materials
<p>gist, inference, infer, cite, evidence, reading closely; hallucinations (16), irritable (17), conjugate (18), solstice (19), delinquents (22)</p>	<ul style="list-style-type: none"> • Entrance Ticket: Chapter 2: ‘Three Old Ladies Knit the Socks of Death’ (one per student) • Things Close Readers Do anchor chart (from Lesson 2)—today’s focus: making inferences and talking to others about the text • Inferring About Character: Challenges and Response recording form (one per student) • Inferring About Character: Challenges and Responses anchor chart (new; teacher-created) • Inferring About Character: Challenges and Response in Chapter 2 (For Teacher Reference; use this to create the Inferring About Character anchor chart) • Exit Ticket: How has the author helped us get to know Percy? (one per student) • Homework: Purpose for Reading—Chapter 3 (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Chapter 2: ‘Three Old Ladies Knit the Socks of Death’ (5 minutes)</p> <ul style="list-style-type: none"> • Introduce students to the new routine of the comprehension quiz entrance. Explain that this entrance ticket will be a daily practice as they read <i>The Lightning Thief</i>. This routine is designed to assess whether students read and understood the basics of the text assigned for homework. Remind students that their homework reading is a “first draft” read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best. • Distribute the quiz, and give students five minutes to complete it. Collect students’ work to review and/or assess. 	<ul style="list-style-type: none"> • These comprehension quizzes are meant to gauge students’ understand of the basic sense of events in a chapter. • Some students may benefit from receiving this quiz the day before so they have more time with the text and the questions.



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Making Inferences about Characters, Revisiting Chapter 1 (10 minutes)</p> <ul style="list-style-type: none"> Remind students that authors use many methods to help readers learn about characters. Some of these methods are more direct than others; while sometimes authors tell the reader directly about a character, often the reader must infer understandings about the character based on their actions and words. One of the best ways to make inferences about characters is to see how they respond to challenges they face. Invite students to open their texts: <i>The Lightning Thief</i> to page 3, and read along as you read to them from “All the way into the city...” to “Grover pulled me back to my seat.” Remind students that up to this point, they have learned primarily about Percy’s difficulties in school, but here the author shows another side to him. Think-Pair-Share: <ul style="list-style-type: none"> * “What is the challenge facing Percy in this scene?” and * “How does he respond to that challenge?” Orient students to the Inferring About Character: Challenges and Response anchor chart. As students share out, fill in in the “Challenge” and “Response” columns. Listen for answers like, “His best friend is being harassed” and “He tries to get up and defend him.” Think-Pair-Share: <ul style="list-style-type: none"> * “Based on Percy’s response to this challenge what can you tell about Percy that the author does not directly tell you?” If students do not readily see this connection, guide them toward the idea that in order for Percy to respond this way, he must be a protective friend. Fill in the “I can infer...” column of the anchor chart. 	<ul style="list-style-type: none"> ELLs may be confused by the use of the word challenge in this context. Define this as a problem or difficulty the character experiences.



Work Time	Meeting Students' Needs
<p>B. Close Read of Pages 16-18: Percy Gets Expelled (15 minutes)</p> <ul style="list-style-type: none">• Transition students into their triad seating. Tell students that they will now return to Chapter 2 to do a close reading of a section. Tell students that reading closely means reading a text multiple times for understanding, important details, and to answer questions from the text. Invite students to open their copies of <i>The Lightning Thief</i> to page 16. Invite students to read along as you read aloud from “The freak weather...” to “...with him thinking I hadn’t tried.”• After reading, ask students to discuss with their triads: “What is the gist of this section of text?” Discuss the word <i>gist</i> as the ‘what the text is mostly about.’• Distribute the Inferring About Character: Challenges and Response recording form to each student. Tell them that they are going to return to the same passage, but this time, they are zooming in and looking closely for important details in the text. In this case, the important details they are looking for are the challenges Percy is facing, and the ways in which he responds to those challenges, the way they did during guided practice.• Circulate and support students as they complete this stage of the close reading. Some students may need assistance in determining which details are important. Remind students that during this time they are only completing the first two columns, “challenge” and “response.” (They will return to the third column “I can infer that...” with their triads).• After ten minutes, stop students in their work. Ask them to compare the details they collected with the other members of their triad. Tell them that in a moment they will be working with their triads to make inferences, so it is important they first come to a consensus on the details.• Before moving into the next phase of group work, tell students you would like to pause and briefly look closely at some of the vocabulary they encountered during this section. Direct students’ attention to page 17 and the sentence “I started feeling cranky and irritable most of the time.”• Think-Pair-Share: “Can you use the skill of using context clues, or clues found in the text around a word, or clues within the word, to help define the word <i>irritable</i>?” Students should use the word “cranky” to help them define this word as “easily annoyed.” Point out to students the root word “irritate” and the suffix “able” so it means “able to be irritated.”• Repeat this with the word <i>solstice</i> on pages 19 and 20, guiding students to use the idea that there is both a “summer solstice” and “winter solstice” to define it as a particular day in both of those seasons. Tell students that these are the days when the sun is at specific points marking the beginning of summer and winter. The word <i>solstice</i> comes from the Latin word “sol” meaning “sun.”	<ul style="list-style-type: none">• Now that they know which details they are looking for, some students may benefit from doing the second close read as a focused read aloud. If possible, consider pulling these students into a small group to listen to the text, collect evidence, and then return to their triad for the discussion.



Work Time	Meeting Students' Needs
<p>C. Triad Discussion: Making Inferences (5 minutes)</p> <ul style="list-style-type: none">• After they have finished comparing their “Challenges” and “Response” columns, invite students to work with their triads to complete the final column “I can infer...” Remind students of the Triad Talk Expectations. Remind them that readers understand texts more deeply when they talk to other readers. Even the best readers sometimes miss important details, or can find it difficult to make inferences, and can benefit from another perspective. Also remind them that being able to collaborate effectively with others will help them later in life (at work, in college, and at home or with friends).• Circulate and support students in their work. Listen for students to be asking each other questions like “What does this tell us about Percy <i>as a person</i>?” Coach and model as needed; do not give answers, but instead model the type of questioning students should be doing to collaborate effectively.	<ul style="list-style-type: none">• Consider providing select students with note cards of questions they can ask during group discussions. This might include: “What is our evidence for this?” and “What does this part tell us about the character?”



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: How Has the Author Helped Us Get to Know Percy So Far? (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that author’s use several ways to help their readers understand and get to know a character: actions, dialogue, inner-thoughts, etc. Encourage students to keep thinking: “How have we gotten to know Percy so far? How has the author made choices in his writing to make that happen?” • Distribute Exit Tickets for students to complete. • Collect students’ Exit Tickets as formative assessment data: review to see how well students are understanding the development of the narrator so far. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Do a “first draft” read of Chapter 3: ‘Grover Unexpectedly Loses His Pants.’ Use the Homework: Purpose for Reading—Chapter 3 question to focus your reading and use your evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: In the next lesson students will work with dictionaries to complete a vocabulary activity. Each triad will need one dictionary or access to an online dictionary.</i></p>	



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Supporting Materials



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- Get the gist of what a text is about.
- Cite evidence
- Use context clues to figure out word meanings
- Make inferences based on details in the text
- Talk with others about the text



.....
Name:

.....
Date:

1. What news does the headmaster of Yancy Academy send to Percy’s mom?

2. Who’s conversation does Percy overhear? What are they discussing?

3. How do Percy and Grover travel back to NYC?



Name: _____

Date: _____

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Page	Challenge	Response	I can infer that...
Example: pg. 3	Nancy Bobofit was harassing Grover on the bus. “Nancy Bobofit was throwing wads of sandwich that stuck in his curly brown hair.”	Percy wants to defend Grover by standing up to Nancy Bobofit. “That’s it.’ I started to get up, but Grover pulled me back to my seat.”	Percy is a very protective friend, and does not like to see people get bullied.



I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

Page	Challenge	Response	I can infer that...
page 17	Everyone is denying that Ms. Dodd's ever existed, including Grover.	Percy gets irritable and cranky. His grades slip to Ds and Fs. He snaps and yells at a teacher.	Percy can have a short temper and sometimes can not control his reactions.
page 17	Percy gets expelled from Yancy Academy.	He thinks it is okay because he is homesick and wants to be with his mom. He realizes he will miss Grover and Mr. Brunner.	Percy really cares and thinks about about the people in his life.
page 18	Percy thinks he is going to fail his mythology exam.	He decides to go to talk to Mr. Brunner, either to get help or to apologize for how poorly he is about to do.	Percy can be responsible and thoughtful, especially when it comes to people he cares about.



.....
Name:

.....
Date:

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

How has the author, Rick Riordan, helped us to get to know Percy so far in *The Lightning Thief*? Use evidence from the text to support your thinking.



.....
Name:

.....
Date:

What does Percy think about in this chapter?
What do we learn about him based on these thoughts?

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