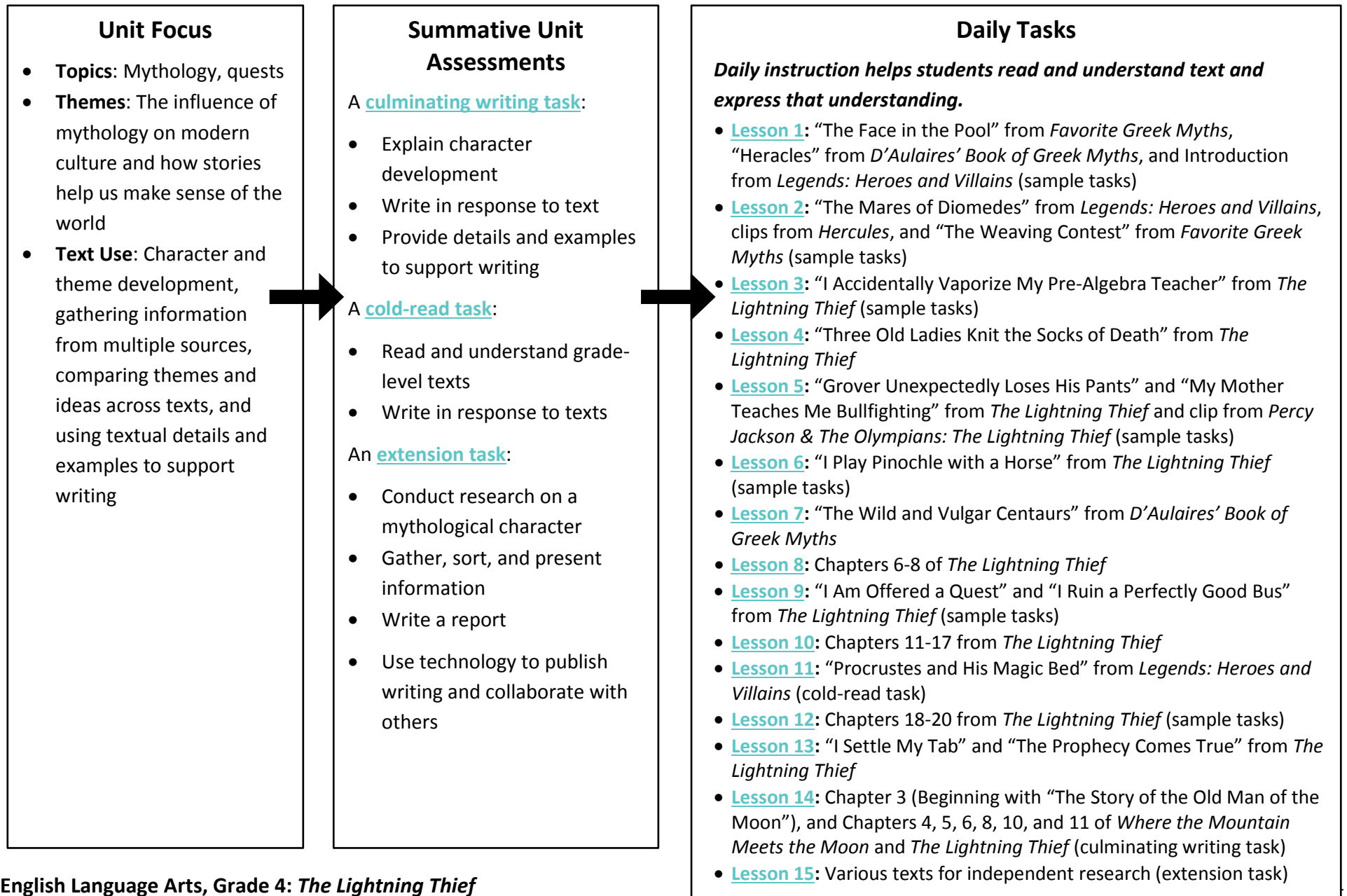


UNIT: THE LIGHTNING THIEF

<p>ANCHOR TEXT</p> <p><i>The Lightning Thief</i>, Rick Riordan (Literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “The Face in the Pool” and “The Weaving Contest” from <i>Favorite Greek Myths</i>, Mary Pope Osborne • “The Mares of Diomedes” and “Procrustes and His Magic Bed” from <i>Legends: Heroes and Villains</i>, Anthony Horowitz • “Heracles” and “The Wild and Vulgar Centaurs” from <i>D’Aulaires’ Book of Greek Myths</i>, Ingri and Edgar Parin D’Aulaire • Chapters 3, 4, 5, 6, 8, 10, and 11 of <i>Where the Mountain Meets the Moon</i>, Grace Lin <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Introduction from <i>Legends: Heroes and Villains</i>, Anthony Horowitz <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Clips from <i>Percy Jackson & The Olympians: The Lightning Thief</i>, Chris Columbus (film) • Clips from <i>Hercules</i>, Ron Clements and John Musker (Disney film) 	<p>UNIT FOCUS</p> <p>Students learn about traditional stories, focusing on common patterns in literature, specifically the quest. Students come to understand how literature helps us make sense of the world, and how literature from the past influences our current lives and contemporary stories.</p> <p>Text Use: Character and theme development, gathering information from multiple sources, comparing themes and ideas across texts, and using textual details and examples to support writing</p> <p>Reading: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.4, RI.4.8, RI.4.9, RI.4.10</p> <p>Reading Foundational Skills: RF.4.3a, RF.4.4a-c</p> <p>Writing: W.4.1a-d, W.4.2a-e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9a-b, W.4.10</p> <p>Speaking and Listening: SL.4.1a-d, SL.4.2, SL.4.4, SL.4.5, SL.4.6</p> <p>Language: L.4.1e-g, L.4.2a-d, L.4.3a, L.4.4a-c, L.4.5a-c, L.4.6</p> <p>CONTENTS</p> <p>Page 270: Text Set and Unit Focus</p> <p>Page 271: <i>The Lightning Thief</i> Unit Overview</p> <p>Pages 272-275: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 276: Instructional Framework</p> <p>Pages 277-293: Text Sequence and Sample Whole-Class Tasks</p>
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The Lightning Thief Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

A quest is a search for something and is a commonly used motif in literature around the world. Explain how the quest motif is part of *The Lightning Thief*. Describe Percy’s goal, the challenges he faces, and how he changes along the way. Write a multi-paragraph essay that demonstrates command of proper grammar, usage, punctuation, and spelling, and uses grade-appropriate words and phrases. **(RL.4.2, RL.4.3, W.4.2a-e, W.4.10)** Cite several details and examples from the text to support the response. Include examples of how Percy and his friends use their knowledge of mythological gods and their actions to help them on their quest. **(RL.4.1, W.4.9a)**

Teacher Note: *The completed writing should explain Percy’s quest in The Lightning Thief. The writing should use appropriate transitions, precise language, and domain-specific vocabulary, and provide a relevant conclusion. (W.4.2a, b, c, d, e; L.4.3a) Students should use grade-appropriate words and phrases and a variety of sentence patterns for meaning and interest while maintaining a consistent style. (W.4.4, L.4.6) The essay should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.4.1e-g, L.4.2a-d) Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.4.5)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Mythology, quests • Themes: The influence of mythology on modern culture and how stories help us make sense of the world • Text Use: Character and theme development, gathering information from multiple sources, comparing themes and ideas across texts, and using textual details and examples to support writing 	This task assesses: <ul style="list-style-type: none"> • Explaining character development • Writing in response to text • Providing details and examples to support writing 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 9 (sample tasks included) • Lesson 10 Express understanding of text: <ul style="list-style-type: none"> • Lesson 12 (sample tasks included) • Lesson 14 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Independently read “Procrustes and His Magic Bed” from *Legends and Villains* by Anthony Horowitz. Then answer a combination of multiple-choice and constructed-response questions³ about the text, using evidence for all answers. Sample questions:

1. How is Procrustes different from the other bandits and killers on the coastal road? (RL.4.1, RL.4.3)
2. What qualities make Procrustes a dangerous villain? (RL.4.1, RL.4.3)
3. How is the point of view and structure of this text different from traditional narrative fiction? Explain the effect that each element (point of view and structure) of this passage has on the reader. (RL.4.1, RL.4.5, RL.4.6, W.4.9a, W.4.10)
4. Compare and contrast the story of Procrustes to the story told in “We Shop for Water Beds” in *The Lightning Thief*. How does each address the trials and challenges a hero encounters on a quest? (RL.4.1, RL.4.2, RL.4.3, RL.4.9, W.4.9a, W.4.10)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topics: Mythology, quests• Themes: The influence of mythology on modern culture and how stories help us make sense of the world• Text Use: Character and theme development, gathering information from multiple sources, comparing themes and ideas across texts, and using textual details and examples to support writing	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding grade-level texts• Writing in response to texts	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 2 (sample tasks included)• Lesson 7• Lesson 10 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 11 (use this task)

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the texts as they are testing.

EXTENSION TASK⁴

- Select a mythological character (e.g., Zeus, Hercules, Poseidon, Pan) and investigate his or her stories (both Greek and Roman versions) beginning in [lesson 6](#). Collect words, phrases, stories, speeches, poems, videos, commercials, and/or other texts that refer to your mythological character. Gather these notes and references in your Mythology Folder during lessons 7-14. (**RL.4.1, RL.4.4, RL.4.10, RI.4.1, RI.4.9, RI.4.10, W.4.7**)
- Good sources for beginning research include “[Today](#)” from *Mythweb*, *Favorite Greek Myths* by Mary Pope Osborne, *Treasury of Greek Mythology* by Donna Jo Napoli, *D’Aulaires’ Book of Greek Myths* by Ingri and Edgar Parin D’Aulaire, [Myths and Legends](#), and this [overview of Mythology](#).
- During [lesson 15](#), categorize your notes into main topics, and then write a one-page typed explanation of how your mythological character is part of our lives today. Introduce and develop your topic, link ideas using vocabulary words and phrases, provide closure, and demonstrate proper grammar and spelling. Provide a list of sources used during research. (**W.4.2a-e, W.4.4, W.4.6, W.4.8, W.4.9a-b, W.4.10, L.4.1e-g, L.4.2a-d, L.4.3a, L.4.6**)
- Publish your explanation and categorized notes on an online, collaborative platform, such as [Blendspace](#)⁵ or [Mural.ly](#).⁶ (**W.4.6**)
- Create a presentation about your character, providing descriptive details and appropriate and relevant information about his or her life, memorable stories, and how he or she continues to influence us today.
- Present the information from your explanation and provide audio recordings and/or visual displays (e.g., online display) to support the ideas of your presentation. Speak clearly at an understandable pace, using formal English appropriate to the task. (**SL.4.4, SL.4.5, SL.4.6**)

Teacher Note: Support students in conducting research by providing a limited number of sources for researching and modeling how to use them to locate the information for the task. As students work on their writing and presentations, use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. (**W.4.5**)

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ <https://www.blendspace.com/>

⁶ <https://mural.ly/>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Mythology, quests • Themes: The influence of mythology on modern culture and how stories help us make sense of the world • Text Use: Character and theme development, gathering information from multiple sources, comparing themes and ideas across texts, and using textual details and examples to support writing 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Conducting research on a mythological character • Gathering, sorting, and presenting information • Writing a report • Using technology to publish writing and collaborate with others 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 6 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 15 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge ongoing through specific tools.

- **Vocabulary Display:** Students identify unknown vocabulary, determine the meaning using context clues, and describe how the vocabulary contributes to the meaning of the text. Place the vocabulary on a display for students to refer to and use in their writing and speaking throughout the unit. Begin in [lesson 1](#).
- **Mythology Folder:** Students create a Mythology Folder beginning in [lesson 1](#) that contains:
 1. a chart of characteristics of myths and legends (and their differences);
 2. a list of mythological characters, including a description of their physical appearance, important traits, and a brief summary of their “stories”;
 3. a visual representation of the connections between various mythological characters and their stories (whether they are myths or legends);
 4. sticky notes documenting unknown mythological references in *The Lightning Thief* for further research or class discussion;
 5. research notes on a mythological character;
 6. collection of words, phrases, stories, etc. that are influenced by mythology, with documentation of the similarities and differences.
- **Lightning Thief Character Chart:** Students create a character chart of the main characters in *The Lightning Thief*, focusing on each character’s thoughts, words, and actions. As connections to mythological characters become evident, students add the characters from *The Lightning Thief* to the Mythology Folder character chart. Begin in [lesson 3](#).
- **Quest Journal:** Students trace the elements and events of Percy’s quest in journals in preparation for the [Culminating Writing Task](#). Begin in [lesson 9](#).

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>“The Face in the Pool” from <i>Favorite Greek Myths</i>, Mary Pope Osborne</p> <p>“Heracles” from <i>D’Aulaires’ Book of Greek Myths</i>, Ingri and Edgar Parin D’Aulaire</p> <p>Introduction from <i>Legends</i>:</p>	<p>TEXT DESCRIPTION: “The Face in the Pool” is the story of Echo and Narcissus. “Heracles” is the legend of Hercules.</p> <p>TEXT FOCUS: “The Face in the Pool” is a concise narrative. There are few references to mythology outside of the text. “Heracles” can be read aloud while students follow along, or read in groups. The Introduction from <i>Legends</i> is longer and contains many other mythological references. As such, it will likely be too complicated for students to read independently. Students may follow along as the text is available, but the myth is best read aloud.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read “The Face in the Pool,” study its vocabulary and begin the Mythology Folder. Then students read “Heracles” and the Introduction to <i>Heroes and Villains</i> and define and discuss the traits of a hero. Students consider whether Hercules has the traits of a hero and learn the differences between <i>myths</i> and <i>legends</i>.</p>

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
<p><i>Heroes and Villains</i>, Anthony Horowitz</p>	<p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud “The Face in the Pool” once. Then have students reread the myth in pairs and summarize the events of the text. (RL.4.2, RL.4.10) • Note for Small-Group Reading: Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and be more prepared to participate in the whole-class discussion. Another option is to have students listen to recorded versions of the texts and read along⁹ in advance of reading them in class to support student reading fluency. (RF.4.4a-c) A rubric for assessing reading fluency is available here.¹⁰ Techniques for how to address fluency can be found with the ELA Instructional Framework.¹¹ • As a class, choose unknown words from “The Face in the Pool” (e.g., <i>lush, jovial, rustling, yearn, desolate, and forlornly</i>) to add to a classroom vocabulary display.¹² (RL.4.4) First, have students define the words in context. (L.4.4a) Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.4.4b, c) Reinforce understanding by having students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.¹³ (L.4.5c) As words are added throughout the unit, support students to use the words in discussion and writing that are basic to the study of mythology (e.g., names of places, gods and goddesses, and terminology such as <i>centaur, demigod, or Minotaur</i>). (L.4.6) • Ask students to identify simple similes and metaphors in the texts (e.g., from “The Face in the Pool,” it says, “her heart burned like the flame of a torch”) and interpret the phrases based on context. (RL.4.4, L.4.4a, L.4.5a) Discuss how the language contributes to the development of the characters and to reader interest. (RL.4.3, L.4.6) • Conduct a discussion about “The Face in the Pool.” Ask students to describe Echo and Narcissus. (RL.4.3) What is the significance of their names for our lives today? (RL.4.4, W.4.8, L.4.4b, L.4.5b) What does this text explain? What is its purpose? From whose point of view is this story told? How might this story be different if it were told from Echo’s or Narcissus’s point of view? (RL.4.6) Ensure that students use accountable talk¹⁴ and refer to details and examples in the text. (RL.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)

⁹ http://www.fcrr.org/studentactivities/F_023c.pdf

¹⁰ http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Begin the Mythology Folder. Work with students to set up each section of the folder, so that when something arises in the text, students are able to document the information in the folder. For “The Face in the Pool,” ask students to add Echo, Narcissus, Jupiter (Zeus), and Juno (Hera) to the character chart, documenting each entry with evidence from the text. <i>(Note: Make sure to discuss with students the different names of mythological characters, referring to the indices of the text.)</i> Ensure that students include a description of each character’s physical appearance, most important personality traits, and a brief summary of his or her “story” (e.g., history, biography, myths he or she participates in). (RL.4.1, RL.4.2, RL.4.3, W.4.9a) Also, prompt students to record words, phrases, and stories influenced by Echo and Narcissus. (RL.4.4, W.4.8, L.4.4b, L.4.5b) • Read aloud “Heracles” and have students read the Introduction in pairs. (RI.4.10) • As a class, define <i>hero</i>, and verify the meaning using a dictionary. (RI.4.1, RI.4.4, W.4.8, L.4.4c) • Reread “Heracles” aloud and ask student pairs to identify Hercules’s traits. Then have each pair compare and contrast their list to the definition of <i>hero</i> and decide whether Hercules is a hero. (SL.4.2) • Prompt students to transfer the description and traits for Hercules to the character chart in the Mythology Folder and provide evidence from the text to support the description. (RL.4.1, RL.4.3, W.4.9a) Also, prompt students to record words, phrases, and stories influenced by Hercules. (RL.4.4, W.4.8, L.4.4b, L.4.5b) • Develop a class definition of <i>myth</i> and <i>legend</i>, using evidence from both texts to support the definitions. (RL.4.1, RL.4.4) Verify the definitions using a dictionary. (L.4.4c) Record the definitions and list traits for each (e.g., characteristics, purpose) in the Mythology Folder (on a Venn diagram or other comparison chart). <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a paragraph in response to the following prompt: What are the differences between myths and legends? Support your response with details from “The Face in the Pool” and “Heracles.” (RL.4.4, W.4.9a, W.4.10)
<p>LESSON 2:</p> <p>“The Mares of Diomedes” from <i>Legends: Heroes and Villains</i>, Anthony Horowitz</p> <p>Clips from <i>Hercules</i>, Ron Clements and John Musker</p> <p>“The Weaving Contest” from</p>	<p>TEXT DESCRIPTION: “The Mares of Diomedes” provides some background information about Hercules and a story about a specific encounter with King Eurystheus. <i>Hercules</i> details Hercules’s quest to become a true hero. His adventures lead him to love and to an understanding what it means to be a hero. In “The Weaving Contest,” while Athena shows the gods honor and respect, Arachne shows disregard for the gods. She is punished for this and turned into a spider.</p> <p>TEXT FOCUS: Students may have seen <i>Hercules</i> before and understand the plot. The purpose of viewing clips is to analyze how the film contributes to an understanding of the quest motif, including the challenges and changes that Hercules experiences. The theme of being punished for disrespect in “The Weaving Contest” is common in most Greek myths, as well as in <i>The Lightning Thief</i>. (RL.4.9)</p>

TEXT SEQUENCE	TEXT USE
<p><i>Favorite Greek Myths</i>, Mary Pope Osborne</p>	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read and summarize “The Mares of Diomedes.” Then they watch clips from <i>Hercules</i>. Students continue creating a vocabulary display and add information to the Mythology Folder. They read “The Weaving Contest” and determine whether it is a myth or a legend. Finally, students write an essay about “The Weaving Contest” and engage in the writing process and peer editing.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Students partner read¹⁵ “The Mares of Diomedes” and summarize the events. (RL.4.2, RL.4.10, RF.4.3a, RF.4.4a-c) • In groups, have students choose unknown words from “The Mares of Diomedes” (e.g., <i>infidelities, ferocious, immortal, equipped, unbreakable, invincible, throttled, diverted, moreover, tottered, unsuspecting, muttered</i>) and terminology specific to mythology (e.g., Oracle at Delphi, <i>demigod, bistones, Diomedes</i>) to add to a classroom vocabulary display.¹⁶ (L.4.4) First, have students define the words in context. (L.4.4a) Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.4.4b, c) Reinforce the meaning of the words as a class, by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (L.4.3a) Then have students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.¹⁷ (L.4.5c) As words are added throughout the unit, support students to use the words in discussion and writing that are basic to the study of mythology (e.g., names of places, gods and goddesses, and terminology such as <i>centaur, demigod, or Minotaur</i>). (L.4.6) • Have students reread “The Mares of Diomedes” independently and create a list of traits that made Hercules successful in the story. (RL.4.3, RL.4.10) • Ask students to identify simple similes in “The Mares of Diomedes” (e.g., “his biceps looked like the Alps” and “Like a loose tooth, the rock finally came free”) and interpret the phrases based on context. (RL.4.4, L.4.4a, L.4.5a) Discuss how the language contributes to the setting, characters, plot, and reader interest. (RL.4.3, L.4.3a, L.4.6) • Watch clips from the movie <i>Hercules</i>. Conduct a discussion comparing and contrasting the various versions of Hercules’s story, focusing on details in the film that reflect descriptions in the texts. (RL.4.3, RL.4.7, RL.4.9)

¹⁵ http://www.fcrr.org/studentactivities/F_015c.pdf

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Then, discuss why the story of Hercules so well known? (W.4.8) Ensure that students use accountable talk¹⁸ and refer to details and examples in the text. (RL.4.1, SL.4.1a-d, SL.4.2, SL.4.4, SL.4.6, L.4.3c) • Prompt students to continue adding to the Mythology Folder. Ask students to revise and/or add information about Hercules (Heracles) and Hera on the character chart. (RL.4.7, W.4.8) Students can also add King Eurystheus and Abderus to the character chart, documenting each entry with evidence from the text. Ensure that students include a description of each character’s physical appearance, most important personality traits, and a brief summary of his or her “story” (e.g., history, biography, myths he or she participates in). (RL.4.1, RL.4.2, RL.4.3, W.4.9a) Have students begin to trace connections among the various mythological characters and their stories (as well as documenting where the stories contradict). Focus students initially on Hercules. (RL.4.2, RL.4.9) • Have students read “The Weaving Contest” independently. (RL.4.10) As they read, ask students to identify unknown words (e.g., <i>exquisite, furious, conceit, arrogance, plunged, defiant, insolence, and haughty</i>). Once all students are done reading, have students share the words they identified and work as a class to define the words in context. (L.4.4a) Then provide students with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.4.4b, c) Reinforce the meaning of the words by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (L.4.3a) Then have students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.¹⁹ (L.4.5c) Add the words to the classroom vocabulary display.²⁰ (RL.4.4) As words are added throughout the unit, support students to use the words in discussion and writing that are basic to the study of mythology (e.g., names of places, gods and goddesses, and terminology such as <i>centaur, demigod, or Minotaur</i>). (L.4.6) • Divide the class into pairs. Have pairs describe each of the characters and events in depth, focusing on how the characters’ actions have positive or negative consequences. Ask each pair to share their descriptions of the characters and events with the class and discuss how the results of each character’s actions provide clues to a theme of the text. As a class, determine possible themes of “The Weaving Contest.” (RL.4.1, RL.4.2, RL.4.3) • Ask pairs to determine whether “The Weaving Contest” is an example of a myth or legend, and add information about the story and the characters to the Mythology Folder. (RL.4.1, RL.4.2, RL.4.3, RL.4.5, W.4.9a)

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Select sentences from “The Mares of Diomedes” that contain prepositional phrases such as “with nine heads that grew two more heads” (pages 90-91), “at the top of the hill” (page 99), and “along the newly formed channel.” (page 99). Ask students to explain the different functions the phrases serve in the sentences. Provide students with additional sentences from the text and ask them to work in pairs to expand the sentences by adding detail through prepositional phrases. (L.4.1e, f) Ensure that students use prepositional phrases in the following writing assignment. • Have students reread “The Weaving Contest” and ask them to write a two-paragraph essay in response to the following prompt: What is a theme of “The Weaving Contest”? Explain how the theme is developed through the characters and events of the text. Include details and examples from the text, and use grade-appropriate words and phrases and prepositional phrases. (RL.4.1, RL.4.2, RL.4.3, W.4.1a-d, W.4.4, W.4.9a, W.4.10, L.4.1e-f, L.4.6) • Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an answer frame²¹ to support them in organizing their writing, modeling, showing models of strong and weak student work, providing descriptive feedback). Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task from the prompt provided. ○ Students complete an evidence chart as a pre-writing activity. Remind students to use any relevant notes they have compiled. An evidence chart has two columns: (1) Evidence: Detail or example, (2) Elaboration/explanation of how this evidence supports the student’s opinion. (RL.4.1, W.4.1b, W.4.9b) ○ Student pairs review each other’s evidence chart and offer feedback. (W.4.5) ○ Students develop a main idea statement.²² This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a main idea statement. (W.4.1a) ○ Students complete a first draft. ○ Have the class form a single circle. Each student in the circle must have a completed written response. Ask students to pass their written response two times to the left. Have students complete #1 below with the written response. Then have students pass the responses to the left one time. Have students complete #2 below with the new response. Repeat this process until all steps are complete.

²¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²² Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 1. Read the first paragraph. Identify and underline the main idea sentence. (RI.4.2) If there is no main idea sentence, write in the margin, “Missing main idea sentence.” 2. Locate the underlined main idea sentence. Verify that the correct sentence is underlined. Read the full essay. Next to each paragraph, write a one-sentence summary. Underneath each summary sentence, list at least one detail that supports the main idea sentence. (RI.4.2) 3. Read the full essay. Put a star next to any textual details or examples used in the response. If it supports the main idea, put a plus sign next to the example. If it does not support the main idea, put a minus sign next to the example. (RI.4.1, RI.4.8) 4. Review the sentences and locate prepositional phrases. Ensure they are used correctly. Highlight any possible errors in green. (L.4.1e) 5. Ensure sentences are complete. Make note of fragments or run-ons. Highlight errors in pink. (L.4.1f) 6. Circle strong vocabulary words in the text, including those from the vocabulary display. If none of those words is used, make a suggestion for where one can be added. (RI.4.4, L.4.3a, L.4.6) 7. Highlight any potential spelling or grammatical mistakes in yellow, including using commonly confused words incorrectly (e.g., to, too, two; there, their, they’re), using incorrect capitalization, or misusing commas. (L.4.1g, L.4.2a-d) 8. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening examples. (W.4.4, W.4.5) <ul style="list-style-type: none"> ○ Students complete a final draft.
<p>LESSON 3:</p> <p>“I Accidentally Vaporize My Pre-Algebra Teacher” from <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: The first chapter of the text introduces readers to Percy Jackson. The first sentence of the text invites students to consider that this text is about something fantastical.</p> <p>TEXT FOCUS: This text requires some background knowledge of mythology to get all of the references; however, many of the references are explained as they are mentioned, and the language and sentences are not overly complex, as they are told from the perspective of a child. Students should be able to read most of this text on their own or in small groups. (RL.4.10)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read along as the first chapter of <i>The Lightning Thief</i> is read aloud. They continue to work on vocabulary and the Mythology Folder. They begin the <i>Lightning Thief</i> Character Chart and engage in a discussion about point of view. Finally, they write an entry in their journals determining whether Percy is a hero.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Since this is the first chapter of the text, read aloud as students follow along. • Prompt students to continue adding to the Mythology Folder. Provide students with sticky notes to keep as they read <i>The Lightning Thief</i>. When they come across a mythological reference that is not known to them, have them write down the reference and page number. Have students store the sticky notes in their Mythology Folder. At various points in the unit, ask students to share their references for class discussion of further research. As students learn the references, have them revise the sticky notes by adding the reference and how they learned it. (RL.4.9, W.4.8, SL.4.1d) Prompt students to add other details to the Mythology Folder, including new mythological characters, and work to make connections between the various mythological characters and their stories. • Have students select unknown words from the first chapter (e.g., <i>stirring</i>, <i>vitality</i>, and <i>pulverize</i>) and terminology specific to mythology (e.g., <i>Titan</i> and <i>god</i>) to add to a classroom vocabulary display.²³ (RL.4.4) First, have students define the words in context. (L.4.4a) Have students verify the preliminary definitions of the words using a dictionary. (L.4.4c) Reinforce the meaning of the words as a class, by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (L.4.3a) Then have students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.²⁴ (L.4.5c) Have students use the words in discussion and writing (e.g., names of places, gods and goddesses, and terminology such as <i>centaur</i>, <i>demigod</i>, or <i>Minotaur</i>). (L.4.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Begin the <i>Lightning Thief</i> Character Chart. Have students create a four-column chart for the main characters in <i>The Lightning Thief</i>: (1) Thoughts, (2) Words, (3) Actions, and (4) Conclusions/Predictions/Wonderings. Columns 1-3 contain details and examples from the text. Column 4 is reserved for students’ inferences and thoughts about each character based on the character’s thoughts, words, and actions. As connections to mythological characters become evident, prompt students to add the characters from <i>The Lightning Thief</i> to the Mythology Folder character chart. • Conduct a discussion about the point of view at the beginning of Chapter 1. Have students determine the point of view. Then have them discuss using second person point of view versus first or third person. Have students compare and contrast the effect each point of view has on the reader by comparing two passages written in different points of view. (RL.4.1, RL.4.6) Ensure that students use accountable talk.²⁵ (RL.4.1, SL.4.1a-d, SL.4.4, SL.4.6, L.4.3c)

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Provide students with sentences from “I Accidentally Vaporize My Pre-Algebra Teacher” that contain prepositional phrases, such as “with bat wings and claws” (page 14), “into the doorway” (page 14), and “toward me with a murderous look in her eyes” (page 15). Have students refine their understanding of the function of the phrases (to add detail about what kind, how many, how, when, where, how often, to what degree, etc.) in complete sentences. Have students practice expanding sentences from the first chapter of <i>The Lightning Thief</i> by adding prepositional phrases. Ensure that students also use prepositional phrases in their writing throughout the unit. (L.4.1e, f) • Ask students to work in small groups to answer the following questions in journals: Who is Percy? Would you describe him as heroic? Normal? Special? Why? For each answer, prompt students to locate details from the text to support their opinion (properly using quotation marks when citing direct quotations) and practice expanding their sentences by using prepositional phrases and using precise, grade-appropriate words and phrases. (RL.4.1, RL.4.3, RL.4.4, W.4.9a, W.4.10, L.4.1e-f, L.4.2b, L.4.6)
<p>LESSON 4:</p> <p>“Three Old Ladies Knit the Socks of Death” from <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: This chapter continues to build the case that something is not normal about Percy and his life. At this point, readers are still not sure what that is, but the text invites readers to question and predict what it could be.</p> <p>TEXT FOCUS: Students use these chapters to continue building a vocabulary display (e.g., <i>hallucination, irritable, obnoxious, tone, fidgety, glumly</i>) and interpreting similes. Students also continue to add to the Mythology Folder and <i>Lightning Thief</i> Character Chart. This section of the text provides opportunities to introduce the concept of <i>foreshadowing</i>. There are several incidents in the first two chapters in which characters act in ways that are in contrast to how a reader would typically expect a character to act. These events are worth noting. Students can predict what they might mean in writing. (RL.4.1, RL.4.3, W.4.9a, W.4.10)</p>
<p>LESSON 5:</p> <p>“Grover Unexpectedly Loses His Pants” and “My Mother Teaches Me Bullfighting” from <i>The Lightning Thief</i>, Rick Riordan</p> <p>Clip from <i>Percy Jackson & The Olympians: The Lightning Thief</i>, Chris Columbus</p>	<p>TEXT DESCRIPTION: These two chapters present a chase scene. Readers are introduced to Percy’s mother and begin to understand that many things in Percy’s life are not what they seem. For example, his best friend is a satyr. Show the film clip that matches Chapter 4 in <i>The Lightning Thief</i> (the chase and fight scene with the Minotaur).</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the chapters from <i>The Lightning Thief</i> and continue working with the vocabulary, the Mythology Folder, and the <i>Lightning Thief</i> Character Chart. Students engage in another discussion about point of view, and then view a film clip of the Minotaur chase scene. Finally, students compare how the film version illustrates the written text.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read the chapters from <i>The Lightning Thief</i> in pairs or small groups. (RL.4.10)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Have students select unknown words from these chapters (e.g., <i>barreled</i>, <i>disintegrate</i>, <i>staggered</i>) to add to a classroom vocabulary display.²⁶ (RL.4.4) First, have students define the words in context. (L.4.4a) Then provide them with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.4.4b, c) Reinforce the meaning of the words as a class, by substituting words with similar but not identical meanings in the sentences and discussing whether the phrases precisely convey the intended effect and meaning. (L.4.3a) Then have students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.²⁷ (L.4.5c) As words are added throughout the unit, support students to use the words in discussion and writing that are basic to the study of mythology (e.g., names of places, gods and goddesses, and terminology such as <i>centaur</i>, <i>demigod</i>, or <i>Minotaur</i>). (L.4.6) Ask students to identify simple similes in these chapters (e.g., “The roof had cracked open like an eggshell”) and interpret the phrases based on context. (RL.4.4, L.4.4a, L.4.5a) Discuss how the language contributes to the development of the setting, characters, plot, and reader interest. (RL.4.3, L.4.3a, L.4.6) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Prompt students to continue adding to the Mythology Folder begun in lesson 1 and <i>Lightning Thief</i> Character Chart begun in lesson 3. As students begin to discover more references to mythology in <i>The Lightning Thief</i>, model how to research to find the answers. For example, when reading about the Percy’s defeat of the Minotaur, read the portion of “Theseus” from <i>D’Aulaires’ Book of Greek Myths</i> that discusses his defeat of the Minotaur. Model how to write a paragraph comparing and contrasting Percy and Theseus. Use evidence from both and include prepositional phrases from the vocabulary display. (RL.4.1, RL.4.3, W.4.9a, W.4.10, L.4.1e-f, L.4.2b, L.4.6) Have students answer the following question in their journals: <i>The Lightning Thief</i> is told in first person while the myth of Theseus is written in third person. Identify how each point of view affects the telling of the story. Record the differences in your notes. What are the different ways of narrating a story? Why would an author use one over another? How do the different points of view affect the reader? (RL.4.1, RL.4.6, W.4.9a, L.4.2b) Have students reread in pairs the portion of <i>The Lightning Thief</i> when Percy is chased by and fights the Minotaur. Prompt pairs to create a flow chart that summarizes the sequence of events and characters involved. (RL.4.1, RL.4.2) As a class, view the film clip when Percy runs from and then fights the Minotaur. If needed, watch the clip more than once. While viewing the clip, have students complete a second flow chart for the film. (RL.4.1, RL.4.2)

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Working in pairs, have students identify where the film reflects specific descriptions in the text. (RL.4.1, RL.4.7) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Provide students with sentences from these chapters that contain prepositional phrases such as “from the waist down” (page 34), “off the back of the driver’s seat” (page 36), “until you reach the door” (page 37), and “out of the way” (page 38). Have students continue to refine their understanding of the function of the phrases (to add detail about what kind, how many, how, when, where, how often, to what degree, etc.) in complete sentences. Have students practice expanding sentences from the first chapter of <i>The Lightning Thief</i> by adding prepositional phrases. Ensure that students also use prepositional phrases in their writing throughout the unit. (L.4.1e, f) Ask students to write a paragraph identifying the similarities and differences between the film and the text, modeled after the class writing comparing Percy and Theseus. (RL.4.1, RL.4.3, RL.4.7, W.4.9a, W.4.10, L.4.1e-f, L.4.2b, L.4.6)
<p>LESSON 6:</p> <p>“I Play Pinochle with a Horse” from <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: This chapter answers many of the questions that readers are likely to have about Percy’s life. However, many questions remain unanswered.</p> <p>TEXT FOCUS: This chapter also introduces several thematic concepts worth discussing. Students should work in pairs or small groups to develop a coherent understanding of the setting, plot, and characters.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the chapter from <i>The Lightning Thief</i>. They continue working with vocabulary, the Mythology Folder, and the <i>Lightning Thief</i> Character Chart. Students engage in a discussion in which they interpret quotations from <i>The Lightning Thief</i>, and then they begin research for the Extension Task.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Have students read Chapter 5 independently. (RL.4.10) Have students select unknown words from this chapter (e.g., <i>pseudonym</i>, <i>metaphysical</i>, <i>scoffed</i>, <i>primitive</i>, <i>mortal</i>, <i>immortal</i>, and <i>dutifully</i>) to add to a classroom vocabulary display.²⁸ (RL.4.4) First, have students define the words in context. (L.4.4a) Then provide them with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.4.4b, c) Reinforce the meaning of the words as a class, by substituting words with similar but not identical meanings in the sentences and discussing

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>whether the phrases precisely convey the intended effect and meaning. (L.4.3a) Then have students illustrate the various relationships among the words (synonyms, antonyms, shades of meaning, etc.) through semantic maps.²⁹ (L.4.5c) As words are added throughout the unit, support students to use the words in discussion and writing that are basic to the study of mythology. (L.4.6)</p> <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to add to the Mythology Folder and the <i>Lightning Thief</i> Character Chart begun in lesson 3. • Have students create a written summary³⁰ of the story until this point in their journals. Ensure that students adequately retell the major events and include the major characters, and practice expanding sentences by using prepositional phrases and grade-appropriate words. (RL.4.1, RL.4.2, W.4.9a, W.4.10, L.4.1e-f, L.4.2b, L.4.3a, L.4.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conduct a class discussion in which students interpret the meaning of the following quotations: <ul style="list-style-type: none"> ○ “‘Young man, names are powerful things. You don’t just go around using them for no reason.’” (page 46) ○ “‘But they’re stories,’ I said. ‘They’re—myths, to explain lightning and the seasons and stuff. They’re what people believed before there was science.’ ‘Science!’ Mr. D scoffed. [. . .] ‘What will people think of your “science” two thousand years from now?’” (page 48) ○ “‘How would you like being called a myth, an old story to explain lightning? What if I told you, Perseus Jackson, that someday people would call <i>you</i> a myth?’” (pages 48-49) • Then reread the passage regarding Western civilization and the influence of mythology on modern culture on pages 51-52. Introduce and begin research for the Extension Task. Tie the research process to the previous researching done to understand unknown mythological references. <p>SAMPLE SUMMATIVE TASK: Have students begin their research for the Extension Task. Prompt them to review their Mythology Folder character chart and websites to select a mythological character (e.g., Zeus, Hercules, Poseidon, Pan) to research. Have students investigate the stories for their selected character and collect words, phrases, stories, speeches, poems, videos, commercials, and/or other texts that refer to the selected mythological character. Prompt students to record their research in the Mythology Folder.</p>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

³⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 7:</p> <p>“The Wild and Vulgar Centaurs” from <i>D’Aulaires’ Book of Greek Myths</i>, Ingri and Edgar Parin D’Aulaire</p>	<p>TEXT DESCRIPTION: This brief text provides information about Chiron’s mythological history.</p> <p>TEXT FOCUS: This text can provide students the opportunity to practice for the cold-read task. Have students read the text and answer questions independently about key details (including vocabulary). Then engage them in an independent writing assignment in which they describe Chiron and Mr. Brunner and explain why Chiron is a good mythological reference for Mr. Brunner in <i>The Lightning Thief</i>. Think about the actions of the character in each story. Use evidence from both the myth and the book to support the response. Discuss answers as a class for students to revise and refine their thinking about texts they’ve read independently.</p>
<p>LESSON 8:</p> <p>Chapters 6-8 of <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: These chapters detail Percy’s experiences at Camp Half-Blood.</p> <p>TEXT FOCUS: Students use these chapters to continue adding to the Mythology Folder and <i>Lightning Thief</i> Character Chart. Have students work collaboratively to read and discuss these chapters of the text. Sample discussion questions:</p> <ul style="list-style-type: none"> • Why is the Minotaur horn important to Percy? • Is “The Kindly Ones” an appropriate name for the Furies? Locate evidence to defend your position. • Who is Percy’s father? What clues up until this point support this conclusion? • How might knowing his father affect Percy’s life? <p>Since students are further into the text at this point, these chapters provide the opportunity to begin examining how Percy has changed since the beginning of the novel. Prompt students to review their journal about Percy from Lesson 3 and write an updated character description of Percy. Has he changed since the beginning of the story? How? Is Percy a hero? (RL.4.1, RL.4.3)</p>
<p>LESSON 9:</p> <p>“I Am Offered a Quest” and “I Ruin a Perfectly Good Bus” from <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: Percy is offered the opportunity to go on a quest, which provides him with a sense of purpose, in “I Am Offered a Quest.” He plans his journey to retrieve the master bolt with two helpers, Grover and Annabeth. “I Ruin a Perfectly Good Bus” marks the beginning of Percy’s quest to retrieve the master bolt. Percy and his friends battle their first enemies.</p> <p>TEXT FOCUS: The journey on a quest almost always comes with the challenge of fighting the “bad guys.” Many characters come in and out of these chapters.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read along as “I Am Offered a Quest” is read aloud, and then they partner read “I Ruin a Perfectly Good Bus.” Students continue gathering information for the Mythology Folder and <i>Lightning Thief</i> Character Chart and continue researching for the Extension Task. Students begin the Quest Journal, in which they track the elements of Percy’s quest in preparation for the Culminating Writing Task.</p>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud “I Am Offered a Quest” as students follow along. • Divide the class into pairs. Have groups partner read³¹ “I Ruin a Perfectly Good Bus.” (RL.4.10, RF.4.3a, RF.4.4a-c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to continue adding to the Mythology Folder begun in lesson 1 and <i>Lightning Thief</i> Character Chart begun in Lesson 3. Have students continue researching their selected mythological character for the Extension Task. • Have students answer questions about the text: <ul style="list-style-type: none"> ○ What is the problem that has been introduced to the story, and how is Percy integral to that problem? ○ What is a quest? What is the purpose of Percy’s quest? ○ Why is Percy worried about the quest, and how does Chiron help Percy? • Have students compare and contrast the fight between Percy and the Minotaur and Percy and the Furies on the bus. How does Percy respond in each situation, and how are the results similar and different? What do the differences tell us about Percy’s character? Cite evidence to support the discussion. (RL.4.1, RL.4.3, SL.4.1a, SL.4.4, SL.4.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Begin the Quest Journal. Have students trace the elements and events of Percy’s quest in reading logs or journals. (<i>Note: As needed, provide students with information about literary quests, including the elements and events, and different examples throughout world literature that might be familiar to students, such as the quest of Hercules from the beginning of the unit.</i>) Ask students to consider the following question throughout the events of the quest: While the purpose of the quest is stated, what does Percy gain from the quest that isn’t stated? Prompt students to think about how Percy changes as a result of the quest and locate details as support. (RL.4.1, RL.4.2, RL.4.9, L.4.2b, L.4.6)
<p>LESSON 10:</p> <p>Chapters 11-17 of <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: These chapters detail Percy’s quest to retrieve the master bolt and the adventures along the way.</p> <p>TEXT FOCUS: These chapters can be used as read-aloud activities, read in collaborative groups, or read independently depending on student needs. Students continue to add to the Mythology Folder, <i>Lightning Thief</i> Character Chart, and Quest Journal. Focus students on considering how the characters, particularly Percy, are changing throughout the text as a result of the quest. (RL.4.3) Questions for considering and noting in the Quest Journal:</p>

³¹ http://www.fcrr.org/studentactivities/F_015c.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • How are the head of Medusa and the Minotaur’s horn similar in the way Percy treats them/feels about them? What does this reveal about Percy? • What event in Chapter 12 foreshadows trouble in Percy’s future? • How is Percy’s quest in <i>The Lightning Thief</i> similar to Hercules’s quest? • How do the explanations of the gods and their characteristics in Chapter 15 make them seem human? • How do the mythological characters that Percy, Annabeth, and Grover encounter affect the quest and change the way they react to the world? (e.g., What knowledge does Percy use to get out of the Lotus Hotel? How does Percy’s previous interaction with Medusa prepare him for his encounter with Procrustes? How does knowledge of the gods and mythology help Percy, Annabeth, and Grover view situations differently and/or escape various traps?) • At what point does the quest near its climax? How do you know? (RL.4.1, RL.4.2, RL.4.9, L.4.2b, L.4.6)
<p>LESSON 11:</p> <p>“Procrustes and His Magic Bed” from <i>Legends: Heroes and Villains</i>, Anthony Horowitz</p>	<p>TEXT DESCRIPTION: This is the story of Procrustes, who presents a dangerous obstacle to those who wish to travel the coastal road between Troezen and Athens. Prince Theseus is able to put an end to Procrustes.</p> <p>TEXT FOCUS: This story is referenced in the previous chapters of <i>The Lightning Thief</i>.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 12:</p> <p>Chapters 18-20 of <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: These chapters conclude the main portion of Percy’s quest.</p> <p>TEXT FOCUS: The quest is a common pattern in literature. (RL.4.9) Students are asked to study the elements of the quest in <i>The Lightning Thief</i> and those in other cultures to see how the idea of a quest is universal. These chapters prepare students for the Culminating Writing Task.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the chapters from <i>The Lightning Thief</i>. They continue working on the Mythology Folder, <i>Lightning Thief</i> Character Chart, and Quest Journal. Students summarize Percy’s quest and create a graphic organizer as a pre-writing exercise for the Culminating Writing Task.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read these chapters independently or in small groups.

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to continue adding to the Mythology Folder begun in Lesson 1 and the <i>Lightning Thief</i> Character Chart begun in Lesson 3. Have students continue researching their selected mythological character for the Extension Task. • Have students answer questions about the text in their Quest Journal begun in Lesson 9: <ul style="list-style-type: none"> ○ What dilemma does Percy face in the Underworld? How does he solve his dilemma? ○ What stops Ares from killing Percy? ○ Why is it significant that Percy decides to fly rather than drive to New York? ○ Does Percy complete his quest? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students write a summary of Percy’s quest in a paragraph. (RL.4.2) In the paragraph, encourage students to practice expanding sentences by using prepositional phrases and using precise, grade-appropriate words and phrases. (W.4.2a-b, W.4.10, L.4.1e-f, L.4.3a, L.4.6) Below the paragraph, ask students to create a graphic organizer (T-chart or Venn diagram) that compares and contrasts Percy at the beginning and end of the novel. (RL.4.1, RL.4.3) Use details and examples from <i>The Lightning Thief</i> to support the listed changes on the graphic organizer.
<p>LESSON 13:</p> <p>“I Settle My Tab” and “The Prophecy Comes True” from <i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: While this chapter concludes the text and provides a partial resolution (Percy successfully ends his quest), a larger problem is introduced, which sets up the next book in the series.</p> <p>TEXT FOCUS: Since these are the final chapters, read them aloud so all students learn the surprise and finish the novel simultaneously. Students continue to add to the Mythology Folder, <i>Lightning Thief</i> Character Chart, and Quest Journal. Focus students on considering how the characters, particularly Percy, are changing throughout the text as a result of the quest. (RL.4.3) For example, students can discuss what Percy’s quest teaches Sally Jackson, and how she demonstrates what she has learned. As this is the end of the novel, students should also determine a theme of the novel. Questions for considering and noting in the Mythology Folder or Quest Journal:</p> <ul style="list-style-type: none"> • What surprise fulfills the Oracle’s final prophesy? • Who is the creature that Percy hears in the pit? • Interpret Poseidon’s statement: “A hero’s fate is never happy. It is never anything but tragic.”

TEXT SEQUENCE	TEXT USE
<p>LESSON 14:</p> <p>Chapter 3 (Beginning with “The Story of the Old Man of the Moon”), and Chapters 4, 5, 6, 8, 10, and 11 of <i>Where the Mountain Meets the Moon</i>, Grace Lin</p> <p><i>The Lightning Thief</i>, Rick Riordan</p>	<p>TEXT DESCRIPTION: In this section of <i>Where the Mountain Meets the Moon</i>, Minli travels on a quest to find Never-Ending Mountain to ask the Old Man in the Moon if he can change her fortune. Minli’s parents, who do not believe that she can accomplish this “impossible” task, follow her. Along the way, Minli faces challenges, such as saving a dragon.</p> <p>TEXT FOCUS: In preparation for the Culminating Writing Task, engage students in reading about a quest from another culture. Have students reread³² the excerpts from <i>Where the Mountain Meets the Moon</i> in small groups. Then ask them to work in groups to identify the elements of Minli’s quest: Why is she going on a quest? What is she bringing along? Who helps her? Who or what gets in her way? Have students compare Minli’s quest and Percy’s quest in writing. Conduct a class discussion based on the following questions: What is common across literature and cultures as represented in these two texts? (RL.4.1, RL.4.9) What does this reveal about literature and the quest motif? Why might this be a common pattern in literature? (SL.4.1a-d, SL.4.4, SL.4.6)</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p> <ul style="list-style-type: none"> • Note for Small-Group Reading: For students who are struggling to understand the quest motif, the movie <i>Spirited Away</i> directed by Hayao Miyazaki is a visual example of a quest in which the main character is a child. It also illustrates how different cultures share common patterns in literature. (RL.4.9) Watching this film and discussing the elements of the main character’s quest can further support students in preparation for the Culminating Writing Task.
<p>LESSON 15:</p> <p>Various texts for independent research</p>	<p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p> <ul style="list-style-type: none"> • Following the presentations, engage students in a reflection to consider all the various ways that modern Western culture stems from the myths of Greek and Roman culture. Discuss how our stories follow similar patterns and contain archetypes. Provide quotes from <i>The Lightning Thief</i> to prompt the discussion (e.g., pages 48-49: “How would you like being called a myth, an old story to explain lightning? What if I told you, Perseus Jackson, that someday people would call <i>you</i> a myth?”; pages 51-52: “What you call ‘Western civilization.’ Do you think it’s just an abstract concept? No, it’s a living force.”; and page 60: “Chiron calls them archetypes. Eventually they re-form.”).

³² *Where the Mountain Meets the Moon* is originally read in the *Pushing Up the Sky* Unit.