

The Lightning Thief



ISBN-10	0-7868-3865-5
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Author	Riordan, Rick
Publisher	Disney-Hyperion
Copyright	2005
Lexile	740L
Genre	Fantasy, Greek mythology, Young adult fiction
Synopsis	Percy Jackson is about to be kicked out of boarding school...again. And that's the least of his troubles. Lately, mythological monsters and the gods of Mount Olympus seem to be walking straight out of the pages of Percy's Greek mythology textbook and into his life. And worse, he's angered a few of them. Zeus's master lightning bolt has been stolen, and Percy is the prime suspect.
Themes	Greek Mythology
Protagonist	Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.
More Information	www.scu.edu/character      

Character Based Literacy Program Lesson Plan

The Lightning Thief, Preview



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

The theme for this novel is Leadership Requires Engagement

Preview:

Go to and explore each of the following sites.

<http://www.scholastic.com/teachers/lesson-plan/lightning-thief-discussion-guide>

<http://www.rickriordan.com>

Use the information you found to cube the author.

Look at the front cover of the book. Read the back cover of the book. Based on the information from the websites and the covers write one paragraph where you predict what you think the book will be about and how you think it might end.

Additional information: Each chapter of the novel focuses on one Greek god or mythological creature. As you preview the novel, you might want to focus on the creatures that are highlighted.

Due to the nature of the novel and content there are a lot of possible activities to have your students create. Preview the lessons prior to reading the novel so you can gauge the time you need for the activity section.

On going classroom products:

Map

Map Materials:

You **can** visit AAA and request maps of New York City, New York State, and the United States or create your own.

- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Map Instructions:

Create a map of the state of New York, City of New York, and of the United States.

Post in your classroom.

Use these maps to track the characters as you read.

Quest Calendar (starting on Day 10)

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

Biopoems (optional for each monster)

After becoming somewhat familiar with the characters and their relationships, we write biopoems about each of them.

Format:

- Greek Name.
- Four Traits of Character.
- Relative of ____ (1-3 people).
- Lover of ____ (1-3 things/people).
- Who feels ____ (1-3 things).
- Who needs ____ (1-3 things).
- Who fears ____ (1-3 things).
- Who gives ____ (1-3 things).
- Who would like to see ____ (1-3 things).
- Resident of ____.
- Roman Name.
- **Example:** Aphrodite, Goddess of Love! Beauty and Fertility. A daughter of Zeus and Dione; wife of Hephaestus. Lover of sons Aeneas and Cupid and brother Ares. Who protects sailors. Who needs a chariot. Who fears War, Athena, and Hera. Who gives Helen to Paris, a magic girdle to Hera, and Medea to Jason. Resident of Mt. Olympus. Venus.

Design Your Own - by [Helen Bruno-Raccuia](#)

After introducing the creatures - Minotaur, Harpies, Cyclopes, etc. - I have the children design their own creature. (1) They must describe at least three physical characteristics such as hair, head, body, hands, etc. (2) They must give the creature character traits: helpful to humans, can't go out in daylight, eats mice, etc. (3) They

must illustrate the creature. (4) Finally they must name the creature. The children love the chance to use the qualities of the creatures we have learned about and invent a few of their own.

<http://www.mythweb.com/teachers/tips/moretips.html>

Final Writing Product

The final writing product for this novel is an informative/explanatory essay.

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Percy changed a lot over the course of his adventure. Think back to the beginning of the book, when he got angry with Nancy Bobofit, and remember all of the challenges he had to face while on his quest. What did Percy learn about leadership through his summer?

To help you with this project:

- Use the character interaction charts for Percy, Grover, and Annabeth.
- Use the character profile charts for Percy, Grover, and Annabeth.
- Use the CBL definition of leadership.

Write a five-paragraph explanatory/informative essay answering the question: Did Percy become a leader? Explore the changes that Percy went through over the course of the novel. Be sure to use textual evidence to build a case for your audience, have a clear definition of “leadership”, and use the graphic organizers you created to cite evidence of the skills Percy developed.

Introduce your topic clearly. Develop your topic with relevant facts and details. Use appropriate transitions to create cohesion and clarify the relationships among ideas. Use precise language to support your ideas. Conclude with a paragraph that supports your introduction and concludes your ideas.

4c12 Cubing Who, What, When, Where, Why

		Name		
		Who		
	What	When	Where	
		Why		

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 1



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Greek mythology?

Greek mythology is a collection of stories that recount the history, traditions, and major characters in Greek culture. While some Greeks considered myths to be fictitious, others believed them to be true accounts of the past. Greek mythology provided inspiration for much of later Western culture, fine arts, and works of literature.

What is Latin?

Latin is an ancient language that provides the foundation for most of the modern day Romance languages. Romance languages are all derived from Latin roots, and include French, Italian, and Spanish. While Latin is rarely spoken in modern times, knowing the basic grammar and roots can provide useful insight when learning new languages.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

recognize (1)	scruffy (2)	catwalk (2)	kleptomaniac (3)	dyslexia (7)
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READ

3. Review

Review the timeline from the beginning every day.

Mention the setting and main character(s) of *The Lightning Thief*

- Percy Jackson, protagonist
- Grover, Percy's best friend
- Mr. Brunner, Latin teacher
- Nancy Bobofit, bully and classmate to Percy and Grover
- Mrs. Dodds, math teacher and monster
- Mrs. Kerr, math teacher

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-15

Setting	Characters	Pages
Yancy Academy class from upstate New York at a museum in Manhattan	Percy Jackson, Mr. Brunner, Grover Underwood, Nancy Bobofit, Mrs. Dodds	1-10

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Timeline Instructions:

- Discuss the story to fix the facts: who, what, where, when, and why
- Decide on the 3-5 most important events, and add these to begin the timeline

Students might mention:

- Percy begins with the statement of not wanting to be a half-blood.
- Percy is twelve years old, a former student at Yancy Academy.
- Percy takes a field trip with his class, and is anxious because bad things seem to always happen to him.
- Mrs. Dodds confronts Percy about how he treats a girl, Nancy Bobofit.
- Percy got into trouble for getting Nancy wet, and Mrs. Dodds calls him into the museum to confront Percy.
- Mrs. Dodds turns into a monster, and Percy uses Mr. Brunner's pen/sword to fight her off.
- After the fight, no one at Yancy Academy knows who Mrs. Dodds is, and Mrs. Kerr is the math teacher.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Materials:

You **can** visit AAA and request maps of New York City, New York State, and the United States or create your own.

- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Map Instructions:

Create a map of the state of New York, City of New York, and of the United States. Post in your classroom.

Use these maps to track the characters as you read.

Today: Pick places for the museum and Yancy Academy, following the descriptions in the reading.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP for Percy Jackson. What do you think he is thinking and feeling as he talks about being a half blood? As he stresses about getting in trouble, and as he fights his teacher? Add 3-5 thoughts to your OMP.

Kronos Poster

Look up Kronos and create a poster that depicts Kronos. Answer the following questions:

- Who is he? How is he related to other gods and creatures?
- What is his power?
- Where does he live?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Jordan begin the story with a vivid description of Percy Jackson?
2. As *The Lightning Thief* begins, what do you learn about Grover Underwood?
3. What do you think is going to happen to Percy and Grover after the field trip?
4. Why has Percy attended so many different schools?
5. How did Nancy end up in the fountain? What do you think happened?
6. Is Nancy Bobofit a bully? What does it mean to be a bully?
7. Why does Grover say that Mrs. Dodds isn't what she seems to be?
8. Why is school difficult for Percy? Can you relate to his struggles?
9. Why do you think Mr. Brunner gets so much attention in the story?
10. How do you think the information about the Titans and the gods is important in Percy's life?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 13

"Mrs. Dodds spun toward me with a murderous look in her eyes. My knees were jelly. My hands were shaking so bad I almost dropped the sword.

She snarled, "Die, honey!"

And she flew straight at me.

Absolute terror ran through my body. I did the only thing that came naturally. I swung the sword."

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Nancy bullies Grover multiple times in this chapter, and antagonizes Percy to try to get him in trouble. Percy tries to stand up for his friend, but ends up getting in trouble.

What are the signs of a bully? What should you do if you see someone being a bully, or if you realize you are bullying someone? How can being a bully be hurtful? What are some strategies you can use to prevent bullying or stand up to bullies?

Write a one paragraph informative/explanatory text in which you introduce the definition and signs of a bully. Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 2



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



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What is Fate?

Merriam Webster defines fate as a power that is believed to control what happens in the future. In Greek mythology, three sisters act as The Fates and control the lives of gods, goddesses, heroes, and everyday people. To believe in fate is to believe that a person has less than full control over the outcomes in their lives.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

misinterpreting (11)	squalls (17)	irritable (17)	eavesdropper (19)	hammering (20)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 16-28

Setting	Characters	Pages
Yancy Academy	Percy Jackson, Mr. Brunner, Mrs. Dodds, Grover Underwood, Mr. Nicoll, three old women	16-21

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy is not invited to return to Yancy Academy the following year.
- Percy overhears Grover and Mr. Brunner discussing his safety and the winter solstice.
- While Grover and Percy are riding the bus back to New York City, Percy sees a group of three old women.
- When Grover sees the old women, he gets scared, especially when they cut a string while staring at Percy.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Materials:

You **can** visit AAA and request maps of New York City, New York State, and the United States or create your own.

- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Map Instructions:

Create a map of the state of New York, City of New York, and of the United States. Post in your classroom.

Use these maps to track the characters as you read.

Today: Map Yancy Academy and the Hudson River based on the reading.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Grover. What is he thinking and feeling as they return to Yancy Academy.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Percy gets so frustrated with school?
2. How does Mr. Brunner try to motivate Percy?
3. How would you feel if you were Percy and overheard your best friend and teacher talking about you?

4. How does Percy seem to be different than many of his classmates?
5. Why do you think Grover doesn't want Percy to say the name of where he lives?
6. What do you think the significance of the cut string is to Grover? To Percy?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 18

"There was no way I was going to remember the difference between Chiron and Charon, or Polydictes and Polydeuces. And conjugating those Latin verbs? Forget it.

I paced the room, feeling like ants were crawling around inside my shirt.

I remembered Mr. Brunner's serious expression, his thousand-year-old eyes. I will accept only the best from you, Percy Jackson.

I took a deep breath. I picked up the mythology book.

I'd never asked a teacher for help before. Maybe if I talked to Mr. Brunner, he could give me some pointers."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Being a leader means being able to make tough decisions and work towards some goal. An important part of being a good leader is knowing when to ask for help. Percy realizes that he is struggling in school, and because he respects Mr. Brunner and wants to do well in his class, he is willing to overcome his pride and seek out wisdom.

Write an informative/explanatory text, explain how being willing to ask for help is a critical aspect to being a good leader. Use Percy's example and one from your own experience as evidence. Introduce the topic clearly. Develop the topic with facts and examples. Use appropriate transitions and precise language to create cohesion. Provide a concluding statement that supports your introductions.

11. Close Close by extending today's lesson to life and the world.

How has your life been affected by unusual things that have happened, and it has taken courage to continue onward in your daily life?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 3



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the layout of New York City?

New York City is arranged in a giant grid network, and has a number of unique neighborhoods called boroughs. Manhattan, Brooklyn, The Bronx, and Queens are the five boroughs that make up New York City. Each borough has a very different culture, feel, and traditions. Research each of the boroughs briefly, and pick the one you would like to live in.

<http://newyorkdecoder.com/understanding-the-layout-of-manhattan-streets-in-new-york-city/>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

reeked (30)	strewn (31)	sympathy (32)	confession (29)	snooty (32)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.

- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 29-43

Setting	Characters	Pages
Home in Manhattan, NY	Percy and Gabe	29-32
Home in Manhattan, NY	Percy and his mom and Gabe	33-36
Long Island, NY	Percy and his mom	36-41
Long Island, NY	Percy, his mom, Grover	41-43

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Grover and Percy arrive in the city, and Percy runs away from Grover.
- Percy arrives home excited to see his mother, only to encounter his smelly stepfather Gabe.
- Percy's mother comes home, and they get ready to go to Montauk for a vacation without Gabe.
- Percy and his mother enjoy their time together and talk about Percy's father and about sending Percy away.
- Percy has a nightmare, and wakes up to a hurricane.
- Grover shows up at the cabin, very frustrated and with hooves where his feet should be.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add to the map the outlying countryside areas the children might have come from.

Map Materials:

You **can** visit AAA and request maps of New York City, New York State, and the United States or create your own.

- Large sheet of butcher paper to create a large map, markers
- Tape, pins, magnets, or Velcro to fasten map to wall

Map Instructions:

Create a map of the state of New York, City of New York, and of the United States. Post in your classroom.

Use these maps to track the characters as you read.

Today: Map Montauk Beach (Long Island) based on the reading.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Sally Jackson. What is she thinking and feeling as she and Percy go to the beach? Talk about his father, things that make him different? Add 3-5 new thoughts to the OMP.

Sketch

Sketch a picture of smelly Gabe based on the description from today's reading.

Character Interaction Chart

Based on the reading so far create a Character Interaction Chart for Grover, Percy, and Mr. Brunner, cite examples from the text to support your interactions.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What can you infer about Gabe Ugliano from Percy's description when he arrives?
2. How would you feel if you were Percy just arriving home from a private school?
3. Describe Percy's family: his mother, stepfather, and his biological father. Why did Gabe treat Percy's room with such contempt for Percy's belongings?
4. What did Percy feel when he ditched Grover at the bus station?
5. Why do you think Sally Jackson married Gabe Ugliano in the first place?
6. How did you feel when one of the old ladies took out the shears and snipped the yarn, but then the bus roared to life again?
7. How do you think Percy's mom knew something wasn't right with Percy?
8. Does the relationship between Gabe and Percy's mom seem healthy? Use evidence from the text to support your decision.
9. What is the significance of blue food?
10. Why does Percy not tell his mother about what happened at Yancy?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 40

"I knew I should tell my mom about the old ladies at the fruit stand, and Mrs. Dodds at the art museum, about my weird hallucination that I had sliced my math teacher into dust with a sword. But I couldn't make myself tell her. I had a strange feeling that news would end our trip to Montauk, and I didn't want that."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Have you ever been in a situation where you knew important information that someone else did not? What did you do? Percy knows that something unusual has

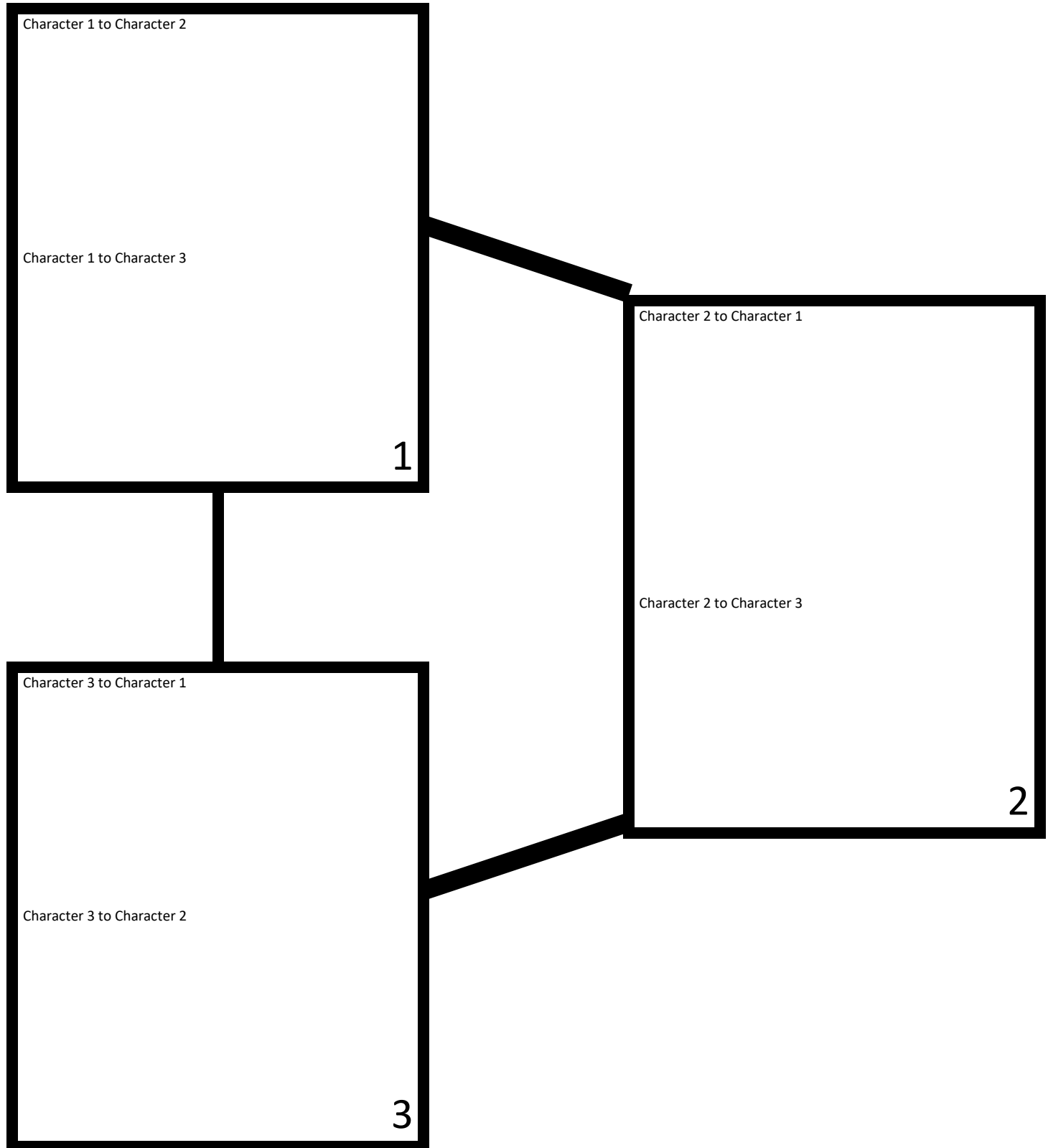
happened, but he doesn't tell his mother. Percy doesn't share what happened, and accidentally puts himself and his mother in danger.

Write an informative/explanatory text to explain why it is important to share information that others may or may not want you to share or they may not want to hear. Explain how sharing that information or deciding to not share that information impacted others either positively or negatively. Introduce the topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions and precise language. Provide a concluding statement that follows form and supports the information presented.

11. Close Close by extending today's lesson to life and the world.

How can communication impact relationships?

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 4



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
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- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

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What are satyrs?

In ancient times there are legends and myths about woodland creatures that existed that are different and seemingly strange, a mixture of human and animal. In Greek mythology, it was the mixture of goat and human form, with the legs, tail, and horns and ears of a goat, but the rest of the body was human with a desire for revelry. In other cultures it was the mixture of a horse and human form, and in the Italian mythology they were called a faun. In mythology, these creatures were lower forms of deities who had a fondness for unrestrained revelry, noisy merrymaking.

<http://www.mythography.com/myth/welcome-to-mythography/greek-chimerae/hybrids/satyr/>

In today's reading a sudden storm wakes Percy and his mom. They realize something is wrong when Grover finds them. Percy finds out that his best friend is half goat.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

bellowing (45)	miffed (46)	glimpse (47)	shaggy (43)	lanolin (44)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 44-56

Setting	Characters	Pages
Dark country roads in a storm in the Camaro, field near Camp Half-Blood, Camp Half-Blood	Percy, Sally Jackson, Grover, monster	44-56

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy, Grover, and Sally Jackson pile into the Camaro and drive into the storm, away from the monsters chasing them.
- A giant monster causes Sally to crash the car, but no one is seriously injured.
- Percy tries to carry Grover to safety, but must abandon his mother to escape.
- The monster attacks Percy's mother, and she disappears.
- Percy fights the monster, and is able to get Grover to the property line.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Create a map of the state of New York, City of New York, and of the United States. Post in your classroom.

Use these maps to track the characters as you read.

Today: Map Long Island.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Sally Jackson. What do you think she is thinking and feeling as they leave the cabin? As she learns about Percy's experiences? When she sees Grover? Add 3-5 new thoughts to your OMP.

Sketch

Research Minotaur

<http://www.mythography.com/myth/welcome-to-mythography/greek-chimerae/monsters-2/minotaur/>

Based on today's reading and the information you find sketch a picture of the Minotaur. List the characteristics it possesses.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Percy's mom reacts so quickly when the storm hits?
2. What is Grover? What were the clues in earlier passages?
3. Does Percy's mom know more than she lets on?
4. Why does Percy's mom tell him to leave her and run?
5. What is the monster that is after Percy?
6. Explain how Percy beat the minotaur.
7. What happened to Percy's mother?
8. Why would Percy's mother not want Percy to go to summer camp?
9. Why do you think Percy is in danger?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 52

"I didn't want to split up, but I had the feeling she was right - it was our only chance. I sprinted to the left, turned, and saw the creature bearing down on me. His black eyes glowed with hate. He reeked like rotten meat."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Faced with clear danger, Percy is forced to take action. He must choose between staying with his mother and trying to save Grover. Percy quickly assessed the situation and determined that the only chance of survival would be to leave his mother and follow her orders, but that meant later that she had to face the monster alone. Sometimes we are faced with impossible situations where all choices include some loss. Percy's choice saved Grover and himself, but he lost his mother.

Write an informative/explanatory text follows a person leader making a tough decision. Explain how he or she must determine the benefits and drawbacks of each possible choice, and how whatever choice plays out in the end. Introduce the topic. Develop the topic with relevant facts, definitions, information and examples. Use appropriate transitions. Maintain formal style. Provide a concluding statement that supports the information and topic presented.

11. Close Close by extending today's lesson to life and the world.

Sometimes leadership means taking direction from more experienced people. How does the reading show this, and how can it be applied to every day life?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 5



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the summer solstice?

The word solstice is from the Latin *solstitium*, from *sol* (sun) and *stitium* (to stop), reflecting the fact that the Sun appears to stop at this time (and again at the winter solstice). In temperate regions, we notice that the Sun is higher in the sky throughout the day, and its rays strike Earth at a more direct angle, causing the efficient warming we call summer.

This summer solstice is the day with the most hours of sunlight during the whole year. See our handy Sunrise and sunset calculator for how many hours of sunlight you get in your location.

At the winter solstice, just the opposite occurs: The Sun is at its southernmost point and is low in the sky. Its rays hit the Northern Hemisphere at an oblique angle, creating the feeble winter sunlight.

<http://www.almanac.com/content/first-day-summer-summer-solstice>

In today's reading Percy is in a recovery room. A girl is tending to him and wants to know about the summer solstice and what might happen. This is the second time the summer solstice has been mentioned in the reading.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

parasol (58)	reverently (58)	gingerly (61)	pavilion (62)	mischievous (63)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 57-74

Setting	Characters	Pages
Camp Half-Blood, Room and deck	Percy, Annabeth, Grover	57-61
Camp Half-Blood, deck	Percy, Grover, Mr. D Chiron, Mr. D	61-71
Camp Half Blood, deck	Percy and Chiron	71-74

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy recovers from fighting the bull-man and drinks something strange that tastes exactly like his mother's chocolate chip cookies and eats pudding that tastes like popcorn.
- Grover shows Percy Camp Half-Blood, a summer camp with buildings that look like they were built in ancient Greece.
- Percy learns more about Grover and his role in Percy's life at Yancy.
- Percy meets the camp director, Mr. D, and reunites with Mr. Brunner, who is really a centaur named Chiron.
- Annabeth is the first camper Percy meets.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map: No information to add to the map today.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Bookmark

Discuss with your elbow partner necessary attributes for a person practicing leadership. Determine the necessary attributes to put on the back of your bookmark that demonstrate being a strong leader.

Materials:

- Pieces of stiff paper (tag board) about 3 inches wide and 8 inches long
- Pencils, pens, colored pencils, markers, crayons
- Construction paper, scissors, glue sticks

Instructions:

- Create the front of the bookmark using a symbol and below the symbol, title the bookmark.
- List some attributes you think a person with good leadership in difficult circumstances would have.
- Decorate the bookmark using colored pencils, markers, crayons, or ribbon.

Sketch

Based on the description of the camp on page 62 sketch an overview of the camp.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do you imagine Percy feels as he wakes up and realizes everything that had happened was real?
2. Why do you think Grover is so upset?
3. What do you think the pudding and drink are? Why do you think they taste so differently than they appear?
4. Which Greek god could Mr. D be? List the clues.
5. Why do you think Mr. D is so grumpy?
6. Do you think names have power?
7. Do you think Percy is being brave?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 54

"My year at Yancy Academy, to instruct you. We have satyrs at most schools, or course, keeping a lookout. But Grover alerted me as soon as he met you. He sensed you were something special, so I decided to come upstate. I convinced the other Latin teacher to...ah, take a leave of absence."

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Mr. Brunner came to Yancy specifically to be close to Percy. There is something unique about Percy, and without his knowledge many people have changed their lives to protect him. Put yourself in Grover's position. Imagine you were tasked with protecting someone, but couldn't tell them or anyone else.

Write and informative/explanatory text in which you share how you would best deal with protecting someone when you couldn't be entirely honest with them. Introduce the topic. Develop the topic with relevant facts and details. Use

appropriate transitions and ensure your writing has cohesion. Conclude with a statement which supports the introduction.

11. Close Close by extending today's lesson to life and the world.

How have you dealt with loss in your life?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 6



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Hermes?

Hermes was the Greek god of commerce, son of Zeus and Maia. Quick acting and cunning, he was able to move swiftly between the world of man and the world of gods, acting as a messenger of the gods and the link between mortals and the Olympians.

He was the protector of travelers, thieves and athletes. He occasionally tricked the other gods for his own amusement or in an effort to protect humans. With the ability to move freely between worlds, he also served as the guide of the souls of the dead to the underworld and the afterlife.

When Hermes was born, he jumped out of his crib, stole Apollo's cattle and then went back to his crib playing innocent. However, Apollo figured it out, grabbed Hermes and went to Zeus to complain. The father of gods simply laughed and didn't punish Hermes. To apologize, Hermes gave Apollo the lyre, which he had just invented. Hermes appeared in many other myths; in the Odyssey, Odysseus was instructed by the god to chew a magic herb with which he would be able to avoid Circe's powers and not be transformed to animals like his companions; in the myth of Pandora, when the gods provided a trait to her, Hermes gave her the ability to lie and seduce with her words.

<http://www.greekmythology.com/Olympians/Hermes/hermes.html>

In today's reading Percy is placed in Cabin 11. He is an undetermined guest meaning they do not know where to place him. Hermes is the god of his cabin. He protects travelers.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

refugees (76)	equivalent (77)	stocked (79)	mausoleum (80)	sauntering (89)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 75-92

Setting	Characters	Pages
Camp Half-Blood, grounds	Percy and Chiron	75-78
Camp Half Blood, cabins	Percy, Chiron, Annabeth	78-82
Cabin 11	Percy, Annabeth, Luke, campers	83-85
Grounds	Percy, Annabeth, Clarisse	85-89
Bathroom	Percy, Clarisse, other campers, Annabeth	90-92

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Chiron shows Percy around Camp Half-Blood, and talk about Grover.
- There are 12 cabins for 12 Greek gods and goddesses, and the children of each immortal lived in the cabin designated for their parent.
- Annabeth takes Percy to Cabin 11, where he will stay until he is claimed.
- Annabeth explains what it means to be half-blood to Percy.
- Percy gets in a fight with Clarisse, another camper, daughter of Ares, god of war.
- During the fight, water drenches everyone but Percy.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map:

No information to add to the map today.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Percy. What is he thinking and feeling as he tours Camp Half Blood? Finds a cabin? And meets other campers? Add 3-5 thoughts to your OMP.

Sketch

Use the descriptions from today's reading to sketch the camp.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How is Grover's life connected to Percy's?
2. Why do you think Chiron avoided talking about the Underworld?
3. Why were each of the cabins decorated so differently?
4. How does the decoration of Cabin 5 foreshadow the interaction between Percy and Clarisse?
5. How did Percy end up fighting with Clarisse? Was this a smart decision on Percy's part?
6. What happened during the fight? How did it end?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 87

"I pointed to the first few cabins, and Annabeth turned pale. 'You don't just choose a cabin, Percy. It depends on who your parents are. Or...your parent.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Percy has lived most of his life believing that his father was dead. Now all of a sudden his mother is gone, and he must try to figure out who his father is. **Using what you have read so far, write an informative/explanatory paragraph proposing who you think Percy's father is. Research some Greek gods if you want to know more about their attributes. Introduce your topic. Develop your topic with relevant facts and use quotes from the novel. Use appropriate transitions to create cohesion. Establish and maintain formal style. Conclude with a statement that supports your introduction.**

11. Close Close by extending today's lesson to life and the world.

How would you cope if you suddenly discovered something about yourself?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 7



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is an Oracle?

An Oracle may be a priest or priestess that is able to give voice to messages from the gods, called prophecies. The Oracle was thought to be a wise person who gave advice to people who needed guidance in their lives, or it could also be a place where priests delivered or interpreted messages from the gods.

(Especially in ancient Greece): an utterance, often ambiguous or obscure, given by a priest or priestess at a shrine as the response of a god to an inquiry.

In today's reading Percy is learning more about Camp Half Blood. Annabeth encourages him to talk to the Oracle as she realizes he has powers.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

skeptically (93)	millennia (95)	quest (98)	resemblance (100)	brazier (103)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 93-106

Setting	Characters	Pages
Camp Half-Blood	Percy and Annabeth	93-100
Cabin 11	Percy, Luke, campers	100-102
Mess hall	Percy, other campers	103-106

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Annabeth continues to show Percy around Camp Half-Blood.
- Annabeth explains what it means to be a half-blood to Percy.
- Luke gives Percy a sleeping bag and some other items, and talks to him about quests and prophecies.
- During dinner, everyone offers a bit of their food as a sacrifice to the gods.
- Percy is introduced to the rest of the campers, and falls asleep quickly after dinner.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

No new location to add to the map today.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Sketch

Add locations to your sketch/map of Camp Half Blood

Open Mind Portrait

Add to your OMP for Percy. What is he thinking and feeling as he realizes he is related to a god? As he realizes he has powers? As he realizes he is part of something bigger and more powerful than he? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What story spreads quickly around Camp Half-Blood?
2. Why does Annabeth suggest Percy visit the Oracle?
3. What are some of Athena's traits that Annabeth inherited?
4. Why are some children allowed to leave Camp Half-Blood and others are not?
5. What is the significance of the necklace that Annabeth and Luke both wear?
6. How do the children of Hermes look similar?
7. What are some creatures that live in the forest?
8. Explain how the campers honor the gods at every meal.

9. Analyze Analyze the key paragraph.

Key Paragraph, p.101

"He seemed to understand how lost I felt, and I was grateful for that, because an older guy like him—even if he was a counselor—should've steered clear of an uncool middle-schooler like me. But Luke had welcomed me into the cabin. He'd even stolen me some toiletries, which was the nicest thing that anybody had done for me all day."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Being in a new place can feel lonely sometimes. Luke acted with compassion toward Percy by warmly welcoming Percy to Camp Half-Blood, and going out of his way to make Percy feel comfortable. Luke's attention meant a great deal to Percy, and helped Percy settle in to camp.

Write an informative/explanatory paragraph sharing how leaders show kindness to those who need it most. Write a paragraph that informs your reader how to be a leader to those who need it most. Introduce your topic. Develop your topic with relevant facts, details, and definitions. Use appropriate transitions. Use precise language. Conclude with a statement that supports your introduction.

11. Close Close by extending today's lesson to life and the world.

What are some ways that you can be a friend when new people enter your life?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 8



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Poseidon?

Poseidon is the god of the sea and protector of all aquatic features. Brother of Zeus and Hades, after the overthrow of their father, Kronos, he drew lots with them to share the universe. He ended up becoming lord of the sea. He was widely worshipped by seamen. He married Amphitrite, one of the granddaughters of the Titan Oceanus.

At one point he desired Demeter. To deter him, Demeter asked him to make the most beautiful animal that the world had ever seen. So, in an effort to impress her, Poseidon created the first horse. In some accounts, his first attempts were unsuccessful and created a variety of other animals in his quest; thus, by the time the horse was created, his passion for Demeter had diminished.

His weapon was a trident, with which he could make the earth shake, causing earthquakes, and shatter any object. He was second to Zeus in power amongst the gods. He was considered by Greeks to have a difficult quarrelsome personality. Combined with his greed, he had a series of disputes with other gods during his various attempts to take over the cities they were patrons of.

<http://www.greekmythology.com/Olympians/Poseidon/poseidon.html>

In today's reading Grover is sharing history of the gods with Percy. Percy wants to go to the underworld, kind of. Grover's fate as a searcher is tied to Percy's success.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

routine (107)	pulverize (107)	sparring (109)	summoned (125)	caduceus (123)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 107-126

Setting	Characters	Pages
Camp Half-Blood, classes	Percy and campers	107-111
Camp Half Blood, Lake	Percy and Grover	111-116
Camp Half Blood, Dinner/capture the flag	Percy and campers	116-121
Capture the flag, creek	Percy, Clarisse, Annabeth, Luke, campers	121-123
Creek	Percy, Annabeth, Chiron, campers	124-126

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy settles in at Camp Half-Blood.
- Everyone is trying to figure out who Percy's father could be.
- Percy begins taking sword-fighting lessons from Luke.
- After being defeated by Luke many times, Percy is able to disarm him after taking a water break.
- Percy and Grover talk about going on a quest together, and about Grover's future career.
- Grover teaches Percy about the Big Three, and how they are not supposed to have any children with humans.
- Zeus had a daughter anyway, Thalia, and she died trying to get to the safety of camp.
- The entire camp plays capture the flag, children of Athena, Apollo, and Hermes against children of Ares, Dionysus, Demeter, Aphrodite, and Hephaestus.
- While Percy is guarding the border, Clarisse and four of her siblings attack Percy.

- After Percy falls into the creek, he is able to fight off Clarisse and her siblings as Luke captures the other teams' flag.
- Annabeth purposely put Percy in a location where Clarisse would attack him so Luke could steal the flag.
- A giant black hound appears out of the forest and attacks Percy, only to be killed by campers.
- Badly wounded, Percy steps back into the creek, where his wounds start to quickly heal.
- Percy is claimed as a son of Poseidon.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

No locations to add to the map today.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Percy. What is he thinking and feeling as is trying to figure out who his father is? As he takes sword fighting lessons? As he tries to fit in? Add 3-5 new thoughts to your OMP.

Create an OMP for Grover. What is he thinking and feeling as he talks about his desire to become a searcher? His failed attempt at protecting? The history of the gods? Add 3-5 thoughts to your OMP.

Character Interaction Chart

Create a Character Interaction Chart for Grover, Percy, and Annabeth. Cite information from the text to support your interactions.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do people try to figure out who Percy's father could be?
2. What do you think enabled Percy to disarm Luke?
3. Why does Percy begin to understand Luke's bitterness?
4. Why are children of the Big Three so rare?
5. How did the hill get its name?
6. Why do you think Percy is so curious about the Underworld?
7. Why does Clarisse seem to hate Percy so much?
8. What does Annabeth notice about how water affects Percy?
9. What were some clues as to who Percy's father was?
10. How could Percy's life change after being claimed by Poseidon?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 121

“He pushed me in the creek and I landed with a splash. They all laughed. I figured as soon as they were through being amused, I would die. But then something happened; The water seemed to wake up my senses, as if I’d just had a bag of my mother’s double-espresso jelly beans.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

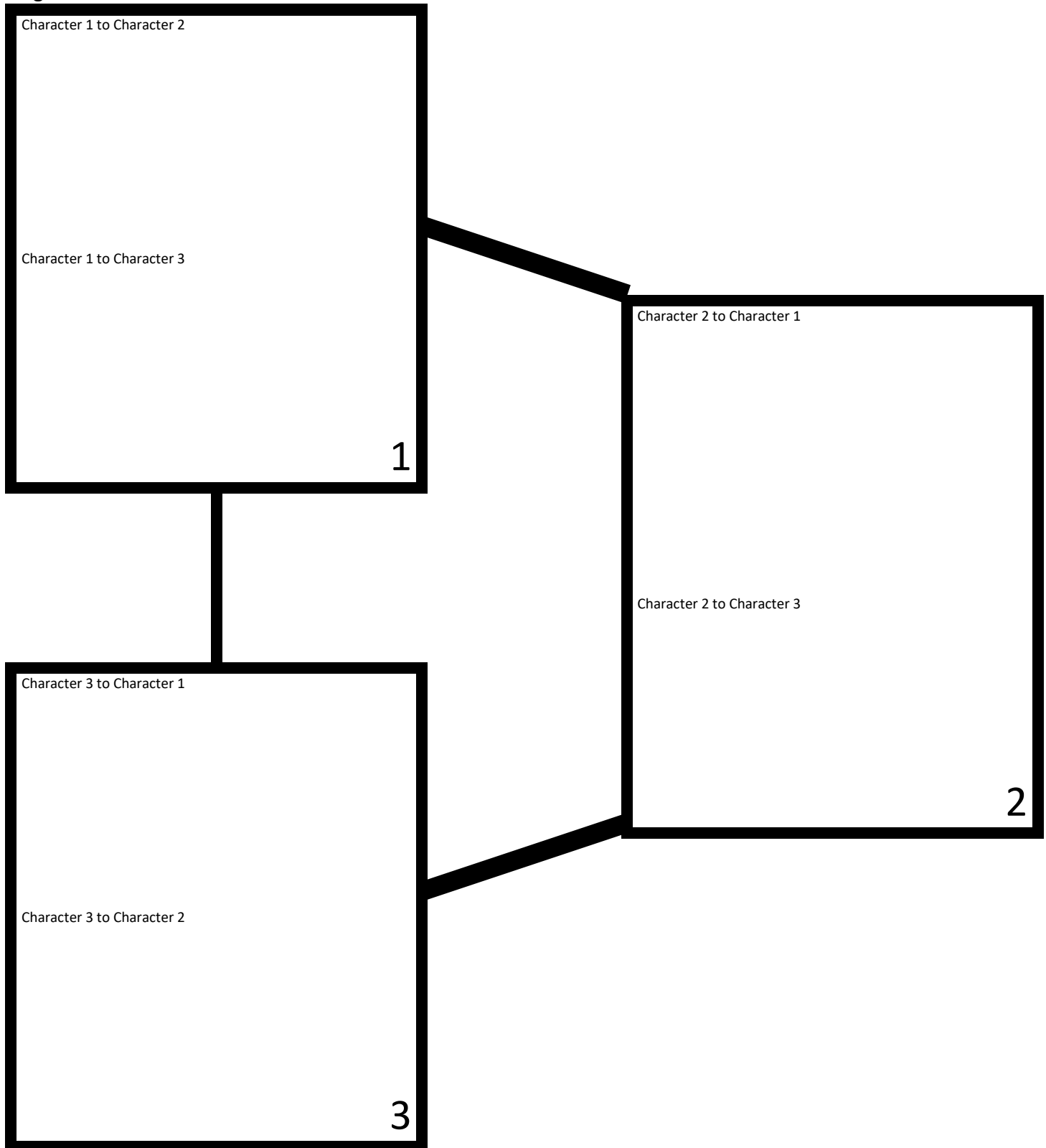
The water energizes Percy, and he is able to fight for his life. In a way, the water was an encouraging force for Percy. What is something that inspires or encourages you through tough moments?

Write an explanatory paragraph in which you explain to your reader what/who encourages you and helps you through difficult times. Introduce the topic clearly. Organize your writing. Develop your topic with definitions, details, and other examples. Use appropriate transitions to create cohesion. Use precise language to follow form. Conclude with a statement that supports your introduction.

11. Close Close by extending today’s lesson to life and the world.

What motivates you? Inspiration can be found in people, places, music, and many other places.

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 9



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a quest?

A quest is an adventure or search for something of meaning and value. The adventure may have dangerous moments, so the hero must rely on courage and integrity to finish the quest. Commitment and courage are difficult to maintain in the midst of hard times, and great leaders are able to use them to succeed. Many quests are not so much about the end goal, but about the learning and growth that happens along the journey.

In today's reading Percy is invited to go on a quest. He is searching for Zeus's master lightning bolt. The gods are arguing and Zeus thinks that Percy stole it.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

arsenal (136)	crevice (130)	proverbial (137)	diplomacy (138)	anticipation (144)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 127-148

Setting	Characters	Pages
Cabin 3	Percy and Chiron	127-130
Camp	Percy and Grover	131
Camp, main house	Percy, Grover, Mr. D, Chiron	131-138
Camp, main house	Percy and The Oracle	139-142
Camp, main house	Chiron, Percy, Grover	142-148

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy is moved to cabin three, and the entire camp treats him differently.
- Percy has nightmares about gods fighting.
- Grover takes Percy to talk with Mr. D and Chiron. Mr. D says if Percy is not gone by the time he returns from Mount Olympus he will turn him into a dolphin.
- Chiron talks to Percy about his quest, and the rivalry and current fight between Zeus and Poseidon.
- Zeus has accused Percy of stealing his master bolt.
- Percy must find, retrieve, and return the missing lightning bolt by the summer solstice.
- Percy visits the Oracle, who tells him about his quest in vague, cryptic sentences.
- Percy tells Chiron most of the Oracle's message.
- Percy accepts his quest, and agrees to let Grover and Annabeth help him.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Post your map of the United States. Track the locations that the characters go to.
Today: Label the entrance of the underworld. Los Angeles.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Percy.

What is he thinking as he learns who his father is? As he is moved to a new cabin? As he is told about his quest? Add 3-5 new thoughts to your OMP.

Suitcase

Create a suitcase or box.

Pretend you are being sent on a quest.

Draw, illustrate, or collage 10 things you would take with you.

On the back, list the item and why you would carry it on your quest.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do campers start treating Percy differently?
2. Describe Percy's nightmare, and interpret what you think it means.
3. Why is Mr. D so upset?
4. How did the rivalry between Zeus and Poseidon begin?
5. What is the current fight about?
6. Why does Zeus think Percy stole his lightning bolt?
7. Why does Percy not tell Chiron all of what the Oracle told him?
8. Why does Percy agree to take the quest?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 144

"The poor guy needed to complete a quest with me so he could get his searcher's license, whatever that was, but how could I ask him to do this quest , especially when the Oracle said I was destined to fail? This was suicide."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Being a leader means being aware of the people around you, and their needs and wants, and acting in a way that advances the good of all people. Percy knows that Grover needs to complete a quest in order to accomplish his dream, but he also knows that the Oracle said he would not complete his quest.

Place yourself in Percy's shoes, and write an informative/explanatory paragraph explaining your feelings. Explain to your audience if you would ask Grover to help you, or if you would tell him what the Oracle said, and why you chose what you did. Introduce your topic clearly. Develop your topic with relevant facts, quotes, and examples. Use appropriate transitions to create cohesion and clarify relationships. Provide a concluding statement which follows forms and supports your introduction.

11. Close Close by extending today's lesson to life and the world.

Has there ever been a time in your life where you have done something not because you wanted to, but because someone else needed you to?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 10



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who are the Furies?

In Greek and Roman mythology, the Furies were female spirits of justice and vengeance. They were also called the Erinyes (angry ones). Known especially for pursuing people who had murdered family members, the Furies punished their victims by driving them mad. When not punishing wrongdoers on earth, they lived in the underworld and tortured the damned.

According to some stories, the Furies were sisters born from the blood of Uranus, the primeval god of the sky, when he was wounded by his son Cronus*. In other stories, they were the children of Nyx (night). In either case, their primeval origin set them apart from the other deities of the Greek and Roman pantheons.

Most tales mention three Furies: Allecto (endless), Tisiphone (punishment), and Megaera (jealous rage). Usually imagined as monstrous, foul-smelling hags, the sisters had bats' wings, coal-black skin, and hair entwined with serpents. They carried torches, whips, and cups of venom with which to torment wrongdoers. The Furies could also appear as storm clouds or swarms of insects.

<http://www.mythencyclopedia.com>

In today's reading the furies board the bus. It is their desire to capture and kill Percy. Percy and his friends fight the ladies and get away.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

hyperventilating (151)	melancholy (156)	repulsively (159)	delicacy (160)	hesitated (165)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 149-167

Setting	Characters	Pages
Camp	Percy, Annabeth, Grover, Chiron	149-151
Leaving camp	Percy, Grover, Annabeth, Chiron	151-156
Car	Argus, Percy, Annabeth, and Grover	157
Bus Station	Percy, Annabeth, Grover	158-160
Bus	Percy, Annabeth, Grover, passengers	161-162
Bus fighting the furies	Percy, Annabeth, Grover, the furies	163-167

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy, Annabeth, and Grover pack and get ready to leave for the quest.
- Luke gives Percy a pair of winged sneakers.
- Chiron gives Percy the pen-sword from the museum, saying it was from Poseidon.
- The trio leaves Camp Half-Blood, and take a Greyhound to the city.
- The Three Furies board the same bus as Percy, Annabeth, and Grover.
- Percy escapes to the front of the bus by using Annabeth's invisibility cap, and uses the emergency break to make everyone evacuate.
- Percy distracts the Furies to try and save his friends, but the two trios end up battling.
- The bus explodes, and Percy, Annabeth, and Grover barely escape the Furies.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Start plotting the kid's quest across country. Today find Queens, New York, the Lincoln Tunnel, and New Jersey.

Label the location and which Greek creature they encountered.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP for Annabeth. What is she thinking and feeling now that she gets to go on her quest? Gets to work with Percy? Is able to use her NY hat? Add 3-5 thoughts to her OMP.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

Character Profile Chart

Create a CPC for Percy, Annabeth, and Grover.

You will add to these throughout the reading. Cite an example from the text to support your trait.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What materials does Percy bring with him on his quest? What do Annabeth and Grover bring?
2. Why can Percy not use the sneakers Luke gave him?
3. Why does Annabeth act so strangely around Luke?
4. What is Percy's real motivation for accepting the quest?
5. Why are half-bloods easier to hurt than humans or gods?
6. Why do Athena and Poseidon not get along?
7. Why does Percy rip down the sign with his picture on it?
8. How does Percy react to the Furies? What about Annabeth? Grover?
9. Who handles the situation the best? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 155.

"For the first time, the quest felt real. I was actually leaving Half-Blood Hill. I was heading west with no adult supervision, no backup plan, not even a cell phone. (Chiron said cells phones were traceable by monsters; if we used one, it would be worse than sending up a flare.) I had no weapon stronger than a sword to fight off monsters and death the Land of the Dead."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Percy leaves Half-Blood Hill relatively unprepared for the massive quest he faces. How do you think he feels? How would you feel? Leaders often face difficult

situations, often with less preparation than they would like. The sign of a truly great leader is the ability to work with only what is available to accomplish the task at hand. **In an informative/explanatory paragraph, compare how you think Percy is feeling with how you would feel if you were in his place. Explain how a leader would approach this quest.**

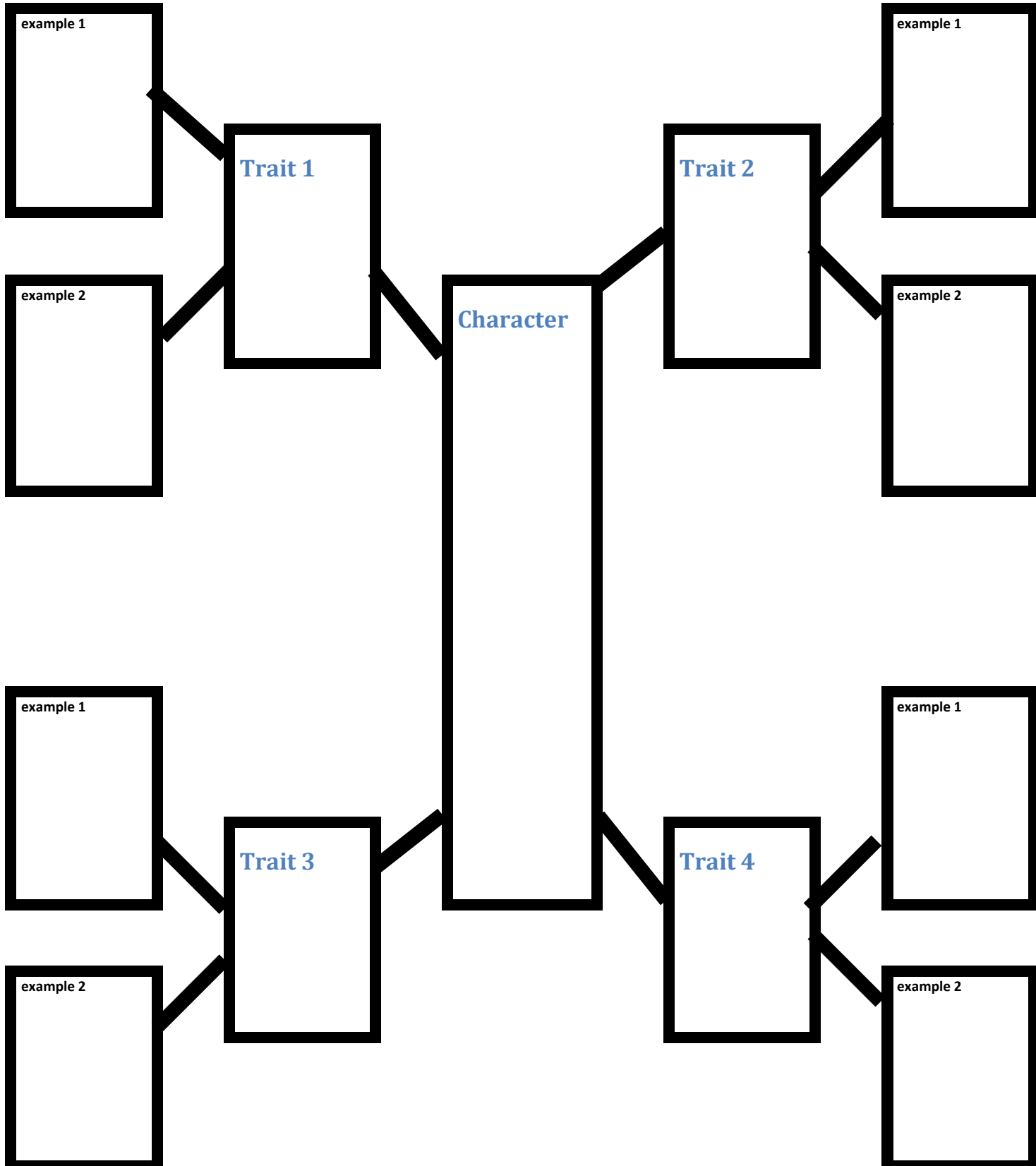
Do you think a leader ever feels fully prepared for their quest? Explain the difference between a leader and a follower at this moment.

Introduce your topic clearly. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions, precise language. Provide a concluding statement that supports your introduction.

11. Close Close by extending today's lesson to life and the world.

Can you think of a time when you were unprepared for something? What happened?

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 11



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Medusa?

Medusa was a monster, one of the Gorgon sisters and daughter of Phorkys and Keto, the children of Gaea (Earth) and Oceanus (Ocean). She had the face of an ugly woman with snakes instead of hair; anyone who looked into her eyes was immediately turned to stone. Her sisters were Sthenno and Euryale, but Medusa was the only mortal of the three.

She was originally a golden-haired, fair maiden, who, as a priestess of Athena, was devoted to a life of celibacy; however, after being wooed by Poseidon and falling for him, she forgot her vows and married him. For this offence, she was punished by the goddess in a most terrible manner. Each wavy lock of the beautiful hair that had charmed her husband was changed into a venomous snake; her once gentle, love-inspiring eyes turned into blood-shot, furious orbs, which excited fear and disgust in the mind of the onlooker; whilst her former roseate hue and milk-white skin assumed a loathsome greenish tinge.

Seeing herself transformed into such a repulsive creature, Medusa fled her home, never to return. Wandering about, abhorred, dreaded, and shunned by the rest of the world, she turned into a character worthy of her outer appearance. In her

despair, she fled to Africa, where, while wandering restlessly from place to place, young snakes dropped from her hair; that is how, according to the ancient Greeks, Africa became a hotbed of venomous reptiles. With the curse of Athena upon her, she turned into stone whomever she gazed upon, till at last, after a life of nameless misery, deliverance came to her in the shape of death, at the hands of Perseus.

<http://www.greekmythology.com/Myths/Creatures/Medusa/medusa.html>

In today's reading the kids are hungry and they go into a roadside diner. The owner is Auntie Em who is very kind and feeds them. Grover is very suspicious and eventually Annabeth becomes leery too. They soon realize she is really Auntie M for medusa. Percy has to kill her since he has a better weapon. The kids learn they are a team and they each have strengths and talents.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

divine (168)	tattered (171)	aroma (173)	elongated (182)	impertinent (186)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 168-187

Setting	Characters	Pages
Banks of the Hudson River	Percy, Annabeth, Grover	168-171
Auntie Em's Garden Gnome Emporium	Percy, Grover, Annabeth	171-172
Auntie Em's Garden Gnome Emporium	Percy, Grover, Annabeth, Auntie Em	173-176
Gnome Emporium-trying to leave	Percy, Annabeth, Grover, Auntie Em	177-179
Outside Gnome Emporium	Percy, Annabeth, Grover, Medusa	180-
Bus fighting the furies	Percy, Annabeth, Grover, the furies	163-187

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Annabeth, Percy, and Grover survived their fight with the Furies, but lost their food and money.
- They wander through the forest, hoping to find food or shelter.

- They find Aunty Em's Garden Gnome Emporium and decide to check it out, hoping for food.
- Grover doesn't want to go, because he smells monsters.
- Aunty Em gives the poor little orphans free food, and is overly friendly.
- Annabeth suddenly wants them to leave after Aunty Em tells them her life story.
- Percy doesn't listen to Annabeth, and agrees to Aunty Em's request for a photo.
- Grover and Annabeth realize something is wrong, and act quickly to save the group, while Percy is sedated by food.
- Percy realizes Aunty Em is Medusa, who was cursed by Athena because of Poseidon.
- Percy, Annabeth, and Grover fight Medusa, while avoiding her gaze.
- Percy manages to cut off Medusa's head, and sends it to Mount Olympus.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

The kids are wandering the banks of the Hudson River. Locate the Hudson.

Who did they meet?

What talent did the monster have?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Annabeth. What is she thinking and feeling when she realizes Aunty Em was really Medusa and her mother had placed a curse on her? When they work together to defeat her? When she realizes she and Percy can be friends even though they are supposed to be rivals? Add 3-5 new thoughts to your OMP.

Quest Calendar

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

Keep in mind today's event happened on the same day as the three sisters were seen on the bus.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Annabeth upset after the fight?
2. What business does the group find?
3. Why does Grover not want to go inside?
4. How does the reader know that something strange is happening?
5. How do Annabeth and Grover save Percy?
6. How does the group fight Medusa without looking at her?

7. Why can they not look at Medusa?
8. Where does Percy send the head?
9. Why does Medusa calling Percy a pawn of the gods upset Percy?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 174

“Quite alright, Annabeth,’ she said. You have such beautiful eyes, child.’ Only later did I wonder how she knew Annabeth’s name, even though we had never introduced ourselves. Our hostess disappeared around the snack counter and started cooking. Before we knew it, she’d brought us plastic trays with double cheeseburgers, vanilla shakes, and XXL servings of French fries.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

How did Percy fail as a leader in this chapter? Who was the leader in the group during their encounter with Auntie Em? What traits and actions made them a great leader?

Write an explanatory paragraph from the perspective of Annabeth or Grover, and convey to your audience what they saw and realized before Percy did, and how they reacted. Explain who the leader was and how their reaction was different than Percy’s. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today’s lesson to life and the world.

Can you think of a time when someone around you helped you or saved you from something you didn’t see or hear? How does being aware of our surroundings impact the people around us?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 12



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Pan?

Pan was the god of the wild, hunting, and companion of the nymphs. He was depicted as being half human, while having the legs and horns of a goat, just like a faun; his Roman counterpart was Faunus. It is unclear as to who his parents were; his father may have been Zeus, Dionysus, Hermes, or Apollo. His mother may have been a nymph called Dryope, Penelope who later became the wife of Odysseus, or Aphrodite.

There were no temples attributed to Pan, but he was rather worshipped in natural settings such as caves. It was believed that he often chased nymphs in order to seduce them, but he was always turned down due to his ugly appearance. Moreover, the word 'panic' derives from the name of the goat-like deity. Pan's angry voice was so frightening, that caused panic to anyone who was unlucky to be close enough to hear it.

According to a myth, one day he came across a beautiful nymph called Syrinx. He tried to seduce her, but she managed to run away. Followed by the god, she sought refuge among her sisters, who transformed her into a reed. When the wind started blowing, a melody was produced. Pan, not knowing which reed Syrinx was transformed into, took seven or nine of them and joined them side by side in

decreasing length, thus creating his musical instrument that bore the name of the nymph.

In today's reading the kids are camping on the side of the river. Grover is upset at the pollution and the condition of the environment. Pan was thought to be dead/missing so people have been ravaging his lands. The Satyr's do not believe it so they send a searcher for him every year to bring him home. Grover wants his searcher's license so he can go looking for him.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

polluted (189)	pillaging (189)	despair (190)	cavern (193)	chasm (196)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 188-196

Setting	Characters	Pages
Banks of the Hudson River Camping	Percy, Grover	188-194
Banks of the Hudson	Percy, Grover, Annabeth, Gladiola	194-196

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Grover, Percy, and Annabeth camp in the woods for a night.
- Grover shares his real motivation for wanting a searcher's license.
- Grover and Percy talk about the quest, and about Percy's dad.
- Percy has another nightmare, this time about the Underworld.
- Grover befriends a poodle in the woods.
- The poodle and Grover talk, and the poodle offers to return to his family so Grover, Percy, and Annabeth can collect the reward money.
- The new plan is to take the train west.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add locations from today's reading to the map.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Grover. What is he thinking and feeling as he talks about becoming a searcher? Why does he want to search? How does he feel about people and the environment? What risks are involved? Add 3-5 new thoughts to your OMP.

Poster

Create a “Found” Poster for Gladiola.

Add a description, where she was found, your contact information, and a description. Include a sketch for her on the poster.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Grover upset about where they camp?
2. Who is Pan and why is he important?
3. Why does Grover want to be a searcher even though his family has all died or failed?
4. How are Grover and Annabeth connected?
5. Does Percy care about what his father thinks?
6. Describe Percy’s dream.
7. What could Percy’s dream mean?
8. Who is Gladiola?
9. What does Gladiola tell Grover, and how does that help the group?
10. Why does Gladiola offer to help Percy?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 192

“I thought about what Medusa had said: I was being used by the gods. What lay ahead of me was worse than petrification. ‘I haven’t been straight with you,’ I told Grover, ‘I don’t care about the master bolt. I agreed to go to the Underworld so I could bring back my mother.’”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Percy confesses to Grover his real motivation. **Rewrite the scene, using an explanatory writing style from Grover's perspective. How would you feel if you were in his position? Do you think Percy is acting selfishly? Include your thoughts and feelings as you hear Percy tell his true plan to you, and how you plan to move forward.**

11. Close Close by extending today's lesson to life and the world.

Is it true leadership if your motivations are selfish?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 13



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a Chimera?

A Greek mythological monster composed of fire-breathing lion's head with a full mane, a goat's body and hooves, and a serpents tail that was poisonous. The Chimera supposedly lived in the Underworld until it was defeated by the hero Bellerophon and the flying horse Pegasus.

In today's reading the kids go to the St. Louis Arch to sightsee. Percy is hesitant but goes anyway. He encounters a woman with a dog/monster. He has to fight it all alone.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

fleeing (197)	capture (197)	berths (198)	reluctant (199)	deceitful (199)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 197-211

Setting	Characters	Pages
Amtrak Train, headed west	Percy, Annabeth	197-201
St. Louis	Percy, Annabeth, Grover	202-203
St Louis Archway	Percy, Annabeth, Grover	203-206
St. Louis Archway	Percy, tourist, fat lady with forked tongue	206-210
Jumping into the Mississippi River	Percy	211

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- With the reward money, Annabeth, Grover, and Percy are able to purchase Amtrak tickets.
- No monsters attack for two days, but Percy is wanted by the police in connection with his mother's disappearance.
- Percy confides to Annabeth about his dreams and the evil voice from the pit.
- Annabeth warns Percy against trying to make a deal with Hades.
- Annabeth tells Percy more about her past, specifically her father.
- They have a layover in St. Louis, and decide to go sightseeing.
- They go visit the Gateway Arch, and Percy has a bad feeling.
- Percy is separated from Grover and Annabeth on the observation deck, and is attacked by a chimera.
- Percy fights the Chimera, but gets badly injured.
- Percy jumps into the Mississippi river, praying to his father to help him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Based on today's reading add St Louis and the St. Louis Archway to your map.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Percy. What is he thinking and feeling when his friends leave him? As he and Annabeth agree to work together? As he jumps from the arch? Add 3-5 new thoughts to your OMP.

Sketch a Chimera

Based on the description on page 207 sketch the Chimera. On the back, list its skills and whom he belongs to.

Character Profile Chart

Add to the CPC you started on day 10 for either Percy, Annabeth, or Grover.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Percy in the news?
2. What does Percy see looking out the windows?
3. What does Annabeth tell Percy about Hades?
4. How is Annabeth's father different than Percy's mother?
5. What is Annabeth's dream career?
6. What do Grover, Annabeth, and Percy go to see? Why?
7. What makes Percy nervous?
8. How did the author foreshadow something bad was going to happen?
9. How does Percy get hurt during the fight?
10. What do you think will happen to Percy? Will he survive the jump?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 210

"I glanced at the park ranger and the family. The little boy was hiding behind his father's legs. I had to protect these people. I couldn't just...die. I tried to think, but my whole body was on fire. My head felt dizzy. I had no sword. I was facing a massive, fire-breathing monster and its mother. And I was scared."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

This is a turning point for Percy. Before, he was only concerned with reuniting with his mother, but now he wants to protect the people around him from the monsters. It would have been easier for Percy to just give up, and join his mother in the Underworld. Is that what Percy does? How does Percy act like a leader in this chapter? Why do you think he jumped?

Write an explanatory/informative paragraph about a time when you had to make a tough decision, and how you learned from that experience. Introduce your topic clearly. Develop the topic with relevant facts. Use appropriate transitions to create cohesion and clarify relationships. Establish and maintain formal style. Conclude with a statement that supports your introduction.

11. Close Close by extending today's lesson to life and the world.

What does it mean to take a leap of faith?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 14



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What are qualities of a leader?

<http://www.forbes.com/sites/tanyaprive/2012/12/19/top-10-qualities-that-make-a-great-leader/>

In today's reading Percy questions his ability to lead. He gets a message from a messenger who is speaking on behalf of his father. Below are 10 traits of a good leader.

Honesty

Whatever ethical plane you hold yourself to, when you are responsible for a team of people, its important to raise the bar even higher. Your business and its employees are a reflection of yourself, and if you make honest and ethical behavior a key value, your team will follow suit.

Ability to Delegate

Finessing your brand vision is essential to creating an organized and efficient business, but if you don't learn to trust your team with that vision, you might never progress to the next stage. Its important to remember that trusting your team with your idea is a sign of strength, not weakness. Delegating tasks to the appropriate

departments is one of the most important skills you can develop as your business grows. The emails and tasks will begin to pile up, and the more you stretch yourself thin, the lower the quality of your work will become, and the less you will produce. The key to delegation is identifying the strengths of your team, and capitalizing on them. Find out what each team member enjoys doing most. Chances are if they find that task more enjoyable, they will likely put more thought and effort behind it. This will not only prove to your team that you trust and believe in them, but will also free up your time to focus on the higher level tasks, that should not be delegated. It's a fine balance, but one that will have a huge impact on the productivity of your business.

Communication

Knowing what you want accomplished may seem clear in your head, but if you try to explain it to someone else and are met with a blank expression, you know there is a problem. If this has been your experience, then you may want to focus on honing your communication skills. Being able to clearly and succinctly describe what you want done is extremely important. If you can't relate your vision to your team, you won't all be working towards the same goal.

Confidence

There may be days where the future of your brand is worrisome and things aren't going according to plan. This is true with any business, large or small, and the most important thing is not to panic. Part of your job as a leader is to put out fires and maintain the team morale. Keep up your confidence level, and assure everyone that setbacks are natural and the important thing is to focus on the larger goal. As the leader, by staying calm and confident, you will help keep the team feeling the same. Remember, your team will take cues from you, so if you exude a level of calm damage control, your team will pick up on that feeling. The key objective is to keep everyone working and moving ahead.

Commitment

If you expect your team to work hard and produce quality content, you're going to need to lead by example. There is no greater motivation than seeing the boss down in the trenches working alongside everyone else, showing that hard work is being done on every level. By proving your commitment to the brand and your role, you will not only earn the respect of your team, but will also instill that same hardworking energy among your staff. It's important to show your commitment not only to the work at hand, but also to your promises. If you pledged to host a holiday party, or uphold summer Fridays, keep your word. You want to create a reputation for not just working hard, but also being known as a fair leader.

Positive Attitude

You want to keep your team motivated towards the continued success of the company, and keep the energy levels up. Whether that means providing snacks, coffee, relationship advice, or even just an occasional beer in the office, remember that everyone on your team is a person. Keep the office mood a fine balance between productivity and playfulness.

Creativity

Some decisions will not always be so clear-cut. You may be forced at times to deviate from your set course and make an on the fly decision. This is where your creativity will prove to be vital. It is during these critical situations that your team will look to you for guidance and you may be forced to make a quick decision. As a leader, its important to learn to think outside the box and to choose which of two bad choices is the best option. Don't immediately choose the first or easiest possibility; sometimes its best to give these issues some thought, and even turn to your team for guidance. By utilizing all possible options before making a rash decision, you can typically reach the end conclusion you were aiming for.

Intuition

When leading a team through uncharted waters, there is no roadmap on what to do. Everything is uncertain, and the higher the risk, the higher the pressure. That is where your natural intuition has to kick in. Guiding your team through the process of your day-to-day tasks can be honed down to a science. But when something unexpected occurs, or you are thrown into a new scenario, your team will look to you for guidance. Drawing on past experience is a good reflex, as is reaching out to your mentors for support. Eventually though, the tough decisions will be up to you to decide and you will need to depend on your gut instinct for answers. Learning to trust yourself is as important as your team learning to trust you.

Ability to Inspire

Creating a business often involves a bit of forecasting. Especially in the beginning stages of a startup, inspiring your team to see the vision of the successes to come is vital. Make your team feel invested in the accomplishments of the company. Whether everyone owns a piece of equity, or you operate on a bonus system, generating enthusiasm for the hard work you are all putting in is so important. Being able to inspire your team is great for focusing on the future goals, but it is also important for the current issues. When you are all mired deep in work, morale is low, and energy levels are fading, recognize that everyone needs a break now and then. Acknowledge the work that everyone has dedicated and commend the team on each of their efforts. It is your job to keep spirits up, and that begins with an appreciation for the hard work

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

revelation (212)	soggy (213)	lurched (212)	billowing (214)	perimeter (216)
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READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 212-218

Setting	Characters	Pages
Bottom of the Mississippi River	Percy and a messenger	212-214
St. Louis	Percy, Annabeth, Grover	214-218

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy plummets to the bottom of the river, but isn't hurt or even wet.
- Percy finds his sword in the river with him.
- A messenger tells Percy that his father wants him to go to Santa Monica beach, and warns him to not trust gifts.
- Percy swims out of the river, and walks into the crowd that had gathered outside of the arch.
- Grover and Annabeth find Percy, and he tells them what happened.
- The news identifies Percy as the boy from the arch.
- Annabeth, Grover, and Percy get back on the train for Denver.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

No new location to add to today's map.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL

Start a KWL Chart for the underworld.

Today start filling in the K section. What do you know based on the reading and mythology? You will continue the chart through the remaining chapters.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happened to Percy in the river?
2. Why does the messenger tell Percy to go to Santa Monica?
3. How does Percy feel about himself while he's in the river?

4. Why can't the messenger stay in the river?
5. What does Grover realize about Percy and his father? Why is that significant?
6. What do you think will happen to Percy if he goes to Santa Monica?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 213-214

"Why had Poseidon saved me? The more I thought about it, the more ashamed I felt. So I'd gotten lucky a few times before. Against a thing like the Chimera, I had never stood a chance. Those poor people in the Arch were probably toast. I couldn't protect them. I was no hero. Maybe I should just stay down here with the catfish, join the bottom feeders."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Can you be a hero and still fail? Do you think Percy has failed as a leader? Do you think it is important to fail as a leader? Explain.

Using examples from the text, write an explanatory paragraph in which you explain if you can fail as a leader? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

Can failing be a good thing?

K

What do you know?

W

What do you want to know?

L

What have you learned?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 15



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Sparta?

It is an ancient city of Greece. The ancient Greek city-state of Sparta is famous in history as the people of Sparta were considered the greatest warriors of the era. Located on the banks of the Eurotas River, claimed to have been founded by a son of Zeus, lay the city of Sparta. Sparta and Athens seemed destined to conflict after years of helping each other during conflicts. The great temple to Athena was built in Sparta, where the arts, purple dyed cloth, and musicians were praised. The warriors of Sparta finally came to blows with the warriors of Athens. Eventually Athens fell, and for years Sparta reigned, but she too would fall eventually. Today the Greek city of Sparta occupies the same location as the ancient city of Sparta.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

dismissively (225)	vicious (226)	proposition (226)	fluttered (230)	marooned (233)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 219-241

Setting	Characters	Pages
Amtrak Train to Denver	Percy, Annabeth, Grover	219
Carwash	Percy, Annabeth, Grover, (talking to Luke)	220-224
Denver, diner	Percy, Annabeth, Grover, biker? Ares	224-230
Waterland	Percy, Annabeth, Grover	230-241

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy, Annabeth, and Grover arrive in Denver hungry, smelly, and almost broke.
- Using a car wash, Grover summons Iris to connect them to Half-Blood Hill.
- Through the mist, they are able to talk to Luke, who tells them tensions at camp are running high.
- Luke suggests that Annabeth could have stolen the master bolt.
- While Annabeth, Percy, and Grover are at a dinner trying to figure out how to get some food, a huge biker comes in and joins the group.
- Ares asks Percy to retrieve his shield from a nearby waterpark.
- Percy stands up to Ares, angering him.
- The group goes to the waterpark, and begin searching for the Tunnel of Love.
- As soon as Percy touches the shield, the ride comes to life.
- The ride was booby-trapped to catch Ares and Aphrodite together.
- Percy uses his connection with water to get himself and Annabeth out of the tunnel, but they must jump to safety.
- Grover catches Annabeth and Percy in the air, and they all crash down together.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Waterland to your Map. Who sends the kids there? What is their goal?

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Grover. What is he thinking and feeling as his friends enter Waterland? As he jumps to save them? Add 3-5 new thoughts to your OMP.

Postcard

Pretend you are Percy. Write a postcard to Chiron and update him on your quest. Summarize your experiences so far. On the flip side, sketch one of your favorite adventures so far.

Character Profile Chart

Add a new trait to the CPC you started on day 10 and 13. Add a new trait. Cite and example from the text to support your information.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is going on at Camp Half-Blood?
2. How do readers know who Ares is before he is introduced?
3. How does Ares affect the people around him?
4. What does Ares ask of Percy?
5. Why is Percy rude to Ares?
6. Why does Ares put up with Percy?
7. What happens when Percy touches the shield?
8. Did Ares tell the truth to Percy?
9. How does Percy escape the ride?
10. How do Annabeth, Percy, and Grover work well together?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 227

"I wanted to punch this guy, but somehow, I knew he was waiting for that. Ares's power was causing my anger. He'd love it if I attacked. I didn't want to give him the satisfaction."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Percy uses self-control while talking to Ares. Can you think of a time when discipline, awareness, and self-control helped you accomplish something?

Write an informative paragraph sharing with your reader what techniques you used to control yourself. Introduce your topic and set the scene. Explain how you were able to accomplish your goal. Introduce a topic clearly,

previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

Have you ever been frozen by fear?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 16



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is animal smuggling?

Animal or wildlife smuggling is also called trafficking, and is illegal in many countries. It includes the gathering, transportation, distribution, and abuse of wild animals for profit. Animal smuggling happens both inside the United States, and internationally.

What is a Lotus?

An aquatic plant with spectacular flowers in various colors, the Lotus is prized for its fragrant blossoms. In mythology, the lotus tree produces fruit that causes the person eating it to forget about friends and homes, and losing the desire to return to the natural world for the world in which they are enjoying. The aquatic flower is the national flower of Egypt, India, and Vietnam. Colorful flowers range in shades of red, pink, cream, with large circular green leaves that are highly water repellent. The plant heats the flower to 30 degree Celsius for the four days it is blooming, even in weather of 10 degrees Celsius, creating a strong fragrance that attracts insects to feed on its nectar in a warm environment while pollinating the plant so it can reproduce. The plant has a distinctive seedpod that rises above the plant.

In today's reading the kids are transported west by an illegal animal transport. They are able to talk to and free the animals in Vegas. They find themselves in the Lotus Casino which is so inviting they lose track of time. They were there for 5 days.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

gritted (243)	boulevard (256)	deception (253)	indignation (254)	vagrants (257)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 242-265

Setting	Characters	Pages
In front of the diner	Percy, Annabeth, Grover, Ares	242-245
Truck with animals	Percy, Annabeth, Grover, and animals	245-251
Truck with animals	Percy (dreaming)	252-254
Truck with animals	Percy, Annabeth, Grover, and animals	254-252
Las Vegas—Lotus Hotel	Percy, Annabeth, Grover	252-265

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy confronts Ares about sending them into a trap.
- Ares provides transportation, money, clothing, and food as payment for Percy retrieving his shield.
- Ares tells Percy that his mother is not dead.
- Percy, Grover and Annabeth climb in their ride, an 18-wheeler transporting animals.
- The animals are being kept in horrible conditions, which angers Grover and Annabeth.
- Percy learns that Grover was the satyr who tried to protect Thalia, and that Annabeth and Luke were with them.
- Annabeth tells Percy about her father, and how she tried to live with him.
- Percy has another nightmare, this time featuring Thalia as well as a dark monster and Percy's mother.
- Percy can hear the zebra speak to him, and frees him and the other animals.

- Percy, Annabeth, and Grover walk around Las Vegas until they find the Lotus Hotel and Casino.
- The three go inside the hotel, where they are treated like royalty.
- Percy realizes something is off when he talks to other visitors to the hotel.
- Annabeth and Percy drag Grover out of the arcade, and towards the exit.
- They had been inside the Lotus Casino for five days, meaning only one day remained until the solstice.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Las Vegas, NV to your map.

State what they kids encounter in Las Vegas and how it affects them.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Grover. What is he thinking and feeling as he talks about his failure as a Satyr? On his first quest? As he sees how the animals are being treated. Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Ares use Percy?
2. What happened to Percy's mother?
3. Describe the conditions that the animals are being kept in. Is this acceptable? Why or why not.
4. Why can Percy hear the zebra?
5. What do you learn about Percy, Grover, and Annabeth during their truck ride?
6. Why do you think Annabeth says she would fight alongside Percy?
7. What does Grover do for the animals?
8. Should Percy have been more suspicious of the hotel? Explain.
9. Why do you think Percy enjoys his time at the hotel so much?
10. How does he figure out something isn't right?
11. How would you feel if you wasted five days in a casino when you had an important deadline?
12. What do you think will happen? Will Percy be able to complete his quest?

9. Analyze

Analyze the key paragraph.

Key Paragraph, p. 258

"I'd learned to be suspicious, the last week or so. I figured anybody might be a monster or a god. You just couldn't tell. But this guy was normal. One look at him, and I could see. Besides, I was so relieved to hear somebody who sounded sympathetic that I nodded and said we'd love to come in. Inside, we took one look around, and Grover said, 'Whoa'."

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

How does the author let the reader know that something is about to happen? Does Percy contradict himself in this paragraph? **Write an explanatory paragraph in which you share the writer's technique and how it affects the reading in this chapter. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.**

11. Close

Close by extending today's lesson to life and the world.

When is it good to be suspicious? When is it harmful?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 17



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is the Santa Monica Pier?

A highway across the United States of America was called Route 66. The end of Route 66 was the Santa Monica Pier in California. The pier goes out into the ocean quite a ways, people fish off the pier, and there are carnival rides on the pier, as well as some great places to eat seafood. The pier is large enough for cars to drive down to the restaurant at the end of the pier. Made of heavy lumber and concrete, the pier is a famous place for people to visit in California.

What is a Nereid?

The Nereids were sea nymphs in Greek mythology, fifty in total, daughters of Nereus and Doris. They helped sailors on their voyages when they faced fierce storms. They lived with their father in the depths of the Aegean Sea. One of the better-known Nereids was Thetis, who was the mother of the hero Achilles.

<http://www.greekmythology.com/Myths/Figures/Nereids/nereids.html>

In today's reading Percy, Annabeth, and Grover get to Santa Monica. Percy enters the ocean and meets a Nereid. She speaks to him about his quest and his father. She gives him a gift and a warning.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

mystified (268)	fugitive (275)	instinctively (276)	reassuringly (278)	inconsiderate (280)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read p. 266-282

Setting	Characters	Pages
Taxi headed to Santa Monica	Percy, Annabeth, Grover, and cab driver	266-269
Santa Monica Beach	Percy, Annabeth, Grover	269
Underwater, Santa Monica Beach	Percy, the Nereid	270-274
West Hollywood	Percy, Annabeth, Grover, Crusty	274-282

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Annabeth has an idea to take a taxi to Santa Monica, and uses the hotel credit card to pay for it.
- They talk about Percy's dream on the ride, and about confronting Hades.
- Once they arrive at the Pier, Percy walks into the ocean.
- Percy gets a ride from a shark deeper into the ocean.
- Percy meets Nereid, a sea spirit, who tells him about his father and gives him three pearls.
- After he rejoins his friends on the beach, Percy, Annabeth, and Grover go to West Hollywood in search of an entrance to the Underworld.
- They get in to a fight with some young kids, and run into a waterbed store to escape.
- The salesman and owner of the store is actually a monster, and Percy is able to defeat him and save Annabeth and Grover.
- They find a map with the address to the entrance to Hades.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Santa Monica Beach and West Hollywood to your map.

Who did the kids encounter in each location?
What were they given?

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.
Track each event, who they meet, and how they solve the problem.
Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Percy. What is he thinking and feeling once he gets to the bottom of the ocean? When he receives his gifts? And learns his father can not help him? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Percy go into the water?
2. What does going into the surf reveal about Percy?
3. What does Nereid tell Percy?
4. What do the pearls do?
5. Why did the sword go straight through the young man?
6. How does Percy outsmart Procrustes?
7. What is Percy's plan for the Underworld?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 268

"I got the feeling I was missing one simple, critical piece of information. It was like I stared at a common word I should know, but I couldn't make sense of it because one or two letters were floating around. The more I thought about my quest, the more I was sure that confronting Hades wasn't the real answer. There was something else going on, something even more dangerous."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think of a time when you didn't have all the information you needed to make a decision. What did you do? **Write a explanatory/informative paragraph explaining how you resolved a situation when you did not have all the needed information you needed? How did that experience make you grow as a person and a leader?**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,

comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

How do you deal with a problem that seems too big for you to deal with by yourself?

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 18



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is Cerberus?

Cerberus was a three-headed dog that guarded the entrance of the Underworld, allowing the dead to enter but letting none out. He was the son of Typhon and Echidna. Apart from his three heads, he also had a serpent's tail, a mane of snakes, and the claws of a lion.

Cerberus was the twelfth and final labor that was given to Heracles by King Eurystheus. Heracles had to capture the three-headed dog without using any weapons. After learning how to enter the Underworld, and assisted by some of the gods, he managed to go to the Underworld and find Hades to ask for his permission to take Cerberus to the surface. Hades agreed under the condition that Heracles must not use any weapons. Heracles eventually managed to overpower Cerberus and brought him to Eurystheus, successfully completing his twelve labors.

<http://www.greekmythology.com/Myths/Creatures/Cerberus/cerberus.html>

What is irony?

Irony is the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.

In today's reading Percy and friends get to DOA (Dead on Arrival) Records. They are going to try and get into the underworld. They meet Chareon who is board with his job and was able to be bought with talk of a raise and drachma's that Percy left him and Cerberus the three headed dog who guards the gates of hell. Annabeth is able to play with him while Percy and Grover get through.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

loitering (283)	disembark (290)	persistent (293)	expectantly (297)	keening (299)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 283-299

Setting	Characters	Pages
DOA Recording	Percy, Annabeth, Grover, Caron	283-289
The River Styx	Percy, Annabeth, Grover, Caron	289-291
Entrance to the Underworld	Percy, Annabeth, Grover, Cerberus	291-299

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy, Annabeth, and Grover finally get to DOA Records, and have a plan.
- Charon only agrees to take them to the Underworld out of greed.
- Percy, Annabeth, and Grover cross the River Styx with a boat of ghosts.
- Percy, Annabeth, and Grover watch souls as they make their way through one of three entrances.
- A giant three-headed dog guards the entrance.
- Annabeth is able to distract Cerberus while Percy and Grover go through the EZ DEATH line.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Hollywood to the map.

Create a sub map of the Underworld.

What are the kids seeing and experiencing as they enter the underworld.

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Annabeth. What is she thinking and feeling as they enter DOA records? As she meets Cerberus and plays with him? As they get through to the gates? Add 3-5 new thoughts to your OMP.

Setting Chart

Create a setting chart for the Underworld. You will be asked to add to this chart over the next couple days of reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Charon change in the elevator?
2. Who is Old Three-Face?
3. What are the three separate entrances to Hades and what do they mean?
4. How do they get past Cerberus?
5. What happens when Percy, Annabeth, and Grover go through the gate?
6. What do you think will happen?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 284

"I looked at them both, and felt really grateful. Only a few minutes before, I'd almost gotten them stretched to death on deluxe water beds, and now they were trying to be brave for my sake, trying to make me feel better."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Over the course of the quest, Annabeth and Grover have become close friends to Percy. Do you think Percy would have gotten so far without them? Describe a time when someone helped you through a challenging time. How can accepting the help of others be a sign of leadership?

Write an informative/explanatory paragraph about the time when you received help from friends, and how you learned about loyalty, fortitude, and

leadership from the experience. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

Why are people afraid of death?

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 19



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is Asphodel Fields?

In Greek mythology, Asphodel Field is also known as the Fields of Asphodel. In Greek mythology the Asphodel Field is a shade of Hades, an abode of most of the dead who were neutral – they did not do good or evil in life, and had little impact on the world during their lifetime. Those average people in life were destined to spend an eternity that was neither good nor bad since they were neither good nor bad souls during their lives on Earth.

What is obsidian?

According to Hobart King, volcanic igneous rock that is glass-like in structure and very hard, obsidian is a naturally formed rock when hot lava is cooled quickly by coming in contact with water or airborne. There are other ways obsidian forms along the edges of a lava flow too. This rock has been used for centuries as knives for cutting, and as arrowheads or spear points. The most common color of obsidian is black, but it can vary in color depending on the minerals embedded in the rock. Obsidian can be brown, green, blue, red, orange, yellow, or even have a metallic sheen resulting from light refracting on the various mineral crystals embedded. Rainbow obsidian is beautiful when polished and made into jewelry. Obsidian jewelry

is mostly manufactured in the United States. Obsidian is chemically unstable, easily fractured, or scratched, and can over time even crystallize in parts of the rock, forming radial clusters that are colored white or gray. Obsidian is affected by weathering and other factors. Obsidian is found wherever recent volcanic activity has taken place, and in the United States it is found west of the Mississippi River. One interesting fact is obsidian is used in modern surgery as it very sharp and makes very precise cuts, having as good as or a better cutting edge than surgical steel. Obsidian has been used as mirrors. Being relative soft, a hardness of 5.5, can be easily carved too.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

medieval (302)	levitated (303)	predicament (304)	mesmerizing (309)	desperately (317)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 300-320

Setting	Characters	Pages
Fields of Asphodel	Percy, Annabeth, Grover	300-302
Tunnel in the underworld	Percy, Annabeth, Grover	303-307
Persephone	Percy, Annabeth, Grover,	307-309
Throne of Hades	Percy, Annabeth, Grover, Hades	309-316
Throne of Hades	Percy, Annabeth, Grover, Hades, Percy's mom	316-317
Leaving the Throne room	Percy, Annabeth, Grover	318-319

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy, Annabeth, and Grover walk by the Fields of Asphodel, Elysium, and the Fields of Punishment.
- Grover's shoes suddenly sprout wings and drag him away from Annabeth and Percy.
- Grover is able to kick off his shoes and Percy and Annabeth catch up to him.
- Grover almost was pulled in to the entrance of Tartarus.
- They finally reach the palace of Hades.
- Percy approaches Hades with two requests.

- Hades is offended by Percy's first request, and even more so when Percy tells him that Charon wants a pay raise.
- Hades has also had something precious stolen from him.
- Hades tells Percy he will stop death unless Percy also retrieves his missing item.
- Percy must use the three pearls to save himself, Annabeth, and Grover from the Underworld, and promises to return Hades' lost item.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Continue to add to your sub map of the Underworld.

What locations did they see, why were they significant?

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Percy. What is he thinking and feeling when he learns he had the Master Bolt? They were set-up? And when he saw his mother? Add 3-5 new thoughts to your OMP.

Setting Chart

Add to the setting chart you started on day 18. List the places the kids have been and how the setting has changed for them. Once complete use this chart to write a descriptive paragraph about the setting.

Character Profile Chart

Add to the CPC you started on day 10 and added to on day 13 and 15.

What trait has your character developed.

Cite an example from the text to support your trait.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Compare and contrast the three locations where dead can end up.
2. How does Grover escape from the flying shoes?
3. What is the significance of Tartarus?
4. What would happen if they ate fruit from the Garden of Persephone?
5. What are Percy's two requests?
6. What does Hades reveal to Percy?

7. What appears in Percy's backpack? How did it get there?
8. What part of the prophecy was fulfilled?
9. What is Percy's new goal?

9. Analyze

Analyze the key paragraph.

Key Paragraph, p. 317

"I turned and faced my mother. I desperately wanted to sacrifice myself and use the last pearl on her, but I knew what she would say. She would never allow it. I had to get the bolt back to Olympus and tell Zeus the truth. I had to stop the war. She would never forgive me if I saved her instead. I thought about the prophecy made at Half-Blood Hill, what seemed like a million years ago. *You will fail to save what matters most in the end.*"

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Percy is faced with a heartbreaking decision. His original goal was to get to the Underworld so he could save his mother, but once he has the opportunity, he realizes that it would be a sacrifice that would impact far more people than just himself. How does Percy's decision show his growth as a leader?

Using evidence from the text, write an informative/explanatory paragraph giving evidence that Percy has become a leader. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close

Close by extending today's lesson to life and the world.

How important is the truth?

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 20



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is reconciliation?

The concept of reconciliation is when former enemies agree to an amicable truce.

In today's reading Percy meets Ares and learns the truth about the theft and his desire to start a war. Annabeth gives Percy a reconciliation gift before he defends himself.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

elaborate (322)	transformed (322)	reconciliation (326)	sputtering (330)	indigestion (331)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read p. 320-333

Setting	Characters	Pages
Santa Monica Beach	Percy, Annabeth, Grover, Ares	320-323
Santa Monica Beach, fighting Ares	Percy, Annabeth, Grover, Ares	324-327
Santa Monica Beach, fighting Ares	Percy, Annabeth, Grover, Ares, cops, the furies	328-330
Santa Monica Beach	Percy, Annabeth, Grover	331-333

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Ares is waiting for Percy in Santa Monica.
- Percy tricks Ares into fighting him for the helm of darkness.
- Annabeth gives Percy her necklace for good luck, and Grover gives him a tin can.
- Percy uses his connection to water and wisdom to fight Ares, rather than strength.
- When Percy stabs Ares' heel, Ares disappears, leaving the helm of darkness on the beach.
- Percy returns the helm to the Furies, who agree to go to Hades and tell him what happened and stop the war.
- Percy decides they must fly to New York.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Santa Monica Beach to the map.

Add—the characters that Percy met and what event occurred.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait Percy. What is he thinking and feeling as he learns the truth about Ares? When he fights Ares? And when he sees the furies? Add 3-5 new thoughts to your OMP.

Plot Profile Chart

Create a Plot Profile Chart for today's reading. On the bottom list the 10 most significant events. Rate them on a scale of 1-10 based on their intensity. Once complete you can use the chart to summarize the chapter.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Percy challenge Ares?
2. What do you think Ares's dreams are about?
3. How does Percy utilize his strengths during his fight with Ares?
4. What do the people on the beach see?
5. Who do you think started the war?
6. What happens to Ares?
7. What will happen next?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 326

"A smaller ego, I though, but said nothing. I kept my feet in the surf, backing into the water up to my ankles. I thought back to what Annabeth had said at the Denver diner, so long ago: *Ares has strength. That's all he has. Even strength has to bow to wisdom sometimes.*"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ares accepts Percy's duel because he is confident that he will beat Percy. His pride is his own destruction. Can you think of a time when your confidence or pride caused you to fail?

In a explanatory paragraph, describe that time and how pride can hinder success. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<http://elitedaily.com/life/culture/side-effects-pride-arrogant-toxic-life/968613/>

11. Close Close by extending today's lesson to life and the world.

Can adults make mistakes?

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
	Description									
Event		1	2	3	4	5	6	7	8	9

Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 21



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is courage?

Courage is the quality of mind or spirit that enable a person to face a difficulty, danger, pain, etc. without fear. Bravery.

In today's reading Percy gets to see his mom again. He knows he can get rid of Gabe for him. She convinces him that she has to find the courage and conviction to make her own choices and decisions.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

incredibly (332)	spectacular (335)	emanating (340)	decapitated (337)	impudence (341)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 334-353

Setting	Characters	Pages
Los Angeles with police	Percy, Annabeth, Grover	334-335
Plane to New York	Percy, Annabeth, Grover	335-336
Empire State Building/court of the gods	Percy	336-337
Olympias	Percy	338-340
Olympias, Throne Room	Percy, Zeus, and Poseidon	341-343
Olympias, Throne Room	Percy and Poseidon	344-346
Home	Percy, his mother, smelly Gabe	347-353

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The witnesses think Percy just escaped from an evil kidnapper, and pool their money to buy three tickets to New York immediately.
- They survive the turbulent plane ride, and split up upon landing. Percy heads to Manhattan to face the gods, and Grover and Annabeth head back to Half-Blood Hill.
- Percy is able to gain access to Mount Olympus and talk to the gods.
- Zeus pardons Percy, but does not trust him.
- Kronos was the one behind the entire war.
- Percy's mother was returned when Hades received his helm.
- Percy finally talks with his father, Poseidon, and reunites with his mother.
- Percy offers his mother a chance to escape from Gabe, and returns to Half-Blood Hill.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add New York to the map.

What event happens today? Who is involved?

Quest Calendar:

Keep track of the quest and challenges on a classroom or individual calendar.

Track each event, who they meet, and how they solve the problem.

Do they work individually or as a team?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an Open Mind Portrait for Percy. What is he thinking and feeling when he sees his mom? Sees Gabe? And when he sees the package on the bed? Add 3-5 new thoughts to your OMP.

Character Interaction Chart

Create a new Character Interaction Chart for Percy, Annabeth, and Grover. How have their interactions evolved over the course of the novel. Cite examples.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why is Percy suddenly seen as a victim?
2. Why is it dangerous for Percy to fly?
3. Who is responsible for the entire war?
4. How does Percy feel about meeting his father for the first time?
5. How does Zeus react to Percy?
6. What is the decision the Percy must make?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 341

"I have spared him once already," Zeus grumbled. "Daring to fly through my domain... pah! I should have blasted him out of the sky for his impudence." "And risked destroying your own master bolt?" Poseidon asked calmly. "Let's hear him out, brother." Zeus grumbled some more, "I shall listen," he decided. "Then I shall make up my mind whether or not to cast this boy down from Olympus."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

How does Zeus act with restraint towards Percy? Why is it important for leaders to have patience and open minds?

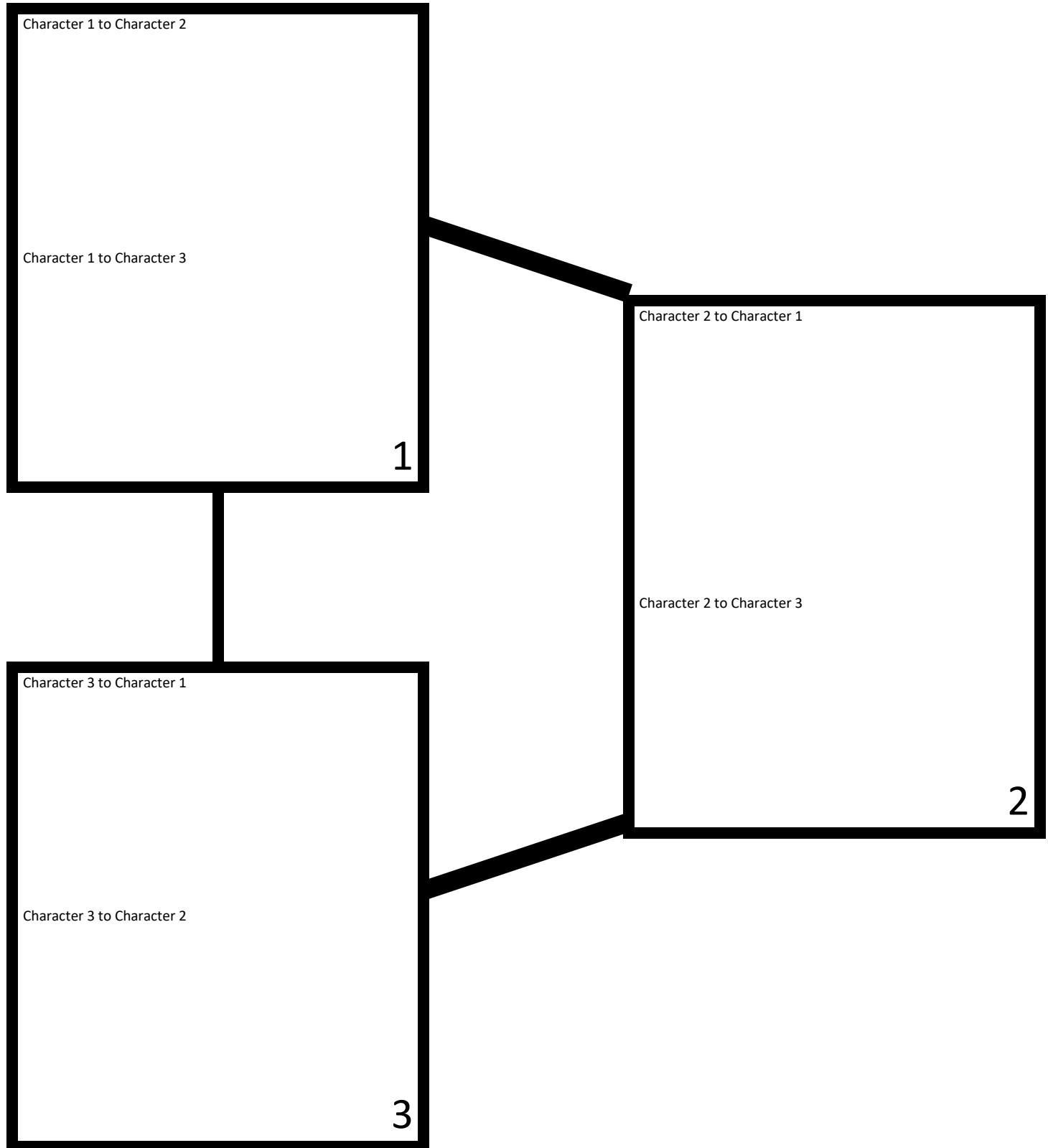
Write an informative paragraph in which you explain a time when you were a good leader, or witnessed a good leader, practicing restraint. What happened? How did that impact the people around you or that person? Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate

transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented.

11. Close Close by extending today's lesson to life and the world.

What is your definition of integrity? What do the decisions you make when no one is watching say about your character?

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

The Lightning Thief, Day 22



Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

What is a peace?

Peace is the freedom of mind from annoyance, distraction, anxiety, or an obsession. It is the feeling of tranquility and serenity.

In today's reading Percy and Annabeth have to decide if he/she wants to stay at Camp Half-Blood year round. Both decide to return home for the year.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

shroud (354)	sequenced (356)	unanimous (359)	whaling (361)	arrogant (367)
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READ

3. Review

Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character(s) of *The Lightning Thief*.
- Point to each timeline event as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 354-375

Setting	Characters	Pages
Half-Blood Hill	Percy, Annabeth, Grover, campers	354-355
Beach at Camp Half-Blood	Percy, Annabeth, Grover	356-358
Camp Half-Blood	Percy	358-359
Camp Half-Blood, last day of camp	Percy, Luke	359-369
Camp Half-Blood Infirmary	Percy, Annabeth, Chiron, Argus	370-373
Camp Half-Blood, porch	Percy and Annabeth	374-375

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Percy returns to Camp Half-Blood, where he, Annabeth, and Grover are treated like heroes.
- Percy no longer feels lonely in his cabin.
- Gabe goes missing, and Percy's mom sells a sculpture, allowing her to find her own place, and offer Percy a place to stay if he returns from camp.
- Grover gets his searcher's license, and goes in search of Pan.
- Annabeth and Percy enjoy the fireworks together, and Percy feels at home at Camp.
- Percy is bothered by the prophecy of the Oracle.
- While trying to decide to stay or return home, Percy encounters Luke, and they go into the forest to talk.
- Luke suddenly becomes dark and angry, and shares his anger at the gods with Percy.
- Luke summons a put scorpion to try and kill Percy, and confesses his betrayals to Percy.
- Percy kills the scorpion, is stung, and is carried to Chiron and Annabeth, who work together to save Percy's life.
- Chiron goes to Olympus to talk to the gods about Kronos and Luke.
- Annabeth tells Percy she has talked to her father and is going home for the school year.
- Percy decides to go home.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Map Instructions:

Add Camp Half-Blood to your map.

Add 1-2 events that occurred and who was involved.

Complete your map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Complete your OMP for Percy, Grover, and Annabeth. What are they thinking and feeling as,

Grover leaves for his quest?

Percy learns the truth about Luke?

Percy and Annabeth decide to leave camp for the year?

Add 3-5 final thoughts to your OMP.

Plot Profile Chart

Create a Plot Profile Chart on today's reading.

On the bottom list ten significant events from today's reading.

On the side rate them on a scale of 1-10 based on their intensity.

Use the chart to summarize today's reading.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Percy no longer feel lonely?
2. How has Grover changed through the course of the story?
3. Why is Percy bothered by the prophecy still?
4. What are some signs that something is off with Luke?
5. How did Luke participate in Kronos' scheme?
6. Why was Luke so angry?
7. What happens to Luke?
8. Why did Annabeth write to her father?
9. What do you think will happen to Percy?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 374

"For the first time at camp, I felt truly alone. I looked out at Long Island Sound and I remembered my father saying, The sea does not like to be restrained. I made my decision. I wondered if Poseidon were watching, would he approve of my choice? 'I'll be back next summer,' I promised him. 'I'll survive until then. After all, I am your son.' I asked Argus to take me down to cabin three, so I could pack my bags for home."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write an informative paragraph in which you define the meaning of leadership.

Closing Project

Write a five-paragraph explanatory/informative essay answering the question:

Did Percy become a leader?

Explore the changes that Percy went through over the course of the novel. Be sure to use textual evidence to build a case for your audience, have a clear definition of “leadership”, and use the graphic organizers you created to cite evidence of the skills Percy developed.

Introduce your topic clearly. Develop your topic with relevant facts and details. Use appropriate transitions to create cohesion and clarify the relationships among ideas. Use precise language to support your ideas. Conclude with a paragraph which supports your introduction and concludes your ideas.