



EXPEDITIONARY
LEARNING

Grade 6: Module 1: Unit 1: Lesson 6

Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of *The Lightning Thief* (Chapter 3, Continued)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can cite text-based evidence to support an analysis of literary text. (RL.6.1)</p> <p>I can describe how the characters change throughout a literary text. (RL.6.3)</p> <p>I can analyze how an author develops a narrator or speaker's point of view. (RL.6.6)</p> <p>I can use a variety of strategies to determine the meaning of unknown words and phrases. (L.6.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can determine the meaning of words using prefixes and context clues. I can cite evidence from the text when answering questions and discussing Percy's character in <i>The Lightning Thief</i>. 	<ul style="list-style-type: none"> Entrance Ticket Using Prefixes recording form

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Checking Evidence Flags (5 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Vocabulary: Using Prefixes to Determine Word Meaning (15 minutes)</p> <p>B. Triad Discussions: Questions from the Text, Pages 38–40 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Back-to-Back and Face-to-Face (5 minutes)</p> <p>4. Homework</p> <p>A. Reread favorite section of <i>The Lightning Thief</i> and use Finding Words with Prefixes recording form</p>	<ul style="list-style-type: none"> The questions in Triad Discussions: Questions from the Text closely parallel the types of questions asked in the Mid-Unit Assessment. This lesson thus provides scaffolding for students, and also gives you rich formative assessment data about the types of questions and skills with which students are comfortable or struggling. Instead of an entrance quiz, students share their evidence flags. This serves as an informal assessment strategy to help gauge students' authentic engagement with the reading. This lesson introduces a new routine, the use of "equity sticks," to encourage total participation. Prepare equity sticks in advance: popsicle sticks (one stick for each student, with the student's name) Note that although students read Chapter 4 for homework, that chapter is not a formal focus of this lesson. Instead, students continue to go into more depth with Chapter 3. In Lesson 7, students are more formally assessed on their ability to independently analyze a portion of Chapter 4. In advance: Prepare Chapter 3 Questions from the Text in "Question Baskets." See directions in supporting materials. In advance: Review Back-to-Back and Face-to-Face protocol (Appendix 1).



Lesson Vocabulary	Materials
prefix; disgorge (6), overhead (8), impatiently (10), discouraged (21), unexpectedly (29)	<ul style="list-style-type: none"> • Equity sticks • Document camera or chart paper • Prefix List (one per student) • Using Prefixes: Determining the Meaning of Unfamiliar Words (one per student) • Question baskets (one per triad) • Chapter 3 Questions from the Text (one set of questions per triad, cut into strips and placed in Question Baskets) • <i>The Lightning Thief</i>~ (book; one per student) • Things Close Readers Do anchor chart (begun in Lesson 2)—today’s focus: pay attention to vocabulary, use prefixes to determine word meanings • Homework: Finding Words with Prefixes (one per student)

Opening	Meeting Students’ Needs
<p>A. Checking Evidence Flags (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their triads. Tell students that their use of evidence flags is becoming an important part of their learning to be close and careful readers, and you would like to celebrate that by giving them the opportunity to share some of their thinking and use of evidence flags today. Remind students that their purpose in reading Chapter 4 was to recognize moments when Percy faced a challenge and then identify how he responded to that challenge. • Ask students to use the next 5 minutes to take turns sharing with their triad one of the places in the text they flagged. Tell students they should read aloud the excerpt they flagged and then explain why they thought it was important. <ul style="list-style-type: none"> * “What was the challenge Percy faced?” * “How did he respond?” • Circulate and listen to these discussions, noting students who are using evidence flags purposefully and those who may need more support in this routine. • After this discussion, briefly address any clarifying questions students may have about the basic events of the chapter. Reinforce that the purpose of the evidence flags is to help them focus on what we are learning about Percy. Remind them that they will frequently reread key sections in class, focusing on key details as they practice becoming close readers. 	<ul style="list-style-type: none"> • Many students will benefit from seeing questions posted on the Smartboard or via a document camera but reveal questions one at a time to keep students focused on the question at hand. • For students needing additional supports and ELLs, consider providing smaller chunks of text, sometimes just a few sentences, for a close read. Teachers can check in on students’ thinking as they speak about their text.



Opening	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that throughout the year, they will be accountable for sharing their thinking in class. You will use various techniques to make sure everyone gets to participate. Use a total participation technique, such as equity sticks, to invite students to read today's learning targets:<ul style="list-style-type: none">* "I can determine the meaning of words using prefixes and context clues"* "I can answer questions about <i>The Lightning Thief</i> using evidence from the text."• Focus students on the first target. Tell them that they have been practicing using context clues to figure out unfamiliar words in the text. They will continue to use this strategy. But today they will also practice a new way to figure out words: thinking about the first part of the word, or the prefix. Define prefix: a letter or group of letters attached to the beginning of a word that partly indicates its meaning. Point out that the word prefix itself has a prefix in it: "pre" which means "before."• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What other words do you know that has the letters "pre" at the start?"• Invite students to share out. Probe for meaning:<ul style="list-style-type: none">* "How does that word relate to "before"?"• Tell students they will learn a lot more about prefixes in this lesson.	<ul style="list-style-type: none">• Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.



Work Time	Meeting Students' Needs
<p>A. Vocabulary: Using Prefixes to Determine Word Meaning (15 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will continue focusing on Chapter 3, which includes a lot of rich information about Percy. They will work on Chapter 4 more in the next lesson.• Post the title of Chapter 3, “Grover Unexpectedly Loses His Pants,” on a document camera or on chart paper.• Think-Pair-Share:<ul style="list-style-type: none">* “What do you notice about the word ‘unexpectedly?’”• Listen for answers like: “I see the word ‘expect.’” Probe, encouraging students to offer a definition for the word “expect.”• Students may recognize that un- is a prefix, but may not be able to recall the meaning of the word.• At this point, connect the study of prefixes and suffixes to the novel by reminding students that one of the central characters, Mr. Brunner, is a Latin teacher, and Percy studies Latin. Explain that one reason people study Latin is because it helps understand vocabulary in English. A lot of English words and word parts come from Latin. Prefixes are an example of this.• Say: “Let’s look closely at the prefix ‘un-.’ How does the prefix ‘un-’ change the meaning of the word ‘expect?’”• Think-Pair-Share:<ul style="list-style-type: none">* “Can you think of other words that begin with the prefix ‘un-?’”• Allow time for students to discuss other words that begin with a prefix with their partner or small group. Distribute the Prefix List to each student. Tell students these are the most common prefixes found in English. Knowing these can help you unlock the meaning to countless words.• Distribute the Using Prefixes: Determining the Meaning of Unfamiliar Words. Give directions:<ol style="list-style-type: none">1. Read each passage from The Lightning Thief.2. Use your knowledge of prefixes, your prefix list, and context clues to help you determine the meaning of words.• Circulate and support students as they work. If a student gets stuck, make sure they are using both strategies they have learned so far: using context clues and using prefixes. If they are still struggling, consider giving them the root word definition so they still have the opportunity to work with the prefix.	<ul style="list-style-type: none">• Consider starting select students with the definitions of the root words. This will allow them to focus their time on working with prefixes.



Work Time	Meeting Students' Needs
<p>B. Triad Discussions: Questions from the Text, Pages 38–40 (15 minutes)</p> <ul style="list-style-type: none">Ask students to come together in their triads. Tell them they will be revisiting the excerpt from <i>The Lightning Thief</i> they were working with in the last lesson: pages 38–40. Tell students that in the next lesson they will have an assessment of their reading of <i>The Lightning Thief</i>, and that the questions they are about to work with in their triads are very similar to the ones they will see in the assessment.Distribute a question basket to each triad. Give directions:<ol style="list-style-type: none">Rotate responsibility: Take turns drawing questions from the basket and reading them.All members of the triad should be searching for the evidence in <i>The Lightning Thief</i> to answer the question.All voices should be heard.As students discuss these questions, circulate and support to ensure equity in voices and participation. Remind students to read aloud passages from <i>The Lightning Thief</i> as evidence that supports their thinking, and to tell their peers what page to look at as they read.	<ul style="list-style-type: none">Text-dependent questions can only be answered by referring explicitly back to the text being read. This encourages students to reread the text for further analysis and allows for a deeper understanding.To further support select students either provide the questions for discussions ahead of time, or focus their attention on a single question that they can use for the discussion. Emphasize that the most important aspect of this activity is using evidence from the text.



Closing and Assessment	Meeting Students' Needs
<p>A. Back-to-Back/Face-to-Face (5 minutes)</p> <ul style="list-style-type: none">• Commend students on their work using prefixes to determine word meanings. Briefly focus students on the Things Close Readers Do anchor chart. Add the following to the chart:<ul style="list-style-type: none">* Pay attention to vocabulary* Use prefixes to determine word meanings• Ask students to stand back-to-back with the person who sits next to them. Tell them you will pose a question, and then will give them 10 seconds of “think time.” After this think time, you will say “Face-to-Face” at which point the students need to turn around and share their ideas. You will do this for three questions. <ol style="list-style-type: none">1. What is an example of a word that begins with a prefix?2. What is an important challenge Percy has faced so far in <i>The Lightning Thief</i>?3. What is the most important thing you have learned about Percy so far in this novel? Support your thinking with a specific example from the book. <ul style="list-style-type: none">• Distribute the Homework: Finding Words with Prefixes to each student. Tell them that tonight they are going to reread their favorite section of the novel so far, perhaps the part they found most exciting, funny, or interesting. While reading they are going on a hunt for words that begin with prefixes. Tell students to challenge themselves to find as many words as they can and record them on their homework sheet.	<ul style="list-style-type: none">• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or prior to the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tonight for homework reread your favorite part of <i>The Lightning Thief</i> so far. In that section, see how many different words you can identify that begin with a prefix. Use your prefix list to help you.	



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Supporting Materials



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Prefix	Meaning	Example
anti-	against	antifrost
de-	opposite	defrost
dis-	not; opposite of	disagree
en-, em-	cause of	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	beyond	overlook
pre-	before	prefix
re-	again	return
sem; semi-	half	semicircle
sub-	under	submarine
super-	over or above	superstar
trans-	across	transport
un-	not	unfriendly
under-	below	undersea



Name: _____

Date: _____

Directions: Read each sentence from *The Lightning Thief*. Use your knowledge of prefixes and the context to determine the meaning of the **bolded** word in each sentence.

Sentence	Word Meaning	How did I determine the meaning of the word?
Zeus did indeed feed Kronos a mixture of mustard and wine, which made him disgorge his other five children who, of course, being immortal gods, had been living and growing up completely undigested in the Titan's stomach. (page 6)		
Overhead, a huge storm was brewing, with clouds blacker than I'd ever seen over the city. (page 8)		
She was standing at the museum entrance, way at the top of the steps, gesturing impatiently at me to come on. (page 10)		



Sentence	Word Meaning	How did I determine the meaning of the word?
"Percy," he said. "Don't be discouraged about leaving Yancy. It's ... it's for the best." (page 21)		



Teacher Directions: Make a copy of this question set for each triad.
Cut this into strips of individual questions.
Place the questions in a basket or bowl.

1. What is an example of a challenge Percy faces in pages 38–40? How does he respond?

2. What does Percy say that he regrets? What does this tell the reader about him?

3. How does Percy’s mom describe his dad in this scene?

4. At the bottom of page 39, Percy says he’s “not normal.” What does he mean? Why does he say it?



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



.....
Name:

.....
Date:

Directions: Reread your favorite section of *The Lightning Thief* so far. While reading, try to identify as many different words as you can that begin with a prefix. Make a list of these words in the space below. Use your prefix list to help you.