**Interactive Read-Aloud Lesson Plan – 4/28/11**

**Text Chosen:** *The Lightning Thief*, chapter 6, pgs. 75-92  
**Author:** Rick Riordan

**Why did you choose this text?**  
Is the text developmentally appropriate? Have you analyzed the text for its literary quality, student interest, clarity of writing, content relevance and/or connection to their knowledge and experiences?  
This text is appropriate for 6th graders. The main character is a 6th grader who has trouble in school and goes on fantastical adventures, so the students will be able to empathize with the main character and connect the fantasy aspect of the novel to their own lives. The students will hopefully find the book entertaining and funny. This book references Greek mythology, art and history, so it pairs well with our current Social Studies unit on Greece and Rome.

**Important Text Features to Note:** I am using the first few pages of the chapter (p. 75-82) for the core of my lesson on foreshadowing. I will read pgs. 83-92 with less stopping, except to clarify and to ask one turn-and-talk question on p. 91 that is related to foreshadowing and predicting.

### Stage 1-Establishing Purpose

<table>
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<tr>
<th>Learning Experiences Prior to Read-Aloud:</th>
<th>Learning Goal(s):</th>
<th>Relevant IL State Standards:</th>
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<tr>
<td>• Familiar with Teaching Points and Do-Now</td>
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<td>• Familiarity with t-charts</td>
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<td>• Familiarity with stop-and-jot procedures</td>
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<tr>
<td>• Familiarity with turn-and-talk procedures</td>
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<td>• Familiarity with long response questions</td>
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<td>• Familiarity with predicting, but most students are not familiar with foreshadowing</td>
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<td>• Students have read chapters 1-5, either through IRA, independent or partner reading</td>
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<td>Students will identify how an author foreshadows events in the plot through characters’ words, behaviors, and expressions.</td>
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<td>CC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
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<td>CC.6.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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### Stage 2-Assessment Evidence

**Performance Task:**  
At the end of the lesson, what is the artifact or performance that you will assess?

- I will go around the room checking responses to the Do-Now and then have a couple of students share-out.
- On the board, I will record student responses to the t-chart: Clues from Chiron’s language and behavior/Predictions based on these foreshadowing clues.
- I will go around the room to make sure students are recording in their individual t-charts during stop-and-jots.
- I will listen to turn-and-talk conversations on p. 91: What do you think is about to happen? What lines from the book help you make this prediction?
- I will have some student pairs share-out responses to the turn-and-talk.
- I will go around the room checking student responses to the long response question (in between IRA and chapter 7 partner reading).

**Evidence:**  
What will you look for/ listen for to show you that this performance task has been achieved?

- For both the t-chart on the board and the individual t-chart, I will make sure that the responses capture specific language from the text (i.e. Chiron’s speech and descriptions of his behavior).
- I will listen to the turn-and-talk conversations/share-outs and read written responses to check whether student ideas are supported with evidence.
- I will listen for balance of shared ideas between partners.
- I will listen for active participation between partners.
### Management/Engagement Strategies:
What challenges might you anticipate in teaching this lesson? Consider transitions, space, pacing and student engagement.
- I will project the teaching point, definition of “foreshadowing,” Do-now question, and long response question on the board.
- Students will be given t-chart template before we begin the reading.
- Project the template for the t-chart on the board.
- Turn-and-talk partners sit close to one another.
- I will ask students to raise their hands to share-out their turn-and-talk and stop-and-jot responses.
- I will circulate during turn-and-talks and writing activities.

### Materials:
What will you need to carry out this lesson? What will need to be completed ahead of time?
- Book
- Post-its in the book, at the correct stopping points
- Print-outs for projection, projector camera, and marker
- T-chart handouts for students with IEP
- Each student has notebook, pencil, and book
- Check for ease of student pairings before beginning

### Learning Activity:
**Opening/Introduction/Before the reading:**

(Ask for a volunteer to summarize what we learned in chapter 5.)

(Project and say teaching point.)

RTP: Good readers recognize foreshadowing to predict what will happen in the plot of a work of fiction.

(Sentence starters)

I predict that ___ because...

I think the author is foreshadowing that ___ because...

The author repeated this clue to hint that...

Can anyone define “foreshadowing” for me? (Project and say definition.) Foreshadowing is the use of hints or clues that suggest what may come later in a story.

The author of *The Lightning Thief* uses foreshadowing throughout the novel. Let’s turn to chapter 1 to look at some examples of language that the narrator Percy Jackson uses to suggest that something bad is going to happen to him. *(Students will turn to locations in the book that I refer to.)* On p. 2, third paragraph from the bottom, Percy says, “I hoped the trip would be okay. At least, I hoped that for once I wouldn’t get in trouble…. Boy, was I wrong.” Let’s look at another instance of the author using foreshadowing at the very bottom of p. 3: “Looking back on it, I wish I’d deck Nancy Bobofit right then and there. In-school suspension would have been nothing compared to the mess I was about to get myself into.” What is the “mess” Percy is about to get himself into? How did the author use foreshadowing in these examples? *(Students respond.)*

In today’s Do-now, you’re going to get experience looking for foreshadowing in a passage that you’ve already read. *(Project and announce Do now.)* Do now: Reread from the last line of p. 25 (“All three women looked ancient…”) to the end of p. 27 (“What last time?”) in Chapter 2. What do you predict will happen to Percy as you read this? What examples of Grover’s speech and behavior help you make this prediction? What does end up happening to Percy later in the novel?

*(Give students 5 minutes to complete reading, 5 minutes to write their responses, and 2 minutes to turn and talk with a partner. Ask for one group to share out loud.)*

Authors use a variety of tactics to foreshadow what will happen in the plot of a work of fiction, including short stories, novels, and movies. In a horror movie, for instance, what is something that a director might do to foreshadow what will happen next in the plot? *(Student responds. E.g. She creates a suspenseful mood with music and images to foreshadow that something scary is about to happen.)*
Right now, as I read chapter 6 of *The Lightning Thief*, we are going to focus on how what characters say and how they say it help an author foreshadow future events in the plot. So as a reader, I’m going to think about the character’s words: is the character being straightforward and simply giving information, or does it seem like he’s trying to hide something or change the subject? Does the character behave noticeably nervous or secretive for no clear reason? These behaviors might be clues that the author is trying to foreshadow something. A good author wants to get the reader excited and curious about what is going to happen next, and through foreshadowing a character can say something about what will happen in the plot without saying anything at all.

*(Project and say title and two column headings for t-chart: T-Chart Title: “Predictions based on Foreshadowing Clues in Text”/Column 1: “Clues from Chiron’s language and behavior”/Column 2: “Predictions based on these foreshadowing clues”. Distribute as handout to students.)*

As we know from the end of chapter 5, Percy is hanging out with Chiron, getting a tour of the camp. Using this t-chart, we are going to pay careful attention to foreshadowing through what Chiron says and how he behaves. We will use this foreshadowing to make predictions about the plot. Record clues from Chiron’s behavior as I’m reading I column 1, and I will stop at a few place throughout the text for you to jot down your predictions based on those clues in column 2.

**Stopping Points for Embedded Teacher Talk and Discussion/During the reading:**

- p. 76: Stop-and-jot after, “Lots to see.” After a minute, students raise hands and share evidence from Chiron’s behavior and the characters’ dialogue. I will model by rereading some of the text and recording student responses and predictions on the class t-chart.
- p. 78: Stop-and-jot after, “Let’s see the woods.” Have students share-out their clues and predictions. Record on class t-chart.
- p. 79: Quickly clarify what an armory is.
- p. 80: Ask students to think back to their Social Studies unit on Ancient Greece and share-out which gods they think these two cabins belong to. (Zeus and Hera)
- p. 81: Quickly clarify what abalone is, and have students guess whose cabin this is. (Poseidon)
- p. 82: “I’m thinking as a reader, if Clarisse reminds Percy of Nancy Bobofit, his old classmate that he got into fights with, maybe Percy will have a conflict with Clarisse as well. Hum.”
- P. 82: Final stop-and-jot after, “Annabeth is waiting for us.” Have students share-out their clues and predictions. Record on class t-chart.
- p. 83: Have students guess whose cabin this is. (Hermes) Quickly clarify what a caduceus is.
- p. 85: Share-out: Why are the kids laughing?
- p. 90: (Right before p. 91) Quick turn-and-talk between partners: What do you think is about to happen? What lines from the book or prior events help you make this prediction?

**After the reading:** Students write a long response: Take one of the foreshadowing clues that we recorded on our t-chart. Predict what you think will happen later in the book and explain why.

*(Students then read chapter 7 with partners for 30 minutes, alternating turns every other page. Project the Partner Reading Focus: Record any clues from the story that get you excited about what will happen next or leave you with an unanswered question. This might be an example of foreshadowing. If you can, make a prediction about the plot based on this clue. Record in a t-chart in your notebook: Intriguing Clue/Prediction.)*