Percy Jackson: The Lightning Thief

By: Rick Riordan

9 Day Unit Plan

Written by Natalie Slick

Mrs. Stewart’s 4th Grade Class

Hillview Elementary School

Spring 2017

Themes of *The Lightning Thief*

MAJOR THEMES

* Identity
	+ At the beginning, Percy does not know he has powers or who his father is. He believes he is a “bad” kid.
	+ Learns that many of his weaknesses are his strengths, as well as faces many hard decisions. With every decision Percy makes, he becomes more himself.
	+ Theme Timeline:

1. Percy discovers Mrs. Dodds is a Kindly One and things at Yancy Academy are not as they seem.

2. Percy overhears Grover and Mr. Brunner talking. Discovers Grover is his Keeper.

3. Percy learns he is a demi-god or a half-blood. He defeats a Minotaur.

4. Develops his fighting skills at camp and discovers he is the son of Poseidon while playing capture the flag.

5. Percy decides to go on a quest to find Zeus’ lightning bolt and leaves Camp Half-blood.

6. Percy develops his powers as Grover, Annabeth, and he travel across the U.S. to find Zeus’ bolt.

7. Percy has to decide who to trust and who not to trust as the group travels.

8. Percy discovers his dyslexia helps him to read Ancient Greek, his ADHD helps him when fighting such as against Ares, and his ability to attract trouble stems from the fact he is a Half-blood.

9. Visits Hades and discovers he has been framed for stealing Zeus’ lightning bolt.

10. After returning the lightning bolt, Percy finally meets Poseidon. Has to decide if staying at camp all summer or going home.

11. Percy discovers Luke was behind stealing Zeus’ bolt and Hades’ helm. Decides to go home for the summer to be with his mom because he believes can survive until then.

* Isolation
	+ Isolation leads to violence, hatred, and anger throughout the story.
	+ Percy begins his story as a lonely, troublesome, boy who does not have many friends. He constantly moves from school to school and often feels like an outsider. Even after discovering who he is, Percy is still isolated because of his father. He has to live alone in his cabin. When Percy feels isolated he feels cold and angry. When he feels like he has a place in the world, he is courageous and full of possibilities.
	+ Hades (the god of the Underworld) is also isolated, cut off from Olympus by his brothers.
	+ Luke, son of Hermes, resents his father for not being around or being interested in him. This resentment leads Luke to steal Zeus’ bolt and Hades’ helm. It also leads to him setting Percy up in his quest to retrieve these items.
	+ Percy’s isolation from society leads him to be more perceptive. He notices and understands things about people in a unique way.

MINOR THEMES

* Family
	+ Family can be both destructive and a creative force. For many gods, family causes problems and arguments, as demonstrated by the fighting among Zeus, Poseidon, and Hades.
	+ For Percy, his love for his mother is what makes everything alright for him. Despite not really knowing his father and having to deal with Smelly Gabe, Percy lives for his mom and cares for her deeply, which is why he is constantly searching for her throughout his quest.
* Lies and Deceit
	+ Many characters in the novel try and deceive Percy for the sake of causing chaos and violence
	+ Lying does not necessarily mean not telling the truth, but also includes keeping information from others. For example, when Percy does not tell Chiron everything the oracle tells him.
	+ Due to other’s ability to read minds or eavesdrop on dreams, the reader discovers that lying is not an easy task with gods and goddesses are involved.

**The Lightning Thief:**

Homework Every Night: Finish classwork pages in camper notebooks and do daily journal entry.

Key:

Reading Camper Notebooks

Group Discussions Vocabulary

Mini-Lessons

Student Work

**Block Plan**

**Natalie Slick**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1: 4/28****Friday** | **Day 2: 5/1****Monday** | **Day 3: 5/2****Tuesday** | **Day 4: 5/3****Wednesday** | **Day 5: 5/4****Thursday** |
| - Introduce self, unit, & structure-Introduce Camper Notebooks and special Riptide pencils for daily reflections and observations.-Pass out Camper Necklaces-Introduce vocabulary section of camper notebooks.-Explain final project & hand out rubric.- Review what has occurred in the story thus far and add to Percy development. -Work on creating cabin emblem and Percy’s map thus far and add to Percy’s Character Sketch. Homework: None | -Introduce new vocab words and explain story behind the god & goddess.-Read Ch. 14-15with queries-QTA questions and discussion of chapter 14-Mini Lesson: Theme of Identity and Isolation-Work on Percy’s map, Identity Timeline, and daily journal entry.Homework: None | -Share character sheets, map, and journal entry from previous day.-Introduce new vocab word and explain story behind the creature.-Read Ch. 16-17with queries-Mini Lesson: Conflict (Four Types)-Update “Lessons Learned” page-Work on Percy’s map, Identity timeline, conflict worksheet, and journal entry.Homework: None | -Share journal entry, map, identity timeline, and character sheet from previous day-Introduce new vocab words.-Read Ch. 18with queries-Mini Lesson: Cause & Effect-Update “Lessons Learned” page-Cause & Effect card game-Work on Percy’s map, Identity timeline, Cause & Effect chart, and journal entry.Homework: None | -Share journal entry from previous day-Introduce new vocab words, circle of questions, and word web.-Read Ch. 19with queries-Close Reading Section-Mini Lesson: Setting-Update “Lessons Learned” page-Discuss how setting effects characters & plot. Complete Setting worksheet-Work on Percy’s map, Setting worksheet, and daily journal entry.Homework: None |
| **Day 6: 5/5****Friday** | **Day 7: 5/8****Monday** | **Day 8: 5/9****Tuesday** | **Day 9: 5/10****Celebration Day** |  |
| -Share journal entry from previous night.-Introduce new vocabulary. Go over vocabulary worksheet.-Read Ch. 20-21 with queries and discuss Percy-Mini Lesson: Vocabulary Review-Update “Lessons Learned” page.-Play vocabulary review game to prepare for quiz-Work on daily journal entry, and Percy’s map.-Work on final pamphlet project if time allows.Homework: Finish daily journal entry and vocabulary worksheet. | -Share journal entry from previous week-Review vocabulary worksheet-Read Ch. 22with queries -Mini Lesson: Theme Progression-Update “Lessons Learned” page.-Work on daily journal entry and Percy Character Sketch-Work on final pamphlet project if time allowsHomework: Finish daily journal entry and study for vocabulary quiz | -Share journal entry from previous night-VOCAB QUIZ-Discussion: How did Percy change throughout the novel? -Finish adding all information to camper journal-Work on final pamphlet projectHomework: Finish final pamphlet project | -Finish final pamphlet project if not already completed-Students share their pamphlets with one another and discuss their favorite part of the book-Students turn in camper journals and postcard projects-Activity time with other groups: blue snacks, and Breakout Edu. |  |

*The Lightning Thief* Unit Plan

**I. Introduction**

 A. Title

 a. *Percy Jackson and the Lightning Thief* by Rick Riordan

 b. Modern Fantasy

 B. Grade Level

a. This novel is intended for use with a small group in Mrs. Stewart’s fourth grade class at Hillview Elementary School.

b. Guided reading level W

 C. Duration

 a. Nine days

 b. See block plan (attached) for pacing.

 D. Context

 a. This novel unit will take place in the last grading period of the school year.

**II. Content**

 A. Goals

a. Through small group discussions, activities, and some independent reading, the students will read the book during instructional time and will utilize comprehension tools modeled and taught to them throughout.

b. Through the study of this book students will better develop their understanding of character development and making predictions.

c. Students will improve and expand their vocabulary through word activities, discussions, and worksheets.

d. Through the study of the theme of the novel, students will learn about how Percy finds his true identity through making major decisions throughout the novel and how his decisions affect and shape him as a character.

e. Students will expand on their ability to identify types of conflicts in the story and identify and explain their resolutions.

 B. Concepts

a. Students will learn significant vocabulary throughout this unit.

b. Students will study the theme progression throughout the novel and how the decisions characters make affect themselves and others in the novel to create an overarching theme.

c. Students will study character development from the beginning to the end of the novel and how important players throughout the story change and evolve over time.

d. Students will be given many opportunities to make predictions and will learn the importance of thinking critically about a piece of literature.

e. Students will explore the conflicts throughout the story and identify their resolutions.

C. Vocabulary

1. “Ares” (chapter 15, pg. 226) – the Greek god of war.

2. “Aphrodite” (chapter 15, pg. 230) – the Greek goddess of love and beauty.

3. “Procrustes” (chapter 17, pg. 280) – a robber who stretched or cut up travelers to make them fit the size of his bed.

4. “Charon” (chapter 18, pg. 285) – The ferryman of Hades who carries souls of the newly deceased across the rivers Styx to the Underworld.

5. “Ghouls” (chapter 18, pg. 292) - an evil spirit or phantom.

6. “Chasm” (chapter 19, pg. 304) – a deep crack in the earth's surface.

7. “Tartarus” (chapter 19, pg. 305) - is the deep abyss that is used as a dungeon of suffering for the wicked and as the prison for the Titans. It is found in the Underworld.

8. “Helm of Darkness” (chapter 19, pg. 312) – a helmet of invisibility created by the Titans for Hades.

9. “Trident” (chapter 21, pg. 340) – a spear with 3 prongs.

10. “Kronos” (chapter 21, pg. 344) - the leader and youngest of the first generation of Titans. Ruler of the gods until he was overthrown by his own son Zeus and imprisoned in Tartarus.

D. Skills

 a. Ability to recognize and identify conflict and resolution

 b. Ability to explain main character development throughout novel.

 c. Ability to make predictions.

 d. Vocabulary enhancement

 e. Determining major themes.

 f. Identifying the setting and how it interacts with characters in the story.

**III. Objectives**

 A. Objectives

 1. Overall:

a. Given teacher and peer support, TSWBAT participate in daily group discussions and provide important details about the chapters based upon a teacher prompt with 100% participation.

b. Given teacher support, reading, and discussion of the novel, TSWBAT correctly identify key character traits and determine how characters changed over the course of the novel.

d. Given the reading of *The Lightning Thief*, group discussion, and their camper notebook, TSWBAT complete reflective journal responses, a theme timeline, a travel map, and character sketches on all assigned days following the teacher’s instructions to teacher satisfaction.

e. Given the reading of *The Lightning Thief* group discussion and development, camper notebooks, and teacher instruction, TSWBAT correctly define the ten vocabulary words (see section II:C) from the novel, which will be evaluated in the vocabulary quiz at the end of the unit.

 2. Day 1

a. Given teacher support and previous chapter readings of the novel, TSWBAT to describe and summarize what has happened in the novel thus far, participate in group discussion, and provide important details/opinions with 100% participation.

 3. Day 2

a. Given teacher support and reading of chapters 14-15, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT follow all directions and copy all vocabulary into their journals accurately with 100% completion.

c. Given a group discussion and mini-lesson on themes, TSWBAT accurately identify the theme of the novel and complete the first box on their theme timeline with 100% completion.

4. Day 3

a. Given teacher support and reading of chapters 16-17, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT follow all directions and copy all vocabulary into their journals accurately with 100% completion.

c. Given a group discussion and mini-lesson on the four types of conflict, TSWBAT provide examples of each of the four types of conflict from the story and in their own lives to 100% completion.

5. Day 4

a. Given teacher support and reading of chapter 18, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT follow all directions and copy all vocabulary into their journals accurately with 100% completion.

c. Given a group discussion and mini-lesson on cause and effect, TSWBAT identify examples of cause and effect within the chapter in a graphic organizer to 100% accuracy

 6. Day 5

a. Given teacher support and reading of chapter 19, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT follow all directions and copy all vocabulary into their journals accurately with 100% completion.

c. Given a group discussion and mini-lesson on setting, TSWBAT to identify and describe the setting in this chapter and explain how it impacts the characters on a graphic organizer to 100% completion.

7. Day 6

a. Given teacher support and reading of chapters 20-21, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT follow all directions and copy all vocabulary into their journals accurately with 100% completion.

c. Given a group discussion and mini-lesson review on vocabulary, TSWBAT identify the meaning of all ten assigned vocabulary words and use them all in a sentence with 100% accuracy.

 8. Day 7

a. Given teacher support and reading of chapter 22, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each word, TSWBAT complete a vocabulary worksheet review of the vocabulary words to 100% completion.

c. Given a group discussion and mini-lesson on theme progression, TSWBAT create an identity timeline that highlights which pivotal events in the story contributed toward the overall theme of identity and isolation.

 9. Day 8

a. Given teacher support and the completion of the book, TSWBAT orally answer questions prompted by the teacher and participate in group discussion, providing important details and opinions with 100% participation.

b. Given teacher prompting and in-depth exploration of each vocabulary word, TSWBAT complete a vocabulary quiz with matching, fill-in-the blank, and sentence creation worth 20 points to 100% accuracy.

c. Given class activities, in-depth discussions, and exercises in their camper journals, TSWBAT create a Camp Half-Blood Summer Camp pamphlet that summarizes the most important aspects of the story to 100% completion.

 10. Day 9

a. Given the experience of playing Breakout Edu and trying blue food, TSWBAT verbally express events that occurred throughout the story with 100% participation.

B. Eligible Content

 1. Theme progression/sequencing

 2. Character development

 3. Making predictions

 4. Types of conflict and resolution

 5. Ten vocabulary words

 6. Identifying the setting

 C. Standards

1. CC.1.3.4.A- Determine a theme of a text from details in the text; summarize the text.
2. CC.1.3.4.B- Cite relevant details from text to support what the text says explicitly and make inferences.
3. CC.1.3.4.C- Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
4. CC.1.3.4.F- Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
5. CC.1.3.4.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
6. CC.1.4.4.G- Write opinion pieces on topics or texts.
7. CC.1.4.4.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
8. CC.1.5.4.A- Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.
9. CC.1.5.4.B- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**IV. Learning Experiences**

A. Day One/Introduction (Friday)

 1. Introductions:

a. Introduce myself and why I will be helping in their classroom. Tell a little bit about myself. I will then have students go around and introduce themselves and state their favorite place they have ever traveled to in the U.S.

b. Introduce the book “Percy Jackson and the Olympians: The Lightning Thief” and show students the cover. Make inferences about what might happen next in the story and who the Lightning Thief might be. Explain that they will be reading the second half of the book (Ch. 14-22), so they will be reading 1-2 chapters each day. All of the reading will be done in class either independently, popcorn reading, or by read aloud by the teacher. Each day, we will have activities to complete and journal entries to write. Whatever is not finished in class will be added on to homework, so students should use their class time productively.

c. I will explain that students will be participating in group discussions and Think-Pair-Share activities where they will discuss important ideas/topics from the day’s chapter readings. Students will be expected to participate and include textual evidence as much as possible. The teacher will also teach mini-lessons to explain challenging concepts in the book and introduce skills good readers use when reading throughout.

d. Explain to students that they will be keeping camper notebooks throughout the unit. Pass out student packets. Students are to use these notebooks for daily reflections, making predictions/inferences, and novel-wide character development activities. Students will be assigned reflection/prediction prompts as every homework assignment, which will be checked daily for completion and effort. Students will also use designated spaces in their notebooks to keep track of character development. Students will use pictures and labels to illustrate key characters and how they change throughout the novel.

e. Pass out Riptide pencils to students. I will explain to the students that these are their special writing utensils. Like Percy’s ballpoint pen sword, Riptide, these pencils are their special writing tools for this unit. The students will be allowed to name their pencils and share what special power their pencil might have.

f. Pass out camper necklaces. Explain to students that each day for completing their work they will get a bead. For example if one day we do a vocabulary lesson, they will get a vocabulary bead for completing their work that day. This will emulate the necklaces and beads campers at Camp Half-Blood get at the end of each summer.

g. Introduce vocabulary section of their camper notebooks. The teacher will explain that in this section students will record information about specific gods/goddesses mentioned in the novel and supplemental readings. For other vocabulary words, students will record them in a graphic organizer and draw illustrations to go along with the words. Students will learn a total of 10 key vocabulary words throughout the unit. Students can references these words independently if they are confused about the meaning of a word.

h. Introduce Percy’s travel map to students. Explain that Percy and his friends travel across the United States and visit some important places. The teacher will explain that the map will help them to see where Percy is throughout the story, as well as will give them the opportunity to explain what happened to Percy and his friends at each stopping point.

i. Explain final pamphlet project. Students will use all the information gathered in their camper notebooks throughout the unit to create a Camp Half-Blood Summer Camp pamphlet to convince their friends to go to Camp Half-Blood. It will highlight the most important information from the novel. This project will be 50 points graded on completion, neatness, and depth of thought.

2. Novel Review:

a. Ask students what they remember about what they have recently read in the novel thus far. Gauge background knowledge and fill in any gaps. Relate their knowledge from the story thus far to help students make predictions about what they believe might happen next in the story.

b. Explain Percy’s discovery of his own identity. Ask students about how Percy has changed thus far in the novel after discovering who his dad is. Have students recall specific points in the novel to support their reasoning. Explain to students that we will be keeping a close eye on how Percy as a character changes throughout the novel.

3. Activities

a. Explain to students that they are now a cabin. As a cabin, we will design a symbol to represent who we are. Explain that in the story, each cabin had a god or goddesses symbol. Ours will be a little bit different, but it will be a symbol to mark where we will meet as a cabin each day while reading the story.

b. Open up camper notebooks and turn to the Percy’s map. Go through points 1-7 with students. The teacher will have students identify where Percy, Grover, and Annabeth went, as well as what happened at each of these pit-stops. The teacher will show PowerPoint slides with overviews of each place to act as a visual. This will act as a review of the novel thus far.

c. Have students begin to work on filling out Percy’s character sketch. The teacher will guide student discussion in this area and conference with students to help them complete the chart. The teacher will also hand out the bead for that day for students to add to their necklaces.

5. Tonight’s Homework:

 a. None

B. Day Two (Monday)

 1. Go over Independent Work

a. Students will take out their map from the previous day and share their work with a partner as the teacher checks for completion and understanding. Teacher will emphasize students’ good work and insight.

b. Students will share their character sketch with one another and compare and contrast their responses as a group. Students can add to their work throughout the discussion.

 2. Pre-Reading

a. The teacher will explain that throughout the novel many gods, goddesses, and monsters are mentioned. Explain that these gods and goddesses come from ancient Greek myths. Explain that myths are stories from the past that teach a lesson to people. Have students turn in their camper notebooks to the passage about Ares and the reader’s theatre about Aphrodite. Students will read through the passage and reader’s theatre with a partner. Then we will discuss the stories as a group.

b. Go over the vocabulary words that will be mentioned in the chapters today: Ares, and Aphrodite. Have students talk about what the myths they read tell us about these two gods. Use the character sketches in the student packets to discuss these two characters further. Have the students fill in the character sketches in the vocabulary section in their survival journal.

3. Reading

a. Remind students to be looking for new vocabulary words and for new characters to be introduced.

b. Read Chapter 14 aloud using QTA questioning throughout: If you were in Percy’s position, how would you feel? How would you react? What is the author trying to tell us here? What does this mean for Percy? Why do you think he was able to survive such an impact? What do we learn about Percy’s powers? How might these powers help him on his quest? Predict: Who do you think is talking to Percy? What do you think the purpose of this voice will be? What do Percy’s thoughts tell us about him? What do they tell us about his relationship with his father? If Grover or Annabeth were down in the water with him and overheard these thought, how might they react? What would they say to Percy? What message do you think the author was trying to convey through the reappearance of Percy’s sword? What do you think the purpose of the mystery voice is? How do you think Percy will feel after hearing what she has to say? Why do you think Percy’s first instinct was to assume the woman was his mother? What does this say about Percy? What does the woman’s comment about the water pollution say about how humans treat the environment? What do you think the author’s purpose was in including this? What does the chaos at the arch tell us about the human world vs. the god’s world?

c. Prediction question: Who do you think is talking to Percy in the water? What gifts do you think Percy should not trust? What might happen when Percy gets to Denver?

d. Students will read Chapter 15 independently. Afterwards, we will meet as a group and discuss the chapter. The teacher will ask strategic questions: Do you agree with Luke that Hades stole Zeus’ thunderbolt? Why do you think Percy lied to Grover and Annabeth about his talk with Luke? How did Percy change when he was around Ares? How did Percy, Grover, and Annabeth work together to get Ares’ shield?

e. Prediction question: How do you think Ares will react to getting his shield back? Do you think he will be thankful?

4. Activities

a. Help students add to their camper notebooks by filling in the new vocabulary words and adding descriptions of new characters that were introduced.

b. Mini-Lesson: Theme of Identity and Isolation. The teacher will emphasize how an author creates a powerful theme throughout their story and all the important events in the book contribute toward the theme. Discuss with students how the theme of the novel is Percy’s journey to find his identity and how he overcomes his feelings of isolation. Brainstorm examples from the text so far that have shown how Percy has changed so far in the story. Show students the page in their camper notebooks that is labeled “Identity Timeline.” On this page, students will draw a picture of a moment in the novel where Percy grew in his identity of himself. Underneath or on the back of the page, students will label what chapter their picture was in and what happened/how Percy changed. The teacher will explain that students will be adding to this timeline throughout the story and will discuss how Percy changes from the beginning of the novel to the end.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d. Have students work on their Ch. 14/15 Journal entry independently. The teacher should assist students when necessary. The teacher will then pass out their “Theme Bead” for their camper necklaces.

5. Tonight’s Homework:

 a. None

C. Day Three (Tuesday)

 1. Go over Independent Work

a. Students will take out their character sheet, map, and journal response and share their work with the group. We will go around in a circle giving each student a chance to share what they wrote about Percy. Students will share their journal responses with a partner.

 2. Pre-Reading

a. Go over the vocabulary words that will be mentioned in the chapters today: Procrustes. Have students talk about who they think Procrustes might be and read the myth about him as a group. Have the students fill in the character sketch in their camper notebooks. The teacher will then go over the character sketch with students upon completion

b. Have the students find the page in their camper notebook labeled “Lessons Learned”. Remind them of the interaction between Ares and Percy in the previous chapter. Have students practice writing a lesson Percy might have learned through this interaction with Ares. Explain to the students that Percy learns many lessons throughout the story that impact him as a character. The teacher will remind students to keep track of these lessons on this page in their camper notebooks throughout the novel.

3. Reading

a. Remind students to be looking for new vocabulary words and for the lessons that Percy and his friends might be learning during the reading.

b. Have students read Chapter 16 with a partner aloud. Once they are finished we will meet as a group to discuss the following questions: What do we learn about Grover and Annabeth in this chapter? Who do you think the two people in Percy’s dream were? What new power does Percy discover he has? How does their time at the Lotus Casino affect their quest?

c. Prediction question: What do you think might happen between Percy and Ares now that Percy has offended him? (Think-Pair-Share)

d. Read Chapter 17 independently. Then as a group discuss the following questions: What are some similarities and differences between Crusty in the story and what we read about Procrustes in the myth? Why do you think Annabeth wouldn’t tell Percy what she thought was in the pit? Who ended up being the figure in the water? What does she tell us about Poseidon? How does Percy out-wit Procrustes? How does he use his strengths to his advantage?

4. Activities

a. Assist students in updating new information in their camper notebooks by filling in the new vocabulary words, updating Percy’s Map, and adding to their lessons learned page, Identity timeline, and/or their Percy Character Sketch.

b. Mini-Lesson: 4 Types of Conflict. The teacher will explain that in every novel there is a problem or conflict. Within a story there can be different types of conflict. The teacher will emphasize that good authors use 4 different types of conflict throughout their writing to make the story more interesting. The teacher will then explain the 4 types of conflict: Man vs. Self, Man vs. Man, Man vs. Society, and Man vs. Nature. The teacher will then have students flip to the “Types of Conflict” page in their camper notebooks.

i. Types of Conflict Worksheet: The teacher will give students cards with examples of conflicts from famous stories, from the story they are reading, and in our own lives. Students will then have to guess what type of conflict it is.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d. Have students work on their Camper Journal entry for Ch. 16/17. Teacher should assist if needed. The teacher will then pass out the “Conflict Bead” for the day. Students will add this bead to their camper necklaces as a reward for their hard work today.

 5. Tonight’s Homework:

 a. None

D. Day Four (Wednesday)

 1. Go over Independent Work

a. Students will take out their character sheets, Percy’s Map, identity timeline, and their camper journal entry from the previous day and share their work with a partner.

b. The teacher will be listening to student discussion, as well as checking for work completion.

 2. Pre-Reading

a. Go over the vocabulary word that will be mentioned in the chapter today: Charon and Ghouls. Use a Frayer model to gain a deeper understanding of the word Ghouls. Have students talk about what they think the word means and go over the definition. Have the students write the word in the vocabulary section in their camper notebook. Then have students turn in their camper notebooks to the myth about Charon. Have students read this myth as a group and discuss Charon as a character. Then students will fill out his character sketch and share with the group.

 3. Reading

a. Remind students to be looking for the new vocabulary word, as well as filling in the Lessons Learned page throughout the reading.

 b. Read Chapter 18 independently and then as a group discuss the following questions: How is Charon’s character and the setting different in the novel compared to the myth? How is the “pollution” in the River Styx different than normal pollution? Do you agree or disagree with Grover’s statement that Percy’s plans always bite? Why or why not?

c. Prediction Question: How do you think the Underworld might look?

g. Throughout reading, students can refer to the Underworld Map located in their camper notebooks to help visualize and clarify unknown places.

 4. Activities

a. Assist students in updating the new information in their camper notebook by filling in the new vocabulary word, updating their Percy Map, and adding to their lessons learned page, Identity timeline, and/or their Percy Character Sketch.

b. Mini-Lesson: Cause and Effect. The teacher will discuss that throughout the story and in life when people do things or when certain things happen, something usually happens because of that event or occurrence. This is known as cause and effect. The teacher will provide students with examples of cause and effect. Then the teacher and the students will discuss instances within the novel that cause and effect can be seen.

i. Cause and Effect Card Game: Student will work with a partner to match the causes with their effects, which will be written on cards. Once they are finished, the teacher will check their answers.

ii. Cause and Effect Worksheet: Students will look through Ch. 18 in their books and find 3 examples of cause and effect that occurred within the chapter. Students are welcome to draw pictures in the boxes as well, but must provide a sentence or two describing what happened. After completion, as a group the teacher and the students will discuss the worksheet and how this relates to the novel.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d. Have students work on their Camper Journal entry for Ch. 18. The teacher should assist if needed. The teacher will then pass out the “Cause & Effect Bead” for the day. Students will add this bead to their camper necklaces as a reward for their hard work today.

 5. Homework

 a. None

E. Day Five (Thursday)

 1. Go over Independent Work

a. Students will take out their Percy’s Map, identity timeline, and their camper journal entry from the previous day and share their work with a partner.

b. The teacher will be listening to student discussion, as well as checking for work completion.

 2. Pre-Reading

a. Go over the vocabulary words that will be mentioned in the chapters today: chasm, Tartarus, and Helm of Darkness. Have students talk about what they think the word “Chasm” mean and go over the definition. Use the Frayer model and draw pictures of the words. Then present students with the word “Tartarus” written on a notecard. Have students ask questions about this word and write them on post-it notes. The teacher will then answer their questions. Based on the teacher’s answers, students will try to guess the definition. After hearing student responses, the teacher will reveal the word’s definition. Students will copy the questions from the post-it notes into their camper journals as well. For the word “Helm of Darkness” the teacher will explain what it is and why it is important to the God Hades. Students will write the definition on the “Helm of Darkness” page of their camper journals. Then students can quickly color and decorate their own helm of darkness helmet. Then have the students write the words in the vocabulary section in their camper notebooks.

 3. Reading

a. Remind students to be looking for new vocabulary words, as well as filling in the Lessons Learned page throughout the reading.

 b. Read Chapter 19 independently and then discuss as a group the following questions: how does the author help paint a picture of the Underworld for the reader? What does Percy’s desire to make it to the Isles of the Blest tell us about him? How does Hades’ presence effect Percy? What realization does Percy come to about Annabeth and Grover? What does Percy’s choice with the pearls say about him as a character? Would he have made this choice at the beginning of the story?

c. Prediction Question: What do you think might happen between Percy and Ares?

i. Close Reading Passage: Hand students a print out of an excerpt from the pages 315-317 for a close read. Students should read this individually. Students will use the “Mark It Up” worksheet in their student packet as a guide for how to mark up the reading. Then as a group, discuss the significance of Percy’s decision to save his friends over his mother.

 4. Activities

a. Assist students in updating the new information in their camper notebook by filling in the new vocabulary word, updating their Percy Map, and adding to their lessons learned page, Identity timeline, and/or their Percy Character Sketch.

b. Mini-Lesson: Setting. The teacher will talk about how the author uses descriptions that involve our senses to paint a picture in our minds of where the story takes place. The teacher will explain that where the story takes place is called the setting. The teacher will explain to students that sometimes where the story takes place effects what the characters do and how they interact in the story. The teacher will provide some real-world examples of this.

i. Setting Worksheet: Students will look through Ch. 18 and try to find at least 2 examples of sentences about the setting that engage the reader’s senses. After students finish, the students will discuss as a group their answers. The teacher will then have students discuss how the setting in Ch. 18 effected the characters and how events unfolded in the chapter.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d. Have students work on their Camper Journal entry for Ch. 19. The teacher should assist if needed. The teacher will then pass out the “Setting Bead” for the day. Students will add this bead to their camper necklaces as a reward for their hard work today.

 5. Homework

 a. None

F. Day Six (Friday)

 1. Go over Independent Work

a. Students will take out their character sheets, Percy’s Map, identity timeline, and their camper journal entry from the previous day and share their work with a partner.

b. The teacher will be listening to student discussion, as well as checking for work completion.

c. Review vocabulary worksheet in camper notebook together as a group so that students will be able to complete this worksheet for homework

 2. Pre-Reading

a. Go over the vocabulary words that will be mentioned in the chapters today: trident, and Kronos. Have students talk about what they think the word “Trident” mean and go over the definition. Use the Frayer model and draw pictures of the words. Then have students popcorn read the story of Kronos. Discuss as a group this myth. Then have the students write the words in the vocabulary section in their camper notebooks.

 3. Reading

a. Remind students to be looking for new vocabulary words, as well as filling in the Lessons Learned page throughout the reading.

 b. Read Chapter 20 independently and then as a group discuss the following reflection question: How does Percy play to his strengths and Ares’ weaknesses when he fights the god?

c. Prediction Question: Who do you think helped Ares in the plan to take Zeus’ thunderbolt? Why?

d. Read Chapter 21 aloud asking strategic questions marked throughout: How did the news’ perspective of Percy’s quest differ from previous news reports in this chapter? Why do you think Percy visits Zeus and Poseidon alone? What does this say about him? What do we learn about Percy from his interactions with his mom and Poseidon in this chapter?

e. Reflection Question: What do you learn about Percy and his mom’s relationship in this chapter?

f. Prediction Question: What do you think Percy’s mom will decide to do about Gabe? Why?

 4. Activities

a. Assist students in updating the new information in their camper notebook by filling in the new vocabulary word, updating their Percy Map, and adding to their lessons learned page, Identity timeline, and/or their Percy Character Sketch.

b. Mini Lesson: Vocabulary Review. Tell students about the vocabulary quiz on Tuesday. Briefly go over the meaning of each word: read the definition of each word and have the students guess what the word is by writing it down on a whiteboard and then showing the teacher their answers.

i. If time allows, play additional “head’s up” game. Have paper cards with the vocab words written on them and stretchy head bands for students to put on their heads. With a partner, the students will practice giving the definitions of the vocab words and the other student will have to guess the word. Once they get the word right, the partners switch roles and move onto the next word.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d. Have students work on their Camper Journal entry for Ch. 20/21. The teacher should assist if needed. The teacher will then pass out the “Vocab. Review Bead” for the day. Students will add this bead to their camper necklaces as a reward for their hard work today. If time allows, students can begin to work on the camper pamphlet.

5. Homework

 a. Vocabulary Page

 b. Finish Camper Journal entry for Ch. 20/21

G. Day Seven (Monday)

 1. Go over Homework

a. Students will take out their daily journal response from the previous day and share their work with a partner.

b. Go over the vocabulary worksheet and share the correct answers.

 2. Reading

a. Review what was read on Friday with students to refresh what they learned and talked about before the weekend.

b. Remind students to be looking for new vocabulary words, as well as filling in the Lessons Learned page in their camper notebooks throughout the reading.

c. Read Chapter 22 aloud asking strategic questions marked throughout: Was your prediction about what Percy’s mom would do with Gabe correct? How do you think Percy’s mom’s choices will affect Percy in the future? Do you think Grover will be the first satyr to find Pan? Do you think Percy should be worried about the part of the prophecy that hasn’t been unveiled to him yet? What do you think Percy’s decision will be about staying or leaving Camp Half-Blood? Do you think Percy should go into the woods with Luke or should he listen to his gut? What is your reaction to Luke’s revelation? Do you agree with Percy’s decision to leave camp?

d. Reflection Question: How has Percy grown as a character from the beginning of the book?

e. Prediction Question: What do you think will happen next for Percy?

 3. Activities

a. Assist students in updating the new information in their camper notebook by filling in the new vocabulary word, updating their Percy Map, and adding to their lessons learned page, Identity timeline, and/or their Percy Character Sketch.

 b. Mini-Lesson: Theme Progression. Teacher should emphasize how authors use events throughout their novels to slowly build the theme. Have students turn to the page in camper notebooks titled “Identity Timeline” and have the students write the remaining important moments which shaped Percy’s identity.

c. Have students add the next pit-stop on their Percy’s Travel Maps. Students will write a brief description for what happened at this place as well. The teacher will show a PowerPoint slide of the place Percy stops to act as another visual for students.

d.. Have students work on their Camper Journal entry for Ch. 22. The teacher should assist if needed. The teacher will then pass out the “Finished Book Bead” for the day. Students will add this bead to their camper necklaces as a reward for their hard work today. If time allows, students can begin to work on the camper pamphlet.

4. Homework

 a. Study for vocabulary quiz

 b. Finish Camper Journal Entry for Ch. 22

H. Day Eight (Tuesday)

 1. Go over Homework

a. Students will take out their daily journal response from the previous day and share their work with a partner.

 2. Vocabulary Quiz

 a. Administer individual vocabulary quiz worth 20 points.

 3. Discussion

a. The teacher will pose the question: How did Percy change throughout the novel? Students will discuss this question using the information gathered about Percy on his character sketch, Identity Timeline, and Lessons Learned page of their camper notebooks. The teacher will then have students discuss whether or not they felt that Percy changed for the better or not and why.

 4. Activities

a. Help students wrap up filling in any additional developments in their camper notebooks.

b. Start working on final pamphlet project. The teacher will assist students in this when needed.

 5. Homework

 a. Finish final pamphlet project.

I. Day Nine – Last Day Celebration (Wednesday)

1. Have each student show off their final project to the group and share their favorite part of their pamphlet.

2. Combine with other classroom groups to participate in a Breakout Edu book review game.

3. Have a buffet of blue food from the book including blueberry muffins, blue chocolate covered popcorn, and blue punch.

 4. Collect camper notebooks and pamphlets for a final grade.

J. Post-Field

1. Grade the camper notebooks and pamphlets being sure to provide feedback. Send them back to the school with a thank you note for the students and the teacher.

K. Overall Classroom Management

1. If students finish their work early, a prepared activity to fill time is for them to start on their homework activities. Students should be motivated to do this so that they will not have to do more work at home later.

2. I will keep students constantly engaged through all the planned activities for the unit. I will always be giving them a role, whether they are reading aloud, writing in their journal, participating in group discussion, etc.

3. I will establish rapport from the very first day so that students know that I am are approachable, but still request their best effort and respect. I will be engaged and enjoying the book, so that the students are more likely to be as well.

4. If behavior issues occur throughout the unit, I will use techniques such as proximity, name dropping, task delegation, removal of privileges, etc. to pull the student back into learning. For large behavior issues consult the co-op or professor as available. I will not get emotional or take mean comments personally. I will be calm and consistent in my classroom management.

**V. Evaluation Instrument and Methods**

 A. Formative Evaluation:

a. Student daily journals entries will be checked daily for completion to teacher satisfaction.

b. Group discussions – I will evaluate if student responses are related to the questions at hand, if they are able to provide quality feedback about what they are reading, and if they actively participate or not.

c. Independent work observation – I will evaluate if students are staying on task, and if they demonstrate a good work ethic by staying on task during this time.

B. Summative Evaluation:

a. Camper Notebook Entries – These entries will be graded for the majority on completion, but I will also be evaluating them based upon adequately answering all questions posed and the inclusion of details from the reading. It should be apparent that students are paying attention to the reading and gaining understanding from the group discussions.

b. Vocabulary Quiz – After all vocabulary words have been learned and reviewed and review games/worksheets have been completed, there will be a **20 point** vocabulary quiz.

c. Pamphlet Project – This is a 50 point final project in which students will transfer their best information and insights from their camper notebooks into designing a Camp Half-Blood Summer Camp information pamphlet. The pamphlet will include important information such as setting, conflict, a favorite character, theme, and drawings of their favorite scenes and events.

**VI. Evaluation of Objectives**

At the end of this unit, I will reflect upon the following questions:

* Student:
	+ Were students actively involved in understanding the novel and attentive?
	+ Did students adequately answer and engage in the discussion and questions?
	+ How well did the students’ performance on the final pamphlet project demonstrate their knowledge of the novel that they gained throughout the unit plan?
	+ Were all of the objectives met, or was re-teaching necessary?
	+ What aspects of this unit did students struggle with?
* Teacher:
	+ Did I succeed in carrying through with the entirety of my unit plan?
	+ What changes to this unit plan might I make to better improve this unit plan?
	+ Was there enough time to cover all the activities and information I planned?
	+ How effective was my classroom management and what areas could I improve in for the future?

**VII. Evaluation of Daily Lessons**

Each day I will reflect upon the following two questions:

* What went well today and what could I have improve to make the lesson more effective and engaging?
* Did students adequately attain the objectives I wanted to teach them today?

**VIII. Resources**

 A. Bibliography

* <http://www.shmoop.com/percy-jackson-lightning-thief/themes.html>
* <http://bookunitsteacher.com/wp/?p=2825>
* <http://rickriordan.com/series/percy-jackson-and-the-olympians/>
* Class Strategy Share Pinterest

 B. Materials

 a. Whole Unit:

 i. Personalized copy of camper notebook for each student and teacher

ii. Pamphlet cardstock for each student

 iv. Rubric for final project for each student

 v. Personal copy of book for teacher and students

vi. Teacher’s laptop with “Visual Guide” for daily reading and Percy’s Map PowerPoint

 vii. Necklaces for campers and beads

 viii. Sharpened Riptide pencils

 ix. Art supplies: colored pencils, markers, and crayons.

b. Day 1:

 i. Paper for cabin emblem

 ii. Camp Half-Blood counselor t-shirt

 c. Day 3:

 i. Conflict Cards

 d. Day 4:

 i. Cause and Effect Cards

 e. Day 5:

 i. Printed out excerpt of pages 315-317 for each student for close reading.

 ii. Notecard

 iii. Post-it notes

 f. Day 6:

 i. Whiteboards, one for each student.

 ii. Dry-erase markers, one for each student.

 iii. Head’s Up vocabulary cards

 iv. Head bands

 g. Day 8:

 i. Vocabulary quiz

 h. Day 9:

 i. Breakout Edu Box

ii. Blue Food: blueberry muffins, blue chocolate covered popcorn, and blue punch.

C. Room Arrangement Plan

I plan to conduct the majority of my activities at one table center. Here we can do large group readings and chapter discussions. The students and I can do mini-lessons and vocabulary lessons here as well. When breaking up into small groups or partners, students can use the surrounding floor area to meet with their group. On the final day, my group and the other groups in the classroom can combine and use the entire classroom for the planned activities that day.

**IX. Appendix**

 A. Teacher materials

 a. Visual Guide PowerPoint for Percy’s Map

b. Vocabulary Review Sheet for whiteboard activity

c. Conflict flashcards

d. Camp Half-Blood t-shirt

e. Beads

 B. Student materials

 a. Camper Notebook

 b. Final pamphlet

 c. Camper necklace

 d. Riptide pencil

 e. Post-it notes

 f. White board

 g. Dry erase marker

 h. Head band

 i. Vocab cards

 C. Assessment Tools

 a. Vocabulary Quiz

 b. Rubric for pamphlet

FINAL PROJECT – PAMPHLET

 For your final project in this novel unit, you will be creating a *Lightning Thief* Camp Half-Blood Summer Camp Pamphlet which contains the highlights of the information that we will be discussing and working through as a group throughout the two weeks. This pamphlet will be used to convince other half-bloods to come to Camp Half-Blood. This pamphlet will also act as a final “book report” and a place for you to demonstrate your knowledge and understanding of the novel. The majority of this information will already be in your camper notebooks and you will simply have to make it fit the criteria.

1. Welcome to Camp Half-Blood. (Front Flap)

-Create a heading for Camp Half-Blood. Write the title of the book, the author, and draw a picture of the book’s cover. DON’T forget your name!

2. Lessons Learned (Inside Right Flap when first open)

-Make a list of the most important lessons Percy learned throughout the novel.

3. The Quest (Inside Left Flap)

-Choose your favorite conflict from the novel and draw a picture of the event in the open space. Label which of the four types of conflict it is categorized as a write a brief description of what happened and how it problem was resolved in the end.

4. Camper of the Week (Inside Right Flap)

-Choose your favorite character from the novel and draw a picture of him/her in the open space. Write the character’s name, their most important character traits, and why they are your favorite.

5. Theme (Inside Middle)

-Identify the most important theme of the book in your opinion and write a few sentences about how the author developed the theme throughout the novel and which main events contributed towards it.

6. Setting (Back Panel)

-Choose 1 place that Percy visited and describe it. Explain briefly what happened to Percy there and draw a picture of the place.

This project is worth 50 points and graded on completion, detail, accuracy, and thoughtfulness of each section.