

# Determining Theme Lesson Plans for 10 Book Club Meetings

The following preview shows all of the Book Club Meetings for *The Lightning Thief* by Rick Riordan

## 4 Part Lesson Plans

Book Club	
The Lightning Thief By: Rick Riordan Grade Level: 6 / Guided Reading Level: W	
Discussion Questions and New Vocabulary	<b>Meeting #2</b> <b>A Note About the Discussion Questions and Vocabulary</b> The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer. You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide. <b>Chapters 2-4 Discussion Questions:</b> 1. What elements of the fantasy genre did you notice? 2. What influences Percy? Cite evidence from the text. 3. Describe changes in Grover. 4. What do you predict Annabeth meant by, "He's the one. He must be." (pg. 56) <b>Chapters 2-4 New Vocabulary:</b> 1. Obnoxious (pg. 17) – unpleasant in a way that makes people feel offended, annoyed, or disgusted 2. Delinquents (pg. 22) – young people who regularly do illegal or immoral things 3. Expulsion (pg. 33) – the act of forcing someone to leave a place (such as a country or a school) 4. Hoof (pg. 43) – a foot of some animals (such as sheep, goats, or cows) that is divided into two parts  The Lightning Thief Book Club   @BookPagez.com

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Determining Theme	<b>Meeting #9 Continued</b> <b>Kick-off the Book Club Meeting (5-7 minutes)</b> <ul style="list-style-type: none"><li>Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).</li><li>Review the conversation prompts on the Book Club Calendar.</li><li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li><li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li><li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li></ul> <b>Time to Teach: Summarization (7-10 minutes)</b> <ul style="list-style-type: none"><li>Congratulate students on completing the book.</li><li>Explain that it's time to think about theme.</li><li>Remind students that themes are not topics.</li><li>Explain that you will work together to consider the lessons learned by the characters. Thinking about what the author was teaching through a character and viewing it through our personal lens of experiences, we will identify a theme.</li><li>Review with members the Plot Diagram created in Meeting #6.</li><li>Add to the rising action, identify the climax, and falling action and resolution.</li><li>Revisit the graphic organizer from Meeting #3.</li><li>Add to the Characters, Setting, Problem/Solution, and Topic sections.</li><li>Ask members to think about the challenges Percy and other characters faced.</li><li>Refer to the graphic organizers for ideas about lessons learned.</li></ul> The Lightning Thief Book Club   @BookPagez.com

Book Club	
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Using Character Clues to Determine Theme	<b>Meeting #7 Continued</b> <ul style="list-style-type: none"><li>Explain that characters develop as they encounter problems, or challenges. As characters learn lessons, we learn along with them.</li><li>Invite students to think about a challenge Percy has faced in the story so far.</li><li>Generate a list as a group.<ul style="list-style-type: none"><li>Responses may include: trouble learning, Mrs. Dodds, Gabe harassing Percy for money, the Minotaur, and any other text-based answer.</li></ul></li><li>Read responses on a chart.</li><li>Ask members to draw a picture of the event in their notebooks. It should be a quick sketch using stick figures or other basic representations.</li><li>Label the drawing with the following: "Percy faced _____ He reacted by _____ and learned _____."</li><li>Share out if time allows.</li><li>Discuss possible themes based on the lessons the characters have learned.</li></ul> <b>Take Time to Reflect (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute the student self-evaluation form in Book Club by completing the self-evaluation form.</li><li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).</li></ul> <b>Wrap Up the Book Club Meeting</b> <ul style="list-style-type: none"><li>Assign students to independently read pages 266-319 (Chapters 17-19).</li><li>Determine as a group when the book club should meet again. Monitor students as they read on their book club calendar.</li></ul> The Lightning Thief Book Club   @BookPagez.com

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introducing Theme	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Finding Topics in a Text	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Making Inferences to Determine Theme	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Using Character Clues to Determine Theme	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Determining Theme	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Picking Up the Bread Crumbs of Clues	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Understanding Symbolism in Literature	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Connecting Plot Development and Theme	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Summarization	
Background Knowledge about Hurricanes	Time to Teach: Establish Background Knowledge about Hurricanes <ul style="list-style-type: none"><li>Create a KWHL chart on chart paper and instruct students to create a duplicate chart in their reader's notebooks. Use a KWHL chart or similar graphic organizer to document discussion.</li></ul>
Reflection	
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