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TEACHER'S GUIDE THE LIGHTNING THIEF Percy Jackson and Olympians, Book 1 Rick Riordan Age 9-14 \$17.95 US \$24.95 CAN Tr. Ed. 0-7868-5629-7 Content Introduction . . . page 3 Pre-reading activities . . . 4 Other ideas for a snack unit . . . p. 8 Issues of activity and discussion on chapter: Chapter 1 . . . Page 11 Chapter 2 . . . Page 14 Chapter 3 . . . Page 17 Chapter 4 . . . Page 21 Chapter 5 . . . Page 23 Chapter 6 . . . page 25 Chapter 7 . . . Page 31 Chapter 8 . . . Page 35 Chapter 9 . . . Page 38 Chapter 10 . . . Page 41 Chapter 11 . . . Page 44 Chapter 12 . . . Page 46 Chapter 13 . . . Page 48 Chapter 14 . . . Page 51 Chapter 15 . . . Page 53 Chapter 16 . . . Page 55 Chapter 17 . . . Page 57 Chapter 18 . . . Page 59 Chapter 19 . . . Page 61 Chapter 20 . . . Page 63 Chapter 21 . . . Page 66 Chapter 22 . . . page 68 End-up and questions . . . page 69 About the author . . . 74 Myths related to the novel, chapter . . . 76 Greek Mythology: A Brief Reference Guide . . . 79 Reason for the use of the novel in the classroom (with a summary of the plot). . . p. 84 Introduction This teaching guide has much more material than the average teacher will ever use. Alas, few of us can afford the luxury of spending as much as six to nine weeks on one novel. Having said that, I have some tips before I dive in: 1. Choose what works best for you! A colleague of mine once described a good curriculum guide as a grocery store. No one should buy everything on the shelves. Just put in the basket that you like. You are an expert on what will work best for your class and your students. 2. It is better to make one novel good than many novels fast and bad. I have learned this lesson in my difficult journey. Invariably, the novels my students loved the most were the ones I enriched with a lot of activities, extensions and chances to interact with the text. Whenever I rushed to finish the novel because I had to cover it and felt that I had no time for any of the extras, I bored the children to death. They learned and saved very little. Additional services are not additional. They are essential elements of teaching well. 3. On the other hand, don't torture children too much! A bad way to use this guide would be to run copies of the questions understanding each chapter and the kids answer all four million of them (using full sentences, of course). Try to attract students with a book. As with any text, the goal should be to leave students wanting to read more, not less. 4. Fun! Another lesson I learned along the way: if I don't have a good time in class, the chances are slim that students enjoy themselves. And yes, students learn more when they find learning enjoyable. Don't you? Calling yourself. Become an apprentice. In the Explore Greek mythology in more detail for yourself! In other words, we like need to model the traits that we expect our students to acquire. 5. Even if you don't teach Percy Jackson . . . I packed this guide with a ton of reading and writing ideas that can apply to any class. Feel free to use them. Many ideas can be adapted to Greek unit mythology or any new block at all. You may also want to consider adding Percy Jackson to your additional external/summer reading list. In this case, essays and insight questions offer you an easy way to assess whether or not students are reading a book! Note: You have permission to copy any of these materials for use in the classroom. Share it freely with your colleagues. All I ask is that you credit the website - www.rickriordan.com - and not use this material for commercial gain. All of this guide is available in .pdf format on the website! Pre-reading Activities These activities are designed to get students interested in a novel before you start reading. However, many can be adapted for use during the device, too. Discussion/magazine Issues Put one of these questions on the board. Give students 3-5 minutes to write a response in a journal. They have the couple off and share their answers with a partner. Then we have a general discussion in the classroom. They can be easily expanded and revised as essay tips later in the block. Have you ever treated a teacher (or a parent or other adult) unfairly? Describe the circumstances and why you found the treatment unfair. What do you know about learning disabilities such as ADHD or dyslexia? Do you know someone who has a learning disability? Do you think that a person with learning disabilities should get more time to complete tests or fewer homework assignments than a person with a learning disability? Explain your position. In ancient times, the Greeks had gods for many important forces in their lives - the sea, thunderstorms, agriculture, music, medicine, poetry, archery, etc. Will this make life more confusing or less confusing? Young children often imagine that their parents are not really their parents. What would happen if you suddenly found out that you have a real father or mother that you never knew about? What if this person was extremely rich and strong - would you accept them as a parent? Do you believe in anything that science can't prove - like magic, ghosts or creatures like Loch Ness? Why or why not? Have you ever been to a summer camp? If so, describe what you did or didn't like about it. If not, imagine and describe what you think a typical summer camp would be like -- any from television or movies? You have been given one magic item of your choice. What would this item be, and what power would have? Explain your choice. A preview of Lee's book is any of the following as students prepare to read the novel. Roman. Content. Read the content table aloud as a class, or students read it in silence. Ask them to choose two or three chapters that sound like they might be the most interesting. Let them share their choice with their partner and then discuss them in the whole class. Finally, students make a 2-3 minute journal describing what they think might happen in this chapter. It's a pure guess and a prediction. They don't have to guess correctly. Make them share their letter with their parent. Here's a model for Ch. 21: I put my tab down. I think in this chapter the main character gets into trouble because he's trying to leave the restaurant without paying for food. The waitress will catch him and make him wash the dishes. Something happens in the kitchen while he washes the dishes and he will eventually save everyone's life in the diner. Here's how he'll end up settling his tab. Voices from the future. Use the reader's theater method to allow students to view the dialogue. Have students get in groups of two or three and then scan through a book to find 6-10 lines of dialogue together. Students should practice reading dialogue as a script (without it said, she said). Ask the volunteers to submit these short vignettes to the class, and then discuss with the students what they think is going on in this chapter based on what they have heard. Walk on the map. Students take a look at a map of The Half Blood Camp on Percy Jackson's website. If they only had time to visit one place in this camp, which would they choose and why? Give them an answer either in a journal or in a small discussion group and then follow the whole discussion class. Encourage them to talk about places that don't really make sense, such as the Big House, Talia Pine, or a weapons depot. Connecting to pre-knowledge Do students fill out an attached sheet, the Gods of Olympus, to see how much they know about Greek mythology. Once they have filled as much as they know on their own so they work with a partner to compare notes. This works well as a time-up. Make this competition to see who can get the most, with your partner, in 2-5 minutes. Preparing that it's OK to be wrong in this activity - they're just trying to run around their memory as much as possible. The gods of Olympus on every throne, write everything you think is true about that god or goddess. Other ideas for Unit Appetizers If you have access to computers, students create a presentation about the gods of Olympus using Powerpoint, Hyperstudio, or a similar program. If access to the computer is limited, students can work in teams of 2-3 and turn to the computer workstation. Each student team can choose a different god for research, or each team can do their own review of all twelve Olympians. Best Presentation Presentation show class. Remind students that the gods often had children with mortals. Ask them to investigate which god or goddess they would most like to be associated with. For ideas, visit or websites. Students should write down their top three options and explain each one. Using a U.S. map, tell students to plan a trip from New York to Los Angeles. They must draw a map of the motorways used and at least five cities in which they will stop. They should write a narration, giving instructions on driving. You can also have them calculate how long it will take them to get to their destination driving 60 miles per hour for eight hours a day (or connect their own numbers). Tip: AAA (American Automobile Association) is sometimes amenable to giving away US card sets for class use. Otherwise, atlases or textbooks on social research could be used. There are also good US maps available on many information websites such as . For the artists in your class, ask them to learn about one monster from Greek myths and make a color picture of this creature. is a great source for many Greek monsters. Set up Olympic discussion partners using an attached playable chart. Each student gets an empty chart and then has to set meetings with each student in each block. It is important that both students write these appointments down. For example, if John and Bill are Ares partners. John's name goes on Bill's sheet and Bill's name goes on John's sheet in the block marked Ise. Allow students about 5-10 minutes to register all their appointments. You will have to judge if there are people left outside a particular block. You can have some group partners with three people if you have an odd number of children. Students must register a different person for each of the twelve blocks. Students must keep their sheets. You might want to have a photocopy of them, so you have a set. It takes a while to set up, but once it's done, you have a built-in way to break up students for small group discussions. You just tell them what appointment to meet. For example, get on with your Aphrodite appointment and share your log responses. 6. Additional credit issues for those children who want to do more: Find one hero whose father was zeus (easy). Find one character whose father was Poseidon (harder). Find one character whose mother was Aphrodite (the hardest). Dionysus is the only guy to have his throne on the female side of the throne room on . Find out how it happened. Hint: This has to do with Hestia. Who is one major Greek god who has no throne on Olympus, and why? What are the Roman names for the twelve Olympians? OLYMPIAN DISCUSSION PARTNERS Make twelve meetings with other students to be yours Partner. Put one student's name in each box. Make sure you write your name in the same box on their sheet. You have to have a different name in each box. Hold on to the sheet! You'll need this during this device. Chapter 1 I accidentally vaporize my pre-algebra teacher warm-up: magazine questions for anticipation of discussion: Brainstorm as many school excursions as you may remember. What is the best (or worst) experience you've ever had on a school trip? Have you ever learned something at a school you were absolutely sure you would never use in your life? Explain. Take a virtual tour of the Metropolitan Museum of Art in Manhattan. (. Go to the Collection and choose Greek and Roman art. Did the students study the collection and complete the following information for at least five different objects: Art Object Analysis What kind of object? The question is: What is it made of? The question is: Is there any benefit other than art? If so, what? When was it created? Where is he? Describe what it looks like: Does he have illustrations from Greek myths? If so, what? The question: How do you read: It is recommended to read the first chapter aloud to students, or someone to read it who has a good flair for drama. This gives students the opportunity to get used to the narrator's voice and connect to the story. The following questions can be answered as students read, assigned as homework, or then given to assess understanding. It's a good idea for students to read questions in advance. You don't have to assign all the questions. You can alternate bets and odds, or divide the issues into small groups. What is Yancey Academy School? What bad experience did Percy have had on past excursions? Why can't Percy go back to Nancy when she starts teasing Grover on the bus? Why isn't Percy getting along with Mrs. Dodds? When do you first suspect that something might be unusual/supernatural about Mrs. Dodds? In the story of the gods and titans, who was Kronos and what happened to him after the gods defeated him? Why is Percy mad at Mr. Brunner? How would you feel about his position? What do you learn about Percy's home life when he's watching a taxi on Fifth Avenue? How's Percy's problem with Mrs. Dodds? Do you think it's his fault? How did that change when Percy returns to the front stages of the museum? Follow-up: Discipline Report. Complete an attached discipline report, or see if you can take an actual discipline report from your school's deputy principal. Give students a chance play disciplinary by filling out a report on Percy for pushing Nancy into the fountain. Or, if you like, they can fill out a report on Nancy for selection on Grover. They should describe the incident and offer appropriate punishment. Battle of the gods and titans. Read the story of Titanomahia, a war between the gods and the Titans. Compare this to the version Percy gives to Mr. Brunner at the museum. Make a list of any differences between the two versions. Make a list of details Percy forgot to include. Stele. Draw and paint a picture of what the stele (Greek burial stone) might look like. Photos of the stele can be found on the Website of the Met . Forecast. Students have to write a five-minute entry in the journal speculating about what will happen next. What is Mrs. Dodds? Why does everyone seem to forget her except Percy? Did the fight really happen or was that per mind Percy? What happens when Percy returns to Yancey Academy? Have students share their predictions with a partner, something volunteers can share with the class. Yancy Academy Upsockawala. NY We bring up children everyone else wants to suffocate. DISCIPLINE REFERRAL Chapter 2 Three old ladies knit socks death warm-up: magazine questions for anticipating discussion: Have you ever had a teacher you wanted to do well? If so, what made you respect that teacher's

opinion? If you can't think of a teacher like that, what would the teacher have to be to make you respect them? There's an old expression, I feel like someone just stepped on my grave. Do you think the future can be predicted? Did you ever feel like something bad was going to happen? The for and against diagram. Make a graph, chipping off a sheet of paper. Let's consider the pros and cons of boarding school compared to day school. Try to put at least three ideas in each box. Compare these ideas with your discussion partner and decide which ones you prefer to attend - boarding school or day school. As you read: Why does Percy think the whole school is playing a trick on him? Why does Percy decide to study latin, even if he has given up his other subjects? What makes Percy believe That Grover and Mr. Brunner think he's in danger? After the Latin test, what do you think Mr. Brunner was trying to say to Percy? Why does Percy react angrily to Mr. Brunner's words? How does Percy say he's different from the other kids at Yancey Academy? Why does Percy tell Grover he's a really bad liar? What responsibility, according to Grover, is and why does this percy strike seem strange? How did Percy and Grover end up on the side of the highway? How does Grover react when Percy tells him about cutting the yarn? What does Percy think is a yarn cut? Grover seems to agree or not? Follow-up: Actions. Using a map of the state of New York, find the Hudson River Valley and find an imaginary place for Yancey Academy. Draw a map showing what highway Grover and Percy would take to get to New York, and indicate where you think the fruit stand would be. Make the graphics. The graphics are an illustrated representation of the chapter. You can do this on conventional printer paper, or larger art paper. This can be done individually or with a partner. The graphics have the following components: the image in the middle, which is the symbol of the chapter. It can be an important object mentioned in the chapter - a bus, for example, or scissors. At least three colors used to color the object. Each color should represent something and you should write why you chose this color. For example, Red faces Percy's wrath at expulsion. At each corner of the page, select a quote from the chapter and copy it. A quote can be any 1-2 line section that you think is significant, important, or says something revealing about one of the characters. After each quote, explain what it means and why you chose it in the sentence. Put the title of the chapter and your name at the top. Once students learn to do a graphic format, it can be easily used with any chapter or story in the future. An example of the handout graphic is below. Sample Graphics (this is for the first chapter; yours will be for Chapter 2) your graphic should have: a picture in the middle that is a symbol for the chapter. This may be an important object mentioned in the chapter - like Nancy's sandwich. At least three colors used to color the object. Each color should represent something and you should write why you chose this color. For example, Red faces Percy's wrath at expulsion. At each corner of the page, select a quote from the chapter and copy it. A quote can be any 1-2 line section that you think is significant, important, or says something revealing about one of the characters. After each quote, explain what it means and why you chose it in the sentence. Put the title of the chapter and your name at the top. Chapter 3 Grover unexpectedly loses his pants warm-up: magazine questions for an anticipated discussion: The best people get the worst luck. Agree? Can you remember a time when something terrible happened to a good person? Conversely, bad people have good things happen to them? Which place do you feel most at ease - a place where you would like to be bigger than anywhere else? Does your family have a favorite or traditional place to stay? If so, describe it. If not, where would you most like to take a vacation if the money wasn't the object? Object?

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