

Contents



TEACHER GUIDE

• Assessment Rubric	4
• How Is Our Literature Kit™ Organized?	5
• Graphic Organizers	6
• Bloom's Taxonomy for Reading Comprehension	7
• Teaching Strategies	7
• Summary of the Story	8
• Vocabulary	9



STUDENT HANDOUTS

• Spotlight on Rick Riordan	10
• Chapter Questions	
<i>Chapters 1-3</i>	11
<i>Chapters 4-5</i>	14
<i>Chapters 6-7</i>	17
<i>Chapters 8-9</i>	20
<i>Chapters 10-11</i>	23
<i>Chapters 12-14</i>	26
<i>Chapters 15-16</i>	29
<i>Chapters 17-18</i>	32
<i>Chapters 19-20</i>	35
<i>Chapters 21-22</i>	38
• Writing Tasks	41
• Word Search	44
• Comprehension Quiz	45



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Rick Riordan

Author Rick Riordan was born on June 5, 1964 in San Antonio, Texas. When he was young, Riordan wrote plenty of short stories. He even submitted some to publishers. However, after graduating from Alamo Heights High School, Riordan decided to take a different path. He attended North Texas State's music program. He wanted to become a guitarist. During this time, he focused on music and was lead singer of a folk-rock band. Later, Riordan transferred to the University of Texas in Austin. There he studied English and History. Ultimately, he received teaching certifications in those two subjects. He went on to be a teacher for many years. Riordan married his wife Becky in 1985 and the couple have two sons, Haley and Patrick.



Riordan and Becky moved to San Francisco. After some time, Riordan began to miss his Texas home. For fun, he decided to attempt to write a private eye novel with Texas as the backdrop. The attempt eventually became Riordan's first published novel, *Big Red Tequila*. The book was well received and spawned the "Tres Navarre" series of seven novels. In the 10-year period in which the series was published, Riordan continued to teach full time. The idea for Riordan's next series came organically. The bones of the story and its protagonist were crafted as bedtime stories for his son, Haley. Haley had been diagnosed with ADHD and dyslexia.

The stories became *The Lightning Thief*. This initiated the "Percy Jackson and the Olympians" series of five novels and many other related works. After selling the series to Disney Book Group, Riordan made the hard decision to leave teaching to write full time. Twentieth Century Fox ultimately purchased the film rights to the book and released a feature film in 2010. Riordan continues to craft new tales, including his follow-up series "The Kane Chronicles". Riordan's writing has won many awards. These include a 1998 Shamus Award for *Big Red Tequila*. He won the Mark Twain Awards for both *The Lightning Thief* and *The Sea of Monsters*. He now lives with his family in Boston.

Did You Know?

- *The Lightning Thief* began as stories for author Rick Riordan's son Haley.
- The book has been adapted into both a Hollywood film and an off-Broadway musical.
- The novel has been published in more than a dozen languages.



Chapters Four to Five

Answer the questions in complete sentences.

- How do you think Percy will react to Grover's cloven hooves?

- Think about what you know so far. What danger could Percy face moving forward?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	bleat	Moving in a slow, heavy, awkward way.	A
2	minions	Smile in a smug way.	B
3	lumbering	Smelled really bad.	C
4	silhouette	In a careful or cautious way.	D
5	reeked	A name taken to protect a real identity.	E
6	smirking	A feeling of regretful longing.	F
7	wistful	A wavering cry. Like from a goat.	G
8	gingerly	Abstract, theoretical or spiritual. Transcending the laws of nature.	H
9	pseudonym	Henchmen. Followers of someone.	I
10	metaphysical	The dark shape or outline of something.	J



Chapters Six to Seven

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) While campers picked berries, a satyr played a tune on a lute.
- T F b) Satyrs mature half as fast as humans.
- T F c) All of the cabins were identical.
- T F d) Annabeth has been at the camp since she was seven.
- T F e) Olympus is located on the one hundred and second floor of the Empire State Building.

2. Complete each sentence with a word from these Chapters.

omen prophecies easygoing pestered trespassed

- a) I got the feeling I'd just _____ on a sensitive subject.
- b) The bitterness in his voice surprised me, because Luke seemed like a pretty _____ guy.
- c) Luke folded his knife, "I hate _____."
- d) She _____ Chiron so much he finally told her he already knew her fate.
- e) "Annabeth wants to think every new camper who comes through here is the _____ she's been waiting for."

Chapters Ten to Eleven

Answer each question with a complete sentence.

- For what did Chiron suggest the drachmas might come in handy?

- Why wouldn't Percy's sword hurt a mortal? What makes Percy twice as vulnerable?

- What does Grover reveal about the relationship between Percy's mother and Gabe?

- Why didn't Medusa's head evaporate?

- What word does Grover use to describe Percy sending Medusa's head to the gods? What does it mean?

- Why does Annabeth suggest the trio's run-in with Medusa was Poseidon's fault?

Journaling Prompt

Recall how Percy was able to defeat Medusa and his interaction with the monster in the book. Now, consult the Internet or another resource. Compare Percy's interaction with Medusa to his namesake's encounter with her. Explain how the characters from the book compare with the myth. How are they the same? Your answer should be a few paragraphs in length.



Chapters 1 to 5

Greek Epic

Tales like Homer's *Iliad* and *Odyssey* present epic tales of men and monsters. There are countless stories of Greek gods and their adventures in the realm of men. Your task here is to take some inspiration from these stories and craft your own epic tale in this style.

Make sure your protagonists are entirely original. Include as many or as few Greek gods and mythological monsters as you wish. Make sure your story has a beginning, middle and end. Your characters should face some sort of challenge.

You should include at least three original characters. Use lots of description and have fun with it. Make your story worthy of being passed on orally as the ancient Greek myths were. Your finished product should be at least three typed, double-spaced page in length.



Chapters 6 to 9

Your Own Quest

Imagine you are in charge of handing out quests to worthy heroes. Decide on a half-blood hero. This could be a character from the book or a character of your own creation. This demigod should be a child of one of the 12 gods featured at Camp Half-Blood.

Now, your task will be to design a quest for your chosen champion. Organize your quest into a checklist. This should be similar to one you might see during a scavenger hunt. Decide on an object that must be acquired. Or decide on another action that must be undertaken by your champion. Make sure these actions or objects are updated for the current age. Perhaps a child of Hermes could be tasked with stealing a race car—the choice is yours.

Make sure your quest has at least 10 items on its checklist. Next to each, write a paragraph that describes what your hero must do. Where must they go? What gifts or weapons will they have at their disposal?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

aura	chasm	impaled	predicament
bitter	courage	lashed	scrawny
bribe	despair	melancholy	shy
captor	eternal	minions	vaporize
carnage	favoritism	omen	wicked

w	a	m	r	p	c	a	r	n	a	g	e	x	n	l	v	d
m	i	n	i	o	n	s	i	t	c	f	k	h	e	b	q	e
e	z	e	r	l	z	o	m	k	h	c	d	h	r	w	y	h
l	r	o	t	p	a	c	p	x	a	t	t	i	x	c	d	s
a	i	g	y	b	w	u	a	v	s	i	b	f	z	p	j	a
n	e	m	o	g	c	k	l	h	m	e	t	e	r	n	a	l
c	a	l	r	v	q	j	e	s	f	w	k	g	k	z	f	r
h	s	r	a	t	a	r	d	b	m	c	o	u	r	a	g	e
o	q	b	h	s	l	m	s	v	q	e	o	k	a	j	a	
l	e	s	g	a	p	e	i	t	c	y	w	j	r	n	t	f
y	v	c	p	l	x	t	n	h	f	r	l	u	e	p	v	b
i	d	s	b	a	i	x	t	e	y	i	a	f	l	j	q	i
t	e	o	d	f	l	m	g	r	t	c	h	w	s	a	b	t
d	i	w	o	m	i	b	h	g	u	b	n	b	n	e	o	t
o	y	v	a	p	o	r	i	z	e	l	w	s	u	y	n	e
d	a	s	d	w	i	c	k	e	d	y	j	o	p	g	u	r
f	m	u	x	y	n	t	n	e	m	a	c	i	d	e	r	p



Comprehension Quiz

Answer each question in a complete sentence.

- What are three themes from the book?

- What is the name of the school Percy attends at the start of the story?

- What character is revealed to be the centaur champion trainer Chiron?

- What encounter set in motion Percy's discovery of his true identity?

- What is explained about the nature of mythological monsters?

- Where is Olympus located?

- Why does Annabeth want to know if Percy is "the one"?

31

3

1

1

3

3

2

3

SUBTOTAL: /16

Training Ground

Percy receives gifts to help him on his quest. He receives a celestial bronze sword named Riptide. He receives a pair of winged shoes. Use this organizer to discuss the role these weapons and gifts played in the story. Imagine Percy didn't have these gifts. What impact would there be when facing dangerous situations?



NAME: _____

After You Read 



Chapters One to Three

Answer each question with a complete sentence or short paragraph.

- Mr. Brunner expected Percy to be as good as everybody else despite what?

- How does Percy describe the strangeness he experiences after the field trip? Why does he feel this way?

- Why doesn't Percy believe Grover when Grover says he doesn't remember Mrs. Dodds?

- What one thing became clear to Percy as he heard Mr. Brunner and Grover talking?

- What do you think is the significance of the three old ladies Percy sees knitting?

- What does Percy discover about his friend Grover?

Journaling Prompt

It becomes clear that Percy's mother, friend, and teacher all know he's in some kind of trouble that he is completely unaware of. Do you think it was right for them to have kept this information from Percy? Should he have known what sort of danger he is in? Explain why or why not in a few paragraphs.

13

1.

Despite the fact that Percy had dyslexia and attention deficit disorder and had never made above a C- grade in his life.

2.

Percy feels like he's having a twenty-four/seven hallucination because everyone is acting like they've never heard of Mrs. Dodds and as if Mrs. Kerr had been their teacher since Christmas.

3.

Percy notices Grover and would always hesitate to claim she didn't exist. But Percy could tell he was lying.

4.

They thought Percy was in some kind of danger.

5.

Answers will vary, but may include: They are the three fates from Greek mythology.

6.

Grover turns out to be some kind of creature with cloven hooves.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. G

2. I

3. A

4. J

5. C

6. B

7. F

8. D

9. E

10. H

14

1.

a) F

b) T

c) T

d) F

e) F

f) T

2.

a) 3

b) 4

c) 5

d) 6

e) 2

f) 1

15

1.

Grover says, "The less you knew, the fewer monsters you'd attract."

2.

Answers will vary, but may include: Percy's mother dissolves into blinding light while the Minotaur has her by the throat, suggesting she may have some magical origin or some other magic is at play.

3.

Percy realizes Mrs. Dodds really wasn't human and she had really meant to kill him.

4.

She warns him that names have power.

5.

Percy's full name is Perseus, the ancient Greek hero who killed Medusa and saved Andromeda. Answers will vary.

6.

Mr. Brunner is revealed to be a centaur named Chiron, who was a legendary trainer of heroes.

16



The Lightning Thief – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** 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.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.



Chapters Four to Five



Answer the questions in complete sentences.

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2. Think about what you know so far. What danger could Percy face moving forward?

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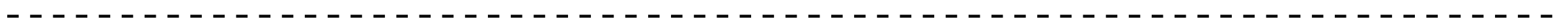
Chapters 1 to 5

Greek Epic

Tales like Homer's *Iliad* and *Odyssey* present epic tales of men and monsters. There are countless stories of Greek gods and their adventures in the realm of men. Your task here is to take some inspiration from these stories and craft your own epic tale in this style.

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Chapters 6 to 9

Your Own Quest

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