

Student Packet

Grades 5–6

The Lightning Thief

Rick Riordan

NOVEL UNITS[™]

NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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THE LIGHTNING THIEF

by
Rick Riordan

Student Packet

Written by
Linda Herman

- Contains masters for:**
- 2 Prereading Activities
 - 11 Vocabulary Activities
 - 1 Study Guide
 - 4 Literary Analysis Activities
 - 2 Character Analysis Activities
 - 3 Comprehension Activities
 - 2 Quizzes
 - 1 Novel Test
- PLUS**
- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2006 Hyperion Paperbacks edition of the novel, © 2005 by Rick Riordan, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-7868-3865-5

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

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Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Word Map

expelled	kleptomaniac	sphinx	<i>stele</i>
immortal	scythe	dyslexia	attention deficit disorder
frieze	talons	vaporized	contaminated
squalls	solstice	ignorance	

Directions: Choose ten words from the vocabulary list. Complete a word map for each word. Begin by writing the vocabulary word in the center box. Then copy the sentence that contains the vocabulary word from the story. Write what you think the word means from the way it is used in the story. Then write the word's definition as it is given in the dictionary. Compare your definition with the one from the dictionary.

Sentence from novel

Vocabulary Word

Definition in
your own words

Definition from
the dictionary

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Name _____

Chapters 19–20

1. Why are the Fields of Asphodel and the Fields of Punishment more crowded than the Isles of the Blest?
2. What drags Grover toward Tartarus? As Grover, Percy, and Annabeth run from Tartarus, what nearly pulls them into it?
3. Where are the pomegranate trees? What would happen if Percy ate a pomegranate?
4. What does Hades think Percy stole? What does Hades threaten to do if his missing item isn't returned?
5. Why is Percy's backpack heavier? What does this make him realize?
- *6. What choice does Hades force Percy to make? Do you agree with Percy's decision?
7. Which god tricked Percy?
8. How does ADHD help Percy during the battle on the beach?
9. How does Percy surprise Mrs. Dodds?
10. What risk is Percy willing to take to return the master bolt? Why does he feel this risk is necessary?

Chapters 21–22

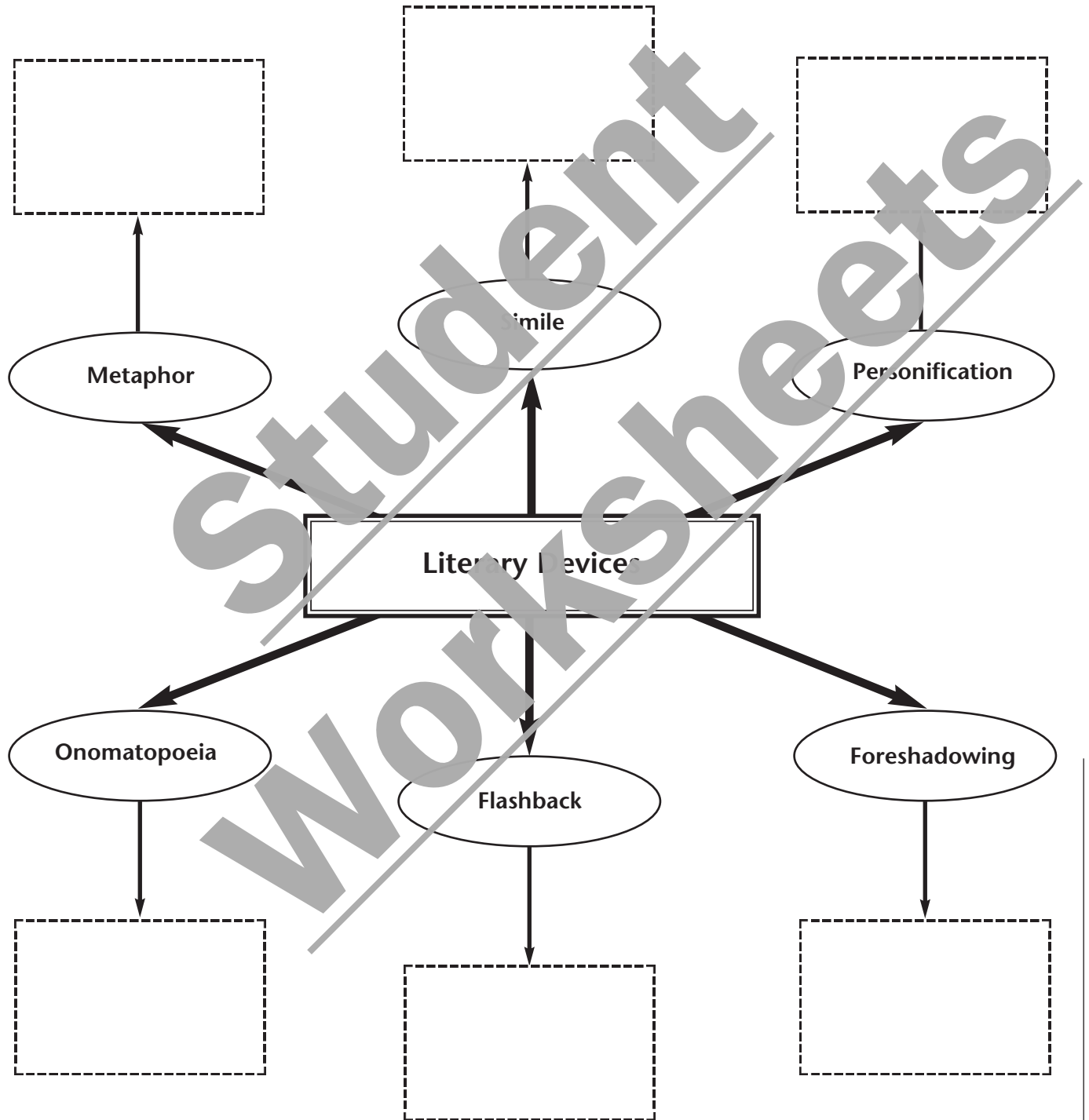
1. Why do the police and firefighters raise money to buy three plane tickets to New York?
2. Why won't they take Annabeth and Grover to the Empire State Building?
3. How does Percy describe looking at Poseidon's face?
4. Whose voice did Percy hear in the pit?
5. What choice does Percy make regarding Gabe? Why?
6. What does Grover receive from the Council of Cloven Elders?
- *7. What is in the "box of tools" that Percy's mom refers to in her letter? Where do you think she disposed of the box?
8. Why is Backbiter unusual?
- *9. Who betrays Percy? Give three reasons to explain this person's actions.
10. What plans do Percy and Annabeth make for next summer?

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Name _____

Literary Devices

Directions: Authors use literary devices to make their writing interesting and descriptive. Use the novel to find one example of each literary device listed below. Write the example and its page number in the dotted rectangles.



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Name _____

Thematic Analysis

Directions: Choose a theme from the novel to be the focus of your word web. Complete the web, and then answer the question in each starred box.

★ What is the author's main message?

★ What did you learn from the novel?

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